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Revised 8/25/2014
The Virginia Appalachian Tricollege Nursing Program (VATNP) is a three college consortium serving Virginia Highlands Community College (VHCC), Southwest Virginia Community College (SWCC), and Mountain Empire Community College (MECC). The administrative office for the VATNP is located at VHCC.

Mailing address: VATNP @ VHCC, PO Box 828, Abingdon, VA 24212
Phone: 276-739-2439
Fax: 276-739-2594
Website: www.vhcc.edu/vatnp

VATNP Mission

The mission of the Virginia Appalachian Tricollege Nursing Program is to provide an Associate in Applied Science degree program with a major in nursing which will, upon successful completion of the program, afford students the opportunity to take the National Council Licensure Examination leading to licensure as a registered nurse and prepare graduates for employment as entry level practitioners of nursing in a variety of health services settings.

VATNP Philosophy, Curricular Framework, and Program Outcomes

The Virginia Appalachian Tricollege Nursing Program (VATNP) operates within the philosophical framework of the Virginia Community College System (VCCS) and is an integral part of the general structure of Virginia Highlands Community College, Southwest Virginia Community College, and Mountain Empire Community College. The program philosophy and curricular framework of the VATNP reflects the mission of each of the three colleges. These colleges are dedicated to the belief that each individual should be given a continuing opportunity to develop skills, extend knowledge, and increase awareness of their roles and responsibilities to society. The Associate in Applied Science (AAS) in nursing is designed to prepare the entry level registered nurse. The philosophy and curricular framework are consistent with standards of the National League for Nursing 2000 (NLN,) and the legal framework of the Virginia State Board of Nursing.
VATNP Philosophy

The program philosophy and the curricular framework reflect the collective beliefs of the faculty defined as follows:

- The faculty believes the associate degree program goal is to prepare an entry level nurse capable of utilizing the nursing process in a variety of settings to provide safe and effective care which promotes psychological and physiological integrity.

- The faculty believes the client has unique needs as part of a family, culture, and community and is constantly interacting with the environment.

- The faculty believes that nursing is primarily assisting “the Client, sick or well, in the performance of those activities contributing to health, or its recovery (or to a peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge” as stated by Virginia Henderson (1966).

- The faculty believes that teaching and learning in nursing education is facilitated through actively engaging students in a learning environment that addresses the client’s learning needs.

VATNP Curricular Framework

The curricular framework of the VATNP is derived from the mission and philosophy of the program and the Educational Competencies for Graduates of Associate Degree Nursing Programs (2000). The framework is structured around the eight core components and competencies. (Council of Associate Degree Nursing Competencies Task Force, National League for Nursing, 2000).

1. Professional behaviors

   Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development.

2. Communication

   Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates
caring, compassion, cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

3. **Assessment**

   Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the client’s health status. Comprehensive assessment provides a holistic view of the client which includes dimension of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care, and includes identification of available resources to meet client needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize client care. Ongoing assessment and reassessment are required to meet the client’s changing needs.

4. **Clinical decision making**

   Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the client and support person(s) toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.

5. **Caring interventions**

   Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where client choices related to cultural values, beliefs, and lifestyle are respected.

6. **Teaching and learning**

   Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior.
7. **Collaboration**

Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the client, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, client centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet client needs and move the client toward positive outcomes. Collaboration requires consideration of client needs, priorities and preferences, available resources and services, shared accountability, and mutual respect.

8. **Managing care**

Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources.
VATNP Curriculum Framework Model

The curriculum framework model for the VATNP is derived from the mission and philosophy of the program, the nursing process, the roles of the nurse and the core components and competencies for graduates of associate degree nursing programs. (See Figure 1). This model was drawn by Deborah Wright, RN, MSN, Associate Professor.

Figure 1. Visualization of curriculum framework

The conceptual model of the curriculum framework (Figure 1) is a visualization of the interrelationship of the philosophy and purpose of the VATNP. A pie shaped figure was chosen to illustrate the equality of the major concepts of person, health, environment and nursing. These provide the curriculum with structure and body. An extension of this figure is noted by the placement of major concepts along the health illness continuum. Solid lines connecting the core components (horizontal threads) represent both a continuous and interrelated process of interaction between the components. These organizing horizontal threads are professional behaviors, communication, assessment, decision making, caring
interventions, teaching and learning, collaboration and managing care. These threads are integrated and continuous throughout all levels of the curriculum.

**VATNP Graduate Outcomes**

The VATNP faculty is committed to the graduate outcomes outlined on the following chart:

<table>
<thead>
<tr>
<th>Core Component</th>
<th>Definition</th>
<th>VATNP Graduate Outcomes</th>
</tr>
</thead>
</table>
| Professional Behavior | Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development. | • Practice within ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.  
• Are accountable for their own actions.  
• Participates in lifelong learning.  
• Participates in professional organizations and political activities to promote the practice of nursing.  
• Delineates and maintains appropriate professional boundaries in the nurse-client relationship. |
| Communication | Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship. | • Establishes and maintains effective communication, both verbal and written, with clients, family, community, and health care providers while maintaining confidentiality.  
• Uses appropriate information technology to support communications in health care. |
<p>| Assessment | Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the client’s health status. Comprehensive assessment provides a holistic view of the client which includes dimension of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care, and includes identification of available resources to meet client needs. Initial assessment | • Uses the nursing process to collect information and contribute to an ongoing, comprehensive data base relevant to a holistic individualized plan of care. |</p>
<table>
<thead>
<tr>
<th>VATNP Student Handbook 2014-2016</th>
</tr>
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<tbody>
<tr>
<td>provides a baseline for future comparisons that can be made in order to individualize client care. Ongoing assessment and reassessment are required to meet the client’s changing needs.</td>
</tr>
<tr>
<td>Clinical decision making</td>
</tr>
<tr>
<td>Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the client and support person(s) toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.</td>
</tr>
<tr>
<td>• Uses the nursing process to make effective clinical decisions resulting in finding solutions, individualizing care and assuring the delivery of safe and effective care that moves the client and support person(s) toward positive outcomes.</td>
</tr>
<tr>
<td>Caring Interventions</td>
</tr>
<tr>
<td>Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where client choices are related to cultural values, beliefs, and lifestyle are respected.</td>
</tr>
<tr>
<td>• Applies nursing values that exemplify the caring professional nurse.</td>
</tr>
<tr>
<td>• Provides compassionate, nurturing, protective, person centered and competent care based on the synthesis of knowledge, skills and attitudes acquired in the humanities and natural and behavioral sciences.</td>
</tr>
<tr>
<td>• Adapts care to include the person’s values, customs, culture and/or habits.</td>
</tr>
<tr>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior.</td>
</tr>
<tr>
<td>• Uses the nursing process to plan, develop, implement and evaluate health care teaching provided to clients or groups in a variety of settings.</td>
</tr>
<tr>
<td>• Promotes and facilitates informed decision making and positive outcomes.</td>
</tr>
<tr>
<td>• Provides relevant health care instructions to assistive personnel.</td>
</tr>
</tbody>
</table>
### Collaboration
Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the client, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, client centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet client needs and move the client toward positive outcomes. Collaboration requires consideration of client needs, priorities and preferences, available resources and services, shared accountability, and mutual respect.

- Assumes the role of the associate degree nurse while participating within the health care team to deliver holistic care across the life span and in a variety of settings respecting cultural values and beliefs.

### Managing Care
Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources.

- Assumes the role of manager of care for diverse groups of clients through effective use of delegation, evolving technology and resources.

In summary, the faculty believes the most effective nursing curriculum is composed of general education and nursing courses offered in institutions of higher learning. The VATNP curricular framework is based on the nursing process and the eight core components and competencies. The curricular framework operationalizes the program philosophy.

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Reviewed & Approved: 08-17-01
Revised and Approved: 05-08-02
Revised and Approved: 08-19-03
Revised and Approved: 05-11-05
Revised and Approved: 08-18-06
Revised and Approved: 05-14-08
Revised and Approved: 08-10-10
Revised and Approved: 03-02-12
Revised and Approved: 11-08-13
State Approval and Accreditation Status

The VATNP program is approved by the Virginia State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, telephone 404-975-5000, fax 404-975-5020, website: www.acenursing.org).

VATNP NCLEX-RN Pass Rate 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass</th>
<th>Fail</th>
<th>VATNP % Success</th>
<th>National pass rate all US ADN Grads*</th>
<th>National pass rate all US Graduates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 (N =129)</td>
<td>113</td>
<td>16</td>
<td>88%</td>
<td>87.61</td>
<td>88.42</td>
</tr>
<tr>
<td>2010 (N =169)</td>
<td>150</td>
<td>16</td>
<td>89%</td>
<td>86.46</td>
<td>87.41</td>
</tr>
<tr>
<td>2011 (N =180)</td>
<td>142</td>
<td>31</td>
<td>79%</td>
<td>86.99</td>
<td>87.89</td>
</tr>
<tr>
<td>2012 (N = 155)</td>
<td>130</td>
<td>25</td>
<td>84%</td>
<td>89.82</td>
<td>90.34</td>
</tr>
<tr>
<td>2013 (N = 161)</td>
<td>137</td>
<td>24</td>
<td>85.1%</td>
<td>82.98</td>
<td>84.28</td>
</tr>
</tbody>
</table>

* NCLEX National Statistics from www.NCSBN.org

Occupational Objectives

Employment opportunities for the Registered Nurse include, but are not limited to, staff positions in hospitals, nursing homes, health departments, physician’s offices, clinics, home health agencies, public schools, day care centers, and civil service.
Estimated Program Costs

