ASSOCIATE OF APPLIED SCIENCE

IN NURSING

STUDENT HANDBOOK

2018-2019

Contents

I.   *Dean's Welcome*

On behalf of the faculty and staff of the LFCC AAS nursing program, I extend our warmest welcome to you. The faculty, staff, and I are honored to be a part of your preparation in becoming a Registered Nurse. The LFCC AAS nursing program has a history of providing an excellent education in preparing future nurses. The AAS nursing program is accessible at two sites, the Middletown campus and the Fauquier campus.

The AAS nursing program offers a program dedicated to keeping with the needs of today's healthcare environment. The faculty and staff are committed to helping you, our future nurses, succeed in your nursing career. Graduates from the LFCC AAS nursing program are achieving distinguished careers as caring and competent professionals who maintain high standards of excellence. As a graduate of the AAS nursing program you will be prepared to meet today's healthcare challenges and opportunities within the communities you serve.

Please do not hesitate in contacting us if there is any way in which we can be of assistance to you. Your success in the program is important to us. We hope you enjoy this challenging and rewarding journey to achieving your goal of becoming a Registered Nurse.

Again, our warmest welcome to the LFCC AAS nursing program.

Kindest Regards,

Patricia P. Lawson, PhD, MSN, RN

II.   *Introduction*

The Nursing Student Handbook provides important information that you will need throughout the Nursing Program. The program adheres to the general policies and procedures of Lord Fairfax Community College (LFCC), found in the LFCC College Catalog. However, there are some instances in which the Nursing Program has developed its own policies and procedures in order to meet the special needs of the curriculum and clinical affiliates. This handbook outlines policies, guidelines and procedures of the nursing program, and will serve as an adjunct to the most current LFCC College Catalog (https://lfcc.edu/future-students/class-schedules-and-catalogs/2018-19-college-catalog/ OR https://www.lfcc.edu/files/documents/current-students/college-catalog/2017-18/2017-18%20CATALOG.pdf) and LFCC Student Handbook (https://lfcc.edu/files/documents/current-students/college-catalog/2017-18/2017-18-Catalog-Pages/Student%20Handbook%20-%20Course%20Descriptions%20-%20Electives%20-%20Competency-Based%20Education/Student%20Handbook.pdf). Please read this handbook carefully and refer to it whenever necessary. You are responsible for the information contained in this document, as well nursing documents provided throughout the course and the College Catalog and Student Handbook.

The academic and professional preparation offered by the AAS Nursing Program prepares the student to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Completion of the AAS Nursing Program at Lord Fairfax Community College does not guarantee licensure. The Virginia Board of Nursing (VBON) has specific guidelines for licensure. Further information may be found at the VBON web site: http://www.dhp.virginia.gov/nursing/default.htm

The AAS Nursing Program at Lord Fairfax Community College is approved by the Virginia Board of Nursing, Perimeter Center, 9960 Maryland Drive, Suite 300, Henrico, Virginia, 23233-1463, (804) 367-4515.

This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, (404) 975-5000, email: info@acenursing.org.

The faculty of the LFCC AAS Nursing Program and Dean of Health Professions wish you success in your nursing education.

Mission, Vision, Philosophy, Program outcomes, Student Learning Outcomes and Role Specific Graduate Specific Competencies

For students with anticipated graduation May 2019

LFCC Mission, Vision & Values	LFCC AAS Nursing Program Mission/Philosophy	LFCC AAS Student Learning Outcomes and Role Specific Graduate Competencies
Mission: LFCC provides a positive, caring and dynamic learning environment that inspires student success, values diversity and promotes community vitality.	The nursing faculty promotes a positive, caring, and dynamic learning environment that will prepare graduate nurses for entry into professional nursing practice, where they contribute as citizens to the vitality and quality of life within their community. The LFCC ADN faculty assists students in achieving their professional goals, while	Use skills and knowledge to enhance Human Flourishing by advocating for patients, families, their communities, and themselves, in ways that promote their self-determination, integrity, and ongoing growth as humans. Continually develop a Professional Identity by implementing one's role as a nurse in ways that reflect, integrity,

	promoting life-long learning and excellence in professional nursing. The LFCC AAS nursing program is based on the professional standards using the National League for Nursing Competencies Model (NLN 2010). The NLN Outcome and Competency Model comprise core values, integrating concepts, and overarching goals. The seven core values include caring, diversity, ethics, excellence, holism, integrity and patient centeredness**.**	responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. Approach all issues and problems with a Spirit of Inquiry through the examination of the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
Vision: LFCC enriches communities as we provide exemplary educational opportunities based on our core values.	The nursing faculty at LFCC believes nursing education is a continuous lifelong process. The nursing faculty also believes in the importance of incorporating current professional standards, guidelines, and competencies into the nursing curriculum. Utilizing evidence-based practice, the nursing program curriculum reflects current trends within the practice of nursing and health care initiatives. Individuals should have access to high-quality and affordable education that prepares them for entry level nursing positions.	Continually develop a Professional Identity by implementing one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. Approach all issues and problems with a Spirit of Inquiry through the examination of the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
Values: 1. **Learning**– We foster an environment that ignites and sustains a passion for lifelong learning.	The nursing faculty at LFCC believes nursing education is a continuous lifelong process. Learning is a joint venture for the nurse educator and learner with each assuming responsibility for the continued process of life-long learning and self-development.	Approach all issues and problems with a Spirit of Inquiry through the examination of the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
2. **High Performance** – We are focused, responsive, collaborative and accountable.	The NLN Outcome and Competency Model comprises core values, integrating concepts, and overarching goals. The seven core values include caring, diversity, ethics, excellence, holism, integrity and patient centeredness. The six integrating concepts that emerge from the core values include context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork. These core values and concepts are further incorporated into four general goals within the	Demonstrate sound Nursing Judgment in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. Continually develop a Professional Identity by implementing one's role as a nurse in ways that reflect, integrity, responsibility, ethical practices, an evolving identity as a nurse committed to

	program. These are Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry.	evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
3. **Integrity** – We exemplify honesty, character and respect for our communities.	The nursing faculty also believes in the importance of incorporating current professional standards, guidelines, and competencies into the nursing curriculum. The eight core values include caring, diversity, ethics, excellence, holism, integrity and patient centeredness.	Use skills and knowledge to enhance Human Flourishing by advocating for patients, families, their communities, and themselves, in ways that promote their self-determination, integrity, and ongoing growth as humans. Demonstrate sound Nursing Judgment in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. Continually develop a Professional Identity by implementing one's role as a nurse in ways that reflect, integrity, responsibility, ethical practices, an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
4. **Positive Spirit** – We value creativity, enthusiasm and a "can-do" attitude.	Utilizing evidence-based practice, the nursing program curriculum reflects current trends within the practice of nursing and health care initiatives. The role of the educator is to facilitate the learning process and provide leadership where students have the opportunity to establish goals, evaluate methods for attaining them, and evaluate their course of action in pursuing their nursing degree.	Approach all issues and problems with a Spirit Of Inquiry through the examination of the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights.
5. **Diversity** – We honor the uniqueness of individuals and communities.	The eight core values include caring, diversity, ethics, excellence, holism, integrity and patient centeredness. The six integrating concepts that emerge from the core values include context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork.	Demonstrate sound Nursing Judgment in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. Continually develop a Professional Identity by implementing one's role as a nurse in ways that reflect, integrity, responsibility, ethical practices, and an

		evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

For students entering Fall 2018

LFCC Mission, Vision & Values	LFCC AAS Nursing Program Mission/Philosophy	LFCC AAS Student Learning Outcomes and Competencies
Mission: LFCC provides a positive, caring and dynamic learning environment that inspires student success, values diversity and promotes community vitality.	**Mission** of the VCCS Nursing Programs is to provide affordable, community access to quality nursing education. The VCCS nursing programs prepare qualified students to provide safe, competent, entry-level nursing care in 21st century healthcare environments. Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia.	Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations. Coordinate client centered care delivery with sensitivity and respect. Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes. Promote client self-determination in making healthcare decisions as a level 4 student. Integrate therapeutic communication skills when interacting with clients and the client's support network. Advocate independently for diverse individuals, families, and communities across the lifespan. Practice safe nursing care that minimizes risk of harm across systems and client populations. Evaluate human factors and safety principles. Participate in the analysis of errors and designing system improvements. Incorporate client safety initiatives into the plan of care. Practice safe client care as a level 4 student.

			Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.
			Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence.
			Independently prioritize changes in client status and intervene appropriately.
			Apply the nursing process to guide care.
			Prioritize client care using evidence based practice independently.
			Evaluate existing practices and seek creative approaches to problem solving.
			Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.
			Incorporate ethical behaviors and confidentiality in the practice of nursing.
			Assume responsibility and accountability for delivering safe client care.
			Deliver nursing care within the scope of nursing practice.
			Evaluate professional behaviors in interactions with clients, families and healthcare providers.
			Engage in reflective thinking for the purpose of improving nursing practice.
			Develop a plan for lifelong learning in the nursing profession.
			Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
			Evaluate the common quality measures encountered in clinical practice.

		Evaluate use of technology and information management to promote quality.
		Evaluate fiscally responsible client care.
		Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.
		Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes.
		Participate in the interdisciplinary plan of care to promote optimal client outcomes.
		Evaluate communication strategies that are inclusive of various communication and cultural differences.
		Evaluate management skills and principles of delegation when working with other members of the health care team.
		Reflects at a professional level on individual and team performance.
		Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.
Vision: LFCC enriches communities as we provide exemplary educational opportunities based on our core values.	**Philosophy**: VCCS nursing faculty ascribe to the core competencies for nursing and nursing education. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care. Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of	Apply the nursing process to guide care. Prioritize client care using evidence based practice independently. Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations. Coordinate client centered care delivery with sensitivity and respect. Evaluate existing practices and seek creative approaches to problem solving. Practice professional behaviors that encompass the legal/ethical framework

	safe and effective nursing care. Information management essential to nursing care is communicated via a variety of technological and human means.	while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning. Incorporate ethical behaviors and confidentiality in the practice of nursing. Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.
Values: **1. Learning**– We foster an environment that ignites and sustains a passion for lifelong learning.	**Mission** of the VCCS Nursing Programs is to provide affordable, community access to quality nursing education. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes.	Participate in the analysis of errors and designing system improvements. Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care. Evaluate existing practices and seek creative approaches to problem solving. Engage in reflective thinking for the purpose of improving nursing practice. Develop a plan for lifelong learning in the nursing profession.
2. High Performance – We are focused, responsive, collaborative and accountable.	The VCCS nursing programs prepare qualified students to provide safe, competent, entry-level nursing care in 21st century healthcare environments. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care.	Integrate therapeutic communication skills when interacting with clients and the client's support network. Practice safe nursing care that minimizes risk of harm across systems and client populations. Evaluate human factors and safety principles. Practice safe client care as a level 4 student. Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.

		Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes. Participate in the interdisciplinary plan of care to promote optimal client outcomes. Evaluate communication strategies that are inclusive of various communication and cultural differences. Evaluate management skills and principles of delegation when working with other members of the health care team. Reflects at a professional level on individual and team performance.
3. Integrity – We exemplify honesty, character and respect for our communities.	Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings.	Independently prioritize changes in client status and intervene appropriately. Apply the nursing process to guide care. Prioritize client care using evidence based practice independently. Evaluate existing practices and seek creative approaches to problem solving. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning. Incorporate ethical behaviors and confidentiality in the practice of nursing. Assume responsibility and accountability for delivering safe client care.
4. Positive Spirit – We value creativity, enthusiasm and a "can-do" attitude.	The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care.	Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes. Incorporate client safety initiatives into the plan of care. Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence.

	Information management essential to nursing care is communicated via a variety of technological and human means.	Evaluate professional behaviors in interactions with clients, families and healthcare providers.
		Deliver nursing care within the scope of nursing practice.
		Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
		Evaluate the common quality measures encountered in clinical practice.
		Evaluate use of technology and information management to promote quality.
		Evaluate fiscally responsible client care.
5. Diversity – We honor the uniqueness of individuals and communities.	Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings.	Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations. Coordinate client centered care delivery with sensitivity and respect. Promote client self-determination in making healthcare decisions as a level 4 student. Advocate independently for diverse individuals, families, and communities across the lifespan.

III.   *Learning Theory*

Adult Learning Theory

The LFCC nursing program adopted the Adult Learning Theory (ALT) as the educational theory of choice. The Adult Learning Theory emphasizes the role of the adult learner as internally motivated and self-directed, goal oriented, relevancy oriented, and practical. The ALT also stresses students being treated with respect and their ability to bring life experiences and knowledge to learning. Nursing courses are taught in an active learning environment that focuses on application and analysis of information. An active learning environment helps students to truly understand not only the material but also why nurses interact and perform various interventions. Some

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examples of active learning include case studies, group discussion, collaborative testing, group projects, and simulation.

Adult Learning Theory	Curriculum/Instructional Processes
Adults are internally motivated and self-directed.	Recorded lectures to direct learning needs, flipped classroom approach, reading assignments, clear expectations for assignments, charge nurse experience in clinical/simulation, seek out help when needed, seek out learning opportunities.
Adults bring life experiences and knowledge to learning.	Open discussion to allow students to share life experiences and incorporate into lecture and clinical post conference
Adults are goal oriented.	Established due dates and expectations for assignments, grades within one week, review tests and quizzes immediately after taking, daily clinical goals
Adults are relevancy oriented.	Explain rationale for assignments, projects, clinical, and lab experiences; discuss the importance related to real-word experiences as well as to the NCLEX-RN exam; collaboration in the clinical setting, critical thinking
Adults are practical.	Discuss reason and rational (why we do), bring together classroom learning to clinical/simulation
Adult learners like to be respected.	Students are treated like adults and are expected to be responsible for all work/content whether in class/clinical/lab/simulation or not, clear expectations and deadlines, work as a team

IV. Virginia Board of Nursing (VBON) Statues and Regulations

Taking the National Council Licensure Exam (NCLEX)

The Virginia Board of Nursing requires fingerprinting and a background check when applying for nursing licensure. The Virginia Board of Nursing may choose to deny licensure to any applicant who has ever been convicted or pled guilty or nolo contendere to the violation of any federal, state or other statutes or ordinance constituting a felony or misdemeanor; or who has a mental, physical or chemical dependency condition that could interfere with his/her current ability to practice nursing. Applicants should confidentially discuss this information with the Program Lead prior to pursuing the nursing program. For details on Virginia Nursing Regulations and a comprehensive list of Laws Governing Nursing may be found at: http://www.dhp.virginia.gov/nursing/nursing_laws_regs.htm. Details regarding the possible impact of prior convictions on nursing licensure and employment can be found at https://www.dhp.virginia.gov/nursing/guidelines/90-55CriminalConvictions.doc.

V. Resources and Support Services

Nurse Retention Specialist
The Nurse Retention Specialist (NRS) is a Registered Nurse and a member of our support staff in the nursing programs at LFCC. Her role is to offer additional support for increased student success in the program. Students may be referred to the NRS, or they may elect to seek out assistance in any of the following areas: tutoring, study tips, test-taking strategies, time management, test review and proofreading, per our NRS guidelines. This service is offered for the benefit of the nursing student body and is highly recommended for students experiencing difficulty with their coursework.

Student Services and Accommodations
The AAS Nursing Program follows the LFCC policy on disability services and accommodation needs for students. Information can be found on the LFCC website at: https://lfcc.edu/current-students/services-for-students/. Students needing accommodations must meet with a disability counselor every semester and must submit an accommodations letter every semester to the course instructor. Students are encouraged to complete this process before the semester begins. Accommodations are not retroactive.

Student Rights – Educational Records
The AAS Nursing Program at LFCC maintains records pertaining to specific requirements and VBON regulations while enrolled in the program. While a student is enrolled in the nursing program, student records required for the program are maintained at the campus where the student is attending. Admission/health files and academic files for current students are maintained in the Health Professions Office on the Middletown Campus, and in the Program Lead's office on the Fauquier Campus. All permanent files are maintained in locked cabinets with limited access. Current students who wish to access admission/health files or permanent academic files on the Middletown Campus, call the Health Professions Office at (540) 868-7075 to request access to their files. Current students on the Fauquier Campus will contact the Program Lead at 540-351-1566.

