Rappahannock Community College

Associate Degree in Nursing Program

STUDENT HANDBOOK

May 2010
# General Nursing Program Information

- **Drug and Alcohol Policy**
- **Patient Confidentiality Guidelines**
- **Graduation**
- **Nursing Laboratory Use Policy**
- **Clinical Safety Policy**
- **Attendance Policy**
- **Academic Integrity Policy**
- **Student/Faculty Resolution Process Policy**
- **Dress Code Policy**
- **Standard of Conduct Policy**
- **Nursing Student Responsibilities Policy**
- **Services for Students with Disabilities**
- **Core Performance Standards for Admission and Progression**
- **ADN Program Admission Policy**
- **American Nurses Association Code of Ethics**
- **Dress Code Policy**
- **Student/Faculty Resolution Process Policy**
- **Grading and Clinical Evaluation Policy**
- **Academic Integrity Policy**
- **Attendance Policy**
- **Clinical Competence Policy**
- **Clinical Safety Policy**
- **Nursing Laboratory Use Policy**
- **Student Activity Information**
- **Graduation**
- **Patient Confidentiality Guidelines**
- **Criminal Background Check and Urine Drug Screen Policy**
- **Drug and Alcohol Policy**
- **Statement of Acknowledgement/Consent**
Introduction

Welcome to Rappahannock Community College (RCC) and the Associate Degree in Nursing (ADN) program. The faculty and staff will help to facilitate your goal of completing the program and becoming a Registered Nurse. This handbook contains the policies and procedures specific to Rappahannock Community College Associate Degree in Nursing program. It is intended to be used by nursing faculty and students in conjunction with the RCC Student Handbook and College Catalog. You will be asked to sign a statement that verifies that you understand the contents and agree to comply with the conditions contained in the packet while you are a student in the RCC Associate Degree in Nursing Program.

It is important you understand and accept that you are entering a career that requires discipline, mature behavior, a professional attitude, and responsible decision making. Two qualities we expect in each student are accountability and professionalism. Students and faculty are expected to exhibit professional behavior in the academic and clinical settings at all times. One’s behavior reflects the qualities of the professional person, which include maturity, knowledge and skill, and a responsibility to self and others. Commitment to the education process in the nursing program is a responsibility, which is accepted by faculty and students. Accepting this responsibility means demonstrating fairness, honesty and dedication to truth.

Personal flexibility is essential to meet the needs and demands of the nursing program. The college offers this program in affiliation with the health care agencies and practitioners in the communities the college serves. The often rapid changes in health care law, standards of practice, technology, and content of credentialing examinations increasingly necessitates sudden changes in the program’s course content, policies, procedures and course scheduling. Therefore, be prepared for possible changes in class or clinical schedules that may necessitate adjusting your personal schedule.

Completion of the RCC ADN Program lends itself to career opportunities and personal satisfaction. If you have problems meeting the expectations of the program, consult your faculty advisor or the instructor. Faculty members want to help you acquire the necessary knowledge and skills to be a nurse and will work with you to accomplish your educational goals. Students and faculty work together with mutual respect to make your educational experience a positive one.

Rappahannock Community College does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities. Inquiries related to college’s nondiscrimination policies should be directed to the Dean of Student Development at Rappahannock Community College, 12745 College Drive, Glenns, VA 23149, or by phone at 804-758-6730, or email at rgriffin@rappahannock.edu.
Administration and Faculty

A division of the Virginia Community College System, Rappahannock Community College (RCC) is approved by the State Board for Community Colleges and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The associate of applied science degree in nursing (ADN degree) is provisionally approved by the Virginia State Board of Nursing.

Administration:

President, Dr. Elizabeth Crowther
Vice President of Instruction & Student Development, Dr. Tresia Samani

Academic Dean of the Warsaw Campus, Mrs. Patricia Bradshaw
Academic Dean of the Glenns Campus, Mrs. Nuala Glennon

Nursing Faculty:

Wendy Edson, PhD, RN, Program Head  
Mary Dorsey, MSN, RN  
Laura Gares, MS, RN  
Sara Headley, MSN, RN  
Patricia Jarvis, BSN, RN  
Natalie Johnson, BSN, RN  
Ruth Kaiser, BSN, RN  
Nancy Langhorne, MSN, RN  
Carrie Lewis, BSN, RN  
Sue Perry, BS, RN  
Leesa Rock, MSN, RN  
Karen Taliaferro, BSN, RN

wedson@rappahannock.edu  
mdorsey@rappahannock.edu  
lgares@rappahannock.edu  
sheadley@rappahannock.edu  
pjarvis@rappahannock.edu  
njohnson@rappahannock.edu  
rkaiser@rappahannock.edu  
nlanghorne@rappahannock.edu  
clewis@rappahannock.edu  
sperry@rappahannock.edu  
lrock@rappahannock.edu  
ktaliaferro@rappahannock.edu
RCC Statement of Mission, Vision, and Values

Mission
The Rappahannock Community College mission is to promote the personal growth of our students and prepare them for success as learners, professionals, and citizens by providing quality educational experiences.

Vision
Rappahannock Community College redefines success through learning, reflecting a vision in which:

- learning is recognized as a lifelong pursuit of personal fulfillment, self-direction, economic independence, and responsible citizenship
- quality—whether in teaching or learning, in serving or being served, in leading or following, or in work or recreation—is defined, expected, encouraged, and rewarded
- values, individual and institutional, are thoughtfully questioned, carefully nurtured, and consciously held
- community, among the college constituencies, is defined operationally by a learning organization in which the disciplines of building shared vision, developing personal mastery, sharing mental models, mastering team learning, and engaging in systems thinking are widely practiced.

Values
Rappahannock Community College is a community committed to quality education, including support of these values:

- initial and sustained access to effective learning opportunities in a just and caring environment
- individual acceptance of responsibility
- responsiveness to group and individual needs
- respect and appreciation for individual differences and group diversity
- recognition and understanding of the values of the communities served by the college
- a sense of community within the college

These values best set the ideals that all members of the college community strive to emulate.
General Nursing Program Information

Program Philosophy

The Associate Degree in Nursing Program accepts the mission, vision, and values of Rappahannock Community College as the basis for developing the Associate Degree in Nursing program’s purpose, philosophy, and curriculum. The mission of the Associate Degree in Nursing program is to offer quality nursing education that is comprehensive in scope of knowledge and practice of evidence-based protocols and to prepare nurses who demonstrate the highest ethical standards while performing their role in the health care team. The Associate Degree in Nursing program vision is to promote lifelong learning, provide quality nursing education, and to prepare graduates who will be dedicated to serving their community. The values of the Associate Degree in Nursing program are to develop a student commitment to caring, acceptance of responsibility, and responsiveness to the diverse populations they will serve as they become registered nurses.

The philosophy of the Associate Degree Nursing program is based on Benner’s theory of nursing practice and skill acquisition from novice to expert. The faculty defines nursing according to the statement by Virginia Henderson (1966), "The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge, and to do this in such a way as to help him gain independence as rapidly as possible.” The faculty also acknowledges other theoretical underpinnings to the program which include Malcolm Knowles’ theory of andragogy or adult learning theory, and Albert Bandura’s self-efficacy theory applied to student performance.

The Associate Degree in Nursing program uses its nursing philosophy as a foundation for curriculum development. The faculty believes that associate degree programs in nursing are based on sound educational methods and provide the student with liberal arts and sciences as well as nursing education. These programs are flexible in meeting the needs of our dynamic society, accepting students with varying educational and cultural backgrounds and experience, recognizing students’ previously acquired knowledge and skills, and providing a valid basis for further education and experience. The faculty believes that modeling behaviors will enhance a student’s self-efficacy in providing nursing care. Furthermore with successful nursing practice a student will increase self-efficacy and progress from novice to advanced beginner to competent practitioner by the completion of their degree.

The faculty believes that delivery of nursing care that is individualized, holistic, and directed toward high-level wellness is best achieved by systematic utilization of the nursing process. The curriculum thus provides a variety of learning experiences, hospital and community-based, that enable the learner to consciously develop the interpersonal, psychomotor and cognitive skills that are necessary for both independent and collaborative nursing practice. The faculty also believes that nurses should practice within defined ethical and legal parameters and demonstrate accountability for the delivery of quality, cost-efficient care; therefore, situational experiences are
provided to facilitate development of the learner’s concept of professional values, professional role and function of the beginning level practitioner of nursing, with accountability for actions.


**Organizing Framework**

The conceptual framework includes Benner’s novice to expert levels and the core components of the National League for Nursing, educational competencies for graduates of Associate Degree Nursing programs. These core components include Professional Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching and Learning, Collaboration, and Managing Care. Within each level students master core knowledge, skills, and values. Subsequent levels build upon previous knowledge and skills.

**Program Purpose**

The purpose of the ADN curriculum is to prepare students to apply for licensure as a registered nurses capable of providing care for clients with common health problems as well as providing guidance for auxiliary nursing personnel. Graduates will provide clinically competent, contemporary care that meets the needs of individuals as well as communities. Upon successful completion of the curriculum, the graduate will be eligible to take the examination leading to licensure as a registered nurse.

**Program Objectives**

The nursing education unit objectives are as follows:

1. Promote the pursuit of personal and professional lifelong learning among graduates.
2. Incorporate the NLN Core Competencies to prepare the graduates to assume the role of the associate degree nurse as a member of the health care team.
3. Strive for excellence in nursing education through a systematic plan of program, curriculum, and course evaluation.
4. Cultivate links within the community to provide students and faculty with diverse community-based clinical experiences to prepare students for employment in the community.
5. Improve the quality of instruction through the use of technology and professional development among faculty.
6. Respect culturally varied backgrounds of students and clients.
7. Support the retention of students in the program through remediation, tutoring, and other methods.
Graduate Competencies

Core Competencies – Definitions (NLN, 2000)

1. **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.

