VIRGINIA WESTERN

Associate of Applied Science in Nursing (RN) Program

A Pre-licensure RN Program

Nursing Student Handbook 2024-2025

The student handbook includes the Virginia Community College System's common curriculum and policies for all AAS Nursing programs.

Nursing Faculty Review and Adoption: April 2024

Virginia Western Community College
School of Health Professions
Associate of Applied Science (AAS) in Nursing, Pre-licensure RN Program
The Fralin Center for Science and Health Professions
3091 Colonial Ave. SW, Roanoke, VA 24015

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Introduction

Dear Nursing Student,

Welcome to the AAS (pre-licensure RN) Nursing program! The nursing student handbook presents information and policies of Virginia Western's Associate of Applied Science in Nursing Program (AAS Nursing Program). All enrolled students are subject to the current handbook. You will be asked to sign a statement annually that verifies you have read its contents and agree to comply with the terms and conditions contained herein while a student in the nursing program.

It is important to understand that a career in nursing requires discipline, commitment, mature behavior, a professional attitude, and responsible decision-making. All program participants need flexibility to meet the rigorous requirements of the nursing program. Prepare for unexpected changes that may require adjustments to your schedule to meet program requirements. Clinical, lab, or class hours scheduled during evenings, nights, or weekends are possible.

If you have challenges, please consult your nursing faculty advisor, course instructors, or the nursing program director for assistance. The nursing faculty team partners with students to support their acquisition of knowledge, skills, attitudes, and abilities to become competent nurses. We look forward to working with you to accomplish your educational goals.

Virginia Western AAS Nursing Program,

Nursing Faculty Team

Virginia Western Notice of Non-discrimination
[Notice of Non-Discrimination – Legal & Policies – Virginia Western Community College](#)

Virginia Community College System and Virginia Western Community College promote and maintain equal opportunity employment and educational opportunities without regard to race, color, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth or related medical conditions, including lactation, age (except when a bona fide occupational qualification), status as a veteran, national origin, or other non-merit factors.

Harassment of an individual or group on the basis of race, color, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth or related medical conditions, including lactation, age, status as a veteran, national origin, or other non-merit factors has no place in a learning or work environment and is prohibited. For additional information regarding Virginia Western's policies related to non-discrimination and harassment, please review our **I-46 Policy on Harassment**, our **Title IX webpage**, and college policy **I-26 Students with Documented Disabilities**. For additional information about prohibited student conduct, please review our **I-21 Policy on Student Conduct**. If you would like to file a report of discrimination, please follow the procedures outlined in our **I-19 Student Grievances Policy**. If this report of discrimination pertains to gender or sex-based discrimination, please follow the reporting procedures outlined in our **I-46 Policy on Harassment**. In accordance with our **I-12 General Admissions Policy**, Virginia Western is an open-access institution offering career and technical programs in education, healthcare, public service & safety, mechatronics and logistics and transportation.

Some of Virginia Western's career and technical programs offer admission based on selective criteria through a separate application process or through special conditions that are non-discriminatory. Virginia Western's selective admission career & technical programs are:

- Computed Tomography (CT) Imaging
- Dental Hygiene
- Magnetic Resonance Imaging (MRI)
- Medical Laboratory Technology
- Nursing (AAS)
- LPN to Nursing (AAS) Bridge Program
- Phlebotomy
- Physical Therapist Assistant
- Practical Nursing (LPN)
- Radiation Oncology
- Radiography
- Surgical Technology (AAS)

Disability Counselor/ADA Coordinator/Title IX Coordinator
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Mission for the Concept-Based Curriculum

The mission of the Virginia Western nursing program is to provide affordable, community-accessible quality nursing education. The program prepares 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 Virginia's citizens.

Philosophy - Concept-Based Curriculum

The Virginia Western nursing faculty ascribes to the core competencies for nursing and nursing education. While firmly based on 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 patient-centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family and healthcare team members. The nurse displays a spirit of inquiry by examining evidence to improve the quality of care, promote safety, and improve patient outcomes. Nursing judgment is integral to making competent decisions about providing safe and effective nursing care. Information management essential to nursing care is communicated via various technological and human means.

Other theories that guide the nursing program curriculum, policies, and practices:

Adult Learning Theory and Assumptions by Dr. Malcolm Knowles The Six Principles of Andragogy (Malcolm Knowles) (helpfulprofessor.com)	Nursing program assignments and policies are based in part on the following assumptions: Adults enjoy learning and evaluating their learning needs, including progress toward personal goals. Adults learn from experience and build from past knowledge. Adults are self-directed, motivated, and accountable for their learning.
Clinical Nursing Theory By Dr. Patricia Benner Benner's From Novice to Expert - Nursing Theory (nursing-theory.org)	Nursing program semesters are organized and "leveled" to reflect increasing difficulty that allows students to build on past knowledge as they learn to exercise clinical judgment in the safe care of patients.
Quality and Safety in Education in Nursing	QSEN competencies are found in the nursing program course objectives and end-of-program student learning outcomes, which

QSEN Competencies	QSEN	guide the student's progress in the program and the curriculum evaluation process.
American Nurses Association (ANA) Code of Ethics View the Code of Ethics for Nurses	ANA (nursingworld.org)	Faculty model the ethical standards in the 9 Provisions of the ANA Code of Ethics. The nursing program and faculty seek to establish a culture of trust where students and faculty partner in a collaborative effort to learn, practice, and promote the professional practice of nursing.

Shared Beliefs

AAS Nursing Program faculty are dedicated to improving the health of our community through the development of future nurses who are distinguished as safe, competent professionals dedicated to the highest standards of care. Faculty believe in the potential of adults to learn and master new knowledge. To that end, faculty engage students in classroom, lab, and clinical settings to help students apply and master new knowledge necessary to prepare them for the nursing profession. Faculty believe lifelong learning is required of all nurses who have stewardship in the care of our community. Students are encouraged to acquire a firm educational foundation for practice that continues throughout their careers from novice to expert nurses.

Nursing Profession Code of Ethics

The nursing profession requires students and graduates to provide quality, safe nursing care while adhering to ethical obligations unique to the profession. The AAS Nursing Program recognizes and adheres to the American Nurses Association Code of Ethics for Nurses (2015).

The program's students must be familiar with and abide by the code. For detailed information, visit the American Association of Nurses website at www.nursingworld.org.

The code of ethics document can be accessed at

http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html

End of Program Student Learning Outcomes for the Concept-Based Curriculum (EPSLOs)

Students will be able to:

1. Provide patient-centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.

2. Practice safe nursing care that minimizes the risk of harm across systems and client populations.
3. Integrate clinical judgment when collaborating with the healthcare team in the management of care for complex clients.
4. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of lifelong learning.
5. Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
6. Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve optimal outcomes of care.
7. Manage the appropriateness, accuracy, and client response to pharmacology principles for clients with complex conditions.

End of Program Outcomes

Virginia Western is committed to the overall excellence of its AAS Nursing program through the following end-of-program outcomes:

1. Kaplan Testing and Clinical Evaluation methodologies will demonstrate that Virginia Western AAS Nursing students have achieved each end-of-program student learning outcome (EPSLO).

2. Virginia Western AAS Nursing program will attain a National Council Licensure Examination-Registered Nurse **(NCLEX-RN)** *pass rate of 80% on all first-time test-takers during the same 12-month period.*

3. Virginia Western AAS Nursing program will demonstrate a program *completion rate of at least 55%* following nursing program matriculation (4 semesters).

4. Virginia Western anticipates that *90% of graduates seeking employment will acquire nursing jobs as RNs within 12 months of graduation.*

Accreditation/Approval

The associate nursing program at Virginia Western Community College located in Roanoke, Virginia, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is *Initial Accreditation*.

View the public information disclosed by the ACEN regarding this program at
http://www.acenursing.us/accreditedprograms/programSearch.htm

The nursing program has full approval by the Virginia Board of Nursing.

Virginia Board of Nursing, Perimeter Center
9960 Maryland Drive, Suite 300,
Henrico, VA 23233-1463
https://www.dhp.virginia.gov/Boards/Nursing/

Expected Qualities for Success

The following lists of abilities/qualities, with or without reasonable accommodation, are necessary for success in the Nursing Program. Reasonable accommodation is a modification or adjustment that enables an otherwise qualified individual with a disability to have the opportunity to attain the same level of performance or to enjoy equal benefits and privileges that are available to a similarly situated individual without a disability. A reasonable accommodation is defined on a case-by-case basis and must take into consideration:

1. Specific abilities and functional limitations of the individual
2. Specific functional requirements of the nursing program

Reasonable accommodations are directed toward providing an equal educational and/or employment opportunity for the disabled individual while providing for the safety of the individual, patient, and agency staff.

Physical Functioning

- Tolerate sitting, standing, bending, reaching, stooping, and walking for long periods of time
- Lift, carry, push, pull, or support objects, extremities or persons: i.e., during ambulation, transferring from bed to chair, turning, moving and lifting patients in bed, supporting arms or legs
- During treatments or procedures and lifting children onto chairs, beds, scales or examining tables. (50 – 100 lbs. occasionally, 25 – 50 lbs. frequently and 10 – 25 lbs. constantly).
- Moving efficiently enough to meet the needs of several patients in a timely fashion.
- Demonstrate motor coordination and manual dexterity required to handle and operate equipment (i.e., wheelchairs, beds, IV pumps, blood pressure cuffs, computer keyboard, syringes), open packages and perform procedures.

- Accurately hear physiological and environmental sounds, such as lung sounds, heart rate, blood pressure, bowel sounds, and infusion pump alarms.
- Accurately distinguish colors, odors, body language, and body alignment, i.e., skin color, drainage, nonverbal communication, and a person's position.
- Maintain optimal physical well-being.

Cognitive Skills

- Accurately calculate basic algebraic equations required to determine exact medication dosages, solutions, IV drop rates, and IV flow rates.
- Collect and interpret data for planning and evaluating patient care.
- Accurately and efficiently interpret and communicate information in English, both written and spoken. For example:
  - responding to physician's orders
  - reading and recording information.
  - directing assistive staff.
- Organize, prioritize, and plan work in a logical sequence.