Files containing information for courses students are currently taking are maintained by nursing faculty on each campus. Students wishing to review information in their current files must make this request to their course instructor.

Following completion or withdrawal from the program, all student records are maintained at the Middletown campus for three years. Former students may request information from their records by contacting the Health Professions office at the Middletown campus (540) 868-7075. Students must make an appointment to review their student files.

 In order to review a file, the student must first complete an "Admission Folder Student Review Form" (Appendix A) or an "Academic Folder Student Review Form" (Appendix B) and submit to the Health Professions Office on the Middletown Campus or the Program Lead on the Fauquier Campus. Current and former students may review their entire admissions/health and permanent academic file, but no contents may be removed. Students may request copies of their personal information, but no copies of documents that could compromise the integrity of the program (rubrics, tests, quizzes, scan-trons, etc) will be made. Student files must be viewed in the presence of either a Nursing Program staff member or a Nursing Program Faculty member.

VI. Nursing Program Information

Requirements of Functional Ability for Nursing Students from
https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-4
The American Association of Colleges of Nursing (AACN) and the National Council of State Boards (NCSBN) have developed a list of competencies necessary for the professional practice of nursing. In general terms, these competencies are discussed below:

1. Intact senses to allow student to see, hear, touch, smell and differentiate colors.
2. Ability to clearly and accurately communicate in both written and oral forms.
3. Possesses both fine and gross motor skills in order to perform nursing tasks and operate equipment.
4. Ability to remember information taught in the classroom and to apply the information to clinical situations.
5. Ability to use critical thinking to solve problems.

6. Ability to be responsible and accountable for one's actions.

7. Emotional stability to deal with patients, family members, health care staff and co-workers during potentially highly emotional and stressful situations.

The Program Leads may request additional medical or psychological evaluations of a student if clinical safety is identified as a potential concern. Additionally, if the clinical faculty determines that a student is unsafe in the clinical setting due to medical or psychological issues, a student may be removed from the clinical setting until evaluated and cleared with a medical release. Failure to comply with the requested evaluation may result in failure of the course.

While it is recognized that pregnancy is a normal condition, there are certain legitimate concerns regarding the pregnant student. Therefore, students who are pregnant are asked to complete a pregnancy waiver with their physician. If there are limitations, they must be documented. Pregnant students are required to meet all program objectives. Should delivery occur while actively enrolled, the student must furnish a medical release provided by the physician prior to resuming classes and/or clinical.

Advanced Placement Option for current LPNs

All Advanced Placement Option students (LPN to RN) accepted into the AAS Nursing Program at LFCC must possess an unrestricted LPN license that allows them to practice in the Commonwealth of Virginia. If at *any time during the application process or during enrollment* there is a change in license status the student must immediately notify the appropriate Program Lead. The change in status of the nursing license will be reviewed by the Program Lead and the student may be dismissed from the program. Failure to report a change in license status will result in immediate dismissal from the nursing program. A LPN in the Advanced Placement Option is not eligible to apply to the LFCC nursing program if they are part of the Virginia Healthcare Monitoring Program.

Student Nurses' Association (SNA)

Each nursing student is encouraged to join the Lord Fairfax Community College's Student Nurse Association. Interested students should contact their nursing faculty advisor for information. Through involvement in projects, collaboration, sharing, exhibiting professionalism, learning about organizational policy, rules and regulations, students attain more insight into professional nursing. Students may also attend state and national SNA conventions. The SNA website address is: http://www.nsna.org/ - LFCC SNA bylaws can be located at http://www.lfcc.edu/nursing-2/student-nurses-association

VII. Instructional Policies and Procedures

Criminal History and Sex Offender Background Checks

Per agreements with clinical affiliates, all nursing students are required to complete a Criminal History and Sex Offender Crimes against Minors Background Check prior to beginning the nursing program. The student will pay the fee for the background check directly to the approved vendor. Nursing students are personally responsible for completing the required background check. If the student feels a positive finding on a background check was in error, it is the student's responsibility to resolve this issue with the vendor. Students who are unsuccessful in the first semester of the nursing program and return the following year to restart the program must obtain a new Criminal History and Sex Offender Crimes against Minors Background Check prior to restarting the program.

Program Leads will review all positive findings on background checks and will determine whether the student will be able to enter the program. Criminal offenses may preclude a student from attending clinical rotations and prevent the student from meeting the program learning outcomes.

If there are new criminal charges pending against a student while enrolled in the nursing program, the student is responsible for reporting these to the Program Lead immediately. Due to clinical affiliation agreements, pending charges may interfere with the student's ability to attend clinical experiences. If faculty become aware of a new criminal conviction without notification by the student during a student's enrollment in the nursing program, the student will be dismissed from the program immediately.

Drug Screening
Clinical site affiliations require that students submit to a urine drug screen. Drug screen issues (positive screens) must be resolved between the student and vendor. If the issue remains unresolved, the student is dismissed from the program. The student may re-apply for admission to the program in future admission cycles. Students who are unsuccessful in the first semester of the nursing program and return the following year to restart the program must obtain a new urine drug screen prior to restarting the program.

Changes in policy
Changes in policies and procedures may be necessary during your time in the nursing program and will be posted on blackboard and emailed. When possible, any policy change will be communicated at least 2 weeks before the implementation date. Changes in clinical schedule, clinical site or course changes may occur with less than a two week notice out of necessity.

Academic Honesty
The AAS Nursing Program follows the LFCC Academic Honesty Policy found in the LFCC Student Handbook at: https://lfcc.edu/current-students/student-life/student-resources/policies/student-handbook/.
Students will be required to complete a plagiarism tutorial at the start of the program. The link for the tutorial is: https://www.indiana.edu/~academy/firstPrinciples/tutorials/index.html.

Cheating and plagiarism are unacceptable behaviors. If a student is suspected of cheating or plagiarizing on any work assigned in the nursing program, the matter will be investigated by the instructor (course, lab or clinical) and/or the Program Lead. If after the investigation, the instructor still suspects academic dishonesty, the LFCC Academic Honesty policy will be followed. All incidents will be reported via "See Something Say Something".

First offense (Cheating or plagiarism)
Consequences will be based on the situation and can range from a reduction in grade to being dismissed from the program.

Second offense (Cheating or plagiarism)
A grade of "F" will be assigned in the course and possible dismissal from the program.

Examples of academic dishonesty include but are not limited to:

- Obtaining answers from another student before, during, or after examinations, tests, quizzes, individual projects, worksheets, or case studies or any assigned work.
- Knowingly giving help to another student before, during, or after examinations, tests, or quizzes (to include via social networking and/or email).
- Taking an examination or doing academic work for another student or providing one's own work for another student to copy and submit as his/her own.
- The unauthorized use of notes, books, calculators or other electronic devices, or any other sources of information during examinations when not permitted.
- Obtaining an examination or test bank (whole or part) from any source including free online sources.

- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, case studies, care plans, electronic charting, solving problems, or carrying out other assignments.
- The utilization of computerized replicated care plans is prohibited and considered a form of plagiarism; proper citations referencing sources in APA format are required.
- The fabrication or falsification of any data; i.e. – personal information, ID/Student badges, assignments.

Any student dismissed from the nursing program for academic dishonesty is ineligible to re-apply to the nursing program and ineligible to apply for any health professions program at LFCC.

Student Conduct
The AAS Nursing Program follows the Code of Student Rights, Responsibilities, and Conduct outlined in the LFCC Student Handbook.

Social Media
The use of social media is prohibited during class and clinical. The student is prohibited to use any client or clinical agency data in any social media (including, but not limited to: Twitter, Face Book, YouTube, Snap-Chat, Instagram, etc). Students who use client or clinical agency information on social media will be dismissed from the program and may be subject to legal liability. The AAS Nursing Program abides by the VBON guidance document 90-48: Guidance on The Use of Social Media, available at www.dhp.virginia.gov/nursing/guidelines/90-48_SocialMedia.doc. The use of social media to disrupt the educational process in any way or to bully or threaten classmates is also forbidden. See LFCC Code of Conduct at: https://lfcc.edu/current-students/college-policies/code-of-conduct/.