All costs are the responsibility of the individual student

- Physical/Hepatitis B & other immunizations/PPD: $250.00
- CPR training: $122-$127.00
- Criminal Background Check and Drug Screen, Immunization Tracker: $110.00
- Books (The majority of textbooks are required for the first semester): $1,200.00
- Standardized progressive testing and review program (first and third semesters): $615.00
- Uniforms/Lab Coats/Shoes/Watch/VATNP Patches/Stethoscope: $300.00
- VATNP Pin: $50.00
- NCLEX Fees: $350.00
- Estimated In-State Tuition: $122-$127.00 per credit hour
- Transportation to and from classes and clinicals: Variable
- Completion of program and RN Licensure: PRICELESS!
VATNP Faculty

**VATNP Dean** – Kathy Mitchell, RN, MSN, PhD

**VATNP Administrative Assistant** – Candace McClure

**VATNP Assistant Directors/Campus Coordinators**

- Neyia Beavers, RN, MSN, SWCC
- Deborah Wright, RN, MSN, MECC
- Elizabeth Wright, RN, MSN, VHCC
- Christine Hobbs, RN, MSN, SWCC @ Grundy Coordinator

**Full-time teaching faculty**

- Neyia Beavers, RN, MSN, SWCC
- Brigitte Casteel, RN, MSN, VHCC
- Deborah Clarkston, RN, MSN, MECC
- Diana Cantrell, RN, MSN, SWCC
- Donna Cluesman, RN, MSN, MECC
- Keith Cowden, RN, MSN, MECC
- Melissa Davis, RN, MSN, VHCC
- Barbara Gilbert, RN, MSN, FNP, SWCC
- Amy Hampton, RN, MSN, VHCC
- Christine Hobbs, RN, MSN, SWCC
- Jada Oakes, RN, BSN, VHCC
- JoAnn Price, RN, MSN, VHCC
- Amanda Robbins, RN, BSN, MECC
- Kim Smith, RN, MSN, FNP, SWCC
- Deborah Wright, RN, MSN, MECC
- Elizabeth Wright, RN, MSN, VHCC

**Simulation Lab Facilitator**

- Katherine Stephens, MSN, VHCC
Faculty office hours

Each faculty member has office hours posted on their office door. Please be aware of posted office hours. Appointments can also be arranged for student-faculty conferences at times other than posted office hours.

Academic advising

Each student will be advised by nursing faculty for assisting with academic progress and concerns. Course faculty members will be the advisors of the students enrolled in their courses. The advisor will authorize all course work the student plans to take and will provide guidance for future course requirements and career development.

Classroom/Clinical Policies and Procedures

Admission and enrollment in the VATNP program require that the student register during his/her college’s designated registration period and pay tuition prior to the published deadline. Students who fail to pay their tuition before the deadline forfeit their place in the course and will be administratively withdrawn from the class.

Class attendance

Regular class attendance is essential to student success and is required for all nursing courses. Frequent unexplained absences may result in dismissal from the course. When an absence is necessary, students are responsible for the content missed, regardless of the reason for the absence. Any instruction missed and not subsequently completed will affect the grade for the course.

Faculty initiated withdrawal

1. Dynamically Dated classes

A dated class is any class that meets within a term but for only two-four days. All students absent the first day of a two- or four-day class will be administratively withdrawn on the next business day. Students will receive a “W,” and will not receive a refund. The reinstatement policy does not apply to two- or four-day classes. All financial aid students should check with the Financial Aid Office to determine the effect on their award.
2. **Semester long classes**

   **A. Fifteen percent of the semester**

   The instructor must withdraw students who have not attended class during the first 15 percent of the semester; this date is indicated on the academic calendar as last day to drop, pay, receive tuition refund. The student will be removed from the class roll and no grade is awarded. Only the instructor may approve an appeal for reinstatement into the class.

   A student, who is withdrawn for failure to attend the first 15 percent of the class, may petition the instructor for reinstatement within five (5) working days of the official processing date on the withdrawal form (Petition form is available in the division offices).

   **B. Sixty percent of the semester**

   The instructor may withdraw students who have stopped attending and/or have not completed sixty (60) percent of the course work on or before the official 60% withdrawal date indicated on the college academic calendar as the last day to withdraw from class without academic penalty. In this situation, a grade of “W” is assigned for the course. Only the instructor may approve an appeal for reinstatement into the class.

   A student’s request for reinstatement must be made to the instructor within five (5) working days of the official processing date on the withdrawal form (Petition form is available in the division offices).

**Frequent absences**

Frequent absences may result in administrative withdrawal from a class and possible dismissal from the nursing program with the additional consequences of termination or reduction of programs of financial assistance including veterans’ benefits.

**Clinical attendance**

*Virginia Board of Nursing Regulations Governing the Practice of Nursing, 18VAC90-20-120 (http://www.dhp.virginia.gov/nursing/nursing_laws_regs.htm#reg_2014)* requires:

A nursing education program preparing for licensure as a registered nurse shall provide a minimum of 500 hours of direct client care supervised by qualified faculty. Clinical hours to meet this VBON requirement are built into the VATNP
program. Inability to meet this clinical hour requirement will result in non-completion of the nursing program.

**Laboratory attendance policy**

Clinical or laboratory attendance is required. Any exception must be approved by the clinical or laboratory faculty. Excused absences may include a medical excuse (physicians note) or faculty approved excuse (for illness, death in the immediate family, hazardous weather conditions), however every missed laboratory or clinical day must be made up by the end of the semester prior to the last day of scheduled classes. Individualized plans for make-up laboratory or clinical time will be developed between the clinical instructor and student based on available clinical space and time. Faculty is not required to make accommodations. The student may be required to attend clinical activities outside their college service area to make up for missed clinical time. **If accommodations for missed clinical days cannot be made, the student may not progress to the next course.**

It is the student’s responsibility to notify the assigned clinical instructor if an absence is necessary. Leaving messages does not suffice! The procedure for notifying the instructor in cases of tardiness or absence from clinical practice is as follows:

- Notify the instructor via phone call or as directed. This should be done at least one hour before the clinical day starts. Failure to notify the faculty and/or facility of absence or tardiness is considered unprofessional conduct and is included in the clinical evaluation rating. Students may be dismissed from the program for no call/no show in clinical.

**Fitness for duty**

Clinical agencies require that all students provide evidence that they meet fitness for duty or physical requirements of their agency. Prior to returning to the classroom or clinical setting after experiencing an illness, injury, hospitalization, or other circumstance that results in either a physical or psychological limitation(s) or an absence from the program, the student is required to submit to the course instructor a completed **Fitness for Duty - Return to Classroom and Clinical Courses** form (available from the course instructor) from the appropriate health care provider. In the event that a health care provider places limitations on the student’s ability to perform nursing care activities, the student will be restricted accordingly. In addition, the rules and regulations of participating clinical agencies will prevail in
determining whether a student who has limitations imposed by their health care provider can participate in the clinical experience.

A student who becomes pregnant must notify her course instructors as soon as they become aware of the pregnancy. The student must submit a *Pregnancy Statement* form (available from the course instructor) completed by her health care provider verifying that the student is able to continue to attend class and perform nursing care activities in the clinical setting as outlined in the MECC, VHCC and SWCC college catalogs and on student clinical evaluation forms for each clinical course. It is the pregnant student’s responsibility to inform nursing faculty of any change in physical or mental status, which may alter basic sensory/mobility functions. In addition, all students are required to adhere to the rules and regulations of the clinical agency to which they are assigned. After delivery, it is the student’s responsibility to submit a *Fitness for Duty - Return to Classroom and Clinical Courses* form (available from the course instructor) to the course instructor.

**Nursing skills lab**

The nursing skills laboratory provides the student an opportunity to practice nursing skills before caring for a patient in the clinical setting.

**Guidelines for using the Nursing Skills Laboratory:**

1. Students may not eat or drink in the labs while performing lab activities/assignments.
2. Students are responsible for returning reusable materials to their appropriate locations, disposing of non-reusable materials appropriately, and restoring the general neat appearance of the laboratory after each use.
3. Materials and/or equipment may be borrowed from the laboratory only after obtaining permission from an instructor. All materials must be returned the following class day unless other arrangements are made.
4. Any materials and/or equipment that are broken in the laboratory must be reported immediately to an instructor.
5. The loss and/or breakage of materials and/or equipment used by students are the financial responsibility of the student.
6. Final grades will be withheld until equipment is returned or arrangements are made to pay for lost or broken item.
Computer laboratory

There will be no smoking, eating or drinking in the lab. No software may be removed from the computer lab. No printing will be allowed in any nursing computer lab unless the student provides the paper.

Clinical Agencies

Clinical agency assignments and orientation

Students receive clinical experience in a variety of settings. Requests for assignments to specific agencies cannot be honored. Students are assigned to clinical agencies by faculty at the beginning of the semester. No student will be assigned to a clinical agency until his/her clinical agency requirements (identified below) have been met and successfully submitted through Certified Background. Students who have completed clinical agency requirements will be able to participate in clinical activities. Inability to complete clinical activities will result in failure of the course, regardless of other course grades.

Clinical agencies require each student to complete an orientation to the clinical facility. There is no exception to this requirement; students must complete the facility required orientation. Each instructor will distribute information regarding directions to the health care facility and agency designated parking areas. Clinical assignments will be made by the clinical instructor; changes to assigned clinical times can only be made by the clinical instructor.

Clinical pre-requisites and documentation

In order to participate in learning activities at the various VATNP host clinical agencies, all students must provide documentation that they have completed the clinical agencies’ requirements. These documents must be submitted by the stated deadlines. Document submission requirements, forms and instructions can be found at www.vhcc.edu/vatnp. Student Forms.

