

Laurel Ridge

COMMUNITY COLLEGE

ASSOCIATE OF APPLIED SCIENCE IN NURSING

STUDENT HANDBOOK 2024-2025



The Associate of Applied Science Degree at Laurel Ridge Community College is approved by the Virginia Board of Nursing; 9960 Mayland Drive, Suite 300; Richmond, VA 23233; Phone 804.367.4515.



The Associate of Applied Science Degree at Laurel Ridge Community College is accredited by the Accreditation Commission for Education in Nursing (ACEN); 3343 Peachtree Road NE, Suite 850; Atlanta, GA 30326; Phone: 404.975.5000

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Welcome

The faculty and staff of the Laurel Ridge Community College Associate of Applied Science (AAS) Nursing Program extend our warmest welcome to you. We are honored to be a part of your preparation in becoming a Registered Nurse. The Laurel Ridge Community College 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 Laurel Ridge Community College 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 Laurel Ridge Community College AAS Nursing Program.

Kindest Regards,

The Laurel Ridge Community College Nursing Faculty and Staff

I. 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 Laurel Ridge Community College, found in the Laurel Ridge Community 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 College Catalog <https://laurelridge.edu/college-catalog/> Laurel Ridge Community College and Laurel Ridge Community College Student Handbook <https://catalog.laurelridge.edu/index.php> 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 Laurel Ridge 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/Boards/Nursing/>

The AAS Nursing Program at Laurel Ridge Community College is approved by the Virginia Board of Nursing, Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, Virginia, 23233-1463, (804) 367-4400.

This nursing education program is accredited by the Accreditation Commission for Education in Nursing, 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326, (404) 975-5000, email: <https://www.acenursing.org/contact-the-acen/>

The faculty of the Laurel Ridge Community College AAS Nursing Program and Dean of Health Professions wish you success in your nursing education.

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

Laurel Ridge Community College Mission, Vision & Values	Laurel Ridge Community College AAS Nursing Program Mission/Philosophy	Laurel Ridge Community College AAS Student Learning Outcomes and Competencies
<p>Mission: Laurel Ridge Community College provides a positive, caring and dynamic learning environment that inspires student success, values diversity and promotes community vitality.</p>	<p>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.</p>	<p>Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.</p> <ul style="list-style-type: none"> • 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. <p>Practice safe nursing care that minimizes risk of harm across systems and client populations.</p> <ul style="list-style-type: none"> • 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. • 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

		<p>Integrate clinical judgment when collaborating with the healthcare team in the management of care for complex clients.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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. <p>Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.</p> <ul style="list-style-type: none"> • Evaluate the common quality measures encountered in clinical practice. • Evaluate use of technology and information management to promote quality. • Evaluate fiscally responsible client care.
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		<p>Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.</p> <ul style="list-style-type: none"> • 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.
<p>Vision: Laurel Ridge Community College enriches communities as we provide exemplary educational opportunities based on our core values.</p>	<p>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</p>	<p>Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.</p> <ul style="list-style-type: none"> • Apply the nursing process to guide care. • Prioritize client care using evidence based practice independently. • Coordinate client centered care delivery with sensitivity and respect. • Evaluate existing practices and seek creative approaches to problem solving. <p>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.</p> <ul style="list-style-type: none"> • Incorporate ethical behaviors and confidentiality in the practice of nursing. <p>Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.</p>

	<p>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 safe and effective nursing care.</p> <p>Information management essential to nursing care is communicated via a variety of technological and human means.</p>	
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<p>Values: 1. Learning– We foster an environment that ignites and sustains a passion for lifelong learning.</p>	<p>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.</p>	<p>Integrate clinical judgment when collaborating with the healthcare team in the management of care for complex clients.</p> <ul style="list-style-type: none"> • Participate in the analysis of errors and designing system improvements. • 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.
<p>2. High Performance – We are focused, responsive, collaborative and accountable.</p>	<p>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.</p>	<p>Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.</p> <p>Practice safe nursing care that minimizes risk of harm across systems and client populations.</p> <p>Manage the appropriateness, accuracy, and client response to pharmacology principles for clients with complex conditions.</p> <ul style="list-style-type: none"> • Integrate therapeutic communication skills when interacting with clients and the client’s support network. • Evaluate human factors and safety principles. • Practice safe client care as a level 4 student. • 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 healthcare team. • Reflects at a professional level on individual and team performance.

<p>3. Integrity – We exemplify honesty, character and respect for our communities.</p>	<p>Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient centered care.</p> <p>The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. • Incorporate ethical behaviors and confidentiality in the practice of nursing. • Assume responsibility and accountability for delivering safe client care.
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<p>4. Positive Spirit – We value creativity, enthusiasm and a “can-do” attitude.</p>	<p>The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes.</p> <p>Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care.</p> <p>Information management essential to nursing care is communicated via a variety of technological and human means.</p>	<p>Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.</p> <ul style="list-style-type: none"> • 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. • Evaluate professional behaviors in interactions with clients, families and healthcare providers. • Deliver nursing care within the scope of nursing practice. • Evaluate the common quality measures encountered in clinical practice. • Evaluate use of technology and information management to promote quality. • Evaluate fiscally responsible client care.
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<p>5. Diversity – We honor the uniqueness of individuals and communities.</p>	<p>Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia.</p> <p>While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care.</p> <p>The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings.</p>	<p>Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.</p> <ul style="list-style-type: none"> • 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.
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Clinical Judgment Model and the NCSBN NCLEX Test Plan

Students enrolling in Fall 2021 and beyond will be taking the National Council of State Boards of Nursing’s (NCSBN) “Next Gen” board exam upon their graduation, which utilizes the NCSBN Clinical Judgment Measurement Model (CJMM). It was developed by researchers as a framework for the valid measurement of clinical judgment and decision making. Course delivery will be based upon the clinical judgment model and the NCSBN Test Plan. Students are encouraged to read details about this [model](#) and [test plan](#) prior to and during their studies, to ensure appropriate progression in their coursework and preparation for boards.

Leveled Student Learning Outcomes

	Level 1	Level 2	Level 3	Level 4
Client-Centered Care	Demonstrate the use of therapeutic communication, caring behaviors and client self-determination in the provision of basic nursing care.	Assess diverse client values, beliefs, and attitudes as well as community resources related to health in the provision of client-centered care.	Apply principles of client centered care to clients across the lifespan.	Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
Safety	Report client safety issues and risks.	Use safety measures when caring for clients in the community and health care agencies.	Incorporate factors for improvement of client safety for clients across the lifespan	Practice safe nursing care that minimizes the risk of harm across systems and client populations.
Clinical Judgment	Apply the components of the clinical judgment across the lifespan	Differentiate relevant cues in the care of clients with acute and chronic conditions across the lifespan.	Apply clinical judgment when prioritizing the delivery of client-centered care across the lifespan	Integrate clinical judgment when collaborating with the healthcare team in the management of care for complex clients.
Professional Behaviors	Demonstrate professionalism and professional behaviors.	Recognize the impact of personal beliefs, values and attitudes in developing professionalism and professional behaviors.	Incorporate legal/ethical principles and professional nursing standards in the care of clients.	Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership, and a commitment to recognize the value of lifelong learning.
Quality Improvement	Identify the role of quality improvement and informatics in client care.	Use technology and information management tools in providing quality client care.	Examine the impact of quality improvement processes, information technology and fiscal resources in the provision of nursing care.	Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
Collaboration	Define the roles of the health care team.	Examine the roles of the nurse and the health care team in community and acute care settings.	Participate as a member of the health care team in the delivery of nursing care to clients across the lifespan.	Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.
Pharmacology	Identify the safety practices necessary for medication preparation and administration	Demonstrate preparation and administration of pharmacological therapies to include parenteral	Integrate pathophysiology and principles of pharmacology in the delivery of client care in a variety of populations	Manage the appropriateness, accuracy, and client response to pharmacology principles for clients with complex conditions.

III. Adult Learning Theory

The Laurel Ridge Community College 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 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-world 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) Statutes 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. The VBON website has more information on Laws and Regulations governing nursing. Details regarding the possible impact of prior convictions on nursing licensure and employment can be found at:

<https://www.dhp.virginia.gov/Boards/Nursing/ApplicantResources/CriminalBackgroundChecks/>

Clinical Practice of Students – VBON Regulatory Statement

“In accordance with §54.1-3001 of the Code of Virginia, a student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned. (18VAC90-27-110(A) Code of Virginia)

Educational requirements

Pursuant to United States Department of Education (US DOE) regulation 34 CFR 668.43 (a) (5) (v), the Laurel Ridge Community College Associate of Applied Science in Nursing (AAS) program is required to provide students with information about meeting the requirements for pre-licensure education per the Virginia Board of Nursing and the Accrediting Commission for Education in Nursing. This information can be found in [Appendix A](#).

V. Laurel Ridge Community College Policies and Procedure

Corona Virus Information (COVID-19)

Delivery of labs, lecture, simulations, clinicals, methods for office hours, meetings with students, and administration of tests may vary according to the latest recommendations for COVID-19 precautions. Please see course syllabus and Laurel Ridge Community College website for current precautions and changes in delivery formats.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is designed to protect the privacy of students. More information about FERPA can be found here: <https://LaurelRidgeCommunityCollege.edu/current-students/ferpa/> The Laurel Ridge Community College nursing program protects the privacy of students and does not share information unless the student has given approval. The clinical facilities require student information in order to have you entered into the facility systems for clinical. Students are asked to sign the Release of Information form (*Appendix B*) at the start of the nursing program to give permission for this.

Student Conduct

The AAS Nursing Program follows the Code of Student Rights, Responsibilities, and Conduct outlined in the Laurel Ridge Community College Student Handbook: <https://LaurelRidgeCommunityCollege.edu/current-students/college-policies/>.

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 Laurel Ridge Community College policy. Form can be found at: <https://LaurelRidgeCommunityCollege.edu/wp-content/uploads/2014/07/Change-of-Data.pdf>

Communication

The primary method of communication for course and program information is VCCS assigned email and/or Canvas. Students are responsible for ALL information contained within the Canvas site. Students are expected to review Canvas “Announcements”, Canvas email and Laurel Ridge Community College email daily.

Students, faculty and staff will communicate electronically using their Laurel Ridge Community College/VCCS assigned email. Use of other email addresses does not ensure protection of confidential information. Students may also contact faculty through their Laurel Ridge Community College office phone numbers. 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 3 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.