Psycho/Social Skills

- Cope effectively while working in a stressful environment using patience, tact and flexibility.
- Communicate therapeutically and effectively with others.
- Respect persons of diverse cultural, religious and ethnic backgrounds.
- Demonstrate caring, empathy, accountability, honesty, integrity and a neat, clean professional appearance.
- Maintain an alert level of consciousness and orientation to time, place, and person at all times.
- Maintain optimal mental well-being.
  Students may contact Virginia Western's Office of Disability Services to learn more about securing accommodations that support success in the program.

Concept-Based Curriculum

The AAS Nursing Program follows the Virginia Community College System (VCCS) common nursing curriculum, which utilizes multiple concepts and exemplars over four semesters of nursing courses. The curriculum flows from simple to complex concepts and covers health and illness, client recipient, and professional nursing concepts, integrating lifespan across the curriculum. Students are required to engage in the classroom, lab, and clinical courses as active learners. All enrolled students must prepare for class with "tickets

to enter or TTEs." The table below illustrates the sequence of courses required in the curriculum.

Students may access detailed course descriptions through the college's course catalog at http://catalog.virginiawestern.edu/

Course Number	Course Title	Theory Hours (1:1)	Skills Lab Credit/ Clock Hours (1:3)	Clinical Credit/ Clock Hours (1:3)	Total Course Credit
Prerequisites					
BIO 141	Human Anatomy & Physiology I	3	1 (45 clock hours)		4
ENG 111	Composition I	3			3
PSY 230	Developmental Psychology	3			3
SDV 101*	Introduction to Health Professions	2			2
First Semester (Fall)					
Bio 142	Human Anatomy & Physiology II	3	1 (45 clock hours)		4
NSG 100	Introduction to Nursing Concepts	3		1 (45clock hours)	4
NSG 106	Competencies for Nursing Practice	1	1 (45 clock hours)		2
NSG 130	Professional Nursing Concepts	1			1
NSG 200	Health Promotion and Assessment	2	.88 (40 clock hours)	.12 (5 clock hours)	3
Second Semester (Spring)					
BIO 150	Microbiology	3	1 (45 clock hours)		4
NSG 152	Health Care Participant	2		1 (45clock hours)	3
NSG 170	Health/Illness Concepts	4	.22 (10 clock hours)	1.78 (80 clock hours)	6
Third Semester (Fall)					
Elective**	See below	3			3

NSG 210	Health Care Concepts I	3		2 (90clock hours)	5
NSG 211	Health Care Concepts II	3		2 (90clock hours)	5
Fourth Semester (Spring)					
NSG 230	Advanced Professional Nursing Concepts	2			2
NSG 252	Complex Health Concepts	4			4
NSG 270	Nursing Capstone	0		4 (180 clock hours)	4
PHI 220	Ethics	3			3

65 Total Required Credits for AAS Degree in the Concept-Based Nursing Curriculum (26 credits of general ed., and 39 credits of nursing)
95 Nursing Lab clock hours plus 535 clinical clock hours in direct client care = 630 lab and clinical hours
Credit hour definition as followed by Virginia Western can be found at the following site
https://www.virginiawestern.edu/about/policies/I-20.php
* or previously, SDV 100 for 1 credit and SDV 101 for 1 credit.
** ENG 112 (College Comp II), SOC 200 (Principles of Sociology), or HLT 230 (Principles of Nutrition and Human Development)

Advanced Placement for LPNs: LPN to AAS Nursing Bridge

The LPN to AAS bridge is designed to recognize nurses' common competencies and "bridge" the difference between the LPN and RN knowledge bases, allowing students to finish nursing program courses within 12 months. LPN students must complete at least 16 hours of general education courses before beginning the LPN to AAS Nursing bridge. The length of this track depends on the amount of time needed to complete the general education courses. The nursing courses can be completed in one year.

Students who meet the eligibility requirements for the advanced placement option will take NSG 115, NSG 200, and BIO 150 in the summer term and then be eligible to take the 2nd year courses and graduate within one (1) academic year with an AAS in Nursing degree. At the beginning of the final semester of the LPN to AAS Nursing bridge, the student will be awarded credit for the first year of courses: NSG 100, NSG 106, NSG 130, NSG 152, NSG 170 (including 125 clinical hours as permitted by Virginia Board of Nursing regulations).

Additionally, the advanced placement option is available only to students with an unrestricted Virginia LPN license. Maintenance of a valid LPN license is required throughout the application period and enrollment in the AAS Nursing program. Failure to maintain

licensure and/or report a change in licensure status will result in immediate dismissal from the AAS Nursing program. The advanced placement option is unavailable to applicants participating in the Virginia Healthcare Monitoring Program.

LPN to AAS Nursing Bridge Curriculum

Course Number	Course Title	Theory Hours (1:1)	Skills Lab Credit/Clock Hours (1:3)	Clinical Credit/Clock Hours (1:3)	Total Course Credit
Prerequisites					
BIO 141	Human Anatomy & Physiology I	3	1 (45 clock hours)		4
BIO 142	Human Anatomy & Physiology 2	3	1 (45 clock hours)		4
PSY 230	Developmental Psychology	3			3
ENG 111	Composition I	3			3
SDV 101	Introduction to Health Professions	2			2
Semester 1 (Summer)					
Bio 150	Microbiology	3	1 (45 clock hours)		4
NSG 115	Healthcare Concepts for Transition	3	1 (45 clock hours)	1 (45 clock hours)	5
NSG 200	Health Promotion and Assessment	2	.88 (40 clock hours)	.12 (5 clock hours)	3
Semester 2 (Fall)					
Elective**	See below	3			3
NSG 210	Health Care Concepts I	3		2 (90clock hours)	5
NSG 211	Health Care Concepts II	3		2 (90clock hours)	5
Semester 3 (Spring)					
NSG 230	Advanced Professional Nursing Concepts	2			2
NSG 252	Complex Health Concepts	4			4
NSG 270	Nursing Capstone	0		4 (180 clock hours)	4
PHI 220	Ethics	3			3

Total Required Credits for the Advanced Standing LPN to AAS Degree in the Concept-based Curriculum is 65
28 credits of nursing courses and 26 credits of general education courses and 11 advanced standing credits.
95 total Lab clock hours.
Total clinical hours in direct client care: 535 (125 advanced standing clock hours + 410 in program earned clinical hours.)
Total clinical and lab contact hours: 630 (125 advanced standing clock hours + 410 clinical hours + 95 lab clock hours)
*Credit hour definition as followed by Virginia Western can be found at the following site
https://www.virginiawestern.edu/about/policies/I-20.php
** ENG 112 (College Comp II), SOC 200 (Principles of Sociology), or HLT 230 (Principles of Nutrition and Human Development

Estimated Costs of AAS Nursing Program

Students enrolled in the nursing program have costs associated with enrollment and program progression that exceed tuition. Expenses are subject to change based on tuition

increases, costs of textbook bundles and learning resources, vendor fees associated with background checks and drug screening, immunizations, uniforms, and supplies. Students must also maintain health insurance at their own expense while in the nursing program. Students may access detailed estimates of current student expenses at

https://www.virginiawestern.edu/academics/health-professions/nursing/cost/

Virginia Board of Nursing (VBON) Statutes and Regulations

The Virginia Board of Nursing (VBON) regulations require applicants to submit to a background check and fingerprinting when applying for nursing (RN) licensure. VBON reserves the right to deny licensure to any applicant who has ever been convicted, pled guilty, or nolo contendere to violating any federal, state, or other statute or ordinance constituting a felony or misdemeanor. This may also include any applicant who has a mental, physical or chemical dependency condition that could interfere with his/her ability to practice nursing safely. For additional information about statutes, regulations, nursing scope of practice, and legal definitions for nurses, visit the board of nursing website at:

https://www.dhp.virginia.gov/Boards/Nursing/PractitionerResources/LawsRegulations/

Successful completion of the AAS Nursing program does not guarantee licensure or eligibility to practice nursing. All successful graduates are subject to application licensure rules and fees set forth by the Virginia Board of Nursing. (RN Licensure requires all program graduates to fulfill all VBON requirements, including successfully passing the NCLEX-RN examination.)

National Council Licensure Exam for Registered Nurses (NCLEX-RN)

Upon successfully completing the AAS Nursing program course of study, students may be eligible to take the NCLEX-RN, leading to licensure as determined by VBON. Registration for NCLEX-RN is a two-step process that begins with application to VBON and ends with registration with Pearson VUE through the National Council of State Boards of Nursing (NCSBN). Fees are required for both steps. Please visit NCSBN website for specific requirements/ information at https://www.ncsbn.org/nclex-application-and-registration.htm. Tutorials and candidate bulletin information can be found at https://www.ncsbn.org/1213.htm and a tutorial video at https://www.ncsbn.org/15072.htm

Students enrolled in their fourth semester of the program should review all candidate information and plan to apply for licensure two weeks before graduation, generally May 1st.

Student Resources

Computer Lab

The computer labs are quiet areas for computer use and individual study. Assignments may require students to access computer resources in preparation for class or the Nursing Skills Lab (NSL). Please leave the computer lab if you need to use your cell phone. Students wishing to study in small groups are encouraged to use designated areas on campus, including Brown Library. The Guidelines and Policies for Computer Use at Virginia Western are available at www.virginiawestern.edu/iet/standards.php.

Nursing Practice Lab

Nursing Practice Lab is located at HP 354. Closing the nursing practice lab for a nursing class or other events may be necessary on specified days and times. The nursing practice lab provides computers, study areas, and equipment for skills practice. Students are required to leave the computer lab and practice equipment in order. Appropriately clothed mannequins should be in the bed, linens properly arranged, and the bed left in the lowest, locked position. Failure to maintain an orderly space or any misuse or abuse of equipment will result in losing access to the computer/practice lab.