1. First year students. All documentation must be submitted by date posted on VATNP website for LPN-RN bridge students and by August 1 for first-year students. Documents are submitted through Certified Background, no
paperwork should be submitted to the VATNP nursing office. The following represents requirements established by clinical agencies:

- **Physical and Student Statement of Health**
- **Current immunizations including Hepatitis B, MMR, and Varicella;** documentation of immunization via blood titers or immunization waivers may be accepted. Other immunizations such as flu vaccine may be required.
- **Proof of negative PPD, PPD screening, or a negative chest X-ray must be submitted at the beginning of each year of enrollment in the program.**
- **HIPAA Training/Certification (to be completed during first weeks of class).**
- **CPR Certification, Adult and Child (American Heart Association, Basic Life Support for Health Care Providers, current for the duration of the program).**
- **Criminal Background Checks/Drug Screens - Background checks for criminal history related to barrier crimes and drug screens. Students with convictions of barrier crimes (for a list of crimes under this category refer to BARRIER CRIMES, Code of Virginia 63.2-1726 @ [http://hope-tfc.org/FP/Barrier%20Crimes.pdf](http://hope-tfc.org/FP/Barrier%20Crimes.pdf)) or with positive drug screens may be prohibited from clinical activities and therefore, may not be able to complete the program requirements.**

2. **Second and third year students** – All documentation must be submitted by August 1st for all 2nd and 3rd year students, this information shall be updated through Certified Background; no documents should be submitted to the VATNP nursing office.
   a. **Student Statement of Health**
   b. **Student Statement of Criminal History**
   c. **CPR Certification, Adult and Child (American Heart Association, Basic Life Support for Health Care Providers) current for the duration of the program).**
   d. **Proof of negative PPD, PPD screening, or a negative chest X-ray must be submitted at the beginning of each year of enrollment in the program.**
3. **Reenrolled students** - Students reenrolling into the fall semester must submit documentation by August 1. Students reenrolling into the spring semester must submit paperwork by January 2. Students who have not been continually enrolled in the nursing program must complete the same documentation as a new first-year student.

**Clinical performance**

Students must be able to perform all essential job functions in clinical settings with reasonable accommodation. Faculty can refuse to permit students into the clinical setting if they are unable to perform essential job functions adequately or if there is evidence of practice that jeopardizes the safety of the patient(s).

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Essential job functions include, but are not limited to:

1. **Critical thinking**: Critical thinking ability sufficient for clinical judgment and delivery of safe patient care.
2. **Interpersonal abilities**: Interpersonal abilities sufficient to interact with clients, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. **Communication**: Communication abilities sufficient for interaction with others in verbal and written form.
4. **Mobility**: Physical abilities sufficient to move from room to room and maneuver in small spaces.
5. **Motor skills**: Gross and fine motor abilities sufficient to provide safe and effective nursing care.
6. **Physical demands**: Physical demands in this program include duties that frequently require squatting, bending, kneeling, reaching, and stair climbing; lifting and carrying up to 50 pounds; frequent pushing and pulling up to 200 pounds with assistance; occasional lifting up to 200 pounds with assistance and occasional carrying up to 51-74 pounds.
7. **Hearing**: Auditory ability sufficient to monitor and assess health needs.
9. **Tactile**: Tactile ability sufficient for physical assessment.
Instructions for Individuals with Disabilities

Students may request accommodation for disabilities through the Office of Student Services. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Individuals requiring temporary handicapped parking accommodations due to short-term illness should also contact Student Services. All communication will be kept confidential.

Assumption of risk and clinical contracts.

Students will be asked to sign an Assumption of Risk form before they participate in clinicals. By signing this form, students acknowledge: 1) responsibility for their actions and 2) assumption of risks involved with the nursing program in the clinical setting. Contracts for each agency are available in the nursing office at VHCC and may be reviewed by students upon request. Individual contracts are in effect with each affiliate clinical agency. General stipulations are as follows:

1. Clinical agencies reserve the right to dismiss a student from the agency at any time with any due cause. This will be done with advance notice except in an emergency.
2. Proper uniform must be worn including identification badges provided by the college.
3. Published policies of the clinical agency must be adhered to.
4. Clinical agencies are not responsible for any liability, death, or property damage resulting from student clinical activities. Each student must sign a document releasing the clinical agency, its agents and employees from any liability or death
to himself or damage to his property arising out of agreement of use of clinical agency’s facilities.

**VATNP Academic and Clinical Conduct**

The National Student Nurses’ Association provides a code of academic and clinical conduct for nursing students ([http://www.nsna.org/Publications/AcademicClinicalConduct.aspx](http://www.nsna.org/Publications/AcademicClinicalConduct.aspx)). All VATNP nursing students must follow these ethical principles at all times. Any breach of code will be documented in the student’s permanent record and appropriate action will be taken.

**National Student Nurses Association, Inc. Code of Academic and Clinical Conduct**

**Preamble**

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

**A Code for Nursing Students**

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.


**VATNP clinical dress code**

The VATNP expects students to present a professional and positive image in the clinical settings as directed. High standards of conduct and appearance reflect the nursing program, the profession, and the facility in which practice occurs.

The VATNP approved uniform or agency dress code attire and photo ID must be worn in all clinical settings. Clinical faculty will dismiss students from the clinical area who are not in compliance with the clinical dress code. The student will receive a “U” for the clinical day and will be considered a clinical absence.

When a student is required to return to the campus during or after clinical, a clean lab coat may be worn over uniform or the student may change into professional attire. The student photo ID is considered part of the uniform and is to be fastened above the waist in clear view in all clinical settings. The photo ID should not be worn in settings other than the clinical or laboratory facility.

Uniforms must be purchased from [Flynn O’Hara School Uniforms](http://www.flynohara.com). The VATNP uniforms consist of black pants or skirt, a khaki top, and a white V-neck cardigan lab jacket. Only the designated Virginia Appalachian Tricolege Nursing Program uniforms can be worn while participating in clinicals either on or off campus. VATNP square shaped insignia patches are to be purchased from campus bookstores and sewn on the left upper sleeve of the lab coat (1½ inches from the shoulder seam). Sample uniforms will be available on each
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campus the first week of class in order to aid with fitting. Ordering Information will be given the first weeks of class and purchasing must be completed by announced deadline.

Uniforms are to be clean and pressed at all times. Uniforms must fit properly. Skin toned full-length non-sheer stockings/hosiery must be worn when a skirt is preferred. Plain black knee high stockings or crew socks are to be worn with uniform pants. No sweaters or hoodies may be worn with the uniform. Undergarments and/or cleavage should not show when leaning or bending over. Appropriate undergarments are white, black, or neutral colored and fit appropriately. White lab coats are required and are the only acceptable garment to be worn with the uniform while not engaged in direct patient care. Shoes are to be black leather or rubber, closed toe, clean and in good repair. Shoes must be made of material that will not absorb bio hazardous materials and can be cleaned. Black hose/socks (that come above that ankle) are required. Laces must be clean at all times. High top sneakers, canvas shoes or shoes with sport logos are not permitted.

A watch with a second hand, wedding rings only, small white or yellow metal earrings (one small stud per earlobe) may be worn. Necklaces are not permitted unless Medic Alert. No body piercing jewelry (no exceptions) other than earlobes. Hair is to be clean, neat and well groomed. Hair must clear the uniform collar and be controlled in such a way that it will not cause contamination or become contaminated. Shoulder length hair or longer must be pulled back behind the ears off the neck when in the clinical lab setting. Males are expected to be clean shaven or facial hair/moustache and beards neatly trimmed. Hair must not be of an extreme color or style (no pink, blue, etc.).

Fingernails are to be clean, groomed, and manicured to the tips of the finger and groomed. No dark nail polish, artificial nails, tips or fingernail jewelry are allowed in the clinical setting. Makeup is minimal. No perfume, cologne, aftershave or scented lotions are to be worn. Noxious or unpleasant body odors and poor dental hygiene are unacceptable. Showering/bathing and the use of deodorant/antiperspirant are expected.

The clinical instructor has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Unprofessional attire may result in dismissal from the clinical activity. Any missed clinical time must be made up in order to progress in the program.

Uniform accessories

Revised 8/25/2014
Each student is expected to have the following accessories when participating in clinical activities:

- Bandage scissors
- Black pen
- Penlight
- Stethoscope
- Watch with a second hand
- Calculator (optional)
- Personal handheld device with clinical reference materials (optional)

**Personal appearance and behavior**

- Eating, drinking, and gum chewing are not allowed in clinical setting.
- Tattoos must be covered and not visible.
- Personal phone calls and visitors in the clinical or lab setting are not permitted except in an emergency. Cell phones must be on silent and calls should not be accepted or personal contacts made, including text messages, during clinical or lab times.
- Cell phones may be used as personal handheld devices for access to nursing references only if approved by the clinical faculty and the clinical agency. This approval must be received in advance of use for each clinical assignment. Students who use their cell phone for personal purposes or without prior permission may be dismissed from clinical with an unsatisfactory grade for the day.
- Students are asked to follow the clinical site policy regarding smoking. Most clinical agencies do not approve of smoking on the premises.

**Clinical settings requiring attire other than VATNP uniforms**

Professional attire is expected and may include skirts or pants and shirts. Appearance must be clean and neat. Jeans, sweatshirts, sport clothing, shirts of underwear type, see-through clothing, shorts, sleeveless shirts or any clothing which exposes a bare midriff, back, chest or underwear are prohibited. Tattoos must be covered. Skirts must be knee length or longer, pants must be ankle length and must fit properly, be clean and pressed and
representative of conservative attire. Students returning to clinical agencies (i.e. to review charts) must wear their program lab coats and college ID.

**Clinical evaluation**

Student performance in the clinical area will be formally evaluated at the end of each clinical rotation. A student may be denied continued enrollment in a clinical nursing course if, after reasonable accommodation, the clinical faculty concludes he/she is unable to perform safe clinical practice. A final grade of "satisfactory" in the clinical area is required to pass the nursing course.

**Program Progression**

Required general education courses must be completed according to the curriculum track. Failure to take required general education courses by the designated semester will necessitate withdrawal or dropping from the NUR sequence until the requirements are met.