It is important for faculty to be available to students; however, due to COVID-19 faculty may conduct office hours in a variety of formats. Please see the course Syllabus and the Laurel Ridge Community College website for current COVID-19 precautions, guidelines, and procedures.

Emergency Management Plan

In the event of emergency (bomb threat, tornado, fire, etc.) the AAS Nursing Program abides by the policies in the Laurel Ridge Community 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 Laurel Ridge Community College's emergency closing alerts policy available at: <https://laurelridge.edu/emergency-alerts/m>

- 1) If the college is closed, do not come to campus. Please check Canvas and email for instruction about possible virtual class and/or assignment. If you have a class/lab/simulation scheduled online, please check Canvas and email for information.
- 2) If the college opens on a delay, please check Canvas and email for notifications regarding class, lab, simulation and clinical.
- 3) 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.
- 4) If there is an early college closing, all clinicals/labs/simulations will follow the instructions provided by the college.
- 5) 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.

- 6) If conditions deteriorate while in the clinical area, early dismissal will be at the discretion of the clinical instructors.
- 7) Please note in the event of school closing, faculty and staff will not be on campus.

Student Rights – Educational Records

The AAS Nursing Program at Laurel Ridge Community College 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 an online repository or 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.

VI. 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 Laurel Ridge Community College. The role of the NRS 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 Laurel Ridge Community College policy on disability services and accommodation needs for students. Information can be found on the Laurel Ridge Community College website at: <https://laurelridge.edu/disability/>

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.

Laurel Ridge Community College's Wellness Statement:

Laurel Ridge Community College is committed to providing a collaborative approach toward social, physical, spiritual, intellectual, and mental wellness for our students. We strengthen the health and wellbeing of students by providing appropriate local resources as well as opportunities for self-improvement. If you need help or are concerned about a fellow student, please contact our team at [sst@Laurel Ridge Community College.edu](mailto:sst@LaurelRidgeCommunityCollege.edu) or [www.Laurel Ridge Community College.edu/sst](http://www.LaurelRidgeCommunityCollege.edu/sst). For local community resources, please visit <https://LaurelRidgeCommunityCollege.edu/current-students/services-for-students/counseling-advising-and-career-services/community-resources/>

Student Resources:

1. Students are encouraged to apply for scholarships [here](#).
2. Students are encouraged to seek out additional job opportunities [here](#).

VII. Nursing Program Information

Essential Functional Abilities (representative examples)

All individuals who apply for, and are students in one of the College's Nursing Education Programs, including persons with disabilities, must be able to perform essential functions included in this document either with or without accommodations. These essential functions are congruent with the Virginia State Board of Nurse Examiners expectations of any individual seeking initial licensure as a registered nurse.

Students who do, or believe that they may need accommodation(s) to successfully

meet the minimum essential functions outlined below are encouraged to refer to the Americans with Disabilities (ADA) section of this handbook, as well as to establish contact with the College's Office of Disability Support Services. Students are also

encouraged to refer to, and review the information in the College's [Student Handbook](#) for additional information.

It is the student's responsibility to provide their College issued accommodation(s) documentation [Instructional Accommodations Plan – IAP] to each of the faculty from whom they may receive instruction, assistance and/or are assessed or evaluated by prior to the instruction, assistance and/or assessment including, but not limited to all course/program activities (i.e. lecture, lab, simulation, and/or clinical. IAP's are not retroactive and will be effective from the time presented to, reviewed and signed by the faculty member. Students must meet the essential functional abilities with or without accommodation to be admitted to or continue their studies in one or more (their respective) of the College's Nursing Education Program(s).

Students are advised that it may become necessary for the Nursing Education Program faculty and/or leadership, Instructional Unit leadership (Division), and/or a representative of the College to collaborate with, and/or share accommodation information with one or more clinical sites to ensure that the required clinical time and skills can be completed at their facility. When it is necessary to share this information with program clinical partners, only the accommodation requirements will be shared, the program will NOT share any personally identifiable information with the program clinical partner when making these requests and/or clarifying clinical placement. As referred to later in this document, and other Nursing Education Program policies and procedures, the program may be required to release program participant (student and/or faculty) personally identifiable information, medical and/or immunization history, and/or academic information in accordance with program agreements, policies, procedures and/or program standards.

Essential functions are the basic skills (activities) that a student must be able to perform. Any student applicant who has met the necessary prerequisites and who can perform the essential functions of their respective Nursing Education Program, either with or without reasonable accommodations, will be considered for admission. A candidate must be able to perform the identified essential functions in a reasonably independent manner. The use of trained intermediaries is not permissible, in that the candidate's judgment would be mediated by someone else's power of observation and selection.

The "essential functions" are the basic cognitive, psychomotor, and affective activities that are essential to successful completion of the nursing education curriculum leading to initial certification and/or licensure as a nurse aide, practical (licensed practical) and/or professional (registered) nurse. Essential functions are categorized into the following functional areas: essential physical/neurological

functions, essential motor skills, essential judgment skills, essential communications skills, essential intellectual and cognitive skills, and essential emotion coping skills. The essential functional skills required in each category have been identified as essential for a nurse aide, practical and/or professional nurse, and/or those entering an allied health profession that requires the provision of direct and/or indirect patient care, and they form the basis for the College's Nursing

Education Program essential functions.

The College will review and consider reasonable and appropriate accommodation for students with a documented disability to participate fully in the student's respective educational program of study. The following standards and functional abilities are necessary for participation in the nursing program. The College, nor any of its educational programs and/or courses will be fundamentally altered to accommodate students.

I. Essential physical/neurological functions: Nursing students must be able to accurately observe close-at-hand and at-a-distance to learn skills and to gather data. Students must possess functional use of the senses that permit such observation.	
I-A. Tactile	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Feel vibrations • Feel differences in sizes, shapes, surface characteristics • Detect temperature and temperature differences 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Palpate pulses, detect fremitus • Palpate vein • Identify body landmarks • Assess for skin turgor, rashes, skin temperature • Detect deviations in skin temperature
I-B. Visual	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Sufficient visual acuity to make accurate observations. • Sufficient visual acuity to perform an accurate assessment close-up and at a distance. • Sufficient visual acuity to accurately read information presented in an electronic format. • Visualize objects at a close distance (e.g., information on a computer screen, skin conditions, wound dressing) • Visualize objects at a far distance (e.g., client in a room) • Possess adequate depth perception and peripheral vision • Distinguish color (e.g., color codes on supplies, charts, dressing drainage) 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Participate meaningfully in academic demonstrations and simulations. • Read school-related materials. • Use equipment safely. • Accurately read electronic health records. Complete a visual assessment of the patient. • Complete a visual assessment of the environment. • Distinguish color differences for assessments (e.g.: inflammation) or color-coded materials. • Monitor patients in low-light situations. • Accurately observe changes in: <ul style="list-style-type: none"> • Skin condition, including distinguishing change in skin integrity such as evidence of allergic response • Breathing patterns (including absence of respiratory movement) • Color intensity such as the ability to

<ul style="list-style-type: none"> Distinguish color intensity (e.g., flushed skin, skin paleness) 	<p>identify cyanosis or bleeding/drainage</p> <ul style="list-style-type: none"> Tissue swelling or edema such as with IV infiltration Read medication administration records as printed on medication labels, equipment calibrations, IV infusion pumps, LED output on electronic devices Perform skills necessary for medication administration such as drawing up correct quantity of medication into syringe
I-C. Auditory/Hearing	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> Hear normal speaking level sounds (e.g., person-to-person report) Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes) Hear in situations when not able to see lips (e.g., when masks are used) Hear auditory alarms (e.g., monitors, fire alarms, call bells) Sufficient auditory acuity to communicate with patients and co-workers. Sufficient auditory acuity to perform assessments. Sufficient auditory acuity to perceive emergency situations. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> Receive and understand normal speaking voice when it is not possible to read lips, such as in surgery or low light- situations <ul style="list-style-type: none"> Assess Vital signs Accurately auscultate. Changes in heart, breathing, abdominal, and vascular sounds Ensure safety of weak or infirm patients (e.g. can hear a call for help). Recognize electronic device alarms and auditory alarms such as call bells, fire alarms, etc. Accurately respond to workplace alarms.
I-D. Olfactory/Smell	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> Sufficient olfactory awareness to identify abnormal body odors. Sufficient olfactory awareness to identify abnormal environmental odors. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> Detect odors from client Detect odors exhibited by body fluids which may be indicative of disease processes Detect foul smelling drainage. Detect “fruity” breath associated with DKA. Detect alcohol on breath. Detect smoke. Detect overheated equipment. Detect gases or noxious smells
I-E. Multisensory	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> Sufficient multisensory integration and stability to negotiate normal and abnormal environmental stimuli. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> Determine environmental hazards related to fall risks through awareness and analysis of multiple environmental cues.

I-F. Tactile/Touch	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Sufficient tactile sensation to complete a physical assessment. • Sufficient tactile sensation to perform job-related technical tasks. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Accurately assess pulse rate and characteristics. • Accurately identify a change in skin temperature or texture. • Accurately palpate body landmarks. • Identify equipment by touch. • Have awareness of dropping objects.
II. Essential motor skills: Nursing students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within the program. Students must be able to display motor function sufficient to fulfill the professional roles toward which the program educates.	
II-A. Gross Motor Skills	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (e.g., IV poles) • Reach below waist (e.g., plug electrical appliance into wall outlets, assess urine drainage) • Able to move from one location to another. • Able to maintain physical balance and stability. • Effective range of motion for provision of patient care. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Administer medication accurately • Safely care for patients such as implementing appropriate nursing interventions to stabilize a patient's condition and/or prevent complications • Safely move patients to administer care • Transport self between patient rooms. • Transport self within confined spaces such as small or cluttered patient rooms. • Move quickly in response to an emergency • Rise from chair to provide for patient safety during an emergency. • Sit comfortably in order to promote effective face-to-face communication with patient in bed. • Stand with stability while holding a newborn or child. • Turn from side to side while transferring patient or doing a sterile dressing change. • Bend from waist, or stoop, or squat to empty drainage devices or insert therapeutic devices. • Reach above head, forward, below waist and out to sides in order to provide patient care as needed.
II-B. Fine Motor Skills	

Essential Functions

- Pick up objects with hands
- Coordinate eyes and hands/fingers with accuracy (e.g., drawing up medications, use roller clamp on IV tubing)
- Grasp and use small objects with hands (e.g., IV tubing, pencil, manipulate a syringe)
- Write with pen or pencil
- Grasp/pinch.
- Pick up small objects.
- Squeeze objects.
- Twist objects.
- Typing/keyboarding skills

Clinical Examples

- Safely prepare and administer medications
- Take vital signs, including blood pressure, pulse, temperature, respiratory rates, pulse oximetry
- Pick up or grasp and use small objects used in patient care such as IV roller clamps, eye dropper
- Transmit information via electronic means as needed
- Perform learned nursing skills such as trach care, insertion of catheters, etc.
- Hold a pen/pencil and write.
- Grasp and remove bandage tape.
- Manipulate a syringe.
- Pinch skin to give an injection.
- Pick up scissors.
- Pick up thermometer.
- Squeeze an eye dropper.
- Squeeze rubber inflation ball on blood pressure cuff.
- Operate fire extinguisher.
- Turn a doorknob to open a door
- Turn a small knob on a monitor.
- Use computers, keypads, etc.