Withdrawal Policy: Nursing Courses and/or Program
The AAS Nursing Program follows the LFCC guidelines for withdrawal from a course-see LFCC college catalog and student handbook. It is advisable that the student discusses their withdrawal with the faculty member teaching the course.

Financial aid recipients are strongly advised to meet with a financial aid officer prior to requesting a withdrawal to determine the impact this may have on future aid eligibility. If a student withdraws from all nursing courses they will not retain a seat within the nursing program. Mitigating circumstances will be reviewed with the Program Leads on an individual basis. If a student needs to withdraw from all nursing courses, they must schedule a meeting with the Program Lead to discuss their eligibility to return to the program.

Academic Progression Policies for the AAS Nursing Program
Progression:
1) In order to progress in the AAS Nursing Program, students must successfully complete all courses outlined for each semester in the program of studies.
2) Students have the opportunity to complete the AAS Nursing Program of studies as follows:
    a) Upon admission to the nursing program, traditional students have six semesters (fall and spring) to complete the program.
    b) Upon admission to the nursing program, Advanced Placement Option students have five semesters (fall and spring) to complete the program of studies.
3) Students will be allowed one NUR/NSG course failure; upon the second NUR/NSG course failure, the student will be dismissed from the nursing program.

For students entering the first year of the nursing program:

1) First semester (Traditional and APO students): Students who are unsuccessful or who withdraw from a NSG course in the first semester of the program must attend an exit interview with the Program Lead to explore ways to make their return to the nursing program successful.
2) Traditional students, second semester: Students who are unsuccessful or withdraw from a NSG course in the second semester must attend an exit interview with the Program Lead to establish a path for readmission into the AAS Nursing Program.
3) Traditional students, second semester: In order to enhance their opportunity for success, students who return to the program in the second semester are required to take a remedial nursing course to prepare the student for reentry. This course is designed to provide enhancement for the returning student. This course must be completed in the semester prior to the student's readmission into the nursing program.
4) Failure to follow this process will stop academic progression and result in dismissal from the AAS Nursing Program.

For students entering the second year of the nursing program (Traditional and APO students):

1) Students who are unsuccessful or who withdraw from a NUR/NSG course must attend an exit interview with the Program Lead to establish a path for readmission into the AAS Nursing Program.
2) In order to enhance their opportunity for success, students who return to the program are required to take a remedial nursing course to prepare the student for reentry. This course is designed to provide enhancement for the returning student. This course must be completed in the semester prior to the student's readmission into the nursing program.
3) Failure to follow this process will stop academic progression and result in dismissal from the AAS Nursing Program.

Name/Address or Phone Number Change

A student who has name, address, email or phone number changes must notify the Health Professions Office and complete the forms in Admissions and Records per LFCC policy.

Communication

The primary method of communication for course and program information is Blackboard. Students are responsible for ALL information contained within the Blackboard site. Students are expected to review blackboard "Announcements" and LFCC email daily.

Students, faculty and staff will communicate electronically using their LFCC/VCCS assigned email. Use of other email addresses does not ensure protection of confidential information. Students may also contact faculty through their LFCC office phone numbers or cell phone number. It is the responsibility of the student to follow up on all communication. Communications between and among students and faculty should always remain professional in nature.

When on campus, emails and phone calls will be responded to within two to three business days. Emails and phone calls received on weekends, holidays and breaks will be responded to upon return to campus; the response time may be increased.

Faculty Office Hours

The nursing faculty are available during posted office hours (ten hours each week during fall and spring semesters, of which 2 hours may be online hours) or by appointment to assist students with academic issues. Summer office hours vary according to faculty; check with faculty for availability.

Student-Faculty Advising

Each student will be assigned to a nursing faculty advisor for academic assistance. Meeting with this advisor every semester will help ensure that students can progress to the next semester. The advising relationship is a continuous developmental process involving open communication in an atmosphere of mutual respect and honesty. The focus of the advising program is on enhancing student success.

Proactive advising will take place at the beginning of each semester to ensure students are progressing through the nursing program as scheduled. It is also utilized to establish a relationship with the students to help ensure their success in the nursing program. Each student will complete an advising worksheet prior to the scheduled meeting with their advisor. The student will bring the advising worksheet as well as an unofficial copy of their transcripts to the meeting for the advisor to review.

Students are responsible for ensuring they have completed all general education courses outlined in the nursing program. Students who do not meet with advisors or do not follow recommendations regarding advising and credit for prior learning may not be eligible to progress to the following semester in the nursing program and, may not be eligible to graduate on time.

Health Insurance/Injury

Health insurance is **mandatory** for all nursing students while enrolled in the nursing program. Students will be asked to provide proof of insurance at the start of every semester. Evaluation and/or treatment of injury or illness related to clinical or classroom experience is the responsibility of the student. There is no minimum policy requirement for health care coverage.

Mandatory Requirements

A completed physical exam including immunizations and titer results must be submitted to the nursing program prior to beginning the AAS Nursing Program. The immunization and titer requirements are: TB testing, varicella, measles, mumps and rubella, hepatitis B, influenza and tetanus. These requirements must be completed PRIOR to start of the nursing program. A student may be enrolled in the nursing program while completing the hepatitis B series but must follow the schedule. Unimmunized students will face restrictions in clinical settings. Students unable to receive immunizations must meet with the Program Lead to discuss these restrictions.

Annually:

- **Tuberculosis (TB)** - A Tuberculin (PPD) skin test or blood test for TB (must be repeated yearly). If the student chooses a PPD, a two- step PPD test is required for initial testing.
    - o If a student tests positive with the PPD, they must follow up with their health care provider to get a chest x-ray and be evaluated for the need for further treatment. A copy of the x-ray report must be submitted to the nursing program. If treated in the past for Tuberculosis documentation of treatment must be included. Chest x-rays are not required annually by the Nursing Program.
    - o Upon entry to the nursing program, students with a + PPD must provide a letter from their health care provider, stating that they are free from active disease, have no symptoms of TB, are not contagious and are cleared to work in a health care setting.
- **Flu vaccine** - A flu vaccine required yearly during flu season at most clinical agencies. Flu vaccine must be received between October 1 and November 15 annually. Only the injectable flu vaccine is acceptable. Students who receive the intra-nasal flu vaccine may not be allowed to attend clinical. If a student chooses not to get the vaccine they must follow agency policy for wearing a mask. Some

facilities may not allow non-vaccinated students. Clinical facility orientation training per facility requirements.
- **Current CPR Certification** (Adult, Infant, and Child). The LFCC Nursing Programs require the American Heart Association BLS Healthcare Provider course. **No other CPR course will be accepted**.

Class Representatives

Students may elect class representatives for the purpose of nursing student representation. The student representative works with faculty members in addressing student issues. Establishing a student representative for each class enables the student and faculty to:

1) Provide an opportunity of open communication between faculty and students.
2) Provide an opportunity for faculty to share with students proposed changes in the nursing program.
3) Provide an opportunity for students to discuss concerns.

Emergency Management Plan

In the event of emergency (bomb threat, tornado, fire, etc.) the AAS Nursing Program abides by the policies in the LFCC College Catalog and Handbook. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you have a disability that may require assistance during an evacuation, please let your faculty know.

Emergency Closing Alerts

The AAS Nursing Program follows LFCC's emergency closing alerts policy available at: https://lfcc.edu/about-lfcc/alerts-and-closing-announcements/emergency-closing-alerts/.

- If the college is closed, all classes, labs, simulation and clinical are cancelled.
- If the college opens on a delay, please check blackboard for notifications regarding class, lab, simulation and clinical.
- On clinical days, if the college has not made an announcement before clinical is to begin; clinical faculty will notify students of any change/cancellation of clinical rotations.
- The student must always use his/her judgment regarding the safety of traveling during inclement weather. If a student feels it is unsafe to travel to class or a clinical assignment, they must notify the instructor as soon as possible.
- If conditions deteriorate while in the clinical area, early dismissal will be at the discretion of the clinical instructors.
- Please note in the event of school closing, faculty and staff will not be on campus.