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, and 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 dimensions 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.
## Curriculum

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LEC HRS</th>
<th>LAB HRS</th>
<th>CREDIT HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 College Composition I *</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120 Introduction to Math*</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BIO 141 Human Anatomy &amp; Physiology I *</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NUR 111 Nursing I *</td>
<td>4</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>SDV 100 College Success Skills *</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 14 12 18

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LEC HRS</th>
<th>LAB HRS</th>
<th>CREDIT HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142 Human Anatomy &amp; Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NUR 112 Nursing II</td>
<td>4</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>NUR 226 Assessment</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 9 13 14

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LEC HRS</th>
<th>LAB HRS</th>
<th>CREDIT HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 230 Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200 Principles of Sociology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>NUR 230 Pharmacology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 9 0 9

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LEC HRS</th>
<th>LAB HRS</th>
<th>CREDIT HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 202 Medical Surgical Nursing</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>NUR 245 Maternal Newborn</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NUR 247 Psychiatric/Mental Health</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112 College Composition II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Elective Health/Physical Education</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total** 11 12 15

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LEC HRS</th>
<th>LAB HRS</th>
<th>CREDIT HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 208 Acute Medical/Surgical Nursing</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>NUR 246 Parent/Child Nursing</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NUR 254 Dimensions of Professional Nursing</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>HUM Elective</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 10 9 13

**Total Minimum Credits for AAS Degree in Nursing** 69

**Recommended classes for electives**: HLT 143 Medical Terminology, HLT 230 Nutrition

* All classes must be taken in the sequence listed for the above ADN curriculum. Each semester is a prerequisite for the next semester with the exception of the SOC and PSY.

**Pre-requisites**: High School graduate or GED; High School Algebra, Biology & Chemistry with a “C” or higher; any developmental courses identified as needed after placement tests. Cumulative GPA of 2.5 or higher. Nursing pre-entrance exam scoring above the 45th percentile and ITE 115 or equivalent.
Course Descriptions

NUR 111 Nursing I (7 CR)
Introduces nursing principles including concepts of health and wellness and the nursing process. Develops nursing skills to meet the biopsychosocial needs of individuals across the lifespan. Includes math computational skills, basic computer instruction related to the delivery of nursing care, communication skills, introduction to nursing, health, the health care system, legal aspects of nursing care, diagnostic testing, assessment, teaching and learning, asepsis, body mechanics and safety, personal care, activity/rest, wound care, nutrition, elimination, oxygenation, fluid and electrolytes, pain control, medication administration, aging populations and pre/post operative care. Provides supervised learning experiences
Lecture 4 hours. Laboratory 9 hours. Total 13 hours per week.

NUR 112 Nursing II (7 CR)
Focuses on the nursing care of adults experiencing changes along the health/illness continuum that are common, well-defined, and have predictable outcomes. Includes math computational skills, basic computer instruction related to the delivery of nursing care; acid-base balance, gastrointestinal, genitourinary, musculoskeletal, immunology, oncology, sensori-neural, infectious diseases, endocrine, respiratory and blood disorders and care of the dying client. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies.
Lecture 4 hours. Laboratory 9 hours. Total 13 hours per week.

NUR 202 Medical/Surgical Nursing I (4 CR)
Focuses on the care of individuals/families requiring complex or surgical 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; cardiac, neurological, renal, burn disorders and clients experiencing shock. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies.
Lecture 2 hours. Laboratory 6 hours. Total 8 hours per week.

NUR 208 Acute Medical-Surgical Nursing (5 CR)
Focuses on the use of nursing process to provide care to individuals/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 6 hours. Total 8 hours per week.

NUR 226 Health Assessment (2 CR)
Introduces the systematic approach to obtaining a health history and performing a physical assessment.
Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.
NUR 230 Pharmacology (3 CR)
Introduces general principles of drug action, pharmacology of the major drug classes, and specific agents within each class. Includes math calculations necessary to adapt dosages to the multidimensional needs of individuals across the lifespan.
Lecture 3 hours per week.

NUR 245 Maternal/Newborn Nursing (3 CR)
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.

NUR 246 Parent/Child Nursing (3 CR)
Develops nursing skills in caring for both well and ill children in a variety of settings. Emphasizes theories of growth and development and the family as a unit.
Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

NUR 247 Psychiatric/Mental Health Nursing (3 CR)
Develops nursing skills in caring for individuals, families, and/or groups with mental health needs. Explores various treatment models, diagnostic categories, and rehabilitative measures.
Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

NUR 254 Dimensions of Professional Nursing (2 CR)
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.
Clinical Sites

Below is a list of clinical sites for the ADN Program for 2010 – 2011 academic year. A variety of clinical settings are used to give students experience in different nursing roles.

<table>
<thead>
<tr>
<th>Corporation</th>
<th>Hospital or Program</th>
<th>Location</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bon Secours Hampton Roads Health System, Inc.</td>
<td>Mary Immaculate Hospital</td>
<td>Newport News</td>
<td>Medical-Surgical Nursing (2nd Year) Maternity Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pediatric Nursing</td>
</tr>
<tr>
<td>Children’s Hospital</td>
<td>Richmond</td>
<td></td>
<td>Psychiatric Nursing</td>
</tr>
<tr>
<td>Cumberland Hospital for Children and Adolescents</td>
<td>New Kent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MediCorp</td>
<td>Mary Washington Hospital</td>
<td>Fredricksburg</td>
<td>Maternity Nursing Pediatric Nursing Medical-Surgical Nursing (2nd year) Psychiatric Nursing Preceptorship Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Peninsula-Northern Neck Community Services Board</td>
<td>Rural Infant Services Program</td>
<td>RCC Service Area (10 county area)</td>
<td>Pediatric Nursing Psychiatric Nursing</td>
</tr>
<tr>
<td>Rappahannock Health System</td>
<td>Rappahannock General Hospital</td>
<td>Kilmarnock</td>
<td>Medical-Surgical Nursing (1st year) Preceptorship Program</td>
</tr>
<tr>
<td>Riverside Healthcare Association, Inc</td>
<td>Riverside Tappahannock Hospital</td>
<td>Tappahannock</td>
<td>Medical-Surgical Nursing (1st year) Preceptorship Program</td>
</tr>
<tr>
<td>Riverside Healthcare Association, Inc.</td>
<td>Riverside Walter Reed Hospital</td>
<td>Gloucester</td>
<td>Medical-Surgical Nursing (1st year) Preceptorship Program</td>
</tr>
<tr>
<td>Three Rivers Health District</td>
<td>10 Local Health Departments</td>
<td>RCC Service Area (10 county area)</td>
<td>Community-Based Nursing</td>
</tr>
<tr>
<td>Sentara</td>
<td>Sentara Williamsburg Regional Medical</td>
<td>Williamsburg</td>
<td>Medical-Surgical Nursing (2nd year) Preceptorship Program</td>
</tr>
<tr>
<td>Center</td>
<td>Center</td>
<td>Center</td>
<td>Center</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>Medical College of Virginia</td>
<td>Richmond</td>
<td>Pediatrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maternal/Newborn Preceptorship Program</td>
</tr>
</tbody>
</table>
# Student Total Estimated Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition 69 credits X $104.00 a credit hour</td>
<td>$7,176.00</td>
</tr>
<tr>
<td>Uniforms and Shoes</td>
<td>400.00</td>
</tr>
<tr>
<td>Books</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Achievement Tests (Kaplan)</td>
<td>500.00</td>
</tr>
<tr>
<td>Clinical Supplies (stethoscope, watch, lab kit, etc.)</td>
<td>400.00</td>
</tr>
<tr>
<td>Malpractice Insurance</td>
<td>58.00</td>
</tr>
<tr>
<td>Criminal Background Checks/Drug Screens</td>
<td>80.00</td>
</tr>
<tr>
<td>Medical &amp; Dental Examinations</td>
<td>500.00</td>
</tr>
<tr>
<td>Graduation and Licensure</td>
<td>500.00</td>
</tr>
<tr>
<td>Travel to Clinical Agencies</td>
<td>Variable</td>
</tr>
</tbody>
</table>

**Total Estimated Costs** $11,114.00

## Financial Aid

A wide variety of financial aid opportunities are available to nursing students, including scholarships for health care students only. The RCC Financial Aid Office welcomes inquiries about providing assistance.

## Academic Calendar

The academic calendar may be found by accessing the college website at: [www.rappahannock.edu](http://www.rappahannock.edu)
The calendar contains the deadline date for dropping a course and obtaining a tuition refund.
Policies and Procedures
ADN Program Admission Policy

Policy: Students must meet academic and clinical eligibility requirements in order to be admitted to the nursing program.

Purpose: To ensure academic and clinical success in the Nursing Program

A. General Admission Requirements:

Students admitted into the program will complete the general requirements, including those listed below, prior to beginning the clinical component.