Students must earn a minimum grade of “C” in all required courses and maintain a minimum cumulative GPA of 2.0 to remain eligible for continued enrollment in the nursing program. In addition, during the NUR 105 or NUR 115, a Comprehensive Drug Calculation Exam (CDCE) will be administered to verify skills. Students must achieve at least 90 percent of maximum score on the CDCE with no more than three attempts in order to achieve a passing grade in the course. Any student who earns a final grade lower than a "C" in a required course (either general education or nursing courses) must repeat the course and earn a final grade of "C" or better before taking the next course in the curricular sequence.

**In order to progress in the nursing program, students must meet the following:**

- Prior to enrolling in NUR 109, NUR 195, or NUR 137 students must have successfully completed NUR 105 and NUR 108, plus all general education course requirements noted in the curriculum for this particular semester.

- Prior to enrolling in NUR 205 or NUR 201 students must have successfully completed NUR 105, NUR 108, NUR 109, NUR 136, NUR 137, NUR 195 and NUR 226 plus all general education requirements noted in the curriculum for this particular semester.

- Prior to enrolling in NUR 245, NUR 208, or NUR 254 students must have successfully completed NUR 205 and NUR 236 plus all other requirements noted in the curriculum for this particular semester.
Students unsuccessful in NUR 108 or NUR 115, must reapply to the program. The application will be put into the pool with all other applications. Students interrupting their course of study for any other reason must request reenrollment to the nursing program.

A student must obtain permission from the Dean of VATNP to continue in the nursing program under the following conditions:

1. Repeating a course with a grade below “C”.
2. Withdrawal from a nursing course.
3. Cumulative GPA below 2.0.

Reapplication/Reenrollment/Inter-program Transfer Requirements

Reapplication

Students who are not successful in NUR 108 or NUR 115 must reapply to the nursing program. Based on the course(s) that must be repeated, the student who is readmitted will be required to complete a skills competency course before progressing to the clinical component of the course. Students who reapply and are accepted into the first semester of the nursing program are required to submit a complete packet of student documentation and paperwork.

Reenrollment requirements

A student who wishes to reenter the nursing curriculum at a level after the first semester (e.g., NUR 109, 195, 137, 201, 205, 236, 208, 245, 237, or 254) must write a letter to the program dean requesting reenrollment at least one semester prior to the semester of enrollment. Reenrollment into the program is not guaranteed. Students who have two academic failures or withdrawals in separate semesters during the program’s nursing course sequence (NUR 105, NUR 108, NUR 195, NUR 109, NUR 226 or NUR 115, NUR 201 and/or NUR 205, NUR 208 and/or NUR 245, and NUR 254) will be ineligible for reenrollment into the program. A student who has withdrawn because of academic failure may not reenroll in the nursing curriculum more than one time.

A student requesting a second enrollment in the VATNP may not be readmitted if the cumulative grade point average is less than 2.0, including all courses attempted other than nursing. Reenrollment must occur no later than three years from their last semester.
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enrolled. For example, if a student is unsuccessful in the second year for Fall 2014, that student must request reenrollment at the latest by Fall 2017. Failure to request reenrollment within the 3 year time limit will require reapplication to the program and repeating all nursing courses. Students must graduate within 5 years of entering NUR 108 and 3 years of entering 115.

The student returning to the program will be required to demonstrate competency in dosage calculation and designated clinical skills. Each student’s request for reenrollment will be considered by the nursing faculty and the decision to reenroll will be based on academic records, prior performance in the nursing program, the student’s plan for academic success, and space availability. Since reenrollment decisions are dependent on availability clinical and classroom space, decisions are not typically made until the final semester grades have been submitted. If clinical space is unavailable at a student’s home college, a student may be offered reenrollment with a clinical assignment outside his/her home college. Students will be notified of the decision concerning the reenrollment request by phone call, letter, or email prior to the first day of the requested class. Reenrolled students will be required to successfully complete a competency skills checklist before attending clinicals. Students who are approved to reenroll in the nursing program are required to submit a complete packet of student documentation and paperwork before the first day of class (criminal background check, drug screen, current CPR, physical, statement of health, immunization record, HIPAA, TB screening).

Any exception to the above policy must have the approval from the Dean of the nursing program.

**Guidelines for requesting reenrollment**

Students requesting reenrollment must follow these guidelines:

1) Indicate in writing to the VATNP Dean the desire to be reenrolled. For reenrollment into the fall semester, requests must be received at least one semester prior to the semester of reenrollment. For reenrollment in fall semester, letters must be received by not later than August 1; for reenrollment into the spring semester, letters must be received by no later than December 7. Requests after these deadlines will not be considered until the following year.

2) Provide full name, EmplID, campus, and the specific course for consideration.
3) State in the letter what steps have been taken to assure success if reenrollment is approved. This letter is the student’s argument for reenrollment and will be presented to the faculty for the final decision. Appropriate formatting, correct grammar and spelling are important factors to consider in preparing the letter. It is the student’s responsibility to confirm that reenrollment requests have been received by the VATNP office.

4) Since reenrollment requests are influenced by available clinical space, reenrollment decisions cannot be made until after grades are completed for winter and summer semester. Therefore, notification may not be received until just prior to the first day of class.

**Inter-program transfer**

Transferring between the nursing program tracks is not encouraged. The student may submit a written request for transfer to the nursing program dean based on extenuating circumstances. The request must include an explanation of the extenuating circumstances and the steps the student will take to insure success in the request is granted. The request will be considered by the VATNP faculty and will be based on the student’s reason for the request as well as the student’s GPA, the steps identified by the student to insure future success, and available space for class and clinical activities.

The student will be notified of the decision concerning the request in writing prior to the first day of the requested class. Occasionally, a student may be offered readmission with clinical assignment outside his/her home college if clinical placement is unavailable at the home college.

**Priority of reenrollment admission**

Students are allowed to reenroll in the program based on space availability and ranked by cumulative GPA in the following order of priority:

a. VATNP returning students who have dropped out of the nursing curriculum with a passing grade prior to taking the courses for which they have applied and are still eligible to continue in the program.

b. VATNP returning students who have been unsuccessful in the course for which they are applying and are still eligible to continue in the program.

c. Transfer students.
Academic and Professional Integrity

Academic integrity

*Students must do their own work; there are no exceptions.* Students who plagiarize or cheat in any way will be dismissed from class and receive an “F” for the course and risk dismissal from the program and the college.

Cheating on any exam, quiz, lab practical, lab test, homework or any other type of examination, as well as plagiarism of thoughts, words, or ideas is prohibited. Students are expected to maintain a high level of integrity in their academic pursuits. Academic honesty is essential for maintaining the relationship of trust that is fundamental to the educational process and to the healthcare delivery system. Academic dishonesty is a violation of one of the most basic ethical principles of an academic community.

Examples of academic dishonesty include, but are not limited to, the following:

- **Cheating:** Using unauthorized material or unauthorized help from another person in any work submitted for academic credit.
- **Fabrication:** Inventing information or citations in an academic or clinical exercise.
- **Facilitating academic dishonesty:** Providing unauthorized material or information to another person.
- **Plagiarism:** Submitting the work of another person or persons as one’s own without acknowledging the correct source.
- **Unauthorized testing/examination behavior:** Conversing with another person, passing or receiving information/material to or from another person, or temporarily leaving an examination site to visit an unauthorized site.

Professional integrity

*Nursing students must function as professionals* in the academic and health care settings. This professionalism includes exhibiting sensitivity and concern, maintaining therapeutic relationships and patient confidentiality. Nursing students must demonstrate accountability for nursing practice by functioning within legally and ethically prescribed limits determined by the Commonwealth of Virginia Board of Nursing Statutes and Regulations, the American Nurses Association Code for Ethics, and the American Nurses
Association Standards of Professional Nursing Practice. Failure to comply with these limits will result in immediate dismissal from the nursing program.

Laws Governing the Practice of Nursing and Health Professions in General
(Excerpts)
Chapter 30 or Title 54.1 of the Code of Virginia

§ 54.1-3007. Refusal, revocation or suspension, censure or probation.

The Board may refuse to admit a candidate to any examination, refuse to issue a license, certificate, or registration to any applicant and may suspend any license, certificate, registration, or multistate licensure privilege for a stated period or indefinitely, or revoke any license, certificate, registration, or multistate licensure privilege, or censure or reprimand any licensee, certificate holder, registrant, or multistate licensure privilege holder, or place him on probation for such time as it may designate for any of the following causes:

1. Fraud or deceit in procuring or attempting to procure a license, certificate, or registration;
2. Unprofessional conduct;
3. Willful or repeated violation of any of the provisions of this chapter;
4. Conviction of any felony or any misdemeanor involving moral turpitude;
5. Practicing in a manner contrary to the standards of ethics or in such a manner as to make his practice a danger to the health and welfare of patients or to the public;
6. Use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice;
7. The denial, revocation, suspension or restriction of a license, certificate, registration, or multistate licensure privilege to practice in another state, the District of Columbia or a United States possession or territory; or
8. Abuse, negligent practice, or misappropriation of a patient's or resident's property.

(DHP. Virginia board of nursing laws and regulations.

§ 54.1-3008. Particular violations; prosecution.

A. It shall be a Class 1 misdemeanor for any person to:
1. Practice nursing under the authority of a license or record illegally or fraudulently obtained or signed or issued unlawfully or under fraudulent representation;
2. Practice nursing unless licensed to do so under the provisions of this chapter;
3. Knowingly employ an unlicensed person as a professional or practical nurse or knowingly permit an unlicensed person to represent himself as a professional or practical nurse;
4. Use in connection with his name any designation tending to imply that he is a professional nurse or a practical nurse unless duly licensed to practice under the provisions of this chapter;
5. Practice professional nursing or practical nursing during the time his license is suspended or revoked;
6. Conduct a nursing education program for the preparation of professional or practical nurses unless the program has been approved by the Board;
7. Claim to be, on and after July 1, 1997, a certified massage therapist or massage therapist or use any designation tending to imply that he is a massage therapist or certified massage therapist unless he is certified under the provisions of this chapter.