Classroom Policies and Procedures

Classroom Attendance

Attendance in the classroom setting is expected. It is an important component of success in the AAS Nursing Program. Any student who is absent from class must notify the course instructor, preferably prior to class. Students are responsible for obtaining any assignments or content missed during the absence. If an assignment is due on the

day of the absence, the student is responsible for submission of that assignment. If the assignment is not submitted as required, the late assignment policy will apply.

Assignment policy

1. There will be no make-up of missed in-class assignments. In-class assignments are designed for collaborative classroom work. If a student is absent for an in-class assignment, a zero will be assigned for the grade. Extenuating circumstances should be discussed with course instructor.
2. Assignments not received by the specified due date/time will receive a five point per day deduction (weekends/holidays included). The five points per day deduction is taken after the assignment has been graded, therefore, the grade in the gradebook will be less than the earned grade.
3. All assignments must be typed, double spaced, 12 point Times New Roman font.
4. Refer to the APA Guidelines Appendix C.
5. If a written assignment has other formatting specifications, this information will be present in the rubric.
6. Grades/feedback on assignments will typically be returned within fourteen days of submitting papers and written work.

Grading Scale:
See course syllabus for grading scale.
Students MUST have at least an 80% average for the classroom portion of a class **AND** "Meet expectations" for ALL lab/simulation/clinical associated with a course in order to pass a course.

Testing Policy
Missed classroom tests:
Students who expect to be absent from a testing session must notify the course instructor PRIOR TO the scheduled test if possible, but preferably before midnight on the scheduled test day. Tests not taken during regularly-scheduled testing sessions are to be made up as directed. The missed test **must be taken within four business days** of the original test date, or prior to the next scheduled exam (whichever comes first) or a zero grade will be given. Make-up exams may contain a variety of question formats. It is the student responsibility to make arrangements to take the make-up test within the specified time limit.

The above policy will be followed for the first missed test. **If the student is absent from a subsequent test that absence will result in a zero grade for that test.** Exceptions to this rule may be made based upon extenuating circumstances (i.e. student hospitalization). The student can request a meeting with the course instructor and Program Lead. Documentation of the extenuating circumstances must be provided at the meeting (doctor's note, letter with court date, etc.). A decision will be made after the meeting and review of the circumstances and documentation.

Students arriving after the start of a test, quiz or exam will only be allowed to have the remaining testing time in which to complete the test. When the allotted time has passed, all students must turn in their tests. Any unanswered questions will be counted wrong. Students will not be allowed to "finish up" or transfer answers onto their scan-tron once the test period is over. Please note: instructors may choose to give a pop quiz or journal assignment at the start of class. There will be no make up for missed pop-quizzes/journals. If a student is absent for a pop quiz or journal, a zero will be assigned for the grade. Extenuating circumstances should be discussed with course instructor.

Per LFCC policy, final exams must be taken on the scheduled day and time. If a student does not take the exam at the regular scheduled date and time, the exam grade will be a 0. The student is responsible to contacting the instructor if there are extenuating circumstances.

The nursing program has established the following testing procedures for all courses:

- For tests and examinations, students are only permitted to bring #2 pencils, a highlighter, and other material requested by the instructor.
- Belongings will be placed in the back of the classroom; cell phones must be turned off and will be collected prior to testing.
- Any "smart" watch must be removed during testing and placed with cell phones prior to testing.
- The student's desk must remain clear of all materials and equipment.
- Students may be allowed to wear ear plugs to reduce distractions.
- Students must remain seated for the entire class test period. For HESI testing and final exams, students may leave when the test is completed.

Dosage Calculations Test

For old curriculum (Students who anticipate graduation May 2019):
NUR 214 and 213, a dosage calculation test will be given on the first day of class each semester. A grade of 80% or better must be achieved prior to the student being allowed to administer medications in the clinical setting for any course that semester. The score on the first test is an assignment grade for the course. The student who fails to score 80% will be allowed to retake the dosage calculations test until successful. If a student is unable to pass medications during a clinical rotation, this will negatively impact the clinical evaluation, which may result in a clinical failure.

For new curriculum (Students entering fall 2018):
A dosage calculation test will be administered each semester; students must pass this test with a 90% or better. Students unable to pass the dosage calculation test within 2 attempts will fail the course. See Progression Policy for more information.

Guidelines for dosage calculation problems:

1. All fractions must be reduced to lowest terms (1/2 NOT 3/6).
2. Label answers with measurement unit (ml, tablet, gtt/min, etc).
3. Assume all tablets are scored and can be broken in half.
4. Rounding instructions will be included in each question. If the answer is not rounded correctly, the answer will be marked incorrect.
5. IV flow rates are calculated to the nearest whole drop. Example 33.2 gtt/min=33 gtt/min.
6. ALWAYS use a leading zero, never use a trailing zero. Example: NOT .7, but 0.7, not 0.60 but 0.6.

Standardized Testing
The program uses standardized tests to measure student achievement, evaluate student understanding of content, and to identify student strengths and areas for improvement. The nursing program currently uses HESI for standardized testing within the curriculum. These tests are utilized as a learning tool rather than a typical test/exam. For specifics regarding standardized testing refer to course syllabi. Information will be provided at orientation regarding the cost of standardized testing.

As a requirement of all nursing courses students will complete tests in a variety of subject areas. Students will have unlimited access to HESI practice tests to utilize as a learning tool in preparation for the proctored RN Specialty Exam. There is no minimum grade required for any practice or assignment exam prior to taking the proctored specialty exams, but students are highly encouraged to complete these as preparation for the proctored tests.

Students are required to be present 15 minutes prior to the scheduled proctored exams. For example, if the assessment is scheduled for 9:00, students must be present at 8:45. This enables the proctor to provide testing instructions to ensure a prompt start time. Students who are not punctual to the proctored assessment will not be permitted to take the assessment at that time and must make arrangements to make it up.

HESI Testing Remediation Policy
Following any HESI test, students are required to remediate; the remediation requirements are dependent on each individual's score. Students with lower scores require more intense remediation.

All students must develop a Remediation Plan for approval by their course instructor, and then complete the remediation specified in the plan. Students receive their Exam reports and correlating online remediation after completion of the exam. From their standardized test report, students can develop their personal plan for remediation. Students will list specific activities they will complete in order to understand their missed concepts/content. Students will develop the Remediation Plan, gain faculty approval for the plan, and then notify faculty when the remediation is complete.

Students are advised to purchase a HESI notebook with dividers to keep track of their test results for each course, remediation plans, and remediation activities. Students must complete the work on their own and sharing of information or working with other students is considered academic dishonesty and can lead to student dismissal.

HESI testing schedule for 2017-2019 ADN students
1) Fundamentals of Nursing (Version 1 and 2) will be given at the end of the 1st semester.
2) Psychiatric/Mental Health Nursing (Version 1 and 2) will be given at the end of the 2nd semester.
3) Maternity Nursing (Version 1 and 2) will be given at the end of the 3rd semester.
4) Pediatric Nursing, Medical-Surgical Nursing, and RN Exit exam (Versions 1 and 2) will be scheduled mid to end of 4th semester.

HESI testing schedule for 2018-2020 ADN students

Semester 1: Level 1 HESI test
Semester 2: Level 2 HESI test
Semester 3: Level 3 HESI test
Semester 4: Level 4 HESI test, RN EXIT exam

HESI Grading
HESI testing will account for 5% of the overall grade in each course that utilizes HESI testing. Grading will be as follows:
- Meet or exceed the identified benchmark (850) on first attempt and completion of Remediation Plan, the student will receive a 100%.
- 850 or higher on second attempt and completion of Remediation Plan, the student will receive a 90%.
- Less than 850 on both attempts but completion Remediation Plan, the student will receive an 80%.
- Remediation not completed by the specified date will be considered "late work," resulting in a loss of 5 points per day, per late occurrence, deducted from the final HESI grade for the course.
- If the remediation plan is not completed prior to the end of the semester, no (0) points will be awarded and the student will receive an incomplete in the associated course until the remediation plan is successfully completed.