II-C. Physical Endurance

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Sufficient energy level to perform duties • Stand (e.g., at client side during surgical or therapeutic procedure) • Sustain repetitive movements • Maintain physical tolerance for entire work shift 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Complete a typical 8-12-hour nursing shift. • Sit or stand for several hours, as needed - for example, in surgery or while performing complex patient care or procedures. • Manage physically taxing workloads. • Perform cardiopulmonary resuscitation [CPR] (e.g., move above patient to compress chest and manually ventilate patient) • Stand, walk or move to complete clinical day (i.e., 8–12- hour shift) • Complete assigned clinical practice within the clinical day
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II-D. Physical Strength

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Push and pull objects weighing up to 25 pounds (e.g., position clients) • Provide physical support of 25 pounds of weight (e.g., ambulate client) • Lift and move objects weighing up to 25 pounds (e.g., pick up a child, transfer client) • Manipulate, move and/or raise/lower objects weighing up to 10 pounds (e.g., IV poles) • Use upper body strength (e.g., perform CPR, physically restrain a client) • Squeeze with hands (e.g., operate fire extinguisher, use a bulb- type sphygmomanometer) • Defend self or restrain another. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Position patients • Use transfer techniques in moving and lifting patient in all age groups and weights • Assist with ambulation • Push a wheelchair. • Position a patient in bed. • Assist an infirm patient out of bed. • Assist an infirm patient to ambulate to a chair or bathroom. • Pick up a child. • Lift a side rail on a bed. • Carry necessary equipment from one location to another. • Assist with transfer of adult patient from gurney to bed or vice versa. • Take evasive action if accosted. • Protect patient from self-inflicted injury.
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II-E. Mobility

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly (e.g., response to an emergency) • Climb (e.g., ladders/stools/stairs) • Walk/Move 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Maneuver in the confined and/or other patient care areas • Move independently from room to room • Engage in direct patient care
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III. Essential communication skills: Nursing students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written and verbal material.

III-A. Communication

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Can effectively read information written in English. • Can effectively communicate verbally in English. • Can effectively communicate in writing • Teach (e.g., client/family about healthcare) • Explain procedures • Give oral and written reports (e.g., report on client's condition to others) • Interact with others (e.g., health care workers) • Speak on the telephone • Influence people • Direct activities of others 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Efficiently access, read and interpret medical orders. • Efficiently access, read and interpret patient care notes. • Effectively read current professional literature. • Verbalize an oral report on a patient. • Verbally interview a patient. • Effectively teach necessary information for health promotion or maintenance. • Speak clearly on the telephone. • Give instructions to personnel. • Clarify information.
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III-A. Communication - Continued

	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Use both electronic and written medical record systems. • Communicate with patients/clients, family members and health care providers • Read, speak and comprehend English • Document clearly and correctly on patient's medical record for legal documentation • Transmit information through written documents that use good grammar, syntax, spelling, and punctuation • Be able to access and document on the electronic medical record • Clarify the meaning of verbal and non-verbal communication • Use physical touch as a therapeutic non-verbal intervention • Present oral reports • Clarify physician orders
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IV. Essential judgment skills: Nursing students must exercise good judgment and promptly complete all responsibilities required of the program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence, and motivations are requisite for the program.

IV-A. Judgment

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds • Make judgments based on scientific knowledge and thorough assessment of individual patient situations • Practice in a manner that is non-judgmental and non-discriminatory • Function as a contributing member of an interdisciplinary team • Recognize that decision-making occurs in an environment of uncertainty and ambiguities • Demonstrate capacity to make sound decisions when under stress 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Deliver patient care safely in a manner that is non-judgmental and non-discriminatory • Work as a member of the patient care interdisciplinary team • Create climate in which patients feel comfortable and able to make informed decisions about their healthcare • Practice safe care in high-stress and/or ambiguous environments such as ICU, Emergency Department, mental health facilities, and the community
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IV-B. Affective/Behavioral Skills

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Ability to establish professional relationships and maintain professional accountability in the legal and ethical realm. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Act ethically and responsibly. • Demonstrate compassion in client care. • Demonstrate mature and therapeutic relationships with clients. • Assume accountability for all actions.
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IV-C. Punctuality/Work Habits

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Ability to complete pre-entry, classroom, laboratory, simulation and clinical assignments at the required time. • Ability to adhere to classroom, laboratory, simulation and clinical schedules. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Submits required pre-entry/acceptance documentation, health and preclinical assignments, work, documentation and/or other requirements punctually. • Arrives to class, lab, simulation and/or clinical punctually. • Performs skills in lab and clinical in a timely manner. • Completes assignments by due date and time.
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IV-D. Ethical Comportment

<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Maintain a personal sense of integrity. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Truthful charting. • Truthful reporting. • Refrain from unethical activities. • Refrain from illegal activities. • Advocate for patient, family, and/or community
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V. Essential intellectual and cognitive skills: Nursing students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply, and evaluate information. Creative problem-solving and clinical reasoning require all these intellectual abilities. In addition, students must be able to comprehend three-dimensional relationships and understand the spatial relationship of structure.

V-A. Reading	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Read and understand written/typed/printed documents in English 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Read and understand College and/or program policies and procedures. • Read and understand information in patient charts. • Comprehend standard nursing and medical terminology. • Read and understand English printed documents (e.g., policies, protocols, standards of care) • Read measurement marks

V-B. Arithmetic Competence	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Read and understand columns of writing (e.g., flow sheet, charts) • Read digital displays • Read graphic printouts (e.g., EKG) • Calibrate equipment • Convert numbers to and/or from Metric System • Read graphs (e.g., vital sign sheets) • Tell time • Measure time (e.g., count duration of contractions, etc.) • Count rates (e.g., drips/minute, pulse) • Use measuring tools (e.g., thermometer) • Read measurement marks (e.g., measurement tapes, scales, etc.) • Accurately add, subtract, multiply, and/or divide whole numbers • Compute fractions (e.g., medication dosages) • Document numbers, measurements, and symbols. • Use a calculator • Document findings in records • Document findings in records • Accurately read and understand digital, analog, and waveform tools. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Use measurement tools recognized as central to the care of patients/clients • Perform dosage calculations in a time frame to deliver safe care • Assess and monitor patient status • Write/type numbers and symbols on hard files. • Type numbers and symbols in electronic files • Accurately measure objects regarding length, width, height, weight, etc. • Compute drug dosages, rates of delivery, etc. • Convert numbers to and from the metric system. • Measure duration of time. • Obtain and interpret information from a flow chart/graph and derive meaning. • Obtain and interpret information from a digital display.
V-C. Analytical Thinking	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem-solve • Prioritize tasks • Use short- and long-term memory 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Seek supervision and consultation in a timely manner • Create and prioritize plan of care • Handle multiple tasks and problem solve simultaneously such as taking vital signs and recording them accurately • Assimilate and apply knowledge acquired from multiple learning experiences such as practicing skills and then applying them in the clinical setting
V-D. Critical Thinking	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Analyze assessment data in determining nursing diagnoses • Prioritize tasks

V-E. Knowledge Acquisition and Recall	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Ability to acquire fundamental knowledge. • Ability to recall pertinent information within a time frame that assures patient safety. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Study, understand, and retain new academic information. • Electronic media literacy. • Collect information on appropriate clinical assessment indicators. • Listen to shift report or read patient chart and recall pertinent facts related to patient care as needed. • Listen to shift report or read patient chart and recall pertinent facts related to required tasks as needed. • Recall verbal or written directions related to sequential tasks to be performed.
V-F. Data Analysis and Interpretation	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Ability to accurately process information within a time frame that assures patient safety. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Quickly identify normal and abnormal assessment findings. • Relate findings to potential causes and consequences.
V-G. Integrating Knowledge to Establish Clinical Judgment	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Sound judgment in planning based on appropriate data collection and interpretation. • Ability to transfer information from one situation to another. • Ability to prioritize and sequence tasks. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Determine appropriate actions based on evidence. • Appropriately respond to rapidly changing patient conditions within a safe time period. • See commonalities between two different patients or patient populations to assist with problem solving. • Complete work tasks in logical and time appropriate manner.
V-H. Evaluation	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Use cause and effect reasoning. • Apply effective problem-solving methods to revise plans when untoward responses occur. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Accurately determines patient responses to nursing interventions. • Update nursing care plan following evaluation of patient response.
V-I. Time Orientation	
<p style="text-align: center;">Essential Functions</p> <ul style="list-style-type: none"> • Establish and maintain an appropriate time schedule. 	<p style="text-align: center;">Clinical Examples</p> <ul style="list-style-type: none"> • Arrive to class, lab, simulation, clinical, appointments, meetings, and other

	<p>commitments on time.</p> <ul style="list-style-type: none"> • Distribute medications on time. • Send patients to procedures on time.
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VI. Essential Emotional Coping Skills: Essential emotional coping skills: Nursing students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.