1. Completion of college placement tests in reading, writing and mathematics.
2. Completion of all RCC developmental course work prescribed as a result of RCC placement tests through MTH 03 and ENG 03 and ENG 05.
3. One unit each of high school Algebra, Biology and Chemistry with a final grade of “C” or better, or their equivalents: BIO 01 – Developmental Biology and CHM 01 – Developmental Chemistry. (Any student considering pursuing a Bachelor's Degree in Nursing should consult the advisor regarding the appropriate biology and chemistry preparation.)
4. A minimum cumulative grade point average of 2.5
5. Completion of Anatomy and Physiology (8 Credit hours) or enrollment in BIO 141 or BIO 142 within the last 7 years of date of application.
6. Completion within the past 7 years of a 3 credit computer applications class (such as ITE 115) or pass a computer skills test.
7. Completion within 3 years of the TEAS Nursing Pre-entrance Exam with a score at the 45th national percentile or higher. Applicants who have already completed a four year degree or who are Licensed Practical Nurses are exempt from this examination.
8. Complete and submit to the nursing program head an application by the application deadline, in the spring preceding the fall start of the program. (see Nursing Placement Information Packet or nursing link on RCC webpage)

B. Advanced Placement - LPN’s

(See LPN Advanced Placement Information Packet and website)
1. Must meet general admission requirements as listed in item A above.
2. Must submit LPN advanced placement application to the Program Head by the application deadline, in the spring preceding the fall start of the transition class.
3. Must submit current unrestricted Virginia Practical Nurse Licensure. Copy of license to be on file at RCC.
4. Must have experience in an acute/skilled care setting and/or graduation from a state board of nursing accredited LPN school within one year of entering the program.
5. Must complete successfully with a grade of 80 or better the transition class (NUR 116).
6. Document competency in basic clinical nursing skills. The applicant will have his/her current immediate nursing supervisor submit the following:
   - Clinical Competency Skills checklist
   - Professional Reference
7. Must have completed NAS 161/BIO 141 prior to entering NUR 116. May take NAS 162/BIO 142 with NUR 116 but pass with a C or better to continue.
8. Must have sent to RCC’s Admission and Records the official transcript from the accredited practical nursing program with transfer credits for required courses.
9. Must have an unrestricted current Virginia license at beginning of Transition course. If student has been out of PN program less than four months at the beginning of the Transition course, then must be licensed prior to end of course to continue with the nursing courses.
10. Upon completion of NUR 116 with a C or better, the student will begin with NUR 112/226. All LPN students will enter on a space available basis according to cumulative GPA.

C. Prior to admission all students, at their expense, must provide the following

1. Medical Release Form, to include
   a. Two-step PPD (within one year) with negative results, or appropriate follow-up care and documentation with a positive finding.
   b. Proof of immunity of rubella, mumps, measles and varicella
   c. Evidence of current TDaP immunization within ten years
2. Current AHA CPR for Healthcare Providers certification
3. Current Hepatitis B immunizations or proof of immunity or a signed disclaimer.
4. Physical (general)
5. Dental form
6. Criminal background check (Criminal Background Check Policy)
7. Drug screen (see Drug and Alcohol Policy)
8. Proof of professional liability insurance

D. All applicants should be advised that the Commonwealth of Virginia Board of Nursing Statutes and Regulations (54.1-3007) state the following:
1. Regarding refusal, revocation, or suspension, censure or probation. The Board may refuse to admit a candidate to any examination, refuse to issue a license or certificate to any applicant and may suspend any license or certificate for a stated period or indefinitely, or revoke any license or censure or reprimand any licensee or certificate holder or place him on probation for such time as it may designate for any of the following causes:

a) Fraud or deceit in procuring or attempting to procure a license;
b) Unprofessional conduct;
c) Willful or repeated violation of any of the provisions of this chapter;
d) Conviction or any felony or any misdemeanor involving moral turpitude;
e) 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; 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;
f) The denial, revocation, suspension or restriction of a license or certificate to practice in another state, the District of Columbia or a United States possession or territory; or
g) Abuse, negligent practice, or misappropriation of a patient’s or resident’s property.

E. Requirements for Clinical Participation Policy

Nursing, as a practice discipline, deals with cognitive, affective, and psychomotor functioning and performance. Students entering the nursing program need to advise the nursing faculty, nursing advisor, and the program head of any potential difficulties in meeting one or more of the essential performance standards so as to receive possible accommodation assistance and appropriate guidance.

All individuals who apply for admission to the Nursing Program, including persons with disabilities must be able to perform essential functions included in this document either with or without accommodations. These essential functions are congruent with the Virginia State Board of Nurse Examiners expectations of any individual seeking initial licensure as a registered nurse and are reflective of The Standards of Clinical Practice established by the American Nurses Association.

These guidelines serve as essential elements basic to eligibility requirements for clinical participation in the RCC Associate Degree Nursing Program:
Core Performance Standards for Admission and Progression

Speech: Communicates in English orally and in writing with clients, physicians, peers, family members and the health care team from a variety of social, emotional, cultural and intellectual backgrounds.

Hearing: Auditory acuity to note slight changes in the client’s condition and to perceive and interpret various equipment signals and to use the telephone.

Vision: Posses the visual acuity to read and distinguish colors, to read handwritten orders, and any other handwritten and printer data, i.e., medication records, and scales; chart content and provide for safety of clients’ condition by clearly viewing monitors in order to correctly interpret data.

Smell: Olfactory ability sufficient to monitor and assess health needs.

Mobility: Walk or stand for prolonged periods over six to eight hours period. Must be able to bend, squat or kneel, and assist in lifting or moving clients of all age groups and weights. Perform CPR i.e., move above patient to compress chest and manually ventilate patient. Work with arms fully extended overhead.

Manual Dexterity: Determine eye/hand coordination and manipulation of equipment such as syringes and IV infusion pumps. Able to use a computer/keyboard.

Fine Motor: Use hands for grasping, pushing, pulling, and fine manipulation and possess tactile ability sufficient for physical assessment and ability to differentiate change in sensation.

Arithmetic Competence Comprehend and apply basic mathematical skills, e.g., factor labeling, use of conversion tables, calculation of drug dosages and solutions. Measure time, use calculator, read and record graphs.

Writing: Communicate and organize thoughts to prepare written documents that are correct in style, grammar and mechanics.

Emotional Stability: Establish therapeutic boundaries, adapt to changing environment/stress, perform multiple responsibilities concurrently, handle strong emotions, provide client with emotional support, focus attention on task.

Analytical Thinking: Transfer knowledge from one situation to another, process information, evaluate outcomes, prioritize tasks, problem solve.

Critical Thinking: Identify cause-effect relationships, plan/control activities for others, synthesize knowledge and skills, sequence information.
Interpersonal Skills: Negotiate interpersonal conflict, respect differences in clients, establish rapport with clients and coworkers, explain procedures and educate client/family
Services for Students with Disabilities

The Americans with Disabilities Act (ADA) states:

“No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

“Otherwise qualified” in the ADA means that only those people who are able to meet the technical and academic qualifications for entry into a school, program or activity are protected by the ADA. This means that accommodations which are a “fundamental alteration” of a program or which would impose an undue financial or administrative burden are not required.

The college has no responsibility for identification and evaluation of students with disabilities. If an evaluation is needed, the expense is the student’s responsibility. Students with documented disabilities are eligible for additional support services through the College’s Student Support Services program

Special Requests

It is important to RCC that all students have a learning environment that is conducive to their needs. Therefore, any student who feels that they may need some type of accommodation in order to make this class a successful setting, should go to the Counseling Office or Student Support Services on either campus for information about applying for services and accommodations. For additional information refer to “Student Services” on the RCC website and look for “Students with Disabilities”.

Infectious Disease Policy

The management of issues related to infectious diseases in Schools of Nursing is a significant concern, since the rapid increase in blood-borne diseases has caused an awareness of the need for policies and guidance. The following policy is concerned with all infectious diseases, which may potentially be transmitted during the clinical education of students, including Human Immunodeficiency Virus (HIV), and Hepatitis B virus (HBV). The RCC Handbook Committee will review this policy for continuing scientific correctness on an annual basis.

It is the goal of the ADN faculty to promote a safe environment for students, faculty, and the clients with whom we come in contact. These risks are minimized by careful adherence to Centers for Disease Control (CDC) Universal Precautions guidelines for all client contacts.

However, the nature of the profession of nursing is such that students and faculty may potentially become infected by clients with infectious diseases and may in some cases have the potential to infect those clients with whom they come in contact. Although confidentiality of medical information and individual rights are recognized and supported, the importance of maintaining safety for clients, students and faculty may take precedence in some circumstances. The necessity for the RCC ADN Program to comply with infectious disease policies of affiliating institutions utilized for student clinicals must also be considered in the development/revision of the policies relating to infectious diseases.
Clinical Experience Guidelines for Students

Nursing professionals have a fundamental responsibility to provide care to all clients assigned to them. Refusal to care for AIDS patients or any other patient is contrary to the ethics of the nursing profession. Student comfort in caring for these clients is facilitated by the demonstration of role modeling by faculty in the rendering of skillful and compassionate care to such clients. Faculty counseling will be provided for those students who refuse to care for any assigned client. Such cases will be handled as individual instances in which the student has not met the course requirements.

All students with known or suspected airborne infections must notify their clinical instructor prior to initiation of direct client contact. Student with known or suspected blood-borne infections or non-intact skin must notify the clinical instructor prior to performing any invasive procedure which may place the client or student at risk for infection. Student with known or suspected immune deficiencies should consult with their clinical instructor prior to caring for clients who may place them at undue risk of infection.

A student has an ethical duty to report any accident that exposes him/herself or a patient to a risk of transmission of blood-borne disease. The Student Exposure to Blood/Body Fluids Policy will be followed if such an accident occurs. Accidental exposure to blood or body fluids should also be documented via incident report forms according to clinical institutional policy.

Student Exposure to Blood/Body Fluids Policy

**Purpose:** To provide a protocol to inform students, faculty and clinical agency personnel regarding the procedure for the management of student exposure to blood-borne pathogens and airborne pathogens.

I. Preventatively students should provide evidence of current Hepatitis B, MMR, and DTP immunizations, as well as PPD testing as previously defined, prior to beginning clinical. Additionally, students will be required to maintain competence with regards to OSHA standards for the prevention of blood-borne pathogens and communicable disease throughout the nursing program.

II. Students will be supervised by qualified nursing faculty in the clinical area and are expected to follow clinical agency policy concerning the handling of hazardous wastes and the implicit use of universal precautions and standard precautions as appropriate.

**Procedure:**

I. Immediately following exposure to blood or body fluids:
   A. For eye splashes:
      1. Remove contact lenses if present
      2. Immediately flush eyes with copious amounts of cold water for 15 minutes.
B. For oral or nasal mucosa splashes:
   1. Immediately flush area/s with cold water for 15 minutes.