Laboratory/Simulation/ Clinical Experience Policies and Procedures
Definitions:

Campus Laboratory

Campus laboratory is a major portion of the nursing classes in the first two semesters of the AAS Nursing Program. Students are exposed to clinical skills in campus lab. There is a demonstration of the skill, students have an opportunity to practice the skill and are then tested on the skill. Students are expected to arrive on time, having completed any pre-laboratory assignments, and be prepared to practice the skills.

Open Lab
Open lab time is available for students wishing to practice their lab skills. Students should contact their course instructor to arrange lab practice time.

Clinical Simulation
Clinical simulation is a simulated clinical experience. Each experience will have a unique set of assignments that will determine the grade for that experience. Most simulation experiences will count as clinical time.

The nursing program has simulation labs on both campuses. Students are not to eat or drink in patient simulation rooms and are not to be in the simulation lab without the faculty member present. If a student desires to be in the simulation lab, the laboratory personnel or faculty must be present to assist the student. Students are to be in LFCC identified student nursing uniforms with ID badge for simulation lab experience. For educational purposes, faculty may do filming/photography during clinical simulation experiences. Students are expected to arrive on time and prepared for simulation experiences.

Clinical
Clinical experiences occur throughout the nursing program. Clinical experiences will be scheduled in outpatient settings, community settings, long term care settings and acute care settings. Students are expected to arrive on time and prepared for all clinical experiences.

Campus Lab/Simulation/Clinical Policies
Attendance in skills lab, simulation and clinical is expected and important for your success in the nursing program. Any absence in skills lab, simulation or clinical may affect your ability to meet course/clinical objectives. Absences can negatively affect your evaluation and course grade. If you are going to be absent, you must notify the instructor before the start of the lab, simulation or clinical. Notification must be with LFCC email to the clinical/lab/simulation instructor AND the Clinical Coordinator. Instructors may ask students to notify them of absences in addition to the required email. Students are responsible for notifying instructors of absences; asking a friend/classmate to inform the instructor of an absence is not an acceptable method of notification. Students with perfect clinical/lab/simulation attendance in a course will have their lowest course assignment grade converted to a 100%.

Campus Lab Attendance Requirements and Tardy Policy
Scheduled course laboratory experiences are mandatory as a part of the nursing program.
- Students are required to wear scrubs and college student ID badge in the laboratory.
- Faculty and adjunct instructors are available to help reinforce skills. The student may request an appointment with appropriate faculty for additional laboratory instruction.
- It is recommended that students review laboratory skills on their own time.

Students are expected to be on time for campus lab. After the first tardy, any further tardiness to lab will result in the student being dismissed that day and the student will have to arrange a make-up day.

ALL missed labs MUST be made up. Students are responsible for contacting the instructor within a week of the absence to make arrangements for make-up. Make-up may not be scheduled on the same day/time as your regular lab. Make up days/times will be planned based on instructor availability and room availability. There is no guarantee that skills lab make-up will be scheduled on the original campus. Students are not permitted to perform any skills in clinical until deemed proficient in the laboratory setting. If a lab is not made up, the student will receive an incomplete in the course and clinical grades will be affected.

Simulation Attendance Requirements and Tardy Policy
Students are expected to be on time for simulation.   If students arrive > 15 minutes late they may be dismissed from the simulation and be required to schedule a make-up day. After the first tardy, any further tardiness to simulation will result in the student being dismissed that day and the student will have to arrange a make-up day.

ALL missed simulations MUST be made up. Students are responsible for contacting the instructor within a week of the absence to make arrangements for make-up. Simulation experiences count as course grades and may count as clinical time. Failure to make up a simulation will affect course grade and clinical hours. Make up days/times will be planned based on instructor availability and room availability.

If a student is absent and does not notify the simulation instructor, this will be considered an absence without notification. For an absence without notification, students are required to meet with the Program Lead. If there are extenuating circumstances, the student is responsible for contacting the simulation instructor and clinical coordinator within 24 hours to schedule a meeting to discuss the issues.

Clinical Attendance Requirements and Tardy Policy
Tardiness in the clinical setting is unacceptable. Students arriving more than 15 minutes late to a clinical experience will be sent home and the tardy will be reflected on their clinical evaluation.

If a student is absent and does not notify the clinical instructor, this will be considered an absence without notification. The student MUST notify the clinical instructor and Clinical Coordinator.   For an absence without notification, students are required to meet with the Program Lead. If there are extenuating circumstances, the student is responsible for contacting the simulation instructor and clinical coordinator within 24 hours to schedule a meeting to discuss the issues. A message passed on by a classmate is NOT an acceptable method of notification.

Any clinical absence MUST be made up. It is the student's responsibility to contact the clinical coordinator within 24 hours of the absence to make arrangements for make-up. Every attempt will be made to schedule make-up dates during the semester. Make up days are scheduled based on faculty availability and availability of the facility. Every effort will be made to give students at least 2 weeks' notice of a make-up day. If the make-up days are not completed prior to the end of the semester, the student will receive an incomplete for the course. In order to progress in the AAS Nursing Program, students must resolve all incomplete grades prior to progressing to the next semester.

Clinical Information
   1) **Orientation**: Clinical faculty is responsible for orienting and coordinating the orientation of students to the facility. Students will complete required training and attestations prior to starting the clinical. Agencies may require initial orientation forms covering patient confidentiality, fire and safety, code of conduct and other facility specific policies.

2) **Skills**: Students are not allowed to perform any skill until they have received content in the classroom, had an opportunity to practice that skill and have been deemed proficient by an instructor.   Students **must have** a paper copy of their skills list in their possession AT ALL TIMES in clinical. Students who do not have a paper copy of their skills list during clinical will be sent home, and this time must be made up. Being unprepared for clinical will be reflected on the clinical evaluation.

3) **Student Behavior in the Clinical Setting**: Any act of clinical disruption that goes beyond the normal rights of students to question and/or discuss the educational process with clinical instructors will not be tolerated. The AAS Nursing Program follows the LFCC policy for Proscribed Conduct found in the LFCC Catalog and Student Handbook.

4) **Electronic Devices**: Use of electronic devices is not permitted in the clinical setting unless you have prior approval from your clinical faculty. Any student in violation of this will be dismissed from the clinical setting and will be reflected in their clinical evaluation.

5) **Food and Drink in the Clinical Setting**: Drinking and eating are allowed only in designated areas in the clinical setting. Chewing gum is not allowed in patient care areas.

6) **Clinical Schedule**: Students will be assigned day, evening, night or weekend, clinical hours each semester. Work schedules, transportation and family responsibilities will have to be arranged to accommodate this assignment. Students must complete all clinical requirements established by a clinical agency or by the program in support of the clinical agency prior to attending clinical. Students failing to complete requirements will not be allowed to attend clinical.

7) **Clinical Attendance/Activity Limitations**: A student who has activity limitations or has experienced an injury, illness, hospitalization, surgery or birth of a child must provide documentation specifying activity limitations. When they are able to return to clinical, the student must provide a medical clearance.

8) **Multiple Absences:** Students who miss 3 or more consecutive days of clinical must present a medical clearance to be allowed to return to the clinical setting. Students are not permitted to attend the clinical experience with assistive devices, such as crutches, splints, casts, etc. Students may not participate in clinical experiences if impaired by alcohol, drugs, or physical condition.

9) Each student is responsible for keeping track of their clinical schedule. Refer to your handout to note what group you are in, what unit you are assigned to each week, and the date/time of the clinical rotation.

10) Students may not be in a clinical setting in the capacity of a student or representative of LFCC at unassigned times or remain on the clinical unit without his/her instructor's presence.

11) Students are not permitted to contact patients outside of the scheduled clinical experience nor have patients contact them.

12) Students who display inappropriate conduct or who are asked not to be on a clinical unit by the clinical agency must meet with the Program Lead before returning to the clinical setting.

13) The faculty reserves the right to dismiss a student at any time who threatens the physiological and/or psychological safety of a patient. A student may also be dismissed from the nursing program for

reprehensible behavior. No remediation process will be followed. The clinical instructor will present the behavior to the Program Lead and provide written documentation regarding the incident. The student will have an opportunity to respond verbally and in writing and to follow the LFCC grievance policy.