VI-A. Interpersonal Skills

Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • Build functional working relationships (rapport) with clients/patients. • Respect differences in clients • Build functional working relationships (rapport) with colleagues • Negotiate/manage interpersonal conflict 	<ul style="list-style-type: none"> • Establish working rapport with patients. • Establish emotional boundaries between self and patient. • Provide emotional support to patient or family member. • Exhibit a caring, sensitive, and respectful attitude. • Establish working rapport with peers/co-workers • Function as a contributing and effective member of the health care team. • Show respect for the differences in patients/clients and co-workers • Function as a member of an interdisciplinary team (e.g., consult, negotiate, share) • Establish rapport with patients/clients • Participate in partnered and group efforts in classroom and clinical learning activities • Practice in a manner that is non-judgmental and non-discriminatory • Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds

VI-B. Emotional Stability

Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • Work effectively within complex systems. • Maintain personal emotional balance. Establish therapeutic boundaries • Provide client with emotion support • Adapt to changing environments/stress • Deal with the unexpected (e.g., crisis) • Focus attention on tasks • Monitor own emotions • Perform multiple responsibilities concurrently • Handle strong emotions (e.g., uncertainty, grief) 	<ul style="list-style-type: none"> • Adapt to rapidly changing situations. • Remain focused on tasks in a noisy or busy environment. • Able to multitask. • Remain calm during high-stress situations. • Effectively manage personally challenging experiences of shock, grief, anger, frustration, etc. • Function effectively in environments inherent with uncertainty. • Function effectively under stress • Assume responsibility/accountability for own actions • Provide patient/family with emotional support • Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g., learning, patient care, emergencies)

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 Laurel Ridge Community College must possess an active unrestricted LPN license. 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. An LPN in the Advanced Placement Option is not eligible to apply to the Laurel Ridge Community College nursing program if they are part of the Virginia Healthcare Monitoring Program.

Student Governance Opportunities

The Student Nurses' Association (SNA) is conducted in conjunction with the [National Student Nurses' Association](#). This association is dedicated to fostering the professional development of nursing students. Details of SNA membership and participation are listed [here](#).

Student governance is an important aspect of the student experience. Nursing students are encouraged to participate in student governance through the Student Government Association (SGA). Details of participation may be found [here](#).

Laurel Ridge offers participation in multiple clubs and organizations, which may be found [here](#).

VIII. Instructional Policies and Procedures

Criminal History and Sex Offender Background Checks and Fingerprinting

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. Criminal offenses may preclude a student from attending clinical rotations and prevent the student from meeting the program learning outcomes.

Fingerprinting by an approved resource (such as college police) is required by the Laurel Ridge nursing programs. Details of the fingerprinting process will be disseminated to students via the program leads or college representative. Fingerprints will be maintained in a secure file by the college or approved vendor and accessed if a security concern arises around an active student.

If there are new criminal charges pending against a student while enrolled in the nursing program, the student must report 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.

Compliance Tracking

Clinical site affiliations require that students show evidence of vaccinations and screenings including **Measles (Rubeola), Mumps, & Rubella, Varicella (Chicken Pox), Hepatitis B, Tetanus/Diphtheria/Pertussis (Tdap), COVID-19 series, and Influenza**. Students are also required to be certified in **Basic Life Support for Healthcare Providers** through the **American Heart Association**, submit evidence of a physical examination, carry **student nurse liability insurance**, and be fit-tested for an N-95 mask. These requirements, along with any others identified by the nursing program, will be tracked in the identified, secure vendor database. These requirements may change at any time, as prompted by clinical agencies. Students will be notified via Canvas for any change that deviates from those listed. Additional details are provided under "Health Insurance/Injury".

Students may elect to decline certain requirements above. However, it is important to note that clinical agency placement is contingent on these requirements and the student

may be unable to progress in their studies, should they elect not to participate.

Additional Considerations and Declinations:

1. Students may decline the COVID-19 vaccination/series utilizing the medical or religious exemption forms included as Addendums M and N. Students may be required to submit additional waivers of exemption for the COVID vaccine as required by clinical agency. Honoring exemption waivers is at the discretion of each clinical partner facility and may vary in their process.
2. Students may decline the Hepatitis B series, utilizing the declination form included as Addendum O.

Changes in Policy

Changes in policies and procedures may be necessary during your time in the nursing program and will be posted on Canvas and emailed. When possible, any policy change will be communicated at least two 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 Laurel Ridge Community College Academic Honesty Policy found in the Laurel Ridge Community College Student Handbook at: <https://catalog.laurelridge.edu/index.php>

Academic honesty is expected of all students. 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 Laurel Ridge Community College Academic Honesty policy will be followed. **All incidents will be reported via “See Something Say Something”**. Students can also report academic dishonesty by contacting their course instructor or by completing the “See Something Say Something” report. The link is: <https://LaurelRidgeCommunityCollege.edu/about-Laurel-Ridge-Community-College/office-of-financial-and-administrative-services/safe-and-secure-preventing-violence-and-protecting-academic-integrity-at-Laurel-Ridge-Community-College/>

Laurel Ridge Community College’s College Academic Honesty Policy can be found here: <https://laurelridge.edu/academic-honesty-pledge/>

Examples of academic dishonesty include but are not limited to:

- 1) Obtaining answers from another student before, during, or after examinations,

tests, quizzes, individual projects, worksheets, or case studies or any assigned work.

- 2) Knowingly helping another student before, during, or after examinations, tests, or quizzes (to include via social networking and/or email).
- 3) Obtaining/receiving test information regardless of the source. This includes taking pictures of questions/answers, not reporting that answers to test questions are visible, not reporting that classmates are sharing testing information. All reporting will be kept confidential when possible; or students can report the incident via "See Something, Say Something".
- 4) 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.
- 5) The unauthorized use of notes, books, calculators or other electronic devices, or any other sources of information during examinations when not permitted.
- 6) Obtaining an examination or test bank (whole or part) from any source including free online sources.
- 7) 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.
- 8) The utilization of computerized replicated care plans is prohibited and considered a form of plagiarism; proper citations referencing sources in APA format are required.
- 9) The fabrication or falsification of any data, i.e. – personal information, ID/Student badges, assignments, clinical paperwork.
- 10) For written assignments, students must cite references within the body of the paper in addition to having a reference page.

First offense

Consequences will be based on the situation and can range from a reduction in grade to being dismissed from the program.

Second offense

A grade of "F" will be assigned in the course and the student will face possible dismissal from the program.

Any student dismissed from the nursing program for academic dishonesty may be ineligible to re-apply to the nursing program or any health professions program at Laurel Ridge Community College.

Social Media

The use of social media (including, but not limited to: Twitter, FaceBook, YouTube, SnapChat, Instagram, etc) is prohibited during class and clinical. The student is prohibited to use any client or clinical agency data in any social media. Students who use client or clinical agency information on social media will be dismissed from the program and may be subject to legal liability. Negative or derogatory comments about Laurel Ridge Community College, programs, faculty or the nursing profession may result in disciplinary actions. The National Council of State Boards of Nursing has published NCSBN Social Media guidelines. Guidelines may be found here:

<https://www.ncsbn.org/347.htm>

Please review these guidelines-the AAS Nursing Program abides by the social media guidelines. The use of social media to disrupt the educational process in any way or to bully or threaten classmates is also forbidden. See Laurel Ridge Community College Code of Conduct at: <https://LaurelRidgeCommunityCollege.edu/current-students/college-policies/code-of-conduct/>

Withdrawal Policy: Nursing Courses and/or Program

The AAS Nursing Program follows the Laurel Ridge Community College guidelines for withdrawal from a course: <https://laurelridge.edu/drop/>

Students are encouraged to discuss their pending withdrawal with their course instructor and program lead to ensure that they understand the impact of withdrawal on their nursing education. 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. 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. Enrollment Form can be found here:

<https://LaurelRidgeCommunityCollege.edu/wp-content/uploads/2014/07/Enrollment-Request.pdf>

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 (in sequence) for each semester in the program of studies. This includes required co-requisites. Students are responsible for ensuring completion of their NSG courses and all co-requisites and electives, and may utilize their advisor as a resource to ensure appropriate progression.
 - a) The AAS Program Pathways can be found here for [Traditional](#) and

Advanced Placement Option.

- 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) First Semester Considerations:
 - a) Any student who fails an NSG course in the first semester must submit a Return Student Application to the nursing program. In addition to the application, students are required to write an action plan, as detailed by the program lead, which outlines their plan for success upon their return to their program.
 - b) Students who withdraw from NSG 100 or 106, must withdraw from the other course.
 - c) Students who withdraw from NSG 100 or 106 may continue in their NSG 200 course.
 - d) Students who fail NSG 100 or NSG 106 must submit a Return Student Application and repeat both courses upon return to program if space is available.

- 4) Final Semester Considerations:
 - a) Students who withdraw from NSG 252 or NSG 270 must withdraw from the other course and will repeat both courses upon their return.
 - b) If a student is successful in NSG 270 but not 252, they may repeat 252 in the summer immediately following without additional required action. If a student repeats NSG 252 the following spring, they are required to reenroll in NSG 270.
 - c) If a student is successful in NSG 252 but not 270, they may repeat NSG 270 in the summer immediately following without additional required action. If a student repeats NSG 270 the following spring, they are required to reenroll in NSG 252.

- 5) Students will be allowed one NSG course failure; upon the second NSG course failure, the student will be dismissed from the nursing program.

- 6) Students who withdraw from or are unsuccessful in completing NSG courses must attend an exit interview with the Program Lead to explore ways to make

their return to the nursing program successful.

- 7) Any returning student, who was previously unsuccessful in a nursing course, will be required to establish scheduled meetings with the Nurse Retention Specialist and/or designated faculty during the semester of their return and provide regular updates to the program lead of their progress.

Definition of Good Standing

A student is determined to be in “Good Standing” when the student has followed the AAS nursing pathway as recommended per progression policy above. A student must be in good standing with Laurel Ridge Community College to be eligible to return to the program after deferment. Students who wish to transfer into the Laurel Ridge Community College from another VCCS institution must also be in good standing with VCCS institution they are transferring from and must have documentation for status of good standing.

Clinical Hours Requirements

Students must meet all clinical and simulation requirements (objectives and hours) prior to graduation. Required hours per course are documented in this handbook – please see section “Clinical Hours by Course.” Each course clinical and simulation objectives and hours must be completed before student may progress in the program to further nursing courses. If all hours of simulation and clinical are not met by graduation then the student will be required to complete them to formally complete the program and take the NCLEX exam.