Academic Link

The Academic Link connects students to academic success by providing academic support that fosters the acquisition of the critical learning skills that make students better learners. The Link's free services include academic success coaching, one-on-one, group, and online tutoring, and math, science, and writing walk-in tutoring centers. Additional information on the Academic Link and other learning resources can be found at https://www.virginiawestern.edu/library/academic-link/

Disability Services/ Accommodations for Learning

Students with diagnosed/documented learning or other disabilities are entitled to reasonable accommodations in the classroom in accordance with the Americans with Disabilities Act. To request accommodations, the student must meet with the faculty member and bring the appropriate form(s) from the Office of Disability Services (ODS). It is

recommended that this meeting take place as early as possible in the semester to facilitate an optimal learning environment. Please get in touch with the instructor after class or during office hours during the first weeks of the semester to discuss your needs.

Virginia Western is dedicated to the belief that everyone must have an equal opportunity to develop and expand their skills and knowledge. The college does not discriminate based on race, color, religion, national origin, political affiliation, age, sex, or disability. The Office of Disability Services will assist in facilitating accommodations for all eligible students. For more information, call 540-857-7286 to schedule an appointment to speak with a Disability Counselor. Additional information can be found at https://www.virginiawestern.edu/disability-services/

Nursing Student Records

The nursing program maintains student records according to Family Educational Rights and Privacy Act (FERPA) guidelines and VCCS and VBON regulations. Admission and academic files for current students are secured in locked cabinets within a locked file room, ensuring limited access. Current students who wish to access admission or academic files may email the program director to request access. An appointment for record review with the program director or designated faculty will be granted within 14 business days.

The nursing faculty maintains student files for active courses. Students wishing to review information in the course file must email their instructor. Faculty office hours may also be utilized.

Students may not copy information from test questions. The test review policy limits student access to tests. A faculty member must be present during the review of any recorded content.

Following completion or withdrawal from the program, all student records are maintained in the program file room for three years. Additional information can be found at: https://www.virginiawestern.edu/get-started/records/right-to-privacy/

All enrolled students must register with Castle Branch and CB Bridges, a third-party vendor that tracks compliance with all students' health requirements and any criminal record activity. Access to student virtual health records at Castle Branch and CB Bridges is limited to

members of the nursing administrative team and our clinical partners. Each student must maintain and manage their record to ensure compliance and to be eligible to participate in clinical experiences.

Nursing Club

The Virginia Western Community College Nursing Club provides opportunities for continuing personal and professional growth through community service, mentoring, and collegiality among students. The club collaborates with other Virginia Western clubs to enhance campus culture and improve student life. The Club is also responsible for planning, fundraising, and organizing the graduating class pinning ceremony in collaboration with faculty/ club advisors.

Students meeting certain eligibility requirements may run for positions on the executive board as specified by club by-laws. Club by-laws are accessible to enrolled students through Canvas. Nursing faculty advisors support and coach executive board members in providing leadership for all club functions. Annual club elections will be announced through Canvas and student email. Two students, one from each level, may serve as lead class representatives and hold the club office of Vice President and President. The club President coordinates and leads all club initiatives. Club representatives are invited to at least one faculty meeting per semester to enhance communication between students and faculty. All enrolled students are invited and encouraged to participate in club meetings and functions.

Nursing Program Policies and Procedures
Academic Progression

To achieve a passing grade in a nursing course, the student must obtain a score of 80% for the final course grade. If the final course average is below 80%, the student will not progress to the next semester of the program. All courses, general education and NSG courses, must be completed in sequence before moving on to the next semester. General education courses may be taken before their scheduled semester but not later than their scheduled semester. Any student who fails to successfully complete a course(s) in a semester will be dismissed from the program. Students may be eligible to reapply based on their overall GPA and are subject to the program's readmission policy.

Failure of any first-semester NSG course results in reapplication to the nursing program. Students are not guaranteed readmission. The admission process is competitive, with limited seats.

If a student drops **NSG 106**, they must also drop **NSG 100,** as the student will not be eligible for clinical.

Failure from **NSG 100** but passing **NSG 106** requires a student to re-apply to the program.

If a student withdraws from **NSG 252** or **NSG 270**, they must withdraw from both courses as these courses are co-requisites.

Failure to pass math competency exams in semesters 1-4 may require a student to withdraw from the program and be subject to readmission policy.

LPN to AAS Progression

Students admitted to the LPN to AAS bridge who are unsuccessful in NSG 115 or NSG 200 during the summer term must meet with the program director to determine if advance placement is an appropriate readmission option. If eligible, students who require additional time to be successful in the program will be advised to enroll in the traditional track for their second attempt.

Students enrolled in the traditional track who also possess an LPN license are not eligible for the LPN to AAS advanced placed option when a course failure occurs in level 1 or 2 of their enrollment. Students are subject to the readmission policy following a course failure.

Math Competency Exam

A math competency exam will be administered during **NSG 106, NSG 115, NSG 170, NSG 210** and **NSG 270**.

The math competency exam administered in **NSG 106** will count as a quiz or test grade in the course. Students failing to achieve 90% on the first attempt must remediate with their instructor or the Math Center at Brown Library and retest until 90% is achieved or three attempts are completed. The first test grade will be recorded in Canvas as part of your course grade.

A math competency exam will be administered during the first week of class for **NSG 170** and **NSG 210** and will count as a quiz or test grade in the course. Students will be given

a maximum of three opportunities to achieve 90%. Students failing to achieve 90% on the first or second math test must remediate at the Math Center at Brown Library or with a faculty member before retesting. Proof of remediation in the form of an email from Math Center staff or nursing faculty must be provided to the course instructor so that students can be eligible to take the retest. The first math competency exam will count as a quiz or test grade in the course.

Students failing to achieve 90% after remediation and three attempts will not be allowed to administer medications in the clinical setting. This may negatively affect clinical evaluation and result in a course failure and dismissal from the AAS Nursing Program.

Students enrolled in **NSG 270** will receive a math competency exam during the first week of class. The math competency exam will count as a quiz or test grade. Students failing to achieve 100% on the first attempt must remediate at the Math Center at Brown Library or with a faculty member before retesting. Proof of remediation in the form of an email from Math Center staff or nursing faculty must be provided to the course instructor so that students can be eligible to take the retest. The first math competency exam will count as a quiz or test grade in the course. Students failing to achieve 100% after remediation and three attempts will not be allowed to administer medications in the clinical setting. This may negatively affect clinical evaluation and result in a course failure and dismissal from the AAS Nursing Program.

Grading, Course Sequence, and Retention Policies
Clinical Evaluation and graded clinical work

All students will be evaluated for clinical performance using a midterm and/ or final evaluation tool in NSG 100, NSG 170, NSG 210, NSG 211, NSG 270. Each tool evaluates student learning outcomes based on student levels 1-4. **See Appendix A**. Students will also submit a self-evaluation midterm and/ or final to their clinical instructor. Students must meet with their clinical instructors during post conference to review their evaluations for joint signatures. Clinical evaluation tools are maintained as part of the student's academic record. Clinical instructors will submit the student's self-evaluation and the instructor's evaluation to course faculty through the clinical coordinator. Due dates for submission for students and faculty are posted in course schedules/syllabi in Canvas.

All clinical evaluations are graded on a pass/fail basis. A passing grade means a student has achieved a "satisfactory" (S) evaluation for each component on the evaluation tool *by the final evaluation*. Students who receive "needs improvement" (NI) must meet with clinical

faculty to discuss opportunities for improvement. Students who fail to make improvements following (NI) feedback may earn an "unsatisfactory" (U) evaluation. Students who receive "unsatisfactory" (U) during midterm evaluation must meet with the clinical instructor, develop a written clinical remediation plan, and complete an Individual Clinical Plan (ICP) blue form. Faculty and students in remediation must meet weekly to discuss and document weekly progress. A copy of the remediation plan must be given to the clinical coordinator, and course faculty must be notified within one week. Failure to earn "satisfactory" (S) by the final evaluation results in a failing clinical grade, and the student will not pass the course. Students passing the classroom portion of the course but **not** "satisfactory" in clinical by the final evaluation will earn a course grade of "D". A student earning a classroom grade of "D" and **not** "satisfactory" in clinical by the final evaluation will earn a course grade of "D." A student earning a classroom grade of "F" and satisfactory or unsatisfactory in clinical by the final evaluation will receive a final grade of "F." This will affect the academic progression and result in dismissal from the program.

Students are required to submit clinical assignments for evaluation as directed by clinical faculty. All clinical assignments are graded on a pass/fail basis. Any student that receives an "unsatisfactory" (U) grade has three days to re-submit their assignment for regrading.

If a nursing course contains a classroom and lab/clinical component, the student must earn a grade of "C" (80%) or higher in the classroom component and must achieve a satisfactory grade in lab/clinical performance to receive a passing grade ("C" or higher) for the course. A failing grade ("D" or "F") necessitates repeating all components of the failed course.

Students must achieve a "C" or better grade in all nursing program-required courses.

BIO 142: Anatomy and Physiology II
A student who fails to complete BIO 142: Anatomy and Physiology II, with a grade of "C" or better, by the end of the program's first semester will not be able to advance to the second semester.
BIO 150: Microbiology
A student who fails to complete BIO 150: Microbiology with a grade of "C" or better by the end of the summer semester following second-semester courses will not be able to advance to the third semester of the program.

Third Semester Elective (ENG 112, or SOC 200, or HLT 230)
A student who fails to complete the required 3rd semester elective (ENG 112, SOC 200, or HLT 230) with a grade of "C" or better will not be permitted to advance to the 4th semester of the program.

PHI 220: Ethics during Fourth Semester
A student must pass PHI 220 with a "C" or better to advance to graduation.

Grading Scale for NSG Courses

92-100   = A
84-91.99 = B
80-83.99 = **C Minimum Passing**
70-79.99 = D
0-69.99   = F

Test grades, quizzes, assignments, and final exam grades are recorded 'as is' to the hundredth place. They will not be rounded.
Any student failing to complete a required course in a semester with a "C" or better will be dismissed from the program and subject to the readmission policy.

Student Documentation

Students must follow faculty instructions when submitting all coursework. Students must also maintain their clinical hour sheets and skills check-off sheets each semester. Taking pictures or making copies of these documents is recommended in case duplicates are necessary. Final grades will not be posted until clinical hour sheets and skills check-off sheets are received and reviewed for completion of all course components. Instructions will be given at the end of each semester for collecting this paperwork.