C. For skin exposure/needlestick:
   1. Immediately wash area with soap and water. Students should immediately notify nursing faculty, charge nurse, and/or preceptor.

II. Transport:
   A. If in a non-hospital setting the student should go immediately to the nearest hospital emergency department and should obtain the name of the clinical agency contact person who is coordinating the assessment of the source patient.
   B. If in a hospital setting the student should go to employee/occupational health or the emergency department. Student should be identified as a Rappahannock Community College nursing student who has received a needlestick.
   C. Once in the emergency department nursing faculty should notify the department of RCC requirements:
      1. Labs should be drawn within 1 hour of exposure.
      2. Exposed student baseline labs: HIV Antibody, Hepatitis B Surface Antibody, Hepatitis C Antibody and Pregnancy Test (for female students).
      3. Source patient baseline labs: Rapid HIV screen, HIV Antibody, Hepatitis Panel (HCV Antibody, Hepatitis B Surface Antigen, Hepatitis B core IgM Antibody, SGPT (ALT) Serum, GGTP Serum & SCOT (AST). Consent for HIV testing of the source patient should be obtained by the site, not the student.
      4. Questions should be referred to the responsible nursing faculty and/or the nursing program director.
      5. Before leaving the emergency department the student should obtain copies of: a) the facility incident report, b) all lab results, and c) emergency department discharge paperwork.

Follow up: The student should follow the discharge follow-up directions given by the emergency room physician or primary care provider. A letter of release will be required from the student’s primary care provider to allow the student to return to clinical. A detailed plan of follow-up may be prescribed by the ADN program director.
ADN Program Progression Policy

Policy: Students must meet academic and clinical eligibility requirements in order to progress in the nursing program.

Purpose: To ensure academic and clinical success in the Nursing Program

A. Must receive a grade of C or better in all required curricular courses to progress immediately to next NUR course.

B. Students must pass with an 80% the drug dosage calculation test in NUR 112, 202, 208, and 246 prior to the last day to drop with refund.

C. All nursing courses must be taken in sequence. After completion of Nur 111, students are placed in 112, 202 and 208 consecutively. Students who do not satisfactorily complete the nursing course in sequence become “reentering” students. See policy III A regarding reentry into program. See pre-requisite chart.

D. A current Clinical Eligibility Form is required of all students entering the second year. This form includes a current PPD, completion of the Hep B vaccine series, proof of professional liability insurance, and AHA CPR for Healthcare Provider certification which must be submitted to the nursing office prior to the beginning of the second year classes in order to continue in the program. It is the responsibility of the student to maintain a current CPR for Healthcare Provider certification, current PPD, and professional liability insurance throughout the nursing program.

E. Must show proof of coverage for professional liability insurance.

F. Must have cumulative grade point average (GPA) of 2.0 or above to progress to next NUR course.

G. Selected learning experiences will be provided in various health agencies. These include hospitals, extended care facilities, clinics, community health agencies and health departments. Students are responsible for their transportation to and from agencies utilized for clinical experiences. The nursing faculty observe and evaluate the students’ suitability for nursing and providing direct patient care.
Rappahannock Community College
Associate Degree in Nursing Program

Pre-requisites for NUR courses

<table>
<thead>
<tr>
<th></th>
<th>NUR 111</th>
<th>NUR 112</th>
<th>NUR 226</th>
<th>NUR 230</th>
<th>NUR 247</th>
<th>NUR 245</th>
<th>NUR 202</th>
<th>NUR 246</th>
<th>NUR 208</th>
<th>NUR 254</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAS 161</td>
<td>P or C*</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>NAS 162</td>
<td>C</td>
<td>P or C</td>
<td>P or C</td>
<td>P or C</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>NUR 111</td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>NUR 112</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>NUR 226</td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>NUR 230</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>NUR 202</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>NUR 247</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P or C</td>
<td>P or C</td>
<td></td>
</tr>
<tr>
<td>NUR 245</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P or C</td>
<td></td>
</tr>
</tbody>
</table>

*P = Pre-requisite; C = Co-requisite
Readmission/Suspension or Dismissal Policy

Policy: Students must meet academic and clinical eligibility requirements in order to be readmitted in the nursing program.

Purpose: To ensure academic and clinical success in the Nursing Program

Readmission
(After receiving W, D, or F in a clinical nursing course and meeting program policies for continuance)

The student must when seeking readmission:

A. Have GPA of 2.5 or above
B. Submit “Request for Readmission into Nursing Program” form to Nursing Program Director.
C. Meet with the Program Director and/or nursing faculty committee to discuss the following:
   1) Personal or professional factors influencing the student’s successful completion of the program,
   2) academic or professional activities pursued during the student’s hiatus from the program.
   3) student’s plan for successfully completing the remainder of the ADN Program.
D. Must return within two years of the last course taken
E. Re-admitted on space available basis, with date of Readmission Form as qualifying date.
F. A failure or withdrawal in NUR 111 results in being placed at the bottom of the program entrance list and the student may re-enter on a space available basis.
G. A failure or withdrawal in a later course results in readmission into that course on a space available basis after continuing students and advanced placement students already awaiting entry are placed.
H. The "Request for Readmission into ADN Program" form must be submitted by any student desiring to return. Date of completion of all parts of the form will be considered for placement on course waiting list.
I. Complete a Clinical Eligibility Form for return into the program.
J. Pass a drug dosage calculations examination, urine drug screen, and certified background check.
K. Re-entry after being out of the ADN program for longer than 2 years must restart at NUR 111/116 to meet current program admission requirements.
B. PROGRAM SUSPENSION/DISMISSAL

1) In accordance with policy of the Virginia Community College System (VCCS Policy No. 5.7.4) a student may not enroll in the same course more than twice. Enrollment is defined as staying in the course beyond the add/drop period. A student seeking admission into any course for a third time must obtain written permission from the academic dean on the designated college form and submit the form at time of registration.

2) Any two grades of W, D, or F grades in the same nursing course or a grade of D or F in any two different nursing courses will result in termination from the nursing program.

3) Students are subject to disciplinary action, including course or program suspension or dismissal, under certain circumstances. These circumstances include (but are not limited to) the following:
   a) Exhibiting behavior in the clinical area that a faculty member deems potentially life threatening, or that results in patient injury.
   b) Failing to act in a responsible or prudent manner in carrying out professional duties.
   c) Demonstrating behavior in the clinical setting that reflects impairment of judgment and/or inability to perform patient care responsibilities (such as but not limited to, being under the influence of drugs, alcohol, mentally or physically ill).
   d) Demonstrating behavior that is defined as misconduct under Standards of Conduct in the RCC Student Handbook.
   e) Being charged with professional misconduct related to his/her role as a Nursing Assistant or LPN, resulting in the suspension or revoking of a certificate. He/She may not proceed in the nursing program until the charge is resolved and the certificate or license is reinstated. It is a student's responsibility to report any such misconduct. Failure to report the suspension of licensure will automatically result in dismissal.

Withdrawal Policy

Student Withdrawal from a Course: A student may withdraw from a course without academic penalty during the first 60% of that course’s term and receive a grade of “W”. The latest date that a student can withdraw from a class is called “last date to withdraw without academic penalty.” This date is marked on the Academic Calendar.

After this date, the student who withdraws will receive a grade of “F” or “U” except under mitigating circumstances. Requests for late withdrawals involving mitigating circumstances must be put in writing to the Vice President of Instruction and Student Development, with sufficient documentation. Should the request be approved, a copy of the approval and documentation will be placed in the student’s file.

Up until the withdrawal date for the semester, students who stop attending a course, miss more than 20 percent of the class, or fail to maintain contact with the instructor must be withdrawn by the course instructor.
Nursing Student Responsibilities Policy

Policy: The nursing student will be held responsible for the following:

Purpose: To ensure student success and awareness of their responsibilities.

1. Comply with process of criminal background check and urine drug screen prior to beginning first clinical course.

2. Present completed Medical/Laboratory/Dental health forms prior to attending the first clinical experience in the program. Students not adhering to this policy will not be allowed to continue in Nursing.

3. Submit signed “Statement of Acknowledgement/Consent/Refusal Form” during the 1st week in the first clinical nursing class.

4. Meet with nursing advisor each semester to discuss class schedules. Review college transcripts for verification of acceptance and completion of all required curricular courses at RCC each semester.

5. Be responsible for own transportation to and from each clinical site. Travel could occur during the early morning, late evening, and/or on weekends.

6. Students should be aware that while a student in the ADN Program, he or she will come into contact with hazardous products/waste and communicable disease. Students are responsible to follow the clinical policy for safe handling of biohazardous waste and utilizing appropriate personal protective equipment (PPE) in the prevention of blood-borne pathogens and communicable diseases. Additionally, students are responsible for employing appropriate ergonomics to prevent injury. Students will be responsible for medical costs for any injury received while in clinical setting, including injuries for which testing is required by clinical agencies and for drug screening, if required by clinical agency. Rappahannock Community College is not responsible for student injury in the clinical or laboratory setting.

7. Students will provide nursing care for all assigned patients despite race, ethnicity, gender, age, and communicable disease.

8. Adhere to all college/program student policies (i.e., student conduct, academic honesty, student dress code, attendance, etc.).

9. Cellular phones are not to be taken into the clinical setting. In accordance with college policy, cell phones must be turned off (both audio and vibrate) in classroom/campus lab settings.
10. Food and drink are not permitted in the classroom, laboratory, or clinical setting at any time.

11. Students may not wear or carry electronic paging devices.

12. Students are responsible for their own learning and are expected to attend class. Missing class compromises learning. Attendance is expected for all classes. **Absence of more than two class periods may result in a decrease in the student’s grade for the course.** The student must notify the instructor of the reason for class absence prior to or as soon as possible. Class rolls will be taken at both sites.