B. The provisions of this section shall apply, mutatis mutandis, to persons holding a multistate licensure privilege to practice nursing.


A. The board has the authority to deny, revoke or suspend a license or multistate licensure privilege issued, or to otherwise discipline a licensee or holder of a multistate licensure privilege upon proof that the licensee or holder of a multistate licensure privilege has violated any of the provisions of §54.1-3007 of the Code of Virginia. For the purpose of establishing allegations to be included in the notice of hearing, the board has adopted the following definitions:

1. Fraud or deceit in procuring or maintaining a license means, but shall not be limited to:
   a. Filing false credentials;
   b. Falsely representing facts on an application for initial license, reinstatement or renewal of a license; or
   c. Giving or receiving assistance in the taking of the licensing examination.

2. Unprofessional conduct means, but shall not be limited to:
   a) Performing acts beyond the limits of the practice of professional or practical nursing as defined in Chapter 30 (§§54.1-3000 et seq.) of Title 54.1 of the Code of Virginia, or as provided by §§54.1-2901 and 54.1-2957 of the Code of Virginia;
   b) Assuming duties and responsibilities within the practice of nursing without adequate training or when competency has not been maintained;
   c) Obtaining supplies, equipment or drugs for personal or other unauthorized use;
   d) Employing or assigning unqualified persons to perform functions that require a licensed practitioner of nursing;
   e) Falsifying or otherwise altering patient, employer, student, or educational program records, including falsely representing facts on a job application or other employment-related documents;
   f) Abusing, neglecting or abandoning patients or clients;
   g) Practice of a clinical nurse specialist beyond that defined in 18VAC90-20-290;
   h) Representing oneself as or performing acts constituting the practice of a clinical nurse specialist unless so registered by the board;
   i) Delegating nursing tasks to an unlicensed person in violation of the provisions of Part VIII (18VAC90-20-420 et seq.) of this chapter;
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j) Giving to or accepting from a patient or client property or money for any reason other than fee for service or a nominal token of appreciation;
k) Obtaining money or property of a patient or client by fraud, misrepresentation or duress;
l) Entering into a relationship with a patient or client that constitutes a professional boundary violation in which the nurse uses his professional position to take advantage of the vulnerability of a patient, a client or his family, to include but not limited to actions that result in personal gain at the expense of the patient or client, a nontherapeutic personal involvement or sexual conduct with a patient or client;
m) Violating state laws relating to the privacy of patient information, including but not limited to §32.1-127.1:03 of the Code of Virginia;
n) Providing false information to staff or board members in the course of an investigation or proceeding;
o) Failing to report evidence of child abuse or neglect as required in § 63.2-1509 of the Code of Virginia or elder abuse or neglect as required in § 63.2-1606 of the Code of Virginia; or
p) Violating any provision of this chapter.

B. Any sanction imposed on the registered nurse license of a clinical nurse specialist shall have the same effect on the clinical nurse specialist registration.


American Nurses Association, Code of Ethics for Nurses

**Provision 1.** The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

**Provision 2.** The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

**Provision 3.** The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

**Provision 4.** The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

**Provision 5.** The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and continue personal and professional growth.

**Provision 6.** The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
Provision 7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

Provision 8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

Provision 9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining and integrity of the profession and its practice, and for shaping social policy.


ANA Standards of Professional Nursing Practice (American Nurses Association, 2010)

The Standards of Professional Nursing Practice content consists of the Standards of Practice and Standards of Professional Performance

Standards of Practice

Standard 1. - Assessment
The registered nurse collects comprehensive data pertinent to the healthcare consumer's health or the situation.

Standard 2. - Diagnosis
The registered nurse analyzes the assessment data to determine the diagnoses or issues.

Standard 3. - Outcomes Identification
The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. - Planning
The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Standard 5. - Implementation
The registered nurse implements the identified plan.

Standard 5A. - Coordination of Care
The registered nurse coordinates care delivery.

Standard 5B. - Health Teaching and Health Promotion
The registered nurse employs strategies to promote health and a safe environment.

Standard 5C. - Consultation
The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

Standard 5D. - Prescriptive Authority and Treatment
The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.
Standard 6. - Evaluation
The registered nurse evaluates progress toward attainment of outcomes.

Standards of Professional Performance

Standard 7. - Ethics
The registered nurse practices ethically.

Standard 8. - Education
The registered nurse attains knowledge and competency that reflects current nursing practice.

Standard 9. - Evidence-based Practice and Research
The registered nurse integrates evidence and research findings into practice.

Standard 10. - Quality of Practice
The registered nurse contributes to quality nursing practice.

Standard 11. - Communication
The registered nurse uses a wide variety of communication skills in a variety of formats in all areas of practice.

Standard 12. - Leadership
The registered nurse demonstrates leadership in the professional practice setting and the profession.

Standard 13. - Collaboration
The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.

Standard 14. - Professional Practice Evaluation
The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

Standard 15. - Resource Utilization
The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

Standard 16. - Environmental Health
The registered nurse practices in an environmentally safe and healthy manner.


ASSESSMENT OF STUDENT LEARNING/ACHIEVEMENT

GRADING

General Grading Scale
The grading scale for the Virginia Appalachian Tricollage Nursing Program is as follows:

A = 100 – 92%
B = 91 – 85%
A point system equivalent to the above percentage score and letter grade is used in all nursing courses. Please see the course syllabus for the point spreadsheet for that course.

1. A grade of “C” is required for passing in all nursing and required general education courses.
2. A clinical rating of "satisfactory" is required for passing and will result in a final grade that corresponds to the theory average.
3. A clinical rating of "unsatisfactory" will result in a final grade of “F” regardless of the theory average.
4. A clinical rating of "unsatisfactory" with a theory average below 80 will result in a final grade of "F".

Test grades

Test results will be given to students by course faculty and are posted on Blackboard. Prior to posting test grades, the course faculty will review all scores for accuracy and make necessary revisions. Once a student receives a test grade, the student has two calendar weeks (10 working days) to review tests or to request that the faculty review the test items for scoring or accuracy. After two weeks, the test grade is final. Faculty may not be able to review tests and exams with individual students after two weeks from notification of the test (or course) grade. No test scores or grades will be given over the telephone or email.

Test taking

Tests will consist of multiple choice, short-answers, fill in the blank, or alternate item format with emphasis on critical thinking and application of knowledge. The final examination will evaluate overall knowledge of the nursing process and the course content. Tests will be administered using both traditional paper-and-pencil and computer methods. The only answers accepted on paper and pencil tests will be those on the Scantron (test answer sheets).
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If a student misses a test, he/she will be required to complete a makeup test. Failure to take a makeup test as scheduled will result in a zero (0) grade for that test. The format and date for makeup tests is at the discretion of the instructor.

Online Computer Test Taking Policy

1. Students are expected to be familiar with online testing. Refer to course syllabi for specific instructions related to computer based testing.
2. Sharing of test content outside the test site and the printing of any test material constitutes a violation of the honor code and will result in disciplinary action. This can result in expulsion from the nursing program.

Grades for course assignments

Most courses include specific assignments that are graded as part of the total course grade. These activities are critical components of the final student evaluation/course grade and must be completed with a satisfactory grade.

Written assignments are due to the instructor at the beginning of the class period on the due date or at another time specified by the instructor. If the student anticipates that a written assignment will be late, the student must discuss this with the instructor prior to the due date. With a valid reason and at the discretion of the instructor, an alternate date may be agreed upon. All written work must be completed by the individual without collaboration with another student unless course assignment includes collaboration.

All written assignments must follow the American Psychological Association (APA) format unless otherwise specified by the instructor. The Blackboard homepage provides an excellent resource on use of APA through “Atomic Learning”.

Brief guidelines for APA are below:

a. All written assignments should be on regulation size (8 1/2 x 11 inches) white paper.
b. Assignments must be computer generated using 12 point Times New Roman font, double spaced, 1” margins, and single-sided.
c. The pages should be numbered consecutively and stapled or paper-clipped.
d. Citations and bibliography must follow the APA guidelines. The source of paraphrased statements and direct quotations must be cited and listed in a reference page. The use of another person's words or ideas without acknowledging the source is
plagiarism. Written assignments are to be the student's original work, and should be
done independently, without collaboration, unless otherwise instructed by the faculty.
e. Students should keep copies of both the graded and ungraded assignments.

**Progressive Testing/Achievement Tests**

Standardized progressive testing is required throughout the program. These tests
assist you in determining areas of individual strengths and weaknesses before progressing to
the next level or to the NCLEX-RN. A minimum score will be set for each test and a
remediation plan will be developed for any student who does not achieve the minimum
score. Documentation of completion of recommended remediation must be submitted to
the instructor(s) before progressing to the next course and before graduation. Costs of the
progressive testing are the responsibility of the student.

**Illegal Substance Policy**

Students attending a Virginia community college shall not possess, sell, use,
manufacture, give away or otherwise distribute illegal substances including drugs or alcohol
while on campus, attending a college sponsored off-campus event or clinical activity, or
while serving as a representative of the college at off-campus meetings. Students who violate
this policy shall have college charges processed against them in the normal manner of due
process provided by college rules. Further, students who violate this policy shall have
committed a criminal offense, and the college shall notify the appropriate agency of the
Commonwealth of Virginia, county or city government for investigation and, if warranted,
prosecution (MECC Academic Catalog and Student Handbook 2014-2015; VHCC 2014-
2015 Catalog and SWCC Catalog and Student Handbook 2011-2013). Clinical agencies
reserve the right to ask for a random drug screen for continuing clinical at that facility; the
cost of random drug screening is the responsibility of the student.