Clinical partners require annual training. Students are given training packets, check-off lists, and online training to complete. Deadlines must be met to ensure clinical placement. Incomplete packets will not be accepted and will prevent a student from attending clinical and maintaining placement in the program.

Instructions regarding necessary paperwork and deadlines are communicated via email from the Nursing Support Specialist throughout the summer and school year. It is the student's responsibility to read and comply with all deadlines. Students are responsible for all program information and instructions sent via email. Only the students' VCCS email will be utilized for program communication while the student is enrolled.

Attendance Policy

Students are required to attend <u>ALL</u> classes, Nursing Skills Labs (NSL), simulation labs, and clinical experiences.

1. When absence is necessary, the student must inform the faculty before the absence (by telephone) or email. For clinical absence, follow the instructions given by the clinical instructor for your current rotation. A message may be left on voice mail.

2. Work missed in classroom, lab, or clinical due to extenuating circumstances defined as absences due to illness, mandatory quarantine, personal or family emergency, court dates, or death in the family may be made up if the absences are appropriately documented. Falsification of documentation is considered a violation of the Virginia Western Student Conduct Policy and may result in dismissal from the program. All other absences are considered unexcused, and work missed may not be made up. The student will receive a grade of "0" for any missed work.

3. It is the student's responsibility to arrange with the instructor to make up missed learning experiences in all classroom, lab, or clinical areas.

4. Make-up tests are to be taken on the day of return in the testing center in Brown Library following an absence or on a day scheduled by the instructor. Make-up tests may be in a different format from the original test. Note: test make-up is allowed <u>only</u> when the absence results from one of the extenuating situations, as noted above.
   Tests missed due to unexcused tardiness are subject to a grade penalty of 10 points.

5. Assignments are due on the day of return following an absence or as arranged by the instructor. The instructor may accept late assignments at his or her sole discretion. If a late assignment is accepted, a minimum of ten (10) points will be deducted for each day late. The instructor may waive point deductions based on documentation of extenuating circumstances.

6. Business, physician/healthcare provider and dental appointments should be made after nursing program hours.

7. A healthcare provider's medical release will require the student to return to clinical after an illness or condition resulting in three (3) or more consecutive days of absence.

8. A maximum of three (3) class absences (per course) is permitted. Excessive absenteeism is defined as more than three (3) days of missed classroom or in-person instruction.

9. All scheduled NSL and clinical attendance are mandatory. MISSED CLINICAL OR LAB EXPERIENCE MUST BE MADE UP. Clinical/lab absence in excess of 10% of the schedule may make it impossible for the student to complete the clinical objectives. Therefore, it may result in course failure and dismissal from the program. Decisions regarding failure/dismissal due to excessive absence will be made at the discretion of the Program Director with faculty input.

Note: All make-up NSL, simulation, and clinical hours are subject to faculty and facility availability. Make-up experiences must be scheduled through the lab and clinical coordinators for the program and are not guaranteed. Failure to complete the lab and clinical course requirements may result in course failure and/ or removal from the program. In select circumstances, with permission of the director, students may earn an "incomplete" as a course

grade. Students must seek faculty advising should questions regarding course completion arise.

The AAS Nursing Program's attendance policy exceeds that of Virginia Western Community College, which may be viewed at: https://www.virginiawestern.edu/about/policies/I-47.php

Tardiness

Tardiness is not acceptable in the classroom, lab, or clinical. Students arriving late to class may not be admitted until break or as directed by faculty to maintain the learning environment. Students who arrive late for a test are not permitted to enter the testing environment and must see the course instructor for further instructions. Students are responsible for any missed classroom material. The number of times a student is tardy is counted in the total number of days of absences. Three tardies count as one absence. A tardy is assessed for any lateness following the scheduled beginning of class, lab, or clinical. An Individualized Clinical Plan (ICP) or a Laboratory Remediation Plan (LRP) may be initiated by faculty (see Appendix B for ICP). Tardiness to clinical may result in dismissal from the clinical setting and an unexcused clinical absence. Students should notify their clinical instructor immediately if lateness appears imminent due to unforeseen circumstances. It is the discretion of the clinical instructor to allow a student to participate in the clinical experience based on patient assignments, pre-conference requirements, and availability of patient report.

Test Review Policy

Test reviews will be in a format determined by course faculty and cover commonly misunderstood concepts and/ or exemplars. Individual test questions are not part of the test review. Students participating in reviews must maintain the professional and communication standards outlined in the nursing handbook. Test reviews will be conducted at a date/time determined by course faculty and communicated to all students via Canvas or email announcement. Students who score below 80% on a test are strongly encouraged to meet with faculty during office hours for an individual performance review. Students may schedule a review of their test performance up to the time of the next administered test. After that time, the test will be filed and unavailable for performance review.

Kaplan Focused/Integrated Review Tests

Students are required to complete Kaplan Focused Reviews and Integrated Tests (IT) each semester. These tests are mandatory for successful completion of nursing courses. Focused Review tests may be completed at home or on campus, as these tests are not proctored and may be completed at any time before the due date. ITs are scheduled by the nursing program and are proctored in computer labs on campus or via Zoom proctoring from home computers. Testing times will be arranged for the ITs and communicated to students. Test due dates will be as outlined in the class schedule. Remediation is required for Integrated Tests and highly encouraged for Focus Review tests. Students scoring below the benchmark on ITs must complete faculty-assigned remediations to complete the course. All ITs are scheduled outside of classroom, lab, and clinical experiences. Failure to complete all tests and remediation will result in an incomplete (I) course grade, and the student will not be allowed to graduate or progress in the program.

NCLEX-Prep and Annual KAPLAN Review for NCLEX-RN

Students must engage in NCLEX-RN prep, including attending a 3-4-day Kaplan Live Review seminar held for Virginia Western nursing students at the end of the 4th semester (Spring). Faculty partner with students in their NCLEX-RN prep through advising, coaching, and mentoring roles extending beyond program completion until a graduate is prepared to take NCLEX-RN. The schedule for the NCLEX-RN prep assignments and Kaplan Live Review seminar will be posted in the syllabi for 4th-semester courses. Completion of all assignments, including remediation, is required for level 4 NSG courses. Attendance is mandatory at the Live Kaplan Review seminar.

Failure to complete the Kaplan Live Review seminar will prevent students from completing NSG 252 and may result in an incomplete grade that delays graduation. The Kaplan Live Review and all NCLEX-RN prep assignments identify a student's readiness for NCLEX-RN, including areas of content strengths and weaknesses that require additional study. The Kaplan Live Review course is typically scheduled during final exam week for the spring semester. See course syllabi for specific schedules and course requirements.

APA Documentation

The APA citation standards are the expected documentation system for all papers and written

assignments in the nursing program. The writing center in Brown Library can provide resources for students needing APA citation assistance. Students are encouraged to see faculty for questions regarding documentation for specific assignments and for help identifying appropriate reference sources.

Social Media Policy

The use of social media is prohibited in campus classrooms, labs, and clinicals. In addition, students are prohibited from using any patient/client, clinical agency, or Virginia Western information, data, or images on any social media. Students are never permitted to photograph patients or patient information; cameras are not permitted in patient care areas where a student is assigned to clinical. Social media includes, but is not limited to Facebook, Twitter, Snapchat, YouTube, Instagram, Myspace, etc. Students are required to maintain confidentiality and privacy laws. Failure to abide by policy and laws may result in termination from the program and/ or legal liability. The AAS Nursing Program subscribes to NCSBN and VBON guidance regarding social media. Students are responsible to review and follow the information in both links provided: NCSBN https://www.ncsbn.org/NCSBN_SocialMedia.pdf and Social Media Guidelines for Nurses | NCSBN

Grievance Policy and Procedure

A grievance is a formal written allegation by a student charging unlawful or unfair treatment with respect to the application of laws, rules, policies, procedures, or regulations under which the college operates. Each student can express an opinion, make suggestions, and submit a grievance. Students are expected to follow the chain of command defined in the grievance policy. Additional information may be found at:

https://www.virginiawestern.edu/about/legal-and-policies/policies/student-affairs/i-19/

Student Conduct

Students are required to adhere to Virginia Western's Policy on Student Conduct which includes definitions and requirements of academic integrity:

https://www.virginiawestern.edu/about/legal-and-policies/policies/student-affairs/i-21/

A student who is found in violation of academic integrity standards (as outlined in the college policy) during a test or any graded assignment will receive a grade of "0" for the test or

assignment. Violations of student conduct and academic integrity standards are subject to faculty committee review. A second student conduct or academic integrity offense while enrolled in the nursing program will result in termination from the program and a final course grade of "F". The highest standards of student conduct are required when attending clinicals and must be maintained for participation in the nursing program.

Background Checks and Employment Verification

Per contract agreements with clinical affiliates, all nursing students are required to complete a Criminal History and Sex Offender Crimes Against Minors Background Check before beginning the nursing program. The background check also includes a review of GSA or OIG exclusion lists, the US Treasury Department's Office of Foreign Assets Control list, or the Specially Designated Nationals. Employment verification indicates students are eligible for rehire. The fee for the background check will be paid by the student 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.

The Program Director will review all positive findings on background checks and determine whether the student can enter the program based on clinical placement eligibility. Background clearance and employment verification may preclude a student from attending clinical rotations and prevent the student from meeting the program learning outcomes. The student does disclosure of background check findings to clinical partners to the clinical partner and may be required for a student to enter the clinical setting. In such instances, students may refuse disclosure which would require meeting with the program director to address clinical placement and continuance in the program.

A student's inability to attend clinical will result in course failure and result in dismissal from the nursing program.

If there are new criminal charges pending against a student while enrolled in the nursing program, the student is responsible for reporting these to the Program Director 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 may be dismissed from the program immediately.