13. Campus laboratory and Nurse Lab Pack supplies are not for human use. The supplies are for use on the manikins in the campus laboratory under the supervision of a campus lab instructor. Use of laboratory supplies on a human will result in immediate dismissal from the ADN Program.

14. **Health Insurance:** Nursing students are required to have health insurance. If you are injured during your clinical experience, you are responsible for any costs incurred from medical treatment resulting from that injury.

15. **Professional Liability Insurance:** Nursing students enrolled in clinical nursing courses are required to have malpractice insurance. Students may purchase malpractice insurance from independent providers. Students must provide the inclusive dates of coverage for the policy prior to the start of each clinical rotation.

16. Students are responsible for meeting all class and clinical assignments as scheduled. Missed time in class and clinical due to health concerns may be treated as any other absence with withdrawal and “W” awarded when more than two clinical days are missed unless previously approved by faculty. A physician’s statement will be required when the student requests special consideration.

17. **Pregnancy** Should a student enter the program pregnant, or become pregnant during the school year, the student must inform her advisor and faculty. There are areas of clinical practice, which if exposed to, could endanger the unborn child. A statement from the obstetrician regarding her ability to continue in the curriculum, specifically in regard to class and clinical assignments, is required.

18. **Mental Illnesses/Other Health Concerns** Patient safety is of paramount importance. If a student has a mental illness or other health concern that poses potential risk to a client, the student will not be allowed to continue in the clinical setting. Each occurrence will be handled on an individual basis.
Standard of Conduct Policy

Purpose: To ensure that nursing students are held accountable for their conduct.

1. All students within the nursing curriculum automatically assume responsibility and accountability for their individual as well as professional judgments and actions. The individual shall develop and maintain competency commensurate with his/her level of preparation and responsibility.

2. Responsible action is required when health care and safety are affected. This action may include, but is not limited to confronting and reporting to an appropriate official or supervisor, individuals observed:
   - pilfering unauthorized clinical or academic materials (hospitals or college supplies, exams)
   - performing in a dishonest/unethical manner in the clinical area
   - altering graded scantron sheets, Blackboard testing submissions, and reproducing or disseminating test materials electronically
   - collaborating on testing when instructions specify individual testing.

3. Every nursing student has the responsibility to promote the highest standards of academic honesty. The nursing faculty accepts and supports the RCC Academic Honesty Policy and any student believed to be in violation of this policy will be treated according to the procedures prescribed in the RCC handbook. Dismissal from the ADN Program may be a recommendation for violators of this policy.

4. All nursing exams are confidential. Students may not divulge any questions on an exam to any individual. The unauthorized possession, reproduction, or disclosure of any exam materials, including the nature or content of exam questions, before, during, or after the exam is in violation of this policy.

5. All nursing students are expected to adhere to the college's Substance Abuse Policy for Students.

6. Follow the American Nurses Association Code of Ethics:
American Nurses Association Code of Ethics

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.

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

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

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.

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

The nurse participates in establishing, maintaining, and improving health care 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.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

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

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

Dress Code Policy

Purpose: Students are to be held accountable for their dress code.

I. Students will wear the required school uniform in the clinical setting. Any modifications to this policy specific to an individual clinical site will be addressed in the course syllabus. Students must also adhere to any additional dress codes required by the clinical agencies. For campus lab, a white lab coat is required over street clothes. Rappahannock Community College nursing students are expected to conform to high standards of personal appearance and hygiene. Attire worn on campus should reflect a sense of dignity and professionalism.

*Students in uniform must meet the following standards:*

A. Uniform
   a. The uniform must be correctly sized without evidence of being tight-fitted such as creases, rolling or pulling. The uniform must be pressed and be in good repair with no obvious stains.
   b. No sweat tops or knit cuffed pants are to be worn.
   c. White or flesh-colored underwear must be worn so as not to be visible through the uniform.
   d. The Rappahannock Community College nursing name badge must be worn at all times in the clinical setting.
   e. A solid, round neck, white, short sleeved tee-shirt can be worn under the white nursing top. This will be required for all male students but optional for females.

B. Foot and leg wear
   a. White socks/white hose must be worn.
   b. Shoes must be clean, white leather or protective material and have closed toes and heels; no clogs are to be worn in the clinical setting.
   c. No athletic shoes displaying color logos or mesh air vents may be worn.

C. Hair
   a. Hairstyles must be clean, well kept, conservative and neatly arranged above the uniform collar.
   b. Beards, mustaches and sideburns, if worn, must be neatly trimmed.
   c. No caps, bows, or ribbons are to be worn in the hair.
   d. Hair must be natural for your skin color.

D. Jewelry
   a. Jewelry will be limited to ONLY a plain, metal wedding band, a watch with a second hand, and, if desired, no more than one pair of small stud earrings.
   b. Loop earrings, studded rings, and necklaces are prohibited since they can catch on equipment or be pulled by patients and cause damage to the wearer or patient.
c. Pierced jewelry may be worn on the ears only and only one studded pair of earrings. Any additional exposed piercings must be removed during clinical. This includes but is not limited to tongue rings, eyebrow rings, lip rings, nose rings, etc.

E. Nails
   a. Fingernails must be clean and no longer than the ends of the fingertips.
   b. Artificial nails may not be worn as they pose an infection risk for the nurse.
   c. No nail polish.

F. Miscellaneous
   a. No perfume, cologne or after-shave is to be worn in the clinical setting. Deodorant must be unscented or mild.
   b. Make-up must be discreet and of limited quantity.
   c. Tattoos must be covered.
   d. All students must be clean, neat and free of odor.
   e. Smoking in uniform shall not be permitted.
   f. Drinking alcoholic beverages while in uniform is forbidden.
   h. Unprofessional language or actions while in uniform or class is unacceptable and can be grounds for dismissal.
   i. Gum is not to be chewed during clinical experiences.
Student/Faculty Resolution Process Policy

Purpose: To ensure that students are accountable for their actions and an orderly process must be followed for any grievance.

Students are expected to treat their instructors and classmates with respect at all times. At no time will disruptive behavior be tolerated in a classroom or laboratory setting. Sanctions for disruptive behavior can result in dismissal from the college. This resolution process must follow the levels in order. The reason for this is that it teaches how to utilize the correct chain of command in the work world.

Level One
In the event of a student/instructor conflict in a classroom or clinical situation, the faculty member must meet with the student within 24 hours and complete the Action Resolution Form. A copy, signed by all parties, will be given to the student, the faculty member and to the program head. If resolution is not resolved within the agreed upon time period, the situation will be referred to the course coordinator. The student, the faculty member and the course coordinator will meet to determine a satisfactory resolution. Every effort should be made to resolve the issue at Level One, so as to encourage problem solving among the involved parties.

Level Two
In the event that the situation is not resolved to the satisfaction of all parties at Level One, the course coordinate shall submit the completed Action Resolution Form to the program head and a college counselor. A meeting with all parties will then be held to resolve the situation. If the situation is not resolved at this level, then the action plan will continue to Level Three.

Level Three
In this level, the Action Resolution Form will be submitted to the Dean of Student Development for a meeting with all parties and a resolution agreement will be presented to all parties.
Grading and Clinical Evaluation Policy

Purpose: To ensure that the student adheres to the evaluation process

The student's knowledge and understanding will be evaluated by tests, assignments and clinical experience. A student must maintain an average of greater than 80% in order to continue in the clinical component. In order to successfully pass the course, the student must have an average of 80% on all tests and exams.

Students must take and pass with a grade of 80 on the drug dosage calculation test prior to the beginning of each NUR class. To continue in the NUR class, a grade of 80 must be achieved on the drug dosage test, given two attempts. However, in NUR 111, if a grade of 80 is not achieved after the second attempt, the student will be required to take NUR 135, concomitantly with NUR 111. NUR 135 must be successfully completed with an 80% in order to continue in the program. There are no exceptions to this policy. Should a student be unsuccessful in NUR 135, they will be dismissed from the nursing program. The student must pass the drug dosage test in each succeeding NUR course to continue or will otherwise have to withdraw from the course.

A final grade of 80% (C) will be required in order to continue in the nursing sequence. Clinical laboratory performance must also be maintained at a “satisfactory” level in order to continue or to receive credit for the course.

This higher standard of grading is necessary to ensure the student has achieved a theoretical knowledge base leading to safe and competent nursing care upon graduation.

Program Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100</td>
</tr>
<tr>
<td>B</td>
<td>85 - 91</td>
</tr>
<tr>
<td>C</td>
<td>80 - 84</td>
</tr>
<tr>
<td>D</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Total Course Grade: classroom average plus clinical rating:

- A Clinical rating of "Satisfactory" with a theory average of 80 or above will result in the student receiving the letter grade that corresponds to the theory average – e.g., "Satisfactory" + 84 = C
- If a student receives a "D" or "F" in theory and an "Unsatisfactory" in clinical, she/he will receive a final grade of "F".
- If a student receives a "C" or above in theory and an "Unsatisfactory" in clinical, she/he will receive a final grade of "D" or "F" (dependent upon course guidelines).
- If a student receives a "D" or "F" in theory and a "Satisfactory" in clinical, she/he will receive the theory letter grade as the final grade.
Assignments

Students are responsible to complete and turn in all written assignments for the course on time. Failure to do so will reflect a lack of professionalism, thus resulting in an unsatisfactory rating for the assignment. Late assignments will result in a reduced grade for that assignment. Any uncompleted clinical assignments will result in a grade of unsatisfactory for the entire clinical rotation.

All written assignments must be prepared according to the following criteria, unless otherwise specified by the instructor:

A. Papers must be computer generated using 12 point font, and free of spelling and grammatical errors
B. The pages should be numbered consecutively.
C. All written assignments must be in APA 5th edition format.
D. References used for written assignments should be from scholarly journals or books and published within the last 5 years. APA format is to be used when citing references

Clinical Evaluation:  Student performance in the clinical area will be formally evaluated at midterm and at the end of the semester. The student must submit his/her clinical evaluation tool to the instructor after his/her final evaluation conference. Course grade will not be issued until this evaluation is returned.