**Professionalism**

Stress is a reality for nursing students and professional nurses. How individuals
respond during highly stressful situations is paramount to effectiveness as professionals and
nurses. During difficult situations in the classroom or in a clinical situation students must be
mindful of communication with peers, the staff, faculty, patients and other healthcare providers. Unprofessional behavior may result in academic or legal consequences. Students should take a moment to reflect on what they are about to say, particularly in difficult situations. Profanity and threats will not be tolerated and will be managed according to college policy, as well as the policies of the healthcare agency when applicable. This includes e-mail and or letters written by students.

Students must use extreme caution and carefully review any information that may be posted to websites accessible to the public. As a student of the Virginia Appalachian Tricounty Nursing Program, students represent themselves, their peers, their college, and others in the nursing profession.

**Instructions for Persons with Disability**

Students may request academic accommodation for disabilities through the Office of Student Services. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Individuals requiring temporary handicapped parking accommodations due to short-term illness should also contact Student Services. All communication will be kept confidential.

**A guide for professional email**

Electronic mail or “email” is an official method of communication at the Virginia Community College System (VCCS). All official email communication is distributed to VCCS email accounts only. Students are expected to regularly check their campus email accounts. Faculty members, administration and staff will only respond to messages sent from VCCS email addresses.

**Students who choose to have their VCCS email forwarded to a private (unofficial) email address outside the official college network address, do so at their own risk.**

It is important to remember appropriate etiquette when emailing correspondence (including those sent via electronic devices) related to your academic/professional matters. Below is a resource which will help the student to become an effective writer and reader/manager of email.
“Netiquette” is a blend of the words “network” and “etiquette”. This terminology is used to describe established procedures for communicating courteously online. Below are a few rules which will help you to become an effective writer and reader/manager of email and may help you to avoid offending your reader or causing misunderstanding.

A. Remember that a real person is reading your email

- Read your email before sending it; Try to hear the “tone” of your message. Humor may be mistaken for sarcasm.
- Use words and expressions that would be used in a face-to-face discussion.
- Never send heated or angry messages called “flames”.
- Make a good impression – your words create an image of you.
- Always use spell check
- Just like a written letter, include a greeting such as Dr. Smith or Ms. Jones
- Use correct capitalization and punctuation; Do not write in CAPITALS, IT SEEMS AS IF YOU ARE SHOUTING. Do not write in all small letters, it is too informal and seems more like casual communication.
- Write in complete sentences
- Do not use vulgar, obscene, insulting, degrading, or profane words (or words that could be interpreted as such)
- Keep the message short and to the point. Professionals and academics alike see their email accounts as business. Don't write unnecessarily long emails or otherwise waste the recipient's time.
- Include a short descriptive subject line.
- Include your name at the end of the message.

B. Remember communications are accessible to the system administrator. Do not write anything in an e-mail you would not write on a postcard.

- Be ethical. Do not violate copyright or license agreements. Always acknowledge the source of quotes, references, and sources.
- Do not send chain letters.
- Do not forward e-mail without the original author’s permission.
- Be professional and careful with what you say about others; e-mail can be forwarded easily.
- Do not attach return receipts, flags, and high importance indicators unless it is absolutely necessary.

C. Remember these quick tips

- Check your e-mail at least once a day.
- NEVER give your user ID or password to another person.
- Do not attach unnecessary files/photos.
- Use emoticons sparingly. They are more suited to casual communication among friends than to business communication.
- Delete unwanted messages immediately.
VATNP Policy Related to Use of Social Media

The Virginia Appalachian Tricounty Nursing Program (VATNP) supports the use of social media to reach audiences such as students, prospective students, faculty and staff. This policy applies to School of Nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

General information:
Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to Wikipedia, Second Life, Flickr, blogs, podcasts, Twitter, Facebook, YouTube, Snapchat, Topix and Instagram.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Students should always represent the VATNP and the community college in a fair, accurate and legal manner while protecting the reputation of the program and the college.

Information posted on social media sites may be public for anyone to see and can be traced back to the original origin or individual posting the information. Since social media typically enables two-way communications, there is less control about how posted materials will be used by others. Once information is posted on the internet, it becomes available to the whole world.

Policy:
• Protect confidential, sensitive, and proprietary information: Do not post confidential information about the college, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a VATNP student
• Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others. It is expected that during clinicals use of personal computer devices employed for social media will be used only as authorized by faculty. If the computer device is combined with a cell phone, it is expected that the cell phone aspect of the device is silenced.
• No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class or clinical activity, the student is asked to leave the classroom or clinical area and respond as deemed necessary.
• Use of personal computers or computer devices during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
No student shall videotape professors or fellow students for personal or social media use without written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and of the facility.

Students must be aware of their association with the VATNP and the community college in online social networks. If a student identifies herself/himself as a student, that individual must ensure that the posting is consistent with a professional image.

HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage. Ultimately, each student has sole responsibility he/she posts.

Guidelines for using social media:

- There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clear-headed. Think twice before posting.
- Future employers hold you to a high standard of behavior. By identifying yourself as a VATNP student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable college privacy and confidentiality policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don’t use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

Consequences of Inappropriate Use of Social Media:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any
other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

(This policy was modified with permission from Purdue College School of Nursing
(http://www.nursing.purdue.edu/academics/undergraduate/handbook.pdf)

National Council of State Boards of Nursing: Guidelines for using social media (NCSBN, 2011)

It is important to recognize that instances of inappropriate use of social media can and do occur, but with awareness and caution, nurses can avoid inadvertently disclosing confidential or private information about patients.

The following guidelines are intended to minimize the risks of using social media:

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the work place.
VATNP Student Handbook 2014-2016

- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

VATNP Student Handbook 2014-2016

LICENSURE REQUIREMENTS

§ 54.1-3017. Qualifications of applicant for registered nurse's license; examination; graduates of foreign nursing education programs.

A. An applicant for a license to practice professional nursing shall submit evidence satisfactory to the Board that such applicant:
   1. Has completed an approved four-year high school course of study or the equivalent as determined by the appropriate educational agency;
   2. Has received a diploma or degree from an approved professional nursing education program;
   3. Has passed a written examination as required by the Board; and
   4. Has committed no acts which are grounds for disciplinary action as set forth in this chapter.

B. The Board shall consider and may accept relevant practical experience and didactic and clinical components of education and training completed by an applicant for licensure as a registered nurse during his service as a member of any branch of the armed forces of the United States as evidence of the satisfaction of the educational requirements for licensure.

C. An applicant who graduated from a nursing education program in a foreign country may be required to pass the Commission on Graduates of Foreign Nursing Schools Qualifying Examination prior to admission to the examination for licensure in the Commonwealth.


Student Grievance Procedure

This grievance procedure is intended to provide a fair process for resolving concerns or complaints which are unique to the Virginia Appalachian Tricollage Nursing Program (VATNP). This grievance procedure is to be used for grievances in VATNP nursing classes only. All other grievances should be handled in accordance with the grievance policy as set forth in the individual college student handbook.

This procedure shall include, but not necessarily be limited to, concerns and disputes between a VATNP employee(s) and student(s) involving:

1. Application of a policy or procedure of the program,
2. Grades/academic record,
3. Discrimination on the basis of race, sex, handicap, etc./sexual harassment.
Definitions and scope

1. **Grievance** - A difference or dispute between a student and an employee of the Virginia Appalachian Tric和平 College Nursing Program (VATNP) with respect to the application of the provisions of the VATNP’s policies, procedures and regulations as they affect the activities or status of the student.

2. **Appeal of grades** – A student having factual evidence that his/her grade in a nursing class, as reported, is in error and who wishes to appeal said grade, should use the provisions of the grievance procedure.

3. **Discrimination** – The grievance procedure shall be utilized by students for complaints of alleged unlawful discrimination on the basis of race, color, creed or religion, sex, national origin, physical or mental handicap, or factors that cannot lawfully be a basis for decisions.

Admissions appeals, class scheduling, traffic violation appeals and disciplinary decisions are not subject to this grievance procedure.

Recognizing that grievances should be raised and settled promptly, a grievance shall be raised within twenty (20) calendar days following the event giving rise to the grievance; or within twenty (20) calendar days of the time the student reasonably should have gained knowledge of its occurrence.

Procedure

1. **Informal meeting** - When a concern or complaint arises, the student must discuss his/her concern with the person allegedly causing the grievance. If the grievance cannot be resolved, the student will meet with the Dean of the VATNP. If the Dean determines the necessity, the student will then be asked to meet with the teaching team. An attempt will be made to resolve the conflict informally by mutual consent.

2. **Written appeal to the Dean** - If the complaint cannot be resolved informally, the student may file a formal written grievance with the Dean of the VATNP within (10) calendar days following the informal meeting. The Dean will schedule a date for a meeting between the parties involved. This meeting may be with the individual employee or with the teaching team as determined by the Dean. The meeting shall take place within ten (10) calendar days after the receipt of the
written appeal. Again, an attempt will be made to resolve the complaint by mutual consent.

3. If the grievance cannot be resolved informally, the Dean will render a written decision within five (5) calendar days of the meeting between parties involved.

4. **Written appeal to the vice president** - If the decision of the Dean is not satisfactory, either party may file a written appeal at the college where the VATNP employee is assigned within ten (10) calendar days after the receipt of the Dean’s decision. This appeal should be filed with the Vice President of Instruction and Student Services at VHCC or the Vice President of Academic and Student Services at SWCC or MECC. The Vice President may submit a resolution or may refer the grievance to the appropriate student affairs or Student Judiciary Committee for an investigation. A hearing will be conducted based on the by-laws of the committee. The committee will render a written decision to the Vice President within ten (10) calendar days after the vice president’s receipt of the written appeal.

5. If the decision of the student committee is not considered satisfactory, either party may file a written appeal to the Coordinating Council of the Virginia Appalachian Tricollage Nursing Program within ten (10) calendar days of the Vice President’s decision.

6. The Coordinating Council will review the case and make the final decision, generally within thirty (30) calendar days.
Financial aid

Please see the Financial Aid Officer for financial assistance and scholarships.