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 with a “C” or better. Students who do not

complete all nursing and general education courses as outlined in the nursing curriculum will not be eligible to progress to the following semester in the nursing program and may not be eligible to graduate on time. If a student has not completed all required courses with a “C” or better, they will need to withdraw from the nursing program and return the following year upon completion of the courses.

Health Insurance/Injury

Health insurance is **mandatory** for all nursing students while enrolled in the nursing program. Students are required 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. Students without health insurance will not be allowed to attend clinical and will be unable to successfully meet course requirements.

Mandatory Health Requirements - Additional Details

- 1) **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. A QuantiFERON TB Gold Test is an acceptable substitution for the PPD, and must also be completed annually.
 - a) 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.
 - b) 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.
- 2) **Flu vaccine** - A flu vaccine required yearly during flu season at most clinical agencies. The 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.
- 3) **Current BLS (CPR) Certification:** The Laurel Ridge Community College Nursing Programs require the American Heart Association BLS Healthcare

Provider course. **No other CPR course will be accepted.**

- 4) **COVID-19 Series:** Multiple clinical partners require evidence of a student being vaccinated against COVID -19. Acceptance of waivers for vaccines varies by clinical partner. Clinical partners definitions of fully vaccinated and acceptance of waivers will be communicated through the Clinical Coordinator. All clinical partners reserve the right to change their requirements for vaccine and acceptance of waivers as they feel necessary.

****If a student is unable or unwilling to receive any required vaccine, this may impact the student's ability to attend clinical. If the student is unable to attend clinical at established clinical facilities, the student may be unable to progress in their coursework and ultimately may be unsuccessful in the program. See appendices for key waiver docs including COVID-19 and Hepatitis B.*

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.
- 4) One class representative from each campus will serve as a voting member on the curricular advisory committee. This individual will be established by the program leads.

Classroom Policies and Procedures

Communication Between Student and Instructors

Students who experience challenges completing course requirements are encouraged to discuss these challenges with faculty as soon as possible to receive assistance.

Classroom Etiquette

Ear buds or headphones are not permitted in classroom, clinicals, simulation or laboratory settings.

Student Conference Form

The Student Conference Form can be found in [Appendix E](#). This form will be used to

document communication about concerns related to issues such as student behavior, grades, performance in skills lab, simulation or clinical, and any other occasion where a student is counseled. The issue of concern will be addressed, the expectations will be spelled out, required remediation will be outlined. A time frame for completion of the recommendations as well as consequences if the issue continues or the student does not meet the remediation requirements by the deadline will be included. Both the student and faculty member will have an opportunity to add comments, and both will sign the form. This form will be filed in the student's academic folder for the duration of their time in the nursing program.

Classroom Attendance

Attendance in the classroom setting is an important component of success in the AAS Nursing Program. Students who are absent from class are encouraged to notify the course instructor, preferably prior to class. Students are responsible for obtaining any assignments or content missed during the absence.

Zoom Etiquette

Instruction in the nursing program may be delivered via zoom meetings. In order for everyone to have a positive experience during these zoom meetings, there are recommendations and expectations for all participants.

Students are expected to stay engaged during zoom meetings. Having video enabled makes this easier. Professors will mute all participants in the meeting upon entry. If you would like to speak, you can unmute yourself or raise your hand.

Guidelines for Zoom Meetings:

- Mute your microphone.
- Sign in using your real name.
- If your microphone is unmuted, beware of background noise-loud TVs, barking dogs, shuffling papers, alerts on your computer or phone. These can all be distracting to other attendees.
- Mute yourself after you have spoken.
- Do not stay in bed during zoom meetings.
- Dress appropriately for a meeting. Zoom meetings can be much more casual, but please wear appropriate clothing.
- If you are having trouble with audio, you may have success by calling in to the meeting with a phone and using your computer for the video.
- Check your background if using video. Remember, participants can not only see you but whatever is around you. Remove anything that could be uncomfortable for others to see.
- Don't eat a full meal while attending a meeting. It's ok to have a small snack

(while muted) but other attendees will not appreciate watching you eat a whole meal.

- Try to sign in up to 5 minutes early. You may miss important information if you sign in late.

Assignment Policy

- 1) **In-Class assignments:** 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 the course instructor.
- 2) **Assignments due when a student is absent from class:** 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.
- 3) **Late Assignment Policy:** Assignments not received by the specified due date/time will receive a five points 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. Assignments received after 1 week will not be accepted.
- 4) All assignments must be completed per current APA guidelines. Refer to the APA Guidelines ([Appendix F](#)).
- 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.
- 7) Grade Appeals – any appeal of any graded assignment must be submitted within 14 days of when the grade is posted in the Canvas gradebook.

Grading Scale:

92-100 A
84-91 B
80-83 C
70-79 D (Failure)
0-69.99 F

Grading Scale: A grade of “C” (80%) or better is required to satisfy the AAS Nursing Curriculum: **Grades will not be rounded up**. An 80% is required to pass this course, therefore a **79.99 is not** a passing grade. 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. If a student does not meet expectations in lab/simulation/clinical, even if they have a passing grade in the course, they will fail the course with a grade of “F”.

Testing Policy

Tests – NSG Course Expectations

In all NSG courses students must achieve a minimum of an 80% for their test average for each course in addition to achieving, an 80% for their overall course grade. If a student has a “C” or better in the course but does not have a “C” or higher test average then the test average is the final grade for the course.

Missed Classroom Tests:

First missed test: 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’s responsibility to make arrangements to take the make-up test within the specified time limit.

Subsequent missed tests: If the student is absent from a subsequent test that absence will result in a zero grade for that test. Exceptions 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” once the test period is over. Only answers on the computerized test or scantron will be graded. Please be advised that instructors may choose to give a pop quiz or other assignment in-class assignments.

There will be no make-up opportunities for missed in-class assignments and pop quizzes. If a student is absent for a pop quiz or assignment, a zero will be assigned for the grade.

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

- 1) For any scantron tests and examinations, students are permitted to bring #2 pencils, a highlighter, and other materials requested by the instructor.
- 2) If the test is being conducted in the classroom, desks must be clear of items, and students may be asked by the instructor to bring their own device.
- 3) Belongings will be placed in the back of the classroom; cell phones must be turned off and will be collected prior to testing.
- 4) Any “smart” watch must be removed during testing and placed with cell phones prior to testing.
- 5) The student’s desk must remain clear of all materials and equipment.
- 6) Allowing use of earphone or headphones will be at the discretion of the instructor.
- 7) Students must remain seated for the entire class test period-even after they have completed the test. A break will be offered after testing is complete. For HESI testing and final exams, students may leave when the test is completed.
- 8) In the event of online tests, the following procedures will be followed:
 - a) Respondus lockdown browser or ExamSoft. Exemplify will be utilized for all tests.
 - b) For any note/calculations a whiteboard can be used (no paper) and the whiteboard will be erased on camera upon completion of the test.

Dosage Calculations Test

Med Calc tests will be done in NSG 106, NSG 115, NSG 210, NSG 170 & NSG 252. Testing for the 2nd, 3rd, 4th semester may be accommodated by the Testing Center. Students will be notified by instructors of where testing will take place.

Passing grades for testing would be as follows:

- a. Semester 1 = 90%
- b. Semester 2 = 90%

- c. Semester 3 = 90%
- d. Semester 4 = 90%

The grade on the 1st attempt test will go into grade book under the grading category for grades chosen by the instructor of the NSG course. The Med Dosage Calculation Test will not be credited to the "Test" Category. Attempts 2 and 3 will be pass/fail only according to the established passing grade for the semester.

The following testing guidelines will be followed across all semesters:

- Each test will consist of 20 questions across semesters.
- 60 minutes time cap for each test
- Students have a maximum of 3 attempts to obtain a passing grade on med calculation test. After a 3rd failed attempt the student must meet with the course instructor and Program Lead to discuss progression in the course.
- Remediation will be done with each failed test – this can be accomplished with assistance of course instructor, NRS, and Adjunct Faculty as needed.
- Students may NOT attend any clinical rotation for semester 2-4 until dosage calculation test has passing grade.

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. See *Appendix G* for the policy.

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.

- Semester 1: Level 1 HESI test X 2 (NSG 100)
- Semester 2: Level 2 HESI test X 2 (NSG 170)
- Semester 3: Level 3 HESI test X 2 (NSG 210)
- Semester 4: RN EXIT Exams X 2 (NSG 270)

HESI Grading

HESI testing will account for a percentage of the overall grade in each course that utilizes HESI testing. Grading will be as follows:

- 1) Students who meet or exceed the identified benchmark (850) on the level 1 HESI test and complete the HESI Remediation Packet will receive 100%.
- 2) Students scoring 850 or higher on the version 2 HESI test and complete the HESI Remediation Packet will receive 90%.
- 3) Students scoring less than 850 on version 1 and version 2 HESI but complete the HESI Remediation Packet will receive 80%.
- 4) Students who do not complete the HESI Remediation Packets, regardless of score, will receive a zero grade.
- 5) RN EXIT EXAM ONLY: This is your final assessment of readiness to take your NCLEX Exam. The exam length is longer than the previous tests, please allow ample time. Its data is valuable to help you prepare and continue to study after your classes are over.

There are two exit exams: HESI Exit Exam A and Exit Exam B.

If you score greater than 850 on HESI Exit B, you will receive 100%.

If you improve your score by 20% from HESI Exit Exam A to Exit Exam B, you will receive 100%.

If you improve your score by 10 %, from HESI Exit Exam A to Exit Exam B, you will receive 90%.

If your score on HESI Exit B is less than HESI Exit Exam A or you do not improve your score by at least 10%, you will receive 80%.

If you do not complete HESI Exit Exam A or Exit Exam B, you will receive a zero.

- 5) Final score for HESI Testing posts to course as grade once all components completed.
- 6) The Laurel Ridge Community College Nursing Program late policy will apply to all remediation plan submissions not received by the due date. See Late policy.

HESI Live Review Course

During the last week of your 4th semester, prior to graduation, you will be attending a three-day live review course to prepare for the NCLEX examination. Attendance is required and will be tied to a grade in NSG 270. Each day counts as $\frac{1}{3}$ of the total points for the attendance grade.