A minimum of 80 percent of the clinical objectives must be achieved by the end of the semester. The starred items on the clinical checklist are critical behaviors and all must be achieved for a “satisfactory” clinical rating. The student with a rating “needs improvement” at midterm will be given a “prescription” for what and how improvements must be done in order to achieve a “satisfactory” rating. Paperwork and clinical performance will be evaluated each week by the student's clinical instructor. Three unsatisfactory evaluations, or one unsatisfactory evaluation in a "critical area" as designated on the evaluation tool will constitute an unsatisfactory for the week. Two unsatisfactory weeks of clinical performance and/or paperwork in one semester will result in failure of the clinical component.

Nursing skills will be evaluated using "Criteria for Clinical Evaluation Guide" and Course Outcome Standards as criteria. Personal qualities, attitudes, and skills of the student in the clinical area will be evaluated on the basis of anecdotal notes maintained by both faculty and students. These notes will be discussed in individual conferences and used for guidance purposes. Standards for clinical laboratory must be maintained at all times. Specific guidelines for grading of clinical performance can be found in the "Clinical Evaluation" section of each course packet. Guidelines for grading may vary slightly in different clinical nursing courses. These variations will be clearly pointed out in syllabi of those courses.

Course Evaluation: Students will be provided with an anonymous survey questionnaire at the end of the course that will ask each student to evaluate the instructor and the course and make comments and suggestions.
Academic Integrity Policy

Purpose: To ensure students maintain academic integrity

Because nursing requires a high degree of ethics and accountability from its practitioners, any violations, or allegations of violations of the student honor code will be dealt with severely. Students who show disrespect for program rules or policies, or individual patients, staff, fellow students or faculty will be referred immediately to the nursing program director. Any student found to be guilty of reproducing any nursing quiz, test or examination will receive a 0 for that grade, and be placed on immediate probation in the nursing program. Any and all students, who may have received a copied quiz, test or exam will be liable for the same punishment. Any repeat of a similar behavior will result in immediate dismissal from the nursing program should review by the Campus Dean find the student guilty.

Abuse of College computers is considered a breach of academic integrity. Copying an assignment in computer programming, looking at someone else’s computer files, using computer accounts for unauthorized purposes, and engaging in annoying and disruptive behavior on the computer is prohibited, and subject to disciplinary procedures.

Plagiarism is also considered a violation of academic integrity. The definition of plagiarism is, but not limited to, the use of material or ideas without crediting the original author, so that it appears to be your work. This can be written material, theories, ideas, art work, photography, recorded material, music, statistics, computer programs, etc. The copying, which is illegal, does not need to be exact to be considered plagiarism. Other words for plagiarism are lifting, copying, stealing, borrowing, and appropriating.

Examples of plagiarism are, but not limited to, downloading a paper from the internet, copying a friend’s old term paper and submitting it as yours, combining several encyclopedia articles into an essay without noting where you got your information, borrowing part of a brother’s computer program and handing it in as your own assignment.

The following are not examples of plagiarism: use of information that is considered common knowledge or is generally known to those in the field, or the use of someone else’s material when it is properly documented.

In order to avoid plagiarism, use your own ideas, words, programs, etc. When you do use someone else’s material, give credit to the author/artist/originator. There are many ways to give proper credit. You may give credit in the text of the paper, or you may do so in a footnote, endnote, or parenthetical citation. Check with your instructors as to the method that they prefer. Remember that, even though you have given credit to the author and avoided plagiarism, this may not be what your instructor wants. He/she may want your own original thinking.
Attendance Policy

Purpose: To ensure students follow guidelines for attendance

A. Test Attendance

1. Attendance is required for all tests.
2. In order to be excused from a test, the student must call his/her instructor prior to or on the day of the scheduled test or quiz and arrange for a make-up test at that time.
3. Students will be excused from tests only for documented emergencies. The full-time faculty member teaching the course will decide whether or not to accept the reason given as an emergency. If not, then the absence will be considered unexcused. The student must make arrangements for a make-up test within 48 hours.
4. The student will receive a zero for any unexcused test absence.
5. An unexcused test absence is described as failing to notify your instructor on or before the day of the test, or the reason given is not an emergency.
6. Students arriving after a test has started must complete the test within the same time frame as the other students. Because this behavior is distracting to other students taking the exam, students arriving late for a scheduled exam more than once must schedule an appointment with the program director to discuss and implement a remediation plan for this behavior.
7. Make-up test, if allowed by faculty, must be completed within five days of original test. Make-up test may be of different format. No more than one make-up test will be allowed in any course.
8. No re-tests will be given in any course.

Testing Center (RCC)

Students are expected to be present for all class quizzes and exams. If, however, there is an emergency situation, the faculty member may arrange for the student to take a make-up test in the college’s Testing Center. This is for emergencies only and must be individually arranged between student and instructor.

B. Attendance Policy

1. Students are responsible for their own learning and are expected to attend class. Missing class compromises learning. If the number of student absences EXCEEDS twice the number of weekly meetings of the class, the student may fail the course. Attendance is expected for all classes. Absence of more than two class periods (one class period in an 8-week course) may result in a decrease in the student’s grade for the course. The student must notify the instructor of the reason for class absence prior to or as soon as possible. Class rolls will be taken at both sites.
2. Children are not permitted in the classrooms, computer labs, or clinical labs. Children under 18 must be accompanied by an adult.

3. Only professional behavior will be accepted in the classroom. Disruptive behavior will result in the student being asked to leave. Students should not use the computer to play games, surf the internet, access social networking sites, or check email. Cell phones should be turned off in the classroom, campus lab, and clinical setting.

4. Attendance is mandatory for Campus Lab. Failure to attend all labs without prior instructor approval will result in an unsatisfactory rating for the clinical grade. The student will then receive a D or F for NUR 111 per the guidelines set forth in the handbook.

5. Students are expected to arrive on time for Clinical Laboratory. A student who arrives more than 7 minutes late for Clinical Laboratory more than one time will be sent home. This will be considered an unexcused Clinical absence.

6. Students are expected to attend all Clinical Labs. If a Clinical Lab is missed due to the student’s illness, it must be made-up before the end of the clinical semester at the convenience of the clinical lab instructor. All missed clinical time must be made up.

7. Faculty and Clinical Agencies reserve the right to require a physician’s “return to class and clinical” note in the event of student illness.

8. Students who miss more than 10% of the required clinical/lab hours in a nursing course may be dismissed from the program.

9. Students who are under inpatient hospital care may not attend clinical labs. Following inpatient hospital care students may not return to clinical labs until the faculty member has received in writing a full medical release. A student may not attend clinical labs while incarcerated.

10. Equipment needed in the clinical setting includes a stethoscope, PDA, manual blood pressure cuff, bandage scissors, black ball point pen, a measuring device, hemostats, a small notepad and a penlight and must be brought to each clinical.

11. RCC does not expect the student to drive under hazardous conditions. However, class and clinical are held unless the college closes. Time missed because of bad weather is excused; but, it must be made up unless the college is closed. If RCC is closed an excessive number of days due to bad weather, clinical make-up could take place during scheduled December or Spring breaks.
Clinical Competence Policy

Policy: Students who are not clinically competent will be dismissed from the ADN Program.

Purpose: To follow the Virginia State Board Regulations and any state, federal or regulatory mandates regarding revocation, suspension, or issuance of your license and/or right to practice in the designated field. The RCC faculty support the Board of Nursing and regulations governing other Health Profession curricula, and therefore, use these regulations as standards of conduct in the Health Profession Programs. Any unsafe clinical performance will be handled according to this clinical competence policy and may be grounds for failure of a course and/or dismissal from the program. These regulations may be viewed at www.dhp.state.va.us.

FAILURE TO PRACTICE IN A SAFE MANNER INCLUDES THE FOLLOWING:

A. Regulatory Deficiencies
   1) Exceeding the bounds of the regulatory agency of the specific Health Profession Program (information available at www.dhp.state.va.us)
   2) Failing to safely perform procedures or follow policies as specified in the Policy and Procedures Manuals of the affiliated institution or health care agency.
   3) Failure to correctly administer a medication according to accepted standards.

B. Ethical Deficiencies
   1) Delegating responsibilities for clinical duties.
   2) Failing to follow the Code of Ethics and Standards of Practice for the designated curriculum.
   3) Failure to report errors of commission or omission by self or other health care personnel.
   4) Failure to report any biological, psychological, social or cultural problem related to the student’s emotional and physical stability which might compromise the student’s ability to perform in a satisfactory manner in the clinical setting and/or failure to institute means to correct these problems.
   5) Breach of confidentiality

C. Deficiencies in Accountability:
   1) Failure to use the proper process for preparation, documentation, and care of patients to ensure appropriate, safe care, as well as continuity of care and documentation. Accountability for use of the process shall include written, verbal, and non-verbal communication.
   2) Failure to notify either staff or clinical instructor or both of any circumstances which would require the student to practice beyond the scope of his/her preparation.
   3) Fraud or deceit shall mean, but not be limited to:
a. Filing false credentials;  
b. Falsely representing facts on an application  
c. Giving or receiving assistance in any individually assigned task or project.  

D. Unprofessional conduct shall mean but not be limited to:  
1) Performing acts beyond the limits of the practice of the profession.  
2) Assuming duties and responsibilities within the practice of the profession without adequate training, or when competency has not been maintained.  
3) Obtaining supplies, equipment or drugs for personal use or other unauthorized use.  
4) Assigning unqualified persons to perform functions that require a licensed and/or certified practitioner of the profession.  
5) Falsifying or otherwise altering patient records  
6) Abusing, neglecting, or abandoning patients or clients.  