Drug Screening

Clinical affiliates require students to submit to urine drug screening to participate in clinical experiences at their facilities. Contracts with specific clinical affiliates dictate the frequency of urine drug screening for students and faculty. Drug screen issues (positive screens) must be resolved between the student and the laboratory performing the drug screen under the student's Castle Branch account. Note: Marijuana may be legalized under state law for specific medical uses. However, marijuana remains part of the urine drug screen for clinical affiliates associated with the nursing program. The presence of marijuana metabolites in the urine that results in a positive drug screen prevents a student from obtaining clinical placement and results in removal from the program. The student may reapply for admission to the program in future admission cycles.

Note: Any student failing to complete the required program/ clinical documentation for admission, return, or progression to next semester will be ineligible to attend clinical. Failure to attend clinical may result in course failure and dismissal from the nursing program. The student must adhere to posted deadlines for all clinical requirements to maintain placement in the program. The clinical affiliates determine the frequency of drug screening and may be annual, before each semester, and/or random.

Add/drop Courses

Students are advised to consult with the course instructor, nursing faculty advisor, or program director before adding, dropping, or withdrawing from any course in SIS while enrolled in the nursing program. Students who drop or withdraw from any course are advised to complete an exit interview with their faculty advisor and/or Program Director. If a student withdraws from all nursing (*NSG) courses, he/she will not retain a seat within the AAS Nursing Program.

Mitigating circumstances will be reviewed with the Program Director on an individual basis to discuss student eligibility to return to the program. Students receiving financial aid are strongly advised to meet with a financial aid officer before dropping a course(s) or withdrawing from the program to determine the impact this may have on immediate and future financial aid eligibility.

Course Failure

A student failing to attain a "C" or better grade in any nursing course (NSG) may

repeat the nursing course <u>once</u> if eligible per the readmission policy. If a student fails to obtain a grade of "C" or better in any nursing course throughout the program, they will be dismissed from the program and subject to the readmission policy.

A student who has been dismissed from the program because of a failing grade in a required general education course (for example: BIO 142, BIO 150, HLT 230, ENG 112, SOC 200, PHI 220) may apply for readmission after the course has been completed successfully (C or better). PHI 220, taken in the fourth semester of the program, requires a C or better to advance to graduation at the end of the spring semester.

Readmission Policy

The student who fails a nursing course must submit in writing by submitting a Request for the Readmission form. Requests are to be made to the Nursing Program Director by posted deadlines. The nursing admissions committee reviews all readmission requests. The request must identify strategies to increase the chances of success in the program. <u>A student is eligible to re-apply to the program only once when dismissed for academic failure. Students who leave the program for additional reasons are also subject to the readmission policy and will be considered for readmission by the nursing admissions committee. Readmission must be achieved within 12 months of initial program failure or departure. If not accepted under the readmission policy- a student must reapply to the program and begin the program of study from the first semester if accepted for a second attempt. Enrolled students should seek program advising with the director within two weeks of course failure to discuss the readmission policy and procedures.</u>

Students who drop a course must also request readmission by posted deadlines through the submission of the Request for Readmission form. If a student drops a course after the eighth (8th) week of the semester with a failing grade, <u>it will be considered a course failure</u> and counted as an attempt to complete the nursing program of study.

The student's cumulative GPA must remain 2.5 or greater to be considered for readmission.

The Program Director will notify the student in writing by either letter or e-mail of the decision to re-enter before the registration period for the applicable semester. If the student is denied readmission to the program and wishes to address this issue further, an appeal in writing must be submitted to the Dean of Nursing within ten days.

If readmission is approved, criteria to be met before readmission will be outlined in the acceptance letter.

Tuition Refund

Students enrolled in the AAS Nursing Program are subject to Virginia Western's policy on tuition refunds. The college's policy can be viewed at the following website: https://www.virginiawestern.edu/about/legal-and-policies/policies/student-affairs/i-17/

Graduation

Students must apply for graduation the semester they are scheduled to complete the nursing program of study, which is generally between January and March of their final spring semester. Students must ensure they meet all program course requirements as indicated in the nursing program of study in SIS. All course requirements must be met to qualify for graduation. Students must ensure all transfer course requests have been completed through the Health Professions advising office and should be sent to healthprofessions@virginiawestern.edu.

Students discuss program completion with their faculty advisors or the program director during advising sessions throughout their enrollment. Graduation requirements can be found at https://www.virginiawestern.edu/graduation/

Communication

Communication between student peers, faculty, patients, families, staff, clinical partners, and others must demonstrate courtesy and respect. Slang, vulgar terms, curse words, rude, aggressive, or abusive speech are prohibited.

Students must use the Virginia Western student email address to contact faculty. Faculty are also available through office hours and office phone numbers. Students receive communication through Canvas announcements and Canvas course files. Students are encouraged to check email and Canvas daily for information. Students are responsible for all information communicated through Canvas and student email.

Faculty will respond to phone calls or emails within 48 hours. Requests received after 5 p.m. on Friday will be addressed by 5 p.m. on the following Monday. Requests received over a holiday will be addressed 48 hours after the holiday.

Name/Address or Phone Number Change

A student who has name, address, email, or phone number changes must notify the Nursing

Support Specialist, Ms. Sheri Perry, Email: sperry@virginiawestern.edu Office: HP 333, Phone 540-857-6498, Office Fax 540-857-6085. Students are responsible for keeping their contact information current in SIS.

Faculty Office Hours

Faculty maintain weekly office hours. Students are encouraged to utilize faculty office hours for assistance with course requirements and academic advising. Faculty post office hours outside their campus offices, in Canvas, Navigate and on the course syllabi.

Student-Faculty Advising

Each student will be assigned to a nursing faculty advisor for academic assistance. Students must meet with their assigned faculty advisor at least one time per semester and more often as needed. The advising relationship is a continuous partnership between students and faculty involving open communication in an atmosphere of mutual respect and honesty.
The focus of advising is to enhance student success. As directed by their advisor, each student may complete an advising worksheet prior to the scheduled meeting.

Inclement Weather
Students are encouraged to sign up for the VWCC alert system. The Inclement Weather policy and procedure and announcements are found at:
https://www.virginiawestern.edu/about/legal-and-policies/policies/student-affairs/i-60/

Clinical During Inclement Weather/ Clinical Cancellation Policy

All clinical experiences will be canceled separately from the Virginia Western campus closure and delayed opening announcements. If the Virginia Western campus is closed, students must wait for a second announcement confirming or canceling in-person clinicals scheduled at area healthcare facilities. Clinical announcements will be posted in the AAS Nursing 1st Year and 2nd Year Clinical Canvas organizations.

In most cases, students should expect virtual simulation assignments and Zoom debriefing experiences to occur as scheduled. Canvas announcements will confirm virtual experiences and Zoom debriefing in the event of campus closure.

NOTE: Students must use their best judgment regarding travel safety to and from any clinical experience. Students unable to attend a clinical experience confirmed during a campus closure will be offered a make-up clinical based on available resources. Per the AAS Nursing attendance policy, all missed clinical experiences must be made up. Students will be offered make-up clinical experiences based on days, times, faculty, and facility availability. Incomplete grades may occur in cases where circumstances fall within Virginia Western's incomplete grade policy.

Recommendation/ References Requests

Students may request letters of recommendation, including references for jobs, program admissions, or scholarships from faculty members. It is the discretion of the faculty to honor the request. All students making a request must comply with the college student release of information policy and submit the following available at:

https://www.virginiawestern.edu/wp-content/uploads/2020/07/informationReleaseForm.pdf

Faculty may require additional information in order to provide an effective reference/ letter. This may include, but is not limited to, a current resume, work history, and prospective employer information. See a faculty member for specific requirements.

Gifts

It is inappropriate to accept gratuities or gifts from patients/clients. It is recommended that students not present gifts to faculty members.

Health Insurance/Injury

Evaluation and/or treatment of injury or illness related to lab, clinical, or classroom experience is the responsibility of the student. It is required that each student carry health insurance in case of an injury or illness while in the lab, classroom or clinical facility. In place of health insurance, students assume all financial liability for expenses incurred should treatment be required for continued participation in the nursing program.

Professional Liability Insurance

Virginia Community College System (VCCS) provides liability coverage for each student up to 2,000,000 per claim. Students wishing additional liability insurance may contact various organizations for additional coverage at their own expense.

Professionalism

Nursing students represent the Virginia Western AAS Nursing Program and the nursing profession. They are expected to exhibit the highest levels of professional and ethical behavior.

Expectations of professional behavior include but are not limited to the following areas:

1. Communication between peers, faculty, patients, families, staff, clinical partners, etc., must be courteous and respectful. Slang, vulgar, rude, curse words, and aggressive or abusive speech are prohibited. Students should address faculty by their last names using their proper titles.
2. Arriving on time and prepared for classroom, labs, and clinical experiences demonstrates professional behavior. This includes taking exams as scheduled, completing assignments on time, and meeting commitments to maintain clinical readiness.
3. Adhering to the program's dress code includes maintaining a neat and clean appearance.
4. Students must remain free of the influence of alcohol, drugs, or other substances that impair judgment and critical thinking. Random drug testing at the student's expense may be required.
5. Students must refrain from smoking while in the AAS Nursing Program uniform. This includes the use of any tobacco products, including smoke/smokeless e-cigarettes and vaping.

To aid students in the development of professionalism in the nursing role, all students must review the following NCSBN videos before beginning the nursing program:

Professional Boundaries in Nursing https://www.ncsbn.org/464.htm
Substance Use Disorder in Nursing https://www.ncsbn.org/333.htm
Social Media Guidelines for Nurses https://www.ncsbn.org/347.htm

Students are responsible and accountable for their actions at all times. This includes taking responsibility for mistakes. Incidences that potentially jeopardize patient/client safety and/or lapses in unprofessional behavior will require completion of the Virginia Western Event Report and/or ICP/LRP. The report will be filled out by the student and instructor and given to the Program Director within 24 hours. The Program Director may request a conference with the student and/or faculty. Documentation by ICP/LRP forms will become part of the student's record.