IX. 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.

Note: 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 Laurel Ridge Community College 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 is expected for all clinical/campus simulation/campus laboratories. A student may be assigned either an alternate clinical or simulation experience to make up missed clinical hours. If a student misses any campus lab/simulation/clinical, they must meet with the course instructor/ clinical coordinator/Program Lead and complete the Lab, Simulation or Clinical Absence Form within 2 business days (*Appendix H*).

Direct Patient Care Clinical Attendance/Simulation Attendance:

1. A student who misses one clinical day must notify the Clinical Coordinator and/or

Program Lead within two business days and will receive an assigned makeup date. If a student does not attend their scheduled makeup, they will not be able to meet course outcomes and will receive an “F” in the course. Students may present extenuating circumstances for consideration, in writing, to the program lead.

2. A student who misses more than one, scheduled clinical day will not be able to meet course outcomes and will receive an “F” in the course unless there are extenuating circumstances. *This includes any clinical in which the student has committed themselves, regardless of whether it was presented as a voluntary sign-up to make up clinical hours.*
3. Each clinical course has a set number of lab/simulation/clinical hours that a student must complete in order to meet course outcomes, as denoted in Appendix P.
4. Precepted clinical experiences follow specific guidelines detailed in the Laurel Ridge AAS Nursing Preceptorship Handbook, which is driven by the Virginia Board of Nursing. Please reference this handbook during any precepted experience. A precepted experience is any clinical experience in which a student is assigned to a clinical agency staff nurse, as opposed to being overseen by a Laurel Ridge faculty member who is physically on site and directing student activities.

Note: The course and/or clinical instructor, program leads, and clinical coordinator reserve the right to restrict a student from attending direct client care experiences if there is a concern for safe client care.

Laboratory Attendance:

1. A student who misses one lab day must meet with the instructor/clinical coordinator/Program Lead within two business days of the absence and receive an assigned makeup date. If a student does not attend the scheduled makeup date, they will not be able to meet course outcomes and will receive an “F” in the course.
2. A student who misses more than one day will not be able to meet course outcomes and will receive an “F” in the course.
3. A student who is late/absent from laboratory experiences must demonstrate all missed learning competencies validated by instructor evaluation prior to performing in clinical where direct client care requires the competency.

General Guidelines for Attendance in Clinical/Simulation/Campus Laboratory

1. If a student is absent from laboratory/simulation/clinical for any reason, the instructor for that experience **must** be notified by email AND any other notification method specified by the instructor. Notify the instructor in advance of the absence if possible. The Clinical Coordinator must be notified as well.
2. In the event of inclement weather, if a student feels it is unsafe to travel, the student must follow the notification process above and will be required to make up the day without penalty.
3. A student who arrives late for a skills lab, simulation, or clinical learning experience will receive a "below expectations" for professionalism on the clinical evaluation for that day. A student who arrives more than fifteen (15) minutes late or is tardy on two (2) or more instances will not be allowed to attend the learning experience. If a student is dismissed, they will be considered absent, and the Attendance policy applies.
4. The Nursing Program seeks to support a student who misses time due to civic responsibilities (e.g., jury duty or military service). However, this student must consult with the Program Lead in advance.
5. Extenuating circumstances will be evaluated on a case-by-case basis by the Program Lead and the Course Instructor. Documentation may be required.
6. Ear buds or headphones are not permitted in classroom, clinicals, simulation or laboratory settings.

Campus Lab Requirements

Scheduled course laboratory experiences are mandatory as a part of the nursing program.

1. Students are required to wear scrubs and college student ID badges in the laboratory.
2. Faculty and adjunct instructors are available to help reinforce skills. The student may request an appointment with appropriate faculty for additional laboratory instruction.
3. It is recommended that students review laboratory skills on their own time.
4. Ear buds or headphones are not permitted in classroom, clinicals, simulation or laboratory settings.

5. Follow any posted lab and/or simulation guidelines.

Clinical Information

- 1) **Orientation:** Clinical faculty are 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. **Students who do not complete facility specific clinical orientation and immunization requirements by the due date will not be allowed to start clinical on time. Students who attend clinical without proper orientation or clearance will not be able to count hours attended and will incur a clinical absence for unauthorized clinical day.**
- 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 copy of their skills list in their possession AT ALL TIMES in clinical. Students who do not have either a paper or electronic copy of their skills list during clinical will be dismissed, and the clinical absence policy applies.
- 3) **“Never Do”** there are certain skills that nursing students should never perform. A list of these skills can be found in [Appendix I](#) of the handbook. The skills in bold are facility specific. Students are responsible for knowing what is allowed at each clinical facility.
- 4) **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, and students will be dismissed from the experience. The AAS Nursing Program follows the Laurel Ridge Community College policy for Proscribed Conduct found in the Laurel Ridge Community College Catalog and Student Handbook.
- 5) **Electronic Devices:** Use of unauthorized electronic devices or accessing unauthorized websites is not permitted in the clinical setting. Any student in violation of this will be dismissed from the clinical setting.
- 6) **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.

- 7) **Student or Faculty Who Are Patients:** Students are not permitted to care for (or be assigned) fellow students or Laurel Ridge Community College faculty in any clinical setting.
- 8) **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.
- 9) **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.
- 10) **Absence due to Health Conditions:** Students who miss 3 or more consecutive days of clinical due to a health condition 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.
- 11) If any of the above items are not adhered to, the clinical evaluation for the day will reflect “below expectations” in specific areas.
- 12) Each student is responsible for keeping track of their clinical schedule.
- 13) **Trajecsys** – students will use Trajecsys to track all clinical, simulation, and lab experiences. It is the student’s responsibility to log into the appropriate experience, location, and instructor for all clinicals, simulations, and labs. Forgetting to log in or inappropriately logging into incorrect settings or instructor may result in the clinical hours not counting toward curriculum hours.
- 14) Students may not be in a clinical setting in the capacity of a student or representative of Laurel Ridge Community College at unassigned times or remain on the clinical unit without his/her instructor's presence.
- 15) Students are not permitted to contact patients outside of the scheduled clinical experience nor have patients contact them.
- 16) Students who are asked by the clinical facility not to return must meet with the Program Lead immediately.

- 17) A student will be dismissed from the clinical facility by the faculty member if patient safety is a concern.
- 18) Students who are dismissed from the clinical facility for any reason will meet with the Program Lead. Documentation from the clinical instructor and/or clinical facility will be collected prior to the meeting. The student will have an opportunity to respond verbally and in writing and to follow the Laurel Ridge Community College grievance policy. Students who are not allowed to return to a clinical facility will not be able to meet course objectives and will fail the course.
- 19) Students are expected to be professional in their comments, behavior and communications while representing Laurel Ridge Community College.
- 20) Any student in violation of any of the above is required to meet with the clinical instructor and/or Program Lead for discussion and a written plan of action.

Clinical and Simulation Hours in Each Course -Traditional Students

	COURSE	CLINICAL HOURS	SIM HOURS	Total Clinical/Sim Hours
SEMESTER 1	NSG 100	32 OLDER ADULT	2	45
	NSG 200	5 HEALTH PROMOTION*	6*	
	NSG 106		2*	
SEMESTER 2	NSG 152	38 Total 5 COMMUNITY 33 MED/SURG	7	45
	NSG 170	68 MED/SURG	15	83
SEMESTER 3	NSG 210	75 Total 16 MOM/BABY 16 PEDS 43 MED/SURG	9	84
	NSG 211	84 Total 16 MENTAL HEALTH 68 MED/SURG	6	90
SEMESTER 4	NSG 230	0	4*	
	NSG 252	0	8*	
	NSG 270	168 Total 48 MEDSURG 120 PRECEPTORSHIP	0	180
TOTAL			59	527

Note:

This table details in which course you will complete simulations and/or clinical hours to align with concepts each semester. Some of the hours may be tied to different courses in the catalog, and are marked with a *.

Clinical and Simulation Hours in Each Course - APO Students

	COURSE	CLINICAL HOURS	SIM HOURS	Total Clinical/Sim Hours
Credit for Prior Learning				125
SEMESTER 1	NSG 115	32 MED/SURG	22	65
	NSG 200	5 COMMUNITY*	6*	
SEMESTER 3	NSG 210	75 Total 16 MOM/BABY 16 PEDS 43 MED/SURG	9	84
	NSG 211	84 Total 16 MENTAL HEALTH 68 MED/SURG	6	90
SEMESTER 4	NSG 230	0	4*	
	NSG 252	0	8*	
	NSG 270	168 Total 48 MED/SURG 120 PRECEPTORSHIP	0	180
TOTAL			55	544

Note:

This table details in which course you will complete simulations and/or clinical hours to align with concepts each semester. Some of the hours may be tied to different courses in the catalog, and are marked with a *.

Student Identification Badges

Students are required to have a Laurel Ridge Community College ID badge stating they are an AAS Nursing Student every semester while enrolled in the nursing program. ID badges are made at the police desk on the Middletown and Fauquier Campuses. The Laurel Ridge Community College 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. Laurel Ridge Community College ID badges must be updated every semester. If an ID badge is lost, report this to college security immediately. Students without ID badges at clinical will be sent home and the absence policy applies. Students who withdraw or are dismissed from the program are required to surrender their Laurel Ridge Community College 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 is a scrub top and bottom in Pantone 311 or 312 with the appropriate patch sewn three finger breadths below shoulder seam onto the left sleeve and centered. A warm-up jacket either Pantone 311 or 312 or white may be worn with the uniform, with the appropriate Laurel Ridge Community College patch sewn on the upper left arm. Black or white long or short sleeve shirts or tops may be worn under the uniform.
- 2) Shoes must be entirely leather or vinyl. No cloth allowed on shoes (permeable fabric). Shoes must be clean, 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 may not be permitted by some clinical partners. They may need to be removed prior to clinicals. Clear space holders will be allowed. Clinical instructors will provide guidance per clinical partner.
- 8) Tattoos may need to be covered depending on the facility and unit. Clinical instructors will advise when this is necessary.
- 9) For clinical rotation or patient care activities, hair should be secured away from the face and confined to prevent it from falling into sterile fields, patient wounds, or medical equipment. Be prepared to adjust your hairstyle based on the specific requirements of different clinical settings or patient care activities.
- 10) Male students will maintain a clean, neat, trimmed beard and mustache.
- 11) The student may be required to display evidence of current flu vaccination per the clinical facility policy. Some facilities may require flu vaccine in order to attend clinical. 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.
- 12) Dress/Uniform requirements for the mental health rotation vary from other clinical experiences. Uniform requirements will be covered prior to the mental health rotation.
- 13) Students wearing their nursing uniform are representing Laurel Ridge Community College and are expected to follow all Laurel Ridge Community College student code of conduct policies even when outside of class or clinical.