E. Conviction of any felony, or any misdemeanor involving moral turpitude.  

F. Practicing in a manner contrary to the standards of ethics or in such a manner as to make his/her practice a danger to the health and welfare of patients or to the public.  

G. Use of alcohol or drugs or any mental or physical illness rendering him/her unsafe to practice.  

H. Abuse, negligent practice or misappropriation of a patient’s or resident’s property.  

**Finding a Student Clinically Incompetent**  
If a problem arises with regard to a student’s unsafe practice, the faculty member (if adjunct faculty, in conjunction with a full-time faculty member) identifying such unsafe practice will have a conference with the student within three (3) class/clinical days to allow opportunity for the student to explain the situation. Continued participation in clinical laboratory will be at the discretion of the course coordinator. In addition the faculty member will:  

1) Document the incident as observed and review it with the student.  

2) The faculty member and the student will write an account of the incident and will meet again in an attempt to resolve the incident.  

3) The student will be allowed to present an explanation to this committee.  

4) The student will be unable to attend clinical until the issue is resolved  

Refer to the Student/Faculty Resolution Process Policy for a description of Levels One, Two and Three. The Campus Academic Dean may be involved in resolution of the problem.
Clinical Safety Policy

**Introduction:** The importance of improving patient safety is evident in the IOM (1999) landmark report *To Err is Human*, in which 98,000 patient deaths each year were noted due to medical mistakes, as well as subsequent reports. Safety in the clinical area is the responsibility of everyone. Patient and student safety are of the utmost importance to the faculty of the ADN program at RCC.

**Purpose:** Students are to ensure the safety of patient and self when in the clinical area.

1. Students will receive initial education regarding: 1) general fire and electrical safety, 2) prevention of blood-borne pathogens and communicable disease, 3) use of correct ergonomics (body mechanics), 4) fall prevention, and 5) medication safety in NUR 111 and are expected to successfully master these important safety concepts upon completion of the course. Additionally, students will be required to become familiar with the Joint Commission National Patient Safety Goals for their specific clinical area, prior to each rotation.

2. To ensure ongoing clinical safety competence students will be required to complete competency testing prior to the first clinical rotation for NUR 112, NUR 202, and NUR 208 regarding: 1) general fire and electrical safety, 2) prevention of blood-borne pathogens and communicable disease, 3) use of correct ergonomics (body mechanics), 4) fall prevention, and 5) principles of medication safety. Additionally, students will be required to continually review and remain familiar with the Joint Commission National Patient Safety Goals for the specific clinical area. A score of 80% on each of the competency quizzes is required for the student to attend clinical and provide patient care.
Nursing Laboratory Use Policy

Purpose/Services

The Nursing Labs have been established to provide a simulated clinical setting in which you, the student, can learn, practice, and thus successfully develop basic nursing skills prior to performing these skills with patients in an actual healthcare facility. The labs may be used for structured campus labs, tutorial experiences, and also for independent student practice. There are videos, computer programs, manikins, models, and other learning aids available in the lab to both provide basic instruction and enhance other learning activities.

1) Nursing Lab Appearance:

As a courtesy to all who use the lab, this academic learning center will need to be maintained and returned to an orderly fashion when not in use. When the day or practice time is complete, please ensure that the lab is left in the following manner:

a) Beds in the lowest position, linens neat and manikin properly placed
b) A fitted sheet, with one pillow, on each of the beds
c) Overbed tables placed at the foot of each bed
d) Chairs pushed underneath the table/computer desk
e) Equipment placed along the side of the lab walls

2) Food and Drinks

Please refrain from eating or drinking, including snacks or finger foods, in the nursing lab. Food or drink will not be allowed in the simulation labs under any circumstances.

3) Nursing Lab Equipment

Campus laboratory and Nurse Lab Pack supplies are not for human use. The supplies are for use on the Sim People in the campus laboratory under the supervision of a campus lab instructor. Use of laboratory supplies on a human will result in immediate dismissal from the ADN Program.

No equipment (i.e. manikins, blood pressure cuffs and etc.) shall be removed from the campus nursing lab settings.

a) All overbed tables are not to be removed from the lab setting.
b) The lab computer is available for academic purposes
c) Do not remove the reference books from the lab setting
4) **Nursing Lab Storage Room**

   The nursing lab storage area will remain locked and/or closed when not in use. No student is to enter the storage room at any time. If you need supplies the instructor will obtain them.

5) **Nursing Lab Linens**

   The linen in the nursing lab will be used for practice purposes.
   a) Please do not remove the linen from the lab setting for personal use
   b) Some personal care items, for demonstration and lab use, are located within the bedside stand

6) **Video Taping**

   The purpose of the videotaping is for skills enhancement. This process encourages repetition of nursing skills, which in term will promote retention of the skill on a short and a long-term base.
   
   a) Digital camcorders are used for videotaping
   b) Personal digital camcorders can be utilized for taping nursing skills. Please keep these cameras in your possession at all times
   c) Videotaping is completed according to the designated nursing faculty

7) **Nursing Student’s Open Labs**

   The scheduled open lab days will be as designated by the nursing faculty
   
   a) Students must sign up to attend open labs on the designated form and/or computer
   b) The maximum number of students in the open lab at any given time will be limited to ten students per time period, exception as per lab coordinator/nursing faculty
   c) Please, adhere to the time-scheduled period allotted to allow times for all students to use the lab effectively.

8) **Nursing Lab Supervision**

   The nursing lab will be supervised by a designated nursing faculty
   
   a) The nursing lab doors will remain closed and/or locked when not in use
   b) No student can be in the nursing lab setting before opening and after closing hours

9) **Nursing Lab Evaluation**

   Student's utilization of the nursing lab will be continuously evaluated; student input is vital to the nursing faculty in planning the best laboratory learning experience.
Student Activity Information

Student Nurse Association

The Student Nurse Association (SNA) of Rappahannock Community College was organized to promote student involvement in the Nursing Program, College, and Community. Students have an opportunity to develop leadership skills and participate in activities to promote and improve health care. The SNA also serves as a student support group and provides opportunities for socialization and recreation. It is open to all current ADN students. Meetings are held 3 times per semester at RCC. Watch the nursing discussion black board for information regarding scheduled and special functions.

Student Support Services

Students, who meet the eligibility requirements, may also benefit from the College’s Student Support Services program. RCC serves as the host of the U.S. Department of Education Trio grant program to support student success.

The Student Support Services Program’s mission is to assist eligible (low-income, first generation and or students with disabilities) students with the goal of increasing their retention, graduation, and transfer rates. Provided services include:

- Personal and Educational Counseling
- Academic Advisement
- Career Counseling
- Peer Mentoring
- Tutorial Services
- Transfer Assistance
- Financial Aid Advisement
- Cultural Activities
Graduation

Rappahannock Community College has one formal graduation exercise in May for students completing certificate, diploma, and degree programs. All graduating students completing their programs in the spring are expected to attend graduation unless officially excused by the College President. Prospective graduates must file an application for graduation by the published deadline with the Student Development Office during the semester of program completion so that requirements for graduation can be verified and diplomas ordered.

Students are not permitted to participate in a graduation ceremony scheduled prior to the completion of study in a program; instead, they will be eligible to participate in the next scheduled graduation after completion of program requirements.

Graduation Requirements
Students may elect to graduate in accordance with the degree requirements as recorded in the catalog that is current at the time of their first registration or any subsequent edition, except that any catalog chosen must not be more than six years old. Students must notify the Admissions and Records Office of their catalog choice prior to applying for graduation.

Associate Degree Requirements
To be eligible for graduation with an associate degree from the community college, students must:

• have fulfilled all of the course and credit hour requirements of the curriculum, with at least 25 percent of semester hours acquired at RCC;
• have been certified by appropriate college officials for graduation;
• have earned a minimum grade point average of 2.0 in all studies attempted which are applicable toward graduation in their programs, and earned grades in compliance with department policy;
• have filed an application for graduation in the Admissions and Records Office;
• have resolved all financial obligations to the college and returned all library and college materials;
• have fulfilled the computer literacy requirement (students should consult counselors or advisors for details); and
• have taken the student outcomes assessment as required by the college.

Final responsibility for completing all degree requirements rests with the student.

Graduation Semester
(specific instructions will be provided during last semester of nursing classes)

A. Graduating seniors are required to take Comprehensive tests prior to graduating. There is a charge for this exam. Instructions for payment will be provided at the beginning of last semester.

B. Students in the final nursing semester will be given an application for the National Council Licensing Examination (NCLEX-RN). The student is responsible for:
   1. Completing the application
2. Obtaining passport pictures (2)
3. Having the application notarized
4. Submitting a transcript request to the RCC Admissions Office, requesting that an
   official transcript be sent to the Virginia Board of Nursing.
5. Sending completed application and fees to appropriate offices.

C. Students must submit “Application for Graduation” to RCC Admission Office at
   appropriate time (see RCC homepage).

D. An ADN Program Exit Survey is required prior to graduation

Commencement
Rappahannock Community College has one formal commencement ceremony each year for
students completing curricula. All graduates are expected to participate in this formal
commencement.

Pinning
The traditional pinning ceremony will be held once a year in May. This event honors the Nursing
graduates, in that it addresses the accomplishments and looks toward their goals and ambitions.
Awards are presented. The Nursing Pledge is honored and then stated by all the nursing graduates.

Attendance is required. A white lab coat over solid white attire is the dress code for the event. The
clinical dress code policy is still in effect during the pinning ceremony. The RCC Nursing Pin is
optional, but reflects the responsibilities of the registered nurse.

Graduate Awards

Catherine Courtney Award
This is in honor of Mrs. Catherine Courtney, the first Nursing Program Faculty Member who
dedicated 32 years to nursing education at RCC. Initiated in 2007, this award is given annually in
May to a student from each campus, who has demonstrated, during matriculation in the Nursing
Program, all around leadership and achievement in academic, clinical, and interpersonal excellence
with patients, peers, and faculty.