Clinical Suspension

Documented unprofessional behaviors, including those that create a patient safety concern, will be subject to review by the nursing faculty admissions committee. During the review process, a student will receive written notification by the Program Director that they are suspended from clinical including all patient care, pending a committee review. The committee may request a hearing with the student to review facts surrounding the

unprofessional behaviors and/or safety concerns. The committee will document recommendations for student continuance in the nursing program, which may include remediation or dismissal. Committee decisions will be communicated to the student by the Program Director within 48 hours of a hearing. All patient safety issues must be resolved before a student engages in patient care.

Any behavior that compromises patient/client health or safety, college or AAS Nursing Program standing, clinical partnerships, or nursing profession standards of conduct is subject to clinical suspension and subsequent committee review. (Note: Students who have completed a remediation plan but fail to adhere to program policies after a remediation period is concluded may be immediately removed from the program for continued violations.)

Clinical, NSL, Simulation Lab Policies and Requirements
Clinical Rotations

Students will be assigned to clinical agencies on a rotating basis, which will involve day, evening, night, and weekend clinical experiences. Transportation to the clinical facilities is the responsibility of each student. Clinical experiences in community settings may require further travel to patient homes in the clinical agency service region.

Students are required to attend clinical orientation each semester before the start of clinical rotations. The schedule for clinical orientation is listed in NSG course notes and available to students during NSG course registration. Clinical orientations provide students with a review of clinical schedules, expectations, program policies, VBON regulations, and clinical affiliate requirements that keep students and patients safe while ensuring an appropriate learning environment. Students attend clinical orientation in uniform and on campus. Attendance is documented. In addition, students complete unit or facility-specific orientations after clinical orientation on campus and document their unit orientation on the clinical hour sheets.

Students are prohibited from contacting patients/staff/ administrators at any affiliated clinical facility in relation to the clinical experience without permission of the clinical instructor or clinical coordinator. Failure to comply with the above mandate may result in clinical failure and program dismissal. NOTE: **No cell phone use in patient care areas is permitted at any time.**

Students must adhere to all clinical guidelines to participate in clinical experiences. Please see the Clinical Guidelines posted each semester in Canvas. Students <u>may not</u> participate in clinical experiences without their skills checklist with all current faculty signatures and check-off dates. Failure of students to maintain the skills checklist and present this checklist to clinical faculty **prior** to performing any patient skills is a violation that may result in program dismissal due to unsafe patient care.

(Note: students may not give medications to patients during their clinical rotation in NSG 100 or NSG 200, the program's first semester. **Students may only administer medications to patients during semesters 2, 3, or 4 of the program with their assigned clinical instructor.** Staff or agency nurses may not administer medications with students unless a preceptor agreement exists.)

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 clinical and course failure. In order to pass a nursing course with a clinical component, the student must pass both the classroom portion and the clinical portion of the course.

Post Exposure Management Procedure-Clinical

In the event of a needle stick or exposure to body fluids in the clinical, NSL, or simulation, the facility's post-exposure procedure will be followed. Per facility policy, the exposure must be reported to the Program Director and clinical affiliates where it occurred. In addition, a Virginia Western incident report must be completed. The clinical faculty will notify the Clinical Coordinator and the Program Director of the occurrence immediately.

Event Reporting

Any unusual occurrence that jeopardizes safety or has the potential to harm students, faculty, clinical partners, or patients requires documentation via an incident report. Instructors and students work together to document the incident. All events must be reported to the Clinical Coordinator and Program Director for follow-up.

Clinical Health Requirement

The following must be maintained in every student's virtual health file and is required by the first day of class or by deadlines instituted by the clinical affiliate, whichever comes first. Students will be notified of the deadlines for compliance with health records in

writing through email, and compliance with health records will be further discussed in new student orientation. All required health records must be uploaded by the student to Castle Branch for clinical tracking. Failure to keep updated requirements prevents students from clinical attendance and may result in course failure and dismissal from the program.

- A physical examination within the specified time period.
- Tuberculin Skin Test (TST) two step, first new student entry followed by one step annually, or clear chest x-ray (CXR), or QuantiFERON Gold blood test.
  - It is the student's responsibility to keep TST requirements current throughout the program and to upload verification to the student's virtual health record with the required vendor (annual verification is required).
- MMR/ Measles, Mumps, Rubella titer demonstrating immunity or vaccination x2.
- Chickenpox/Varicella titer demonstrating immunity or vaccination.
- Tetanus immunization or verification of previous immunization within the past ten years
- Hepatitis B vaccination series of (3) started or a signed declination, if allowed by clinical affiliate
- Proof of COVID-19 vaccination or approved religious or medical exemption as required by clinical affiliates. Students must maintain the COVID-19 vaccination status required of each clinical affiliate in order to participate in clinical experiences required each semester of the program. Proof of COVID-19 vaccination must be submitted to CastleBranch/CB Bridges, COVID vaccine trackers, and/or Canvas to satisfy this requirement for each clinical affiliate.
- Criminal background check and urine drug screen annually or more frequently as required by clinical affiliate contract
- Current **American Heart Association Healthcare Provider BLS** (CPR certification) o It is your responsibility to keep your CPR current throughout the program and to submit verification to Castle Branch to the student's virtual health file.
  - If your CPR lapses at any point during the program you will not be allowed to attend clinical rotation until recertified and may be in danger of course failure that could result in program dismissal.
- Current LPN license from the Commonwealth of Virginia required of all students enrolled in LPN to AAS nursing bridge program. LPN license must remain current through the student's entire enrollment in the nursing program of study.
- Proof of annual flu vaccination: Please note that an Influenza (Flu) vaccination is required each fall season as mandated by clinical affiliates. Evidence of vaccination must be submitted in Castle Branch/ CB Bridges, flu vaccine trackers, and/or Canvas as required to satisfy this requirement for each clinical affiliate.

Nursing Skills Lab (NSL), and Simulation Lab

Nursing skills lab and simulation lab offer students "hands-on" experience and the opportunity to practice and apply knowledge gained in classroom instruction. Both labs

support student acquisition of critical thinking skills necessary for clinical practice. The labs consist of demonstrations, discussions, practice time, and simulated experiences.

Lab Guidelines for NSL and Simulation

- Bring skills check off list and nursing skills tote to NSL each week.
- Simulation lab requires students to bring clinical hours documentation form for faculty signatures.
- **No food in the lab.** Covered drinks are permitted.
- NO CHILDREN will be allowed in the Skills/Simulation Lab.
- <u>**NO CELL PHONE use in lab unless directed by faculty**</u> .
- Students are expected to show respect to faculty, fellow students, and equipment at all times.
- No materials are to be removed from the Skills/Simulation Lab
- Preparation for the Skills/Simulation Lab is essential. Students are expected to thoroughly review any assigned materials (skills guidelines/checklists, homework assignments, videos, etc.) prior to attending the Lab and performing the skills check-off.
- Review course syllabi for due dates**.**
- **Do not move manikins or manikin parts without faculty direction of faculty.**
- **Do not use betadine** on manikins. <u>Use lubricant spray for tubes if directed by</u> <u>faculty</u>.
- Use tape **sparingly** on the manikins. Use **beds** for practice and testing purposes only.
- Individuals serving as patients are to remove their shoes when lying on the beds.
- Report any malfunctioning, unsafe, or damaged equipment to faculty.
- If a student is aware that they have a **latex allergy, or suspect** that they do**,** it is the student's responsibility to notify the faculty.
- Wipe down workstations and lab equipment with designated cleaning wipes as directed by faculty after lab session.

Nursing Skills Lab Grade

The skills lab is a course component in NSG 106, NSG 170, and NSG 200. The course syllabi provide information on grading and evaluation methods.

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Policy for Use of Nursing Supply Kit

Students are required to purchase a Nursing Supply Kit (Nursing Tote) at the beginning of the first year. Some items in the kit are to remain in the NSL at all times. These items include, but may not be limited to:

- Syringes
- Needles
- Vials
- Ampules
- IV Fluids and Equipment
- Sample Medications

The nursing supplies will allow for practice in the practice lab, home, or NSL and will promote proficiency in performing nursing skills in the clinical area.

When not in use, medication administration items will be stored in a secured area.

Medication administration supplies will be discarded after use in biohazard containers as directed by faculty. <u>Nursing supply kits are not for human use</u> and are practice supplies only. Misuse of the nursing supply kits is deemed an unprofessional behavior and is subject to review and/or dismissal.

Simulation Lab

Due to video recording in simulation for debriefing exercises, students will sign a consent for video recording and confidentiality. A post-evaluation is obtained after each simulation session.

All lab/clinical guidelines apply to the simulated learning experiences.

Philosophy of Simulation

The philosophy of the simulated experience is to promote a safe learning environment where students refine and apply the nursing process through the essential skills of communication, critical thinking, and prioritization to promote the development of clinical judgment. Students must come to the lab prepared through a pre-lab assignment followed by a classroom review of the nursing process that will occur in the sim lab. Students will simulate a patient's care, applying their knowledge and skills while other students review a live feed of the simulation experience. During the joint debriefing, the students will review the simulation experiences with an emphasis on applying clinical judgment in the care of the simulated patient.

Faculty determine the necessary patient scenarios for simulation that meet the objectives of NSG clinical courses, VBON regulations for experiences across the lifespan, clinical schedules, and end-of-the-course summaries and evaluations for the Courses NSG 170, 200, 210, and 270/252 (concepts and exemplars). The student simulation assignment/requirement is a continuation of the clinical

experience. The Clinical Coordinator assigns Students to an in-person simulation lab as a clinical rotation. Hours in the sim lab are based on the clinical schedules and the assignments required for NSG courses. Students follow all clinical guidelines established in the Student Handbook for the Nursing Skills Lab and the Simulation Lab.

The virtual simulation requirement is also a continuation of the clinical experiences. Students are assigned to debriefing sessions based on the clinical schedule and classroom curriculum for certain concepts. Students complete a virtual patient experience and then participate in a post-simulation debrief session, like a post-clinical conference reviewing the care of this particular virtual patient. The ZOOM debrief session is conducted like a post-conference without interruptions, with all students and faculty visually present in attendance for the discussions. Students follow all guidelines outlined in the Student Handbook regarding clinical expectations and professional behaviors except for a clinical uniform during the debrief.