Uniforms may be donated to the Laurel Ridge Community College Nursing department upon graduation. Donated Uniforms will be sold to incoming

students and all proceeds are donated to the Tonya Bock Emergency Fund.

More information regarding the fund may be found here:

<https://LaurelRidgeCommunityCollege.edu/financial-aid/scholarships/emergency-scholarships/>

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 meet expectations on all clinical assignments. If an assignment does not meet expectations, the assignment must be redone and submitted within three days of when the student received feedback on their assignment. A clinical assignment may have to be redone multiple times in order for a student to show competency. Late assignments will affect a student's clinical evaluation.

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 "Satisfactory" or "Unsatisfactory". If a student earns a "Unsatisfactory" in any competency during a clinical day, the clinical instructor will notify the student before the clinical day ends. If a student receives a "Unsatisfactory" in any two competencies in one day, or two "Unsatisfactory" in the same competency on different days, the clinical faculty and student will complete a plan for remediation on the Student Conference Form (Appendix E). At the end of a rotation, the earned number of "Satisfactory" 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 evaluations will be averaged to ensure the student meets expectations at least 80% of the time for the semester.

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 E) 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.

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: <https://www.hhs.gov/hipaa/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:

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

Exposure/Injury Protocol

Significant Exposures Include:

- 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.
- 4) The student will complete a Laurel Ridge Community College "Unusual Occurrence Report" (*Appendix J*) and submit it to the clinical instructor for signature, follow-up and submission to Program Lead.

Student Grievance Policy:

Please see the following link regarding Laurel Ridge Community College policy for Student Grievances: <https://intranet.LaurelRidgeCommunityCollege.edu/wp-content/uploads/2013/06/Student-Grievance-Procedures.pdf>

Appendices

Appendix A: Department of Education Information and Signature form

Pursuant to United States Department of Education (US DOE) regulation 34 CFR 668.43 (a) (5) (v), the Laurel Ridge Community College Associate of Applied Science in Nursing (AAS) program provides the following information for all prospective and current students:

The **Laurel Ridge Community College** AAS program meets all Virginia Board of Nursing requirements for pre-licensure nursing education programs in the Commonwealth of Virginia. In addition, the **Laurel Ridge Community College** AAS program meets all requirements for nationally recognized accreditation by the Accrediting Commission for Education in Nursing.

The Commonwealth of Virginia participates with 32 other states in the National Council of State Boards of Nursing (NCSBN) National Licensing Compact (NLC) to allow nurses licensed in one state to provide nursing care across state lines in other compact states. The Uniform Licensing Requirements (ULRs) are found at: https://www.ncsbn.org/NLC_ULRs.pdf.

States currently in the NLC are found at: <https://www.ncsbn.org/nlcmemberstates.pdf>. Prospective and current students are strongly encouraged to evaluate all state requirements in jurisdictions where they intend to practice nursing. A list of all state requirements is found at: <https://www.ncsbn.org/14730.htm>.

Laurel Ridge Community College has not determined if the AAS program meets the requirements of any other states.

This statement serves to meet the USDOE regulation until further notice.

Student signature

Date

Appendix B: Release of Information Form

It is necessary at times for student information to be shared with nursing faculty, nursing students, and clinical facilities. This information includes, but is not limited to, student VCCS email, student phone number, immunization status, CPR certification, etc.

Please see the options below and initial to give permission or deny permission to share this information.

_____ I give permission for the Laurel Ridge Community College nursing program to share information as necessary to nursing students, nursing faculty, and clinical facilities.

_____ I give permission for the Laurel Ridge Community College nursing program to share information as necessary to nursing students, nursing faculty, and clinical facilities. I understand that if this information is not shared, my ability to attend clinical at certain facilities and my ability to access computer information may be affected. I also understand that if my information is not shared in a clinical phone tree, I may not receive information about clinical cancellation or adjustment in a timely manner. Successful completion of a course includes meeting all clinical objectives. Failure to meet clinical objectives will impact a student's success and ability to progress through the program.

This form will be in effect for the duration of student enrollment in the Laurel Ridge Community College nursing program.

Print student name

Student signature

Date

Appendix C: Admission Folder Student Review 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 Laurel Ridge 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 D: Academic Folder Student Review 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:
Program
Campus

- 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 E: 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 F: APA Format Guidelines

APA Required Elements

This is a list of the key elements of APA 7th edition. The Laurel Ridge Community College AAS Nursing Program does not require students to follow 100% of the APA format but they are required to include the following in their papers. Please read the below guidelines carefully.

See: <http://Laurel Ridge Community College.libguides.com/citation?hs=a&qid=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 font, 1” margins on all sides
- A variety of fonts are now deemed acceptable, Times New Roman preferred
- Title page and reference page do not count towards page limits
- Use a single space after a period (no longer two)
- 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.
 - The singular “they” or “their” is endorsed as a gender-neutral pronoun
 - 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
 - Descriptive phrases such as “people living in poverty” are preferred over adjectives as nouns to label people (e.g., “the poor”)

- o Instead of broad categories “over 65 years old” you should use exact age ranges “65-75” that are more relevant and specific.
- Abbreviations
 - o Always define abbreviations the first time they are used in your paper

Title Page Requirements: Contents of the title page should be **Bold** font and centered, 3 – 4 double-spaces from the top line of the page.

Title page should include:

- **Title** - Full title
**Insert one additional, blank double-space before your name.
- **Your name**
- **School** - “Nursing, Laurel Ridge Community College”
- **Course** - Course number followed by course name; upper- and lower-case; use format from institution (e.g., NUR100 Scholarly Inquiry)
- **Instructor’s name**
- **Date** - written month, then numbered day and year (e.g., November 1, 2019)

Running Header:

Requirements

- The running head of the title page no longer includes “Running head - PAPER TITLE”
- Insert the page number **only**, flush to right margin; Use automatic page-numbering function (so it will be automatically added to each page)

Headers:

Requirements

- The start of each section should have a header. Section headers are in **Bold** font and centered (e.g., **Abstract, References**) Do not use “Introduction” as a heading

- Body of paper - Starts on a new page. (Page 2 or page 3, if abstract is included). Title of the paper, centered and in **Bold** font on the first line of the page

Citations in text:

Requirements

- Author's last name and year of publication should appear in any citation
- All *citations* with more than 2 authors cite as (Author 1 et al., date)
- 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 Laurel Ridge Community College Academic Honesty Policy.

References:

Requirements

- References should be listed in alphabetical order
- Journals - Author. (Date). Title of article. Title of Periodical, #(#), #-#. DOI or URL
- Newspaper/Magazine - Author. (Year, Month, Day). Title of article. Name of newspaper or magazine. <http://xxxxxx>
- Last names and initials for up to 20 authors (instead of 7) should be included in the *reference* list
- Issue numbers are now included for all journals
- DOIs are formatted as urls (<https://doi.org/xxx>)
- URLs are embedded directly in the reference, without being preceded by "Retrieved from"

- 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
- Reference page starts on a new page. Center the word “References” in **Bold** font on the first line of the page.
- The first line of the reference is not indented, all following lines are indented (use tab key)

Appendix G: HESI Remediation Policy

Laurel Ridge COMMUNITY COLLEGE

NURSING PROGRAM HESI REMEDIATION POLICY

Following standardized Specialty and Exit Exams, students are required to remediate and complete the remediation requirements dependent on each individual student's level of risk for success in the program and on NCLEX. Students with lower scores require more intense remediation.

All students must complete a HESI Remediation Packet as assigned by the specified due date. Students receive their Exam reports and correlating online remediation after completion of the exam.

Students should be advised to purchase a HESI notebook with dividers to keep track of their test results for each course, study notes, and HESI resources.

HOW TO ACCESS YOUR REMEDIATION:

- Go to: <http://evolve.elsevier.com/studentlife/>
- Click on "HESI" tab
- Under Get Started: you will find several links. Please review these links and this will tell you how to access your remediation for your HESI exams.
- TECHNICAL SUPPORT HESI/EVOLVE: CALL 1-800-222-9570

Appendix I: AAS Student Clinical Guidelines

Laurel Ridge Community College Nursing Students Will NEVER Do:

Administer medications or perform any invasive procedure unless supervised by a clinical instructor or designated preceptor.	Clinical instructors must always be at the bedside when a student is administering medication
Enter or sign physician orders.	Initiate or change the rate of the following IV fluids: TPN, Heparin, Insulin, PCA therapy, epidural therapy, Oxytocin, Magnesium Sulfate, Cardizem, Dopamine, Amiodarone or other titratable drips.
Accept verbal or telephone orders	Hold medication keys, PCA keys, or other facility keys/ access cards
Admit/discharge of patients.	Administer emergency IV push medications.
Obtain laboratory blood specimens from ANY peripheral or central access device except when starting an IV.	Hang blood and/or blood products
Initiate, manage or disconnect hemodialysis or peritoneal dialysis treatments and/or catheters	Witness or co-sign medication wasting.
Be utilized as second RN (co-signature) under any circumstances.	Administer/monitor chemotherapy
Discontinue or change central line dressing or removal to include Peripherally Inserted Central Catheters (PICC), midlines, or other central access devices.	Time critical medications must be given within a 30-minute timeframe. If unable to do this, the nursing staff will give the medication
Management of Chest Tube Drainage Devices (including troubleshooting, stripping, etc.).	
Participate in resuscitation efforts other than initiating Code Blue Protocol and providing CPR measures until relieved by Code Blue team.	
Cardioversion/Defibrillation/External pacing of patients.	
Disclose test, imaging, or laboratory results with patients, families or their support people.	
FACILITY SPECIFIC RULES	
<i>Items in bold with * are items that are facility specific. Clinical instructors and students are expected to know the policy regarding students at each facility and follow accordingly.</i>	
No more than 2 attempts at an IV start. *	Add IV additives to main IV line (KCL, heparin, insulin, etc). *
Be responsible for the first 15 minutes of assessment after hanging blood products. *	Administer any medication using a central line including PICC lines. *
Assess or document suicide risk. *	Flush a central line (including PICC). *
Apply or document restraints. *	Transport patients to tests or to their vehicles for discharge UNLESS the patient is walking independently. *
Access central line/PICC/portacaths. *	Administer any medication that requires 2 RN signatures (insulin, heparin). *
Administer ANY medication to patients under the age of 5 years. *	Administer high risk medication to pediatric patients. *

Appendix J: 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 K: VCCS Statement on Mandatory Vaccinations

Laurel Ridge Community College recognizes the individual rights to self-determination and decision making for all individuals with regard to public health immunization and vaccination recommendations. Laurel Ridge Community College strongly supports immunizations and vaccinations to protect the public from highly communicable and deadly diseases such as measles, mumps, diphtheria, pertussis, influenza, and the coronavirus for its students and employees. Furthermore, the Centers for Disease Control and Prevention (CDC) and the Advisory Committee on Immunization Practices (ACIP) recommend that all eligible individuals receive immunizations and vaccinations against preventable diseases. All health professional program students should be immunized and vaccinated according to current recommendations by the CDC and the Association for Professionals in Infection Control and Epidemiology (APIC).