Graduation

An application for graduation should be filed with Admissions during the semester prior to graduation. It is the student’s responsibility to file the application before the deadline date and to make sure that all current program requirements are met. In addition to requirements of the VATNP, each college may require competency testing during the final semester and prior to graduation.

The nursing faculty believes that college graduation ceremonies mark the recognition of the achievement of academic success. All nursing graduates are encouraged to participate in the commencement exercises to signify accomplishment of a goal and the beginning of a promising career.

Application for NCLEX-RN Examination

The Virginia Board of Nursing provides instruction for online applications for the NCLEX RN Examination for VATNP Graduates prior to the May graduation. Completing the application process is the responsibility of the students. Requests for a transcript to be sent to the Virginia State Board of Nursing should be made at the time of application for the NCLEX examination and licensure. This is the student’s responsibility and must be initiated by the student. Students from states other than Virginia should contact the state’s Board of Nursing for instructions.

VATNP Pinning Ceremony

Each VATNP graduating class is honored with an annual pinning ceremony. The ceremony is a joint activity celebrating the accomplishments of students from all three colleges. Each student is pinned with the Virginia Appalachian Tricollge Nursing Program Pin, symbolizing his/her role as a VATNP Alumnus. The ceremony will be held near the end of spring semester and the location will rotate among the three colleges. Family and friends are encouraged to attend.
History of the VATNP Pin

The pin received upon graduation was designed by a committee of nursing students enrolled through the three colleges which jointly support the program. The pin is gold-toned Maltese cross with an inner circle of blue exhibiting the name of the nursing program. In the center is a triad circle of blue and gold which symbolizes the cooperation of the three colleges in the operation of the nursing program and the joining together as one in thought, purpose, and practice in nursing. In the center of the triad circle is a small, gold replica of the Florence Nightingale lamp which has become symbolic of nursing throughout the world.

International Nurses Pledge

In full knowledge of the obligations I am undertaking, I promise to care for the sick with all the skill and understanding I possess, without regard to race, creed, color, politics, or social status, sparing no effort to conserve life, to alleviate suffering and to promote health. I will respect at all times the dignity and religious beliefs of the patients under my care, holding in confidence all personal information entrusted to me and refraining from any action which might endanger life or health.

I will endeavor to keep my professional knowledge and skill at the highest level and to give loyal support and cooperation to all members of the health team.

I will do my utmost to honor the international code of ethics applied to nursing and to uphold the integrity of the nurse.
VATNP Curriculum Tracks

The VATNP offers 4 curriculum tracks that provide opportunities for students to participate in the program in a time-frame that is best for their individual needs.

Nursing Track 1: 2 Year Curriculum Plan
This track provides a schedule for recent high school graduates and other eligible adults to complete the nursing degree program after two years of full time attendance (4 semesters and 1 summer session). This is a rigorous and academically challenging program.

<table>
<thead>
<tr>
<th>Summer Session- Year 1</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Lec. Hrs.</th>
<th>Lab Hrs.</th>
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<td>MTH 126</td>
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<tr>
<td>ITE 115</td>
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<td>Nursing Skills</td>
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<td>3</td>
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<td>NUR 108</td>
<td>Nursing Principles and Concepts I</td>
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<td>NUR 136</td>
<td>Principles of Pharmacology I</td>
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<td>NUR 226</td>
<td>Nursing Health Assessment</td>
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<td>Nursing Principles and Concepts II</td>
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<td>Geriatric Nursing</td>
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Total Minimum Credits for the AAS Degree.................69
Nursing Track 2: Part-Time Evening/Weekend Curriculum Plan

The VATNP part-time evening/weekend program is specifically designed for working adults or other adults who are interested in becoming RN’s but have other responsibilities that interfere with their abilities to attend the rigorous scheduling of the previously described program of study. Classes will be provided in a combination of evening, weekend, and distance learning. The program is designed at a slower pace to be completed in 4 years. General education courses listed in year 1 must be completed before the student will be able to begin year 2 or any nursing courses.

<table>
<thead>
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<th>Course Title</th>
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<td>PSY 232</td>
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Revised 8/25/2014
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<td>NUR 245</td>
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<td>Maternal/Newborn Nursing</td>
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<td>Acute Medical/Surgical Nursing</td>
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<td>NUR 237</td>
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<td>0</td>
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</table>

Total Minimum Credits for the AAS Degree........................................69
Nursing Track 3: LPN to RN Bridge Curriculum Plan

The Virginia Appalachian Tricoloage Nursing Program’s “Bridge Program,” is designed to grant accelerated placement to LPNs who have been admitted to the Virginia Appalachian Tricoloage Nursing Program (VATNP) Associate Degree program and meet pre-requisite requirements.

LPN-RN Bridge applicants are required to complete at least 17 hours of the curriculum’s general education courses before beginning the LPN to RN nursing classes. The length of this track depends on the amount of time needed to complete the general education classes. The nursing classes can be completed in one year.

Students who meet the eligibility requirements will take “bridge” courses” in the summer term and then be eligible to take the sophomore level courses and graduate within one (1) academic year with an AAS Degree in Nursing. Upon completion of the summer bridge courses, credit will be awarded for NUR 105, 108, 109, 195 (15 credits). These credits will appear on the student’s official transcript.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Pre-Clinical Studies Course Title</th>
<th>Lec. Hrs.</th>
<th>Lab. Hrs.</th>
<th>Crs.</th>
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<tr>
<td>BIO 141</td>
<td>Human Anatomy &amp; Physiology I</td>
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<td>ENG 111</td>
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<td>ITE 115</td>
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<td>3</td>
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<tr>
<td>MTH 126</td>
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**Summer Semester - Year 1**

|               |                                                                     |           |           |      |
|---------------|                                                                     |           |           |      |
| NUR 115       | LPN Transition                                                      | 5         | 3         | 6    |
| NUR 136       | Principles of Pharmacology I                                        | 1         | 0         | 1    |
| NUR 137       | Principles of Pharmacology II                                       | 1         | 0         | 1    |
| NUR 226       | Health Assessment                                                   | 1         | 3         | 2    |
|               | **TOTAL**                                                           | **8**     | **6**     | **10** |

**Fall Semester**

|               |                                                                     |           |           |      |
|---------------|                                                                     |           |           |      |
| ENG 112       | College Composition II                                              | 3         | 0         | 3    |
| NUR 201       | Psychiatric Nursing                                                 | 2         | 3         | 3    |
| NUR 205       | Introduction to Second Level Nursing                                 | 2         | 9         | 5    |
| NUR 236       | Principles of Pharmacology III                                      | 1         | 0         | 1    |
| PSY 231       | Life Span Human Development I                                       | 3         | 0         | 3    |
|               | **TOTAL**                                                           | **11**    | **12**    | **15** |

**Spring Semester**

|               |                                                                     |           |           |      |
|---------------|                                                                     |           |           |      |
| NUR 245       | Maternal/Newborn Nursing                                            | 2         | 3         | 3    |
| NUR 208       | Acute Medical-Surgical Nursing                                      | 3         | 9         | 6    |
| NUR 237       | Principles of Pharmacology IV                                       | 1         | 0         | 1    |
| NUR 254       | Dimensions of Professional Nursing                                  | 2         | 0         | 2    |
| PSY232        | Life Span Human Development II                                      | 3         | 0         | 3    |
| EEE           | Humanities                                                           | 3         | 0         | 3    |
|               | **TOTAL**                                                           | **14**    | **12**    | **18** |

Total Minimum Credits for the AAS Degree .........................60
Nursing Track 4: Part-Time Evening/Weekend LPN to RN Curriculum Plan

A part-time evening/weekend LPN to RN option is available for LPNs who work and or wish to attend part time. General education courses can be completed as night classes or by distance education options such as web based learning. Nursing classes and clinicals are taught on evenings and weekends on an extended plan. General education courses listed in Year 1 must be completed before the student will be able to begin Year 2 or any NUR courses. Upon completion of the LPN to RN bridge courses, credit will be awarded for NUR 105, 108, 109, 195 (15 credits). These credits will appear on the student’s official transcript.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<th>Lab. Hrs</th>
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<td>NUR 226 Health Assessment</td>
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Total Minimum Credits for the AAS Degree .......................60

Revised 8/25/2014
Course Descriptions

The VATNP curriculum consists of 29 credit hours of general education classes. Courses in the sciences and humanities provide the foundation for the nursing curriculum. The Virginia Council of Higher Education, the Virginia State Board of Nursing, and the Southern Association of Colleges and Schools are all involved in determining course requirements for degree programs. Students are required to complete courses taught by general education faculty.