Clinical, NSL, Simulation Lab Dress Code

All nursing students must wear the approved white-navy uniform. Ordering information is provided at student orientations before starting the program.

Female student uniform

The female uniform includes a clean, non-wrinkled uniform, socks covering the ankles, and clean, close-toed shoes (neon colors are prohibited). The uniform dress (optional) must be of an appropriate length, no higher than mid-knee and no lower than the ankle, and be worn with white hosiery with no runs. The white uniform tops must fit loosely over the hips and buttocks; no undergarments, such as t-shirts, should be visible below the hem. Undergarments should be flesh-colored and not be visible through the white top. Navy blue uniform pants leg must reach the student's ankle. Students may wear a white fitted single layer under the uniform top to cover forearms as desired. Only students enrolled in the AAS Nursing program may wear the female program uniform.

Male student uniform

The male uniform includes a clean, non-wrinkled uniform, socks covering the ankles, and clean, closed-toed shoes (neon colors are prohibited). The white uniform tops must fit loosely over the hips and buttocks; no undergarments, such as t-shirts, should be visible below the hem. The navy blue uniform pants leg must reach the student's ankle. Students may wear

a white fitted single layer under the uniform top to cover their forearms if desired. Only students enrolled in the AAS Nursing program may wear the male program uniform.

The Virginia Western Student Nurse Identification (ID)

ID with full legal name and title (VWCC Student Nurse) must be embroidered on all uniform tops. Lab coats may be embroidered or worn with a visible name badge. School uniforms must be worn only in the associated facility and are worn in addition to the school name badge, not in place of. Full uniform and ID badges must be worn for all campus skills lab experiences. ID badges may be obtained during the first week of classes for the fall semester. Only students to whom the badge is issued may wear the ID badge.

Virginia Western white lab coat

A lab coat may be worn during clinical. Sweaters or other light jackets are not acceptable in-patient care areas of clinical. The student ID badge must be visible on the lab coat when worn.

Lab coats do not require student name embroidery like the uniform top.

Jewelry and Piercings

Students may wear a plain wedding band and one pair of small, plain, post earrings (one per earlobe); no exceptions. Dangling or hoop earrings are not acceptable. No other jewelry is permissible. No other visible piercings with jewelry are allowed in clinical. Clear spacers are permitted for piercings. No tongue rings or other forms of jewelry are allowed.

Tattoos should be covered.

It is recommended that visible body tattoos be covered by clothing or other methods. Clinical facilities may require coverage of visible body tattoos to participate in patient care.

Makeup

Makeup must be light and unobtrusive.

Wristwatch

Every student must wear a wristwatch with a secondhand function for medication administration in the clinical setting or as directed by clinical faculty for that rotation.

Hair

Hair must be clean, off the collar, and styled conservatively. No unnatural hair color is permitted. No hair ornaments are to be worn with the uniform. Plain barrettes and clips that

match hair color may be worn. Fitted hair/ head caps that match the uniform colors of navy and white are permitted and must fit securely to the head while holding hair off the collar.

Grooming

Students should be clean and well-groomed at all times. Males should be neatly shaven; if any facial hair is present, it must be neatly groomed. Facial hair growth may not interfere with requirements to don personal protective equipment such as face masks, N-95 masks, etc.

Nails

Nails must be cut short and groomed. Nail polish and artificial nails are not permitted.

Scents

Perfume, cologne, or aftershave lotion must **not** be worn in the clinical areas. (Some clients have sensitivities or severe allergies).

Smoking, Vaping, Chewing, Alcohol

No smoking, vaping, consumption of alcoholic beverages, or use of any tobacco is permitted while wearing a student uniform or lab coat in any location, including personal transportation. Students are not allowed to wear the nursing uniform to any establishment that could be viewed as unacceptable (bars, clubs, etc.).

Gum

No gum chewing is permitted in clinical, NSL, or simulation experiences.

Uniform Required

Students must attend clinical orientations, clinical experiences, NSL, and simulation lab dressed in full VWCC nursing uniform with monogram and name badge. Only students enrolled in the AAS Nursing program may wear the program uniform.

Compliance with the Dress Code

Students who fail to adhere to the dress code will be rated unsatisfactory for clinical that day and may be asked to leave the clinical site and receive an absence. An Individual Clinical Plan (ICP) for remediation will be completed. Students who do not adhere to the dress

code in the lab may be asked to complete an Individual Lab Plan (ILP) or may be required to leave the lab and will receive an absence.

While wearing the nursing student uniform, students are expected to conduct themselves in a manner befitting the AAS Nursing program, college, and nursing profession. Professional behavior and communication are required at all times. Students must comply with all policies, practices, and standards as outlined in the college and nursing program handbooks. Students will be held accountable for their actions. Failure to comply will result in disciplinary action.

Confidentiality and Health Insurance Portability and Accountability Act (HIPAA)

During the clinical experience, students have access to confidential information about the facility, including protected patient health information. Students must hold confidential all patient and facility information obtained as a program participant in clinical activities. Students must not disclose any protected patient information to third parties, family members, other students or other teachers. Students may not remove any confidential information from the clinical agency. Any patient data and/or clinical notes must be discarded in locked shred bins at clinical facilities

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Penalties for HIPAA Violation

Violators of the HIPAA Privacy Rule can face civil and criminal penalties. Respecting and

maintaining patient privacy and confidentiality of all personal and medical information is

each student's responsibility. Students must familiarize themselves with each

agency/institution's HIPAA and privacy compliance policy. This is discussed at the

following website: http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html

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

List of Common Abbreviations

AAS – Associate of Applied Science degree

ACEN – Accreditation Commission for Education in Nursing, http://www.acenursing.org/

CDC- Centers for Disease Control and Prevention, https://www.cdc.gov/

FERPA - Family Educational Rights and Privacy Act

HIPAA - Health Insurance Portability and Accountability Act

LPN – Licensed Practical Nurse

NCSBN – National Council of State Boards of Nursing, https://www.ncsbn.org/index.htm

NCLEX-RN – National Council Licensure Exam for Registered Nurses

NSL – Nursing Skills Lab

QSEN – Quality and Safety Education for Nurses, http://qsen.org/

RN – Registered Nurse

VBON – Virginia Board of Nursing, https://www.dhp.virginia.gov/nursing/

VCCS – Virginia Community College System

VDH- Virginia Department of Health https://www.vdh.virginia.gov/

VWCC – Virginia Western Community College

Disclaimers and Acknowledgements

The Nursing Student Handbook is provided as a general guide to understanding academic and conduct expectations during your enrollment in the AAS Nursing Program at Virginia Western Community College. Information contained herein is not a substitute for academic advising. The college and nursing program reserves the right to change any provision or requirement stated herein to ensure patient safety and maintain an effective learning environment for all program participants. This may include curriculum and procedural changes during a student's enrollment. Students will be notified of any changes in writing and through student meetings, Canvas announcements, or email communications. All enrolled students are subject to the current handbook. **Note:** Each student should review and maintain an understanding of existing college-wide academic and student policies on the Virginia Western website.

Please review the content at the following link:

https://www.virginiawestern.edu/about/legal-and-policies/policies/student-affairs/

COVID-19 Pandemic Impacts and Increased Program Costs

All enrolled students should stay abreast of Virginia Western College information regarding COVID-19 through the student information portal at the following link

https://www.virginiawestern.edu/covid19/

Learning during a pandemic requires additional flexibility and preparation by all program participants. This includes maintenance of all precautions as stipulated by Virginia Western, CDC and Virginia Department of Health and posted at the above link. Links to the referenced organizations are available on the abbreviations list of the Handbook.

Students should expect delays in course scheduling related to the ongoing management of COVID-19 by clinical partners who host student clinical experiences. While every effort is made to manage program costs, additional student expenses may be necessary for clinical placements, including periodic COVID-19 lab testing.   Additional expenses for virtual simulation packages may be necessary to meet course requirements and VBON regulations for clinical experiences. The prevalence of COVID-19 in our community may decrease in-person direct patient care opportunities, impacting course completion dates.

Students may also be required to engage in distance learning to complete course requirements in case of mandatory classroom, lab, or campus closure related to COVID-19 exposure or stay-at-home orders issued by the Governor of Virginia or other college guidance.

Distance learning through online resources requires computer access with a web camera and high-speed internet, which should be accessible outside of campus by enrolled students. Software downloads required for distance learning and testing include Zoom and Respondus Lockdown Browser. Students must also be able to access Canvas, Kaplan, and Lippincott course materials virtually throughout enrollment in all nursing courses.

Student tutorials, Canvas resources, download requirements for Respondus Lockdown Browser, and email assistance can be accessed through Virginia Western at the following link.
Online Learning & Instructional Technology – Virginia Western Community College Or Help Desk Help Desk - VWCC IET Services (virginiawestern.edu)

Virginia Western Community College	Student Name:	
AAS (RN) Nursing Program	Instructor or Student Evaluation (circle one)	
Level 1 Student Learning Outcomes and Competencies	Final S/U	Final Comments
Client-Center Care: Demonstrate the use of therapeutic communication, caring behaviors, and client self-determination in the provision of basic nursing care.		
Competencies — Perform client centered care with sensitivity and respect.		
Identify learning needs of client.		
Discuss importance of client self-determination in making healthcare decisions.		
Identify therapeutic communication skills when interacting with clients and the client's support network.		
Identify the needs of diverse individuals across the lifespan.		
Safety: Report Client safety issues and risks.		
Competencies — Recognize human factors and safety design principles.		
Identify hazards, near misses and errors.		
Identify client safety initiatives.		
Practice safe client care as a level 1 student.		
Clinical Judgment: Apply the components of clinical judgment across the lifespan.		
Competencies — Define a standardized plan of care based on client values, clinical expertise, and reliable evidence.		
Recognize changes in client status and intervene appropriately.		
Identify clinical judgement and critical thinking to guide care.		
Identify principles of prioritization in the provision of client care.		
Define evidence-based practice and problem solving.		
Professional Behaviors: Demonstrate professionalism and professional behaviors.		
Competencies — Identify ethical behaviors and the importance of confidentiality when caring for clients.		
Demonstrate responsibility and accountability for the delivery of safe client care with direct supervision.		
Identify the scope of nursing practice for a beginning level student.		
Competencies — Identify professional behaviors in interactions with clients, families, and healthcare providers.		