Although Laurel Ridge Community College does not require all health professional students to be vaccinated with the COVID-19 vaccine to be admitted into a restricted admissions health program, the vaccination (and other immunizations and vaccinations) may be required by our clinical facilities in order for our students to enter these facilities. A clinical facility's decision to mandate the COVID-19 vaccine or other vaccines and immunizations is independent of Laurel Ridge Community College.

Laurel Ridge Community College faculty and students must comply with the policies required by clinical facilities with which we have legal agreements. If a student refuses to comply with a clinical facility immunization and vaccination requirement, Laurel Ridge Community College will attempt, but cannot guarantee, to assign a student to an alternative clinical facility. A student will be placed in an alternative location only if it meets the educational objectives of Laurel Ridge Community College and program requirements for clinical placement. Faculty also must be available to appropriately supervise students at the clinical facility. **Refusal to comply with a clinical facility immunization and vaccination requirement by a student in our health programs may impede your progress in the program or your ability to remain in the program.**

Your signature below acknowledges that you have read and understand that by enrolling in this program, you may be required to complete clinical experiences in facilities that mandate immunizations and vaccinations. If you choose not to receive an immunization or vaccination required by a clinical facility, one of the following actions may happen:

- You may be able to be assigned to another clinical facility if one is available;
- You may not be able to be assigned to another clinical facility because there is

no other clinical facility for the specific educational requirement available in the area; or

- If there is not another alternative clinical facility, due to the clinical facility requirements and the inability to assign you to another clinical facility, you will be unable to continue in the program, or you must postpone your continued enrollment in the program until such time you are able to fulfill all requirements of the program and clinical experiences.

Name

Date

If the student is less than 18 years of age, the following section must be completed:

My child/ward is under 18 years of age and I am hereby providing permission for him/her to participate in this program, and I agree to be responsible for his/her behavior and safety during this event.

Student's Name

Parent's or Guardian's Signature/Date

Appendix L: VCCS Religious Exemption to COVID-19 Vaccine

Student Name: _____

College ID: _____

Date of Birth: _____

The College will grant an exemption to the vaccine requirement when a student's sincerely-held religious beliefs preclude vaccination. Please describe below why your sincerely-held religious beliefs preclude you from receiving the COVID-19 vaccination. Add extra pages as necessary.

This exemption is only valid for the clinical rotations for the 2021-2022 academic

year. As a student with this exemption, I understand and certify:

- I will comply with the COVID-19 requirements set by the facility.
- I will not go to the facility or campus if I believe that I have been exposed to COVID-19 or have tested positive for COVID-19. I will self-isolate until I receive a negative COVID-19 test.
- I certify that the information I have provided for this request is accurate to the best of my ability, and understand that I may be subject to disciplinary action if I provide false information.

Student Name: _____

Student ID: _____ Date: _____

Signature (parent/guardian if student is under 18):

Appendix M: VCCS Medical Exemption to COVID-19 Vaccine

Student Name: _____

Student ID: _____

Date of Birth: _____

I certify that administration of the COVID-19 vaccine(s) would be detrimental to this student's health. The COVID-19 vaccine(s) is (are) specifically contraindicated because (please specify):

The contraindication is (please check):

_____ Permanent

_____ Temporary and expected to preclude immunizations until (date) ___/___/___.

Healthcare Provider Information:

Signature of Medical Provider: _____

Printed Name of Medical Provider: _____ Date: _____

Address: _____ Phone: _____

Appendix N: Hepatitis B Vaccine Declination Statement

Student Name: _____

College ID: _____

Date of Birth: _____

This Form must be filled out when a student who is designated to receive the Hepatitis B vaccine decides not to have the vaccination. The completed form should be placed in the student's records and retained according to LFCC record retention policies.

I understand that participation in this program can involve exposure to blood or other potentially infectious materials and that I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been advised to be vaccinated with Hepatitis B vaccine. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease.

Print Student Name: _____

Student ID: _____ Date: _____

Signature (parent/guardian if student is under 18):

Appendix O: Curriculum Plan and Clinical Hours Requirements

18VAC9027100. Curriculum for direct client care: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.dhp.virginia.gov/media/dhpweb/docs/nursing/leg/NursingEducation.pdf>

Appendix P – ACKNOWLEDGEMENT OF THE RISK FORM

I agree that as a participant in the _____ at _____ associated with _____ Community College (the “College”) scheduled for _____ to _____, I am responsible for my own behavior and well-being. I accept this condition of participation, and I acknowledge that I have been informed of the general nature of the risks involved in this activity, including, but not limited to slips and falls, needle pricks, and contracting diseases such as COVID-19, also known as the coronavirus disease.

COVID-19 is a pandemic of respiratory disease that spreads from person-to-person. COVID-19 can cause mild to severe illness; most severe illness occurs in older adults. Nevertheless, people of all ages with severe chronic medical conditions including, but not limited to, heart disease, lung disease, and diabetes are also at a higher risk of developing serious COVID-19 illness. Healthcare workers caring for patients with COVID-19 have a higher risk of exposure and I understand that the clinical facility may have patients recovering from COVID-19. At this time, there are three vaccines approved by the U.S. Food and Drug Administration (FDA) approved for emergency use that may prevent people from getting COVID-19.

Symptoms of COVID-19 include fever or chills cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, and diarrhea. Reported illnesses range from very mild (including some with no reported symptoms) to severe, including death. If I feel sick, I agree not to go to the clinical facility and that I will stay home, except to receive medical attention if necessary. I also agree to take all necessary precautions recommended by the Centers for Disease Control and Prevention, including but not limited to, wearing a mask, staying six feet apart from others, washing my hands thoroughly and often, and avoiding crowds.

I agree to abide by any and all specific requests by the College and the clinical facility for my safety or the safety of others, as well as any and all of the College’s and the clinical facility’s rules and policies applicable to all activities related to this program. I understand that the College and the clinical facility reserve the right to exclude my participation in this program if my participation or behavior is deemed detrimental to the safety or welfare of others.

In consideration for being permitted to participate in this program, and because I have agreed to assume the risks involved, I hereby agree that I am responsible for any resulting personal injury or illness which may occur as a result of my participation or arising out of my participation in this program, unless any such personal injury or illness is directly due to the negligence of the College and/or the clinical facility. I understand that this Acknowledgement of Risk form will remain in affect during any of my subsequent visits and program-related activities, unless a specific revocation of this document is filed in writing with _____, at which time my visits to or participation in the program will cease.

I have read and understand the risks involved in participating in a clinical education program at a clinical facility during this pandemic. I understand that I have the option to postpone any clinical placement without academic penalty. I also understand that I must complete the requisite number of clinical hours to complete the health professional academic program in which I am enrolled. If I choose to postpone any clinical placement, I understand that my progression within the health professional academic program will be delayed.

In case an emergency situation arises, please contact (name) at (phone number).

I acknowledge that I have read and fully understand this document. I further acknowledge that I am accepting these personal risks and conditions of my own free will.

_____ I represent that I am 18 years of age or older and legally capable of entering into this agreement.

_____ Participant's signature

_____ Date

_____ Address

If participant is less than 18 years of age, the following section must be completed: My child/guardian is under 18 years of age and I am hereby providing permission for him/her to participate in this program, and I agree to be responsible for his/her behavior and safety during this program.

_____ Child's Name

_____ Address

_____ Parent's or guardian's signature

Appendix Q - History & Physical Form

[History & Physical Form 06072024 - RN Program](#)

Appendix R: Signature Page to the Nursing Student Handbook

2024-2025

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 Laurel Ridge 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.LaurelRidgeCommunityCollege.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 _____

Appendix S: Faculty and Staff

Administrative and Support Staff:

Kim Blosser, EdD
President

Johanna Weiss, PhD
Vice President of Academic and Student Affairs

Craig Santicola, PhD
Dean of Professional Programs

Caroline Wood, EdD
Associate Vice President, Student Services and Academic Support

Christopher Coutts, PhD
Provost, Fauquier Campus

Kristina Simpson, MSN-Ed, RN, FCN
Director of Health Professions and ACEN Nurse Administrator

Vacant
Nurse Retention Specialist

Carole Garrett
Health Professions Administrative Assistant

Emily Lloyd, BSN, RN
Nursing Clinical Coordinator

AAS Program Faculty:

Kellie Anderson, MSN, RN, MEDSURG-BC
Assistant Professor of Nursing, AAS Nursing Program Lead, Middletown

Mary Catts, MSN, BSN, RN
Assistant Professor of Nursing, AAS Nursing Program Lead, Fauquier

John Hammer, MSN-Ed, RN, NRP
Assistant Professor of Nursing

Amanda Hodges, PhD, RN
Assistant Professor of Nursing

Elizabeth Marshall, MSN, RN
Associate Professor of Nursing

Kathryn Regula, MSN, RN, MA
Associate Professor of Nursing

Connie Reilly, MSN, RN
Assistant Professor of Nursing

John Sykes, PhD, RN
Assistant Professor of Nursing