Outstanding Clinical Achievement Award
This is awarded by faculty to two students at each campus who have demonstrated outstanding
clinical performance.

Outstanding Academic Achievement Award
This is awarded by faculty to all students attaining a cumulative GPA of 2.50 or higher at
graduation.
Patient Confidentiality Guidelines

Privacy, Confidentiality & Patient Rights (HIPPA)

Behaving with respect means that staff, students included, treat all situations and people ethically and according to the mission, vision and values of the facility in which students perform clinical rotations. The privacy of patients and the confidentiality of patient health information is mandatory. As of April 15, 2003, the Heath Insurance Portability and Accountability Act (HIPAA) became law. Failure to adhere to the tenets of this act will result in monetary fines.

HIPAA requires:

A. General respect for other’s privacy
   1) Don’t look at charts or talk about patients until permission is granted by the patient. **This includes a written permission from the patient before health information can be used in care studies.**
   2) Do not discuss private information about patients in public places
   3) Do not leave patient information in a public place
   4) Do not use computer access to look up health information on patients not under your care

B. Common courtesy
   1) Close doors, pull curtains
   2) Be aware others around you
   3) Be careful of where you put charts and clipboards
   4) Dispose of patient information properly

C. Talking about patient information
   1) Patients will be asked if information can be shared with visitors or caller
   2) Each time you enter a patient’s room, remember to
      a) ask the patient if they are comfortable with people in the room hearing a discussion about their health
      b) if the patient is uncomfortable with others around, ask visitors to leave the room before you discuss the patient’s health
   3) Even if you are cleaning the room, serving a tray of food, transporting a patient, answering a bell, it is not polite or appropriate to ask the patient “**what are you here for**” or any other question about their health in front of other people.

Breach of confidentiality and/or failure to comply with HIPAA regulations will result in disciplinary action.

A “Confidentiality Statement” form will be signed by each student before attending a clinical facility during that semester.
Criminal Background Check and Urine Drug Screen Policy

Policy:
Criminal Background Checks and Urine Drug Screens are required for students enrolled in Rappahannock Community College Health Profession Programs.

Purpose:
To enable Rappahannock Community College Health Profession Students to participate in clinical experiences according to clinical facility requirements.

Procedure:

Criminal background checks and urine drug screens are required by clinical agencies used by Rappahannock Community College for all Health Profession students. A criminal background check and urine drug screen will be required before entering clinical practicum. Both will be performed by an approved third party vendor as designated by Rappahannock Community College. Students are responsible for completing the necessary forms and payment for the background check and urine drug screen. Students who do not meet the criteria set forth by the clinical agencies will not be eligible to continue in the Health Profession program. Since a clinical agency may deny any student who has a criminal history and/or a positive drug screen access to its clinical units, applicants who present with a criminal history will be administratively withdrawn from the nursing program.

For more information on the Virginia Board of Nursing policies obtain Guidance Document 90-55, “Joint Statement of the Department of Health and the Department of Health Professions on Impact of Criminal Convictions on Nursing Licensure or Certification and Employment in Virginia” from their website.

**Failure to successfully pass either the Criminal Background Check or Urine Drug Screen may result in immediate dismissal from the ADN Program.**
Drug and Alcohol Policy

Policy:
No student shall be under the influence of, use, consume, possess, purchase, sell, dispense, distribute, manufacture or display any illegal drugs or alcoholic beverages while on duty. No student shall violate any federal or state criminal drug statute at any time. No student will perform duties under the influence of prescription drugs which may affect the student’s ability to perform safely or effectively. Violation of this policy will result in dismissal from the program.

Purpose:
The Health Profession Programs at Rappahannock Community College are firmly committed to maintaining an environment free of the influence of illegal drugs and alcohol. This commitment provides for the health and safety of students, patients, and faculty.

Composition:
Violations of any of the requirements listed in the policy may result in dismissal from the program in which the student is enrolled.

The term “on duty” includes class time, clinical time, break time, and meal time on any site in which a Rappahannock Community College class or clinical is taught. The term “under the influence” includes not only obvious impairment but also having a level of illegal drugs, or alcohol in the body that would produce a positive result in a drug or alcohol screening test.

The term “illegal drugs” used in this policy includes not only any drug which is not legally obtainable, but controlled substance for which the student does not have a lawful prescription or which the student is using in a non-prescribed manner.

No student shall engage in any off-duty involvement with illegal drugs, including but not limited to cocaine, marijuana, heroin, or any hallucinogenic agent.

Procedure:
Drug/alcohol testing is required as part of the entrance process to all Health Program curricula at Rappahannock Community College.

All students must sign the acknowledgement form and return it to the program office during the specified period.

If the student wishes to be accepted into a Health Profession program, he/she must consent to the testing and sign the acknowledgement form indicating he/she has read and understood the Drug/alcohol policy.
All Health Profession programs maintain the right to require any student to undergo the appropriate kinds of testing at any time during the program to determine that the student is fit for duty.

If a student refuses to be tested for drugs or alcohol as requested or if a student attempts to alter or tamper with a sample or any part of the testing process, he/she will be subject to dismissal.

Any student taking prescribed medication or an over the counter medication which may affect the ability to perform his/her duties safely and effectively is expected to discuss the situation with a full-time faculty member.

It is not possible to describe all the situations that may result in drug testing. Examples include but are not limited to the following:

A. Post-Accident: The Health Profession program may require testing any time an on-duty accident results in an injury requiring medical treatment or examination by a medical care provider or results in significant damage to property.

B. Physical Indications: The Health Profession program may require testing when there is detectable odor of alcohol; drug use; or other observable indications of possible drug or alcohol use (i.e., significant disorientation or lack of coordination.)

C. Possession: If a student is found to possess drugs or alcohol on duty, the Program Head/faculty may conclude there are reasonable grounds to believe the student may under the influence of drugs or alcohol.

D. Erratic Behavior: Program Head/faculty may require testing when a student’s behavior indicates the possibility of being under the influence. Such indications could include repeated failure to follow instructions, procedures, or safety rules or behavior that nearly causes an accident.

Students are subject to disciplinary action, including course or program suspension or dismissal, under certain circumstances. These circumstances include, but are not limited to the following: coming to clinical and demonstrating behavior that reflects impairment of judgment and/or ability to perform patient care responsibilities—such as, but not limited to, being under the influence of drugs or alcohol, or being mentally or physically ill.

Students are responsible for all costs associated with drug/alcohol testing.

Students who have a positive drug screen may reapply for admission the next academic year providing they have proof of completion of an approved drug rehabilitation program, submission of a negative drug screen, and sign an agreement to periodic random drug testing. Re-admittance will be determined by the Program Head, in consultation with appropriate faculty and/or clinical personnel.
Rappahannock Community College
Statement of Acknowledgement/Consent

STUDENT:__________________________________________________________

Hepatitis B Vaccine

I have received information on the dangers of exposure of Hepatitis-B and on the purpose and advisability of the Hepatitis-B vaccine. I have discussed my advisability with my healthcare provider, and I fully understand the benefits and risks of the vaccine.

I understand that, due to the possibility of exposure to blood and other potentially infectious materials during my clinical experience, I may be at risk of acquiring Hepatitis-B virus (HBV) infection. Vaccination with the Hepatitis-B vaccine is part of the expectations of the RCC Nursing program for participation in the clinical experience. I also understand that should I decline to take the vaccination, I continue to be at risk of acquiring Hepatitis-B, a serious disease. Should I continue to have exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis-B vaccine, I can receive this vaccination series from my healthcare provider.

Confidential Information Release

This statement authorizes the Nursing Department at Rappahannock Community College to release pertinent information to appropriate inquiring individuals/agencies for the purpose of furthering education or for potential employment. This confidential information includes release of information to healthcare agencies regarding completion of criminal background checks.

Release and Hold Harmless

In consideration of being allowed to participate in the clinical activities of the basic skill lab and assigned clinical agencies, nursing students will release, indemnify and agree to hold the clinical agencies, RCC, VCCS, and the Commonwealth of Virginia, their agents and employees harmless for any liability, damages, loss, expertise, injury, or death which may incur or cause while participating or engaged in clinical portions of the nursing program. Students shall be responsible their own health while participating in clinical education at clinical facilities and the cost of any emergency medical services provided by the facilities shall be the sole responsibility of the student.

Health Insurance Portability and Accountability Act (HIPAA) Policy
I have reviewed the HIPAA information concerning federal regulations about privacy standards for protecting patients’ medical records and other health information. I understand that there are penalties associated with violating the provisions within this act.

My signature below indicates that I understand the constraints placed upon me in regard to patient information. I agree that I will comply with these constraints.

**Accreditation**

I understand that the Associate Degree in Nursing Program is provisionally approved by the Virginia State Board of Nursing.

**Program and Materials**

I understand that campus laboratory and Nurse Lab Pack supplies are not for human use. I understand that the supplies are for use on the Sim People in the campus laboratory under the supervision of a campus lab instructor. I understand that the use of laboratory supplies on a human will result in immediate dismissal from the ADN Program.

I understand that the content and tests are property of Rappahannock Community College and I do not have the right to copy. I understand that the campus laboratory supplies and nurse pack supplies are not for human use and use of these supplies on a human will result in immediate dismissal from the program.

**STATEMENT OF UNDERSTANDING**

I have read and do understand the requirements of the nursing program as stated in: The Rappahannock Community College Associate Degree in Nursing Program Student Handbook. When I begin a nursing course, it is my responsibility to clarify what I do not understand regarding the requirements of the course with the instructor.

In addition, I understand that I could be tested on the information in this booklet throughout the clinical component of my nursing studies.

Signature: ____________________________________________

This form will be kept in the students file in the nursing program’s main office.