14) Ethical standards of conduct must be observed in the clinical agency. At no time should students be impolite in expressing feelings or opinions in the clinical agencies. It is emphasized that critical thinking and self- direction are necessary and expected of all students. The cooperating health agencies contribute in large measure to the educational process. Students as well as instructors are emissaries responsible for public relations between the Lord Fairfax Community College AAS Nursing Program, the clinical facility, and the community.

15) Any student in violation of any of the above is required to meet with clinical instructor and Program Lead for discussion and written plan of action prior to returning to the clinical setting. A subsequent offense may result in dismissal from the nursing program.

Student Identification Badges
Students are required to have an LFCC ID badge stating they are an AAS Nursing Student every semester while enrolled in the nursing program. ID badges are made at the security desk on the Middletown and Fauquier Campuses. The LFCC photo ID badge must be worn at all times in the clinical setting and lab, badges must be worn at chest level, no lanyards are permitted. LFCC ID badges must be updated every semester. If an ID badge is lost report this to college security immediately. Students will not be permitted to remain in the clinical setting without their photo ID badge.   Students who withdraw or are dismissed from the program are required to surrender their LFCC badge identifying them as a nursing student. These badges must be submitted in person to the Program Lead of the campus within 24 hours.

Uniform Regulations
All nursing students must appear professional and conform to the highest standards of cleanliness, neatness, good taste and safety. Students are responsible for keeping their socks and shoes neat and clean. Uniforms must be clean and free from wrinkles. All students must be free of odor including tobacco products, perfume and lotions.

Full uniform includes:

1) Designated uniform, with the appropriate patch sewn three finger breadths below shoulder seam onto the left sleeve and centered. A solid white warm-up jacket may be worn with the uniform, with the appropriate LFCC patch sewn on the upper left arm. Black, royal blue, or white long or short sleeve shirts or tops may be worn under the uniform.

2) Shoes must be clean and completely white. Shoes must be entirely leather or vinyl-NO cloth allowed on shoes. Shoes must be closed-toed; clog styles must have a heel strap, "Croc" style shoes may not have holes.

3) All students must have a watch with a second hand, a stethoscope. Students purchase their own stethoscopes.

4) Students will receive a facility "buddy" badge identifying them as a student. The badge must be worn at all times to ensure student and patient safety while in the clinical facilities. Any

student observed in the clinical setting without the student badge will be dismissed from clinical. **These student badges must be returned during the last class of the semester.**

5) Nail polish and artificial nails are not permitted. Nails cannot extend beyond the fingertips to prevent injury to the patient and spread of infection.

6) Only plain wedding bands and stud type earrings may be worn with the uniform. No other jewelry is permitted.

7) Facial piercings, gauges or other visible body piercings are not permitted. These must be removed prior to clinical. Clear space holders are allowed.

8) Tattoos may need to be covered depending on the facility and unit. Clinical instructors will advise when this is necessary.

9) Hair should be clean, neat, and secured if longer than shoulder length. Hair that is secured in such a way that contamination is possible may need to be styled differently. No extreme styles or unnatural colors are permitted. Male students will maintain clean, neat, trimmed beard and mustache.

10) The student will be required to provide evidence of flu vaccination and will be required to wear the "Flu" badge or preferred clinical facility identifier. Depending on the facility, if the student does not obtain the flu vaccination the student must wear a mask while in the clinical setting or may not be permitted to attend clinical at that facility. Alternative clinical facilities may not be available. Inability to complete clinical hours will negatively impact the student's ability to achieve clinical and course objectives and may result in course failure.

11) Dress/Uniform requirements for the mental health rotation vary from other clinical experiences. Uniform requirements will be covered prior to the mental health rotation.

12) As a reminder, students wearing their nursing uniform are representing the nursing program and are expected to follow all LFCC student code of conduct policies.

Clinical Assignments

All clinical assignments must be completed by the due dates established by the faculty. Failure to complete clinical assignments may affect the student's ability to meet course objectives and may result in course failure. In order to pass clinical and the course, students must earn an 80% or higher on all clinical assignments. The grade earned on the original assignment is the grade that will be reflected in the gradebook. If a student earns less than an 80% on an individual clinical assignment the student must clarify expectations with their clinical/course instructor. The clinical assignment must be redone and submitted within three days of when the student received their graded assignment. A clinical assignment may have to be redone multiple times in order for a student to show competency by submitting work that meets the 80% benchmark. Late policy applies to clinical assignments-points for lateness will be deducted from the earned grade.

Clinical Evaluation

Clinical performance evaluation is an integral component of the educational process designed to assist students in meeting the roles of the associate degree nurse. Clinical behaviors are those aspects of nursing care which are crucial to the client's physical and emotional well-being. Each semester of the nursing program has expected clinical performances identified. Clinical Evaluation goals are to:

1) Determine whether the student has sufficient knowledge for the established level of practice.
2) Determine whether the student is performing care, treatments and, procedures effectively and safely.
3) Provide feedback to encourage behavior associated with professional nursing practice

Clinical behaviors are outlined as expectations leveled for each semester. Student performance is evaluated daily with "Meets Expectations" or "Below Expectations". If a student earns a "Below Expectations" in any competency during a clinical day, the clinical instructor will notify the student before the clinical day ends. If a student receives a "Below Expectations" in any two competencies in one day, or two "Below Expectations" in the same competency on different days, the clinical faculty and student will complete a plan for remediation. At the end of a rotation, the earned number of "Meets Expectations" will be divided by the total number of competencies possible (the number of clinical days in a specific rotation multiplied by the number of competencies for that clinical tool). Clinical objectives must be met 80% of the time. For courses with more than one rotation, the clinical rotation grades will be averaged to ensure the student meets expectations at least 80% of the time for the semester.

In order to pass a course, the student must pass both the classroom portion and the clinical portion with an 80% or better.

Clinical Remediation
Students who are having difficulty achieving satisfactory clinical behaviors may require clinical remediation. The purpose of remediation is to provide the student with concentrated instruction and practice time in order to improve clinical skills/behavior to a satisfactory level. The clinical instructor and student will develop a plan to improve behaviors and skills that are below expectations. The plan will include a timeframe in which the remediation must be completed. This plan will be written on the "AAS Nursing Program Student Conference Form" (Appendix D) and signed by both the clinical instructor and the student.

Confidentiality and Health Insurance Portability and Accountability Act (HIPAA)
The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronic protected health information.

During clinical experience, students have access to confidential information of the facility, including patient health information. Students will hold confidential all patient and facility information obtained as a participant in these activities and will not disclose any personal, medical, or confidential information to third parties, family members or other students and other teachers.

Students are not to remove any confidential information from the clinical agency. Computerized information sheets must be discarded at the clinical agency in the designated hospital receptacle.

Penalties for HIPPA Violation
Violators of the HIPAA Privacy Rule can face civil and criminal penalties that can mean up to $250,000.00 in fines and up to ten (10) years in prison. Respecting and maintaining patient privacy and confidentiality of all personal and medical information is each and every provider's responsibility. It is important that you familiarize yourself with each agency/institution's policy on HIPAA and privacy compliance. This is discussed at the following website: http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html.

Students who breach client confidentiality may be dismissed from the program and subject to legal liability.

Standard Precautions

Standard precautions are steps that should be taken to reduce the chance of passing on infection from one person to another. It is very important that these steps be carried out within the school and clinical setting to protect children, staff members, vendors, visitors, and others who have contact with the facility. *All body fluids shall be considered potentially infectious materials.*

In order to avoid potential exposure students should:

- Wear personal protective equipment (PPE) if there is a potential for exposure to blood and or body fluids.
- Potentially contaminated body fluids include: blood, vomit, saliva, sputum, mucus, vaginal secretions, semen, urine, feces, any drainage.
- Wash hands before and after all procedures and patient contact.
- NEVER recap, bend, or break needles.
- Spills of blood or body fluids that are visibly stained with blood should be treated following facility guidelines.
- Body wastes should be discarded directly in the toilet or biohazard disposal system (see facility for specific guidelines).

Exposure/Injury Protocol

Significant Exposures:

       1. A contaminated needle stick.

       2. Puncture wound from a contaminated, sharp instrument.

       3. Contamination of any obviously open wound, non-intact skin or the mucous membranes by saliva, blood, wound drainage or a mixture of all.