Nursing courses

Nursing courses are sequential and build on content from previous courses. Therefore, they must be taken in the order listed on the program of study and cannot be completed in less than four (4) semesters and 1 summer session for the Day Program and the LPN to RN program and 8 semesters for the Part-Time Evening/Weekend Program.
<table>
<thead>
<tr>
<th>Course</th>
<th>Crs</th>
<th>Title</th>
<th>Pre-Req.</th>
<th>Course Description</th>
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<td>Nursing Skills</td>
<td>MTH 126, ITE 100 or ITE 115, ENG 111, SDV</td>
<td>Develops nursing skills for the basic needs of individuals and introduces related theory. Includes assessment, personal care, activity/rest, sterile technique, wound care, ostomy care, catheterization, oxygen administration, infection control, suctioning, and medication administration. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 1 hour. Laboratory 3 hours. Total 3 hours per week. 2 credits</td>
</tr>
<tr>
<td>NUR 108</td>
<td>5</td>
<td>Nursing Principles and Concepts I</td>
<td>MTH 126, ITE 100 or ITE 115, ENG 111, SDV</td>
<td>Introduces principles of nursing, health and wellness concepts, and the nursing process. Identifies nursing strategies to meet the multidimensional needs of clients. Includes math computational skills, basic computer instruction related to the delivery of nursing care, introduction to the profession of nursing, nursing process, documentation; basic needs related to integumentary system, teaching/learning, stress, psychosocial, safety, nourishment, elimination, oxygenation, circulation, rest, comfort, sensory, fluid and electrolyte and mobility needs in adult clients. Also, care of the pre/post-operative client. Provides supervised learning experience in college nursing labs and/or cooperating agencies. Lecture 4 hours. Laboratory 3 hours. Total 7 hours per week. 5 credits.</td>
</tr>
<tr>
<td>NUR 226</td>
<td>2</td>
<td>Nursing Health Assessment</td>
<td>MTH 126, ITE 100 or ITE 115, ENG 111, SDV</td>
<td>Introduces the systematic approach to obtaining a health history and performing a physical assessment. Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week. 2 credits</td>
</tr>
<tr>
<td>NUR 136</td>
<td>1</td>
<td>Principles of Pharmacology I</td>
<td>MTH 126, ITE 100 or ITE 115, ENG 111, SDV</td>
<td>Focuses on principles of medication administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, drug action on specific body systems, and basic computer applications. Lecture 1 hour per week. 1 credit.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Units</td>
<td>Course Title</td>
<td>Prerequisites</td>
<td>Description</td>
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</tr>
<tr>
<td>NUR 109</td>
<td>6</td>
<td>Nursing Principles and Concepts II</td>
<td>NUR 105, NUR 108; BIO 141</td>
<td>Focuses on nursing care of clients and/or families experiencing alterations in health. Includes math computational skills, basic computer instruction related to the delivery of nursing care; immunological, gastrointestinal, musculoskeletal, oncological and diabetic disorders and pre/post-operative care in adult and pediatric clients. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 3 hours. Laboratory 9 hours. Total 12 hours per week. 6 credits.</td>
</tr>
<tr>
<td>NUR 195</td>
<td>2</td>
<td>Topics in Geriatric Nursing</td>
<td>NUR 105, NUR 108; BIO 141</td>
<td>Presents theoretical and clinical nursing aspects of the aging population. Includes the aging process, psychological aspects, common age-related disorders, pharmacologic aspects, care facilities, and relationships between elders and caregivers. Lecture 2 hours. 2 credits</td>
</tr>
<tr>
<td>NUR 137</td>
<td>1</td>
<td>Principles of Pharmacology II</td>
<td>NUR 108, NUR 105, BIO 141</td>
<td>Continues discussion on principles of medication administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, drug action on specific body systems, and basic computer applications. Lecture 1 hour per week. 1 credit</td>
</tr>
<tr>
<td>NUR 201</td>
<td>3</td>
<td>Psychiatric Nursing</td>
<td>NUR 109, or NUR 115, NUR 137, NUR 226; BIO 142</td>
<td>Focuses on the care of clients/families requiring clinical treatment. Uses all components of the nursing process with increasing degrees of skill. Includes math computational skills and basic computer instruction related to the delivery of nursing care, alterations in behavior, eating disorders, mood disorders, anxiety, chemical dependency and dementias. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits.</td>
</tr>
<tr>
<td>NUR 205</td>
<td>5</td>
<td>Introduction to Second Level Nursing</td>
<td>NUR 109 or NUR 115, NUR 137, NUR 226; BIO 142</td>
<td>Focuses on principles and concepts of nursing care for clients, families, and/or groups in the community and hospital setting. Focuses on health team membership and various nursing care delivery systems. Includes math computational skills, basic computer instruction related to the delivery of nursing care; endocrine, renal, cardiovascular and immunological disorders in school and home health settings. Provides supervised learning experiences in cooperating agencies. Lecture 2 hours. Laboratory 9 hours. Total 11 hours per week. 5 credits.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
<td>Prerequisites</td>
<td>Course Description</td>
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<tr>
<td>NUR 236</td>
<td>1</td>
<td>Principles of Pharmacology III</td>
<td>NUR 109, NUR 137, NUR 226, BIO 142</td>
<td>Teaches principles of medication and administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, and drug action on specific body systems. Part I of II. Lecture 1 hour per week. 1 credit</td>
</tr>
<tr>
<td>NUR 245</td>
<td>3</td>
<td>Maternal/Newborn Nsg</td>
<td>NUR 205; PSY 231</td>
<td>Develops nursing skills in caring for families in the antepartum, intrapartum, and post-partum periods. Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week. 3 credits</td>
</tr>
<tr>
<td>NUR 208</td>
<td>6</td>
<td>Acute Medical/Surgical Nursing</td>
<td>NUR 205; PSY 231</td>
<td>Focuses on the use of nursing process to provide care to clients/families with acute medical or surgical problems or to prevent such problems. Includes math computational skills and basic computer instruction related to the delivery of nursing care. Provides supervised learning experiences in cooperating agencies. Lecture 3 hours. Laboratory 9 hours. Total 12 hours per week. 6 credits</td>
</tr>
<tr>
<td>NUR 237</td>
<td>1</td>
<td>Principles of Pharmacology IV</td>
<td>NUR 205; PSY 231</td>
<td>Teaches principles of medication and administration which include dosage calculations, major drug classifications, drug legislation, legal aspects of medication administration, and drug action on specific body systems Part II of II. Lecture 1 hour per week. 1 credit</td>
</tr>
<tr>
<td>NUR 254</td>
<td>1</td>
<td>Dimensions of Professional Nursing</td>
<td>NUR 205; PSY 231</td>
<td>Explores the role of the professional nurse. Emphasizes nursing organizations, legal and ethical implications, and addresses trends in management and organizational skills. Explores group dynamics, relationships, conflicts, and leadership styles. Lecture 2 hours per week. 2 credits</td>
</tr>
</tbody>
</table>
**VATNP ORGANIZATIONAL CHART**

*Members of Coordinating Council*
President – Virginia Highlands Community College (VHCC)
President – Southwest Virginia Community College (SWCC)
President – Mountain Empire Community College (MECC)
Vice President of Instruction and Student Services – VHCC
Vice President of Academic and Student Services – SWCC
Vice President of Academic and Student Services – MECC
Dean of the Nursing Program

**Legend:**
- Direct Authority
- Advisory
- Cooperative
- Coordinating
- Contractual Agreements
Technology Requirements for VATNP Students

Traditional Face to Face Courses and Online/Blended courses:

- Blackboard is utilized for each course. User name and passwords are set up at each college. Once this is completed, enter into the Blackboard and locate tutorials for using Blackboard.
  - Up to date Java and Flash software will be needed to access multimedia content.

- Technology Recommendations:
  - **Computer**: Pentium-class processor
  - **Communications**: 28,800 or faster modem
  - **Web Browser**: Google Chrome, or Mozilla Firefox, or Microsoft Internet Explorer (Latest Edition)
  - **Internet Service Provider (ISP)**: Students without Internet access from home should check their local telephone directory or seek information about Internet Service Providers.
  - **Word Processing Software**: See list below for recommended software.
  - **Word Processing Experience**: Minimally proficient word processing skills, including basic keyboarding skills.
  - **Email Access and Experience**: Students must have sufficient email and Internet access to do all class activities on schedule. Students are responsible for finding alternative resources when necessary. Note: Student college emails must be used. Faculty have been instructed to only respond to students using college email addresses.
  - **Check the Blackboard course sites and email daily.**
  - **Students must** be able to perform the following email functions:
    - Check for and access new email
    - Save copies of all incoming mail for your records
    - Send email and save a copy of all outgoing mail
    - Send, receive, read, and save attachments to email.
    - Print email messages and file attachments.
  - **Virus Scanning Software**: Obtain up-to-date virus scanning software such as Norton Anti-Virus or McAfee on computer, and keep virus data files current. If a document infected with a computer virus is sent to an instructor, the instructor will have to delete the document and will be unable to grade work submitted.

- Software programs- software programs used include but are not limited to the following:
  - Microsoft Powerpoint
  - Microsoft Word
  - Adobe Reader
  - Microsoft Excel

- Frequently Used Websites
  - [http://thepoint.lww.com](http://thepoint.lww.com)
  - [www.atitesting.com](http://www.atitesting.com)
    - Must download Microsoft Silverlight for using many ATI products
Specific rules regarding use of technology in the classroom and lab/clinical areas:

- **Cell phone and electronic device usage in the classroom and college laboratory setting:** All cell phone and other electronic device usage will be prohibited during class and college laboratory experience, unless authorized by instructor for classroom/lab activities. During testing and test review/remediation, all personal belongings including cell phones, electronic devices, book bags, and purses will be placed in a secure area of the classroom. These items may be retrieved after all testing or review is complete. Laptops are welcome for note-taking or research, but should be in sleep mode when the class is involved in interactive activities. You are expected to participate in interactive discussions and a laptop or texting on mobile devices can come between you and participating in the classroom. Any student who violates this policy may be asked to leave the classroom. Any student using a cell phone or other electronic device during a test or exam will receive a grade of zero.

- **Social Networking:** VATNP encourages networking among students. However, the nature of our clinical and classroom activities involves sensitive patient information. Therefore, HIPPA standards should be followed in every aspect of communication including verbal, texting, internet social networks, etc.
Virginia Appalachian Tricolege Nursing Program
Handbook Disclaimer & Signature Page

This Virginia Appalachian Tricolege Nursing Program (VATNP) Student Handbook is provided to you as a guide and to ensure you understand the academic and conduct expectations the College (Mountain Empire Community College, Southwest Virginia Community College, or Virginia Highlands Community College) has for you during your enrollment in the program. There is no mutuality between you and the College concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the college. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for associated conduct expectations contained in such changes until notified of them. You are responsible for regularly reviewing the terms of this policy.

Your signature on this page is simply your acknowledgement that you have received and agreed to read the VATNP 2014-2016 Student Handbook.

________________________
Printed Name

________________________
Signature

________________________
Date