Procedure for Student:

1. The student will immediately provide a verbal report of the incident or exposure directly to the clinical Instructor

2. Documentation/report of the event will be completed by the student and clinical instructor as specified by the facility.

3. The student will follow facility policy regarding evaluation and treatment post incident or exposure.

3. The student will complete a Lord Fairfax Community College "Unusual Occurrence Report" (Appendix E) and submit it to the clinical instructor for signature, follow-up and submission to Program Lead.

Appendix A: Admission Folder Student Review Form

LFCC
Lord Fairfax Community College

Admission File Review
Request Form

I, _____, request to view a file from my _____ admission folder. I am a
　　　　　　Name　　　　　　　　　　　　　　　　　　　　　　　　　　Year
_____ _____ student requesting access to my file for the purpose of:
　　Campus　　　　　　　　　Program

☐ Information request

☐ Information verification

☐ Name/location change

☐ Certification update

☐ Other: _____

I acknowledge that all files, including admission paperwork, required program paperwork such as background and drug screens, letters of recommendation, any and all certifications, and any other sensitive files must be returned to my secure folder in the condition it was viewed in. All tampering with admission material will be reported to my Program Lead for their review as academic dishonesty. Consequences for academic dishonesty include expulsion from the program as well as from Lord Fairfax Community College. I acknowledge that my request may only be approved by the Dean of Health Professions; the Program Lead for a student's campus or the Administrative Assistant to the Dean of Health Professions. I acknowledge that I cannot view any of my secure files without an approved faculty or staff member present and must return the material to the faculty or staff member before exiting the room. I acknowledge that no material may leave the secure office or environment, no exceptions.

Name/Signature: _____Date: _____

College Official Signature: _____Date:_____

Appendix B: Academic Folder Student Review Form

LFCC
Lord Fairfax Community College

Academic File Review Request Form

I, _____, request to view a file from my _____ academic folder. I am a

        Name   Year

_____ _____ student requesting access to my file for the purpose of:

   Campus   Program

- ☐ Academic review

- ☐ Grade review

- ☐ Grade dispute

- ☐ Other: _____

I acknowledge that all files, including tests, exams, quizzes, scantrons, clinical paperwork, classwork, simulation lab paperwork, and any other graded material must be returned to my secure folder in the condition it was viewed in. All tampering with graded and ungraded material will be reported to my Program Lead for their review as academic dishonesty. Consequences for academic dishonesty can include a zero for the tampered work, an automatic failure within the class, or expulsion from the program. I acknowledge that I cannot view any of my secure files without a faculty or staff member present and must return the material to the faculty or staff member before exiting the room. I acknowledge that no material may leave the secure office or environment, no exceptions.

Name/Signature: _____Date: _____

Faculty/Staff Signature:_____ Date: _____

Appendix C: APA Format Guidelines
APA required elements
This list is designed as a guide to the key elements of APA 6th edition style. The LFCC AAS Nursing Program does not require students to follow 100% of APA format.   Students are required to include the following in their papers. Please read the below guidelines carefully.

See: http://lfcc.libguides.com/citation?hs=a&gid=1640 for guidelines. Another excellent reference for APA is: https://owl.english.purdue.edu/owl/resource/560/01/.

General
Requirements
- Document is double spaced, 12 pt Times New Roman font, 1" margins on all sides
- Title page and reference page do not count towards page limits.
- Numbers:
  - Always spell out numbers if they start a sentence
  - Spell out numbers one through ten. For numbers larger than ten, use figures unless they start a sentence.
- Word choice:
  - "I", "we", "my", "our" should be used rarely. Papers should be objective and impersonal.
  - Avoid using "they". State who "they" are
  - Avoid saying "This paper will discuss"
  - Avoid saying "Recently" or "a year ago"-use specific dates
  - Instead of saying "a lot of research has been done" or "according to the research", state which research and/or researchers
- Abbreviations
  - Always define abbreviations the first time they are used in your paper

Title Page
Requirements
Contents of the title page should be centered and typed in middle of the page.
Title page should include:
- Title
- Your name
- Course/Instructor
- Date

Running Header
Requirements
- All papers should include a running header. It is left justified and on the same line as the page number. Page numbers are on the right hand side of the top of each page.
- The title page running header should be Running head: YOUR TITLE
- All other pages should have a running header of the paper title in all capital letters.

Headers
Requirements
- The start of each section should have a header. Section headers are bold and centered (example: title of this document)
- Subsections have headers that are bold and left justified (example: Headings of "General", "Title Page", "Running Header" in this document)
- There should not be a need to use any other type of header in these papers

Citations in text
  Requirements
- Author's last name and year of publication should appear in any citation
- Direct quotes should rarely be used. Unless paraphrasing will change the content dramatically, information should be paraphrased.   Page numbers are only used if there is a direct quote.
- Only sources that are read by the writer and used in the paper should be listed in the references (if you don't use it for an in-text citation, it does not belong on the reference page).
- If you are using any portion of your reference word-for-word, it must be in quotation marks and cited. If this is not done, it will be considered plagiarism which is a violation of the LFCC Academic Honesty Policy.

References
  Requirements
- Use only peer reviewed, professional references
- Peer reviewed and professional references are easiest to find using library search engines and databases
- References should be 5 years old or less. An older source may occasionally be acceptable. If unsure, ask your instructor
- References page begins on a new page
- References should be listed in alphabetical order
- "References" should be the first line-centered and not underlined
- The first line of the reference is not indented, all following lines are indented

Appendix D: AAS Nursing Program Student Conference Form

LFCC
Lord Fairfax Community College

AAS Nursing Program Student Conference Form

Student: _____Date: _____

Issues for discussion:
_____
_____
_____

Student Comments:
_____
_____
_____
_____

Faculty Comments:
_____
_____
_____
_____

Specific Outcomes/Goals /Dates to be achieved, consequences for not meeting goals:
_____
_____
_____
_____

Please note any additional comments on the back of this form and attach any supporting documentation (if applicable).

Student Signature: _____ Date: _____
Faculty Signature: _____ Date: _____

Appendix E: Unusual Occurrence
Lord Fairfax Community College
AAS ADN Nursing Program
Unusual Occurrence

Student Name: _____

Date of Report:_____ Nursing Unit: _____

1. Date and time of the incident/unusual occurrence: _____
2. The incident/unusual occurrence was reported to: _____

    on _____ , 20_____ at _____ a.m./p.m.
               month / day   year   time

3. Describe the incident or unusual occurrence:

4. Describe any injury that occurred as a result of the incident/unusual occurrence **OR** describe the potential that could have occurred.

5. Describe any follow up/treatment related to this incident/unusual occurrence?

6. Additional Comments (use back if necessary):

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Appendix F: Signature Page to the Nursing Student Handbook
2018-2019

This Nursing Student Handbook is provided to you as a general guide and to ensure that you understand the academic and conduct expectations that the College has for you during your enrollment in the Lord Fairfax Community College Associate of Science in Nursing program. The college does not guarantee that the information contained within it, including, but not limited to, the contents of any webpage that resides under the registrations of www.lfcc.edu is up-to-date, complete and accurate. Individuals assume any risks associated with relying upon such information without checking other credible sources, such as a student's academic advisor. In addition, a student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract with the college. Further, the college reserves the right to make changes to any provision or requirement within these sources, as well as changes to any curriculum or program, whether during a student's enrollment or otherwise.

The Nursing Student Handbook is updated annually. All students enrolled in the Associate of Science in Nursing Program must follow the most current version of the handbook. Older versions of the handbook are not valid in subsequent academic years.

Your signature on this page is your acknowledgement that you have received, read and agree with the nursing student handbook.

Printed Name _____

Signature _____

Date _____

Administrative and Support Staff

Kim Blosser, EdD
  President
Christopher Coutts, PhD
  Provost, Fauquier Campus
Karen Kellison, EdD
  Vice President of Academic and Student Affairs
Patricia Lawson, PhD, MSN, RN
  Dean of Health Professions
Kristina Simpson, MSN, RN
  Retention specialist
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Kelsey Owens
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  ADN Program Lead
  Professor of Nursing
Jill Hodgson, MSN, RN
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  Associate Professor of Nursing
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