	Discuss the purpose of reflective thinking in improving nursing practice.		
	Define the role of lifelong learning in the nursing profession.		

Quality Improvement: Identify the role of quality improvement and informatics in client care.

Competencies	List common quality measures encountered in clinical practice.		
	List technology and information management tools used to identify and prevent potential errors in client care.		
	Define fiscal responsibility in the delivery of client care.		

Collaboration: Define the roles of the health care team.

Competencies	Recognize the effect nursing and other interdisciplinary team members have upon care processes and outcomes for clients and families within any healthcare setting.		
	Identify how members of the interdisciplinary team provide safe interventions to achieve positive outcomes.		
	Recognize different communication styles and cultural differences within the interdisciplinary team.		
	Identify management skills and principles of delegation when working with other members of the health care team.		
	Recognize own strengths and weaknesses to improve individual as well as team performance.		

Pharmacology: Identify the safety practices necessary for medication preparation and administration.

Competencies	Identify principles of pharmacology to the identified concepts.	
	Identify the safety practices necessary for medication preparation and administration.	

	Grade: Pass or Fail (circle one) *Note: Passing Grade for Final Evaluation requires Satisfactory performance in all areas.*
	Objectives for Future Evaluation/Remediation Needs: *Use ICP to document remediation plan for unsatisfactory performance*
Final Signatures Date:	
Instructor:	
Student:	
	Attach separate form if room for additional comments is needed

Definitions for Clinical Evaluation Tools

All clinical evaluations are graded on a pass/fail basis. A passing grade means a student has achieved a "satisfactory" (S) evaluation for each component on the evaluation tool *by the final evaluation*. Students who receive "needs improvement" (NI) must meet with clinical faculty to discuss opportunities for improvement. Students who fail to make improvements following (NI) feedback may earn an "unsatisfactory". Students that receive an "Unsatisfactory" (U) evaluation must meet with clinical instructor, develop a written clinical remediation plan, and complete an Individual Clinical Plan (ICP) blue form. Faculty and students in remediation must meet weekly to discuss and document weekly progress. A copy of the remediation plan must be given to the clinical coordinator and course faculty must be notified within one week. Failure to receive "satisfactory" (S) by the final evaluation results in a failing clinical grade and the student will not pass the course. This will affect academic progression and may result in program termination. Students are required to submit clinical assignments for evaluation as directed by clinical faculty. All clinical assignments are graded on a pass/fail basis. Any student that receives an "unsatisfactory" (U) grade has 3 days to re-submit an assignment for regrading.

Satisfactory Performance (S)
- Functions satisfactorily with minimum guidance in a clinical situation.
- Demonstrates accurate and appropriate knowledge consistent with student level as defined by clinical objectives.
- Requires occasional prompting to engage in self-directed learning.
- Identifies own learning needs and seeks appropriate assistance to deliver safe patient care.
- Consistently prepared for clinical experience.
- Demonstrates consistent safe nursing practice.

Needs Improvement (NI)
- Functions safely with moderate amounts of guidance in a clinical situation.
- Demonstrates adequate knowledge but requires moderate assistance integrating knowledge with skills resulting in partially met clinical objectives.
- Requires frequent direction in recognizing and utilizing learning opportunities but is able to function safely in the clinical setting with frequent support.
- Limited and/or inconsistent preparation for clinical experience.
- Demonstrates inconsistent nursing practice, compromising patient safety.

Unsatisfactory Performance (U)
- Requires intense guidance for the performance of clinical activities at a safe level.
- Unable to recognize safe nursing practice.
- Demonstrates significant gaps in necessary knowledge to provide safe nursing care and is unable to meet clinical objectives.
- Requires frequent and intense 1:1 faculty supervision during majority of clinical experience.
- Requires detailed instructions regarding learning opportunities in the clinical setting resulting in the inability to utilize learning opportunities.
- Unable to identify own learning needs and neglects to seek appropriate assistance.
- Unprepared for clinical experience.
- Breaches in professional or ethical conduct.

Revised 1/2/2024

Virginia Western Community College	Student Name:
AAS (RN) Nursing Program	Instructor or Student Evaluation (circle one)

Level 2 **Student Learning Outcomes and Competencies**	Final S/U	**Final Comments**
Client-Centered Care: Assess diverse client values, beliefs, and attitudes as well as community resources related to health in the provision of client-centered care.		

		Final S/U	Final Comments
Competencies	Deliver client centered care with sensitivity and respect.		
	Develop teaching plan based on assessed learning needs.		
	Discuss the nurse's role in client self-determination in making healthcare decisions.		
	Demonstrate therapeutic communication skills when interacting with clients and the client's support network.		
	Discuss the needs of individuals, families, and communities across the lifespan.		
Safety: Use safety measures when caring for clients in the community and health care agencies.			
Competencies	Examine human factors and safety design principles.		
	Report hazards, near misses and errors to members of the health care team		
	Summarize client safety initiatives.		
	Practice safe client care as a level 2 student.		
Clinical Judgment: Differentiate relevant cues in the care of clients with acute and chronic condition across the lifespan.			
Competencies	Demonstrate the use of clinical judgement and evidence-based care related to the course concepts.		
	Differentiate relevant cues in the care of clients in diverse settings.		
	Develop a plan of care that demonstrates clinical judgement with guidance.		
	Use prioritization in planning client care with supervision.		
	Differentiate relevant cues in the care of diverse populations experiencing health problems with common and predictable outcomes in diverse settings.		
Professional Behaviors: Recognize the impact of personal beliefs, values, and attitudes in developing professionalism and professional behaviors.			
	Recognize ethical behaviors and breaches in confidentiality that occur in client care situations.		
	Demonstrate responsibility and accountability for the delivery of safe client care with guided supervision.		
	Provide nursing care within the scope of nursing practice with supervision.		
Competencies	Compare appropriate and inappropriate professional behaviors demonstrated in interactions with clients, families, and healthcare providers.		

	Demonstrate reflective thinking for the purpose of improving nursing practice at the beginning level.		
	Discuss the importance of lifelong learning in the nursing profession.		
Quality Improvement: Use technology and information management tools in providing quality client care.			
Competencies	Describe common quality measures encountered in clinical practice.		
	Discuss technology and information management tools used to identify and prevent potential errors in client care.		
	Summarize fiscal responsibility in the delivery of client care.		
Collaboration: Examine the roles of the nurse and the health care team in community and acute care settings.			
Competencies	Explain how nursing and other interdisciplinary team members influence care processes and outcomes for clients and families within various healthcare settings.		
	Discuss how members of the interdisciplinary team work together to provide safe and effective care.		
	Discuss the relevance of various communication styles and cultural differences when collaborating with members of the healthcare team.		
	Compare and contrast skills and principles of delegation when working with other members of the health care team.		
	Respond to constructive feedback to improve individual as well as team performance.		
Pharmacology: Demonstrate preparation and administration of pharmacological therapies to include parenteral.			
Competencies	Demonstrate the principles of pharmacology and parenteral therapies throughout the lifespan in diverse settings.		
	Demonstrate preparation and administration of pharmacological therapies to include parenteral.		

Grade: Pass   or   Fail   (circle one)
Note: Passing Grade for Final Evaluation requires Satisfactory performance in all areas.

Final Signatures   **Date:**
Instructor:
Student:
Attach separate form if room for additional comments is needed

Definitions for Clinical Evaluation Tools

Clinical faculty to complete and fill out a weekly evaluation. These will be given to the Clinical Coordinator at the end of the semester along with a final evaluation. There will be a weekly concept focus area, however, please incorporate the previous skills so students may build their skills.

All clinical evaluations are graded on a pass/fail basis. A passing grade means a student has achieved a "satisfactory" (S) evaluation for each component on the evaluation tool *by the final evaluation*. Students who receive "needs improvement" (NI) must meet with clinical faculty to discuss opportunities for improvement. Students who fail to make improvements following (NI) feedback may earn an "unsatisfactory" (U) evaluation. Students that receive a "unsatisfactory" (U) evaluation must meet with clinical instructor, develop a written clinical remediation plan, and complete an Individual Clinical Plan (ICP) blue form. Faculty and students in remediation must meet weekly to discuss and document weekly progress. A copy of the remediation plan must be given to the clinical coordinator and course faculty must be notified within one week. Failure to receive "satisfactory" (S) by the final evaluation results in a failing clinical grade and the student will not pass the course. This will affect academic progression and may result in program termination. Students are required to submit clinical assignments for evaluation as directed by clinical faculty. All clinical assignments are graded on a pass/fail basis. Any student that receives an "unsatisfactory" (U) grade has 3 days to re-submit an assignment for regrading (First Year Student Handbook 2018-2019, p. 21-22).

Satisfactory Performance (S)
- Functions satisfactorily with minimum guidance in a clinical situation.
- Demonstrates accurate and appropriate knowledge consistent with student level as defined by clinical objectives.
- Requires occasional prompting to engage in self-directed learning.
- Identifies own learning needs and seeks appropriate assistance to deliver safe patient care.
- Consistently prepared for clinical experience.
- Demonstrates consistent safe nursing practice.

Needs Improvement (NI)
- Functions safely with moderate amounts of guidance in a clinical situation.
- Demonstrates adequate knowledge but requires moderate assistance integrating knowledge with skills resulting in partially met clinical objectives.
- Requires frequent direction in recognizing and utilizing learning opportunities but is able to function safely in the clinical setting with frequent support.
- Limited and/or inconsistent preparation for clinical experience.
- Demonstrates inconsistent nursing practice, compromising patient safety.

Unsatisfactory Performance (U)
- Requires intense guidance for the performance of clinical activities at a safe level.
- Unable to recognize safe nursing practice.
- Demonstrates significant gaps in necessary knowledge to provide safe nursing care and is unable to meet clinical objectives.
- Requires frequent and intense 1:1 faculty supervision during majority of clinical experience.
- Requires detailed instructions regarding learning opportunities in the clinical setting resulting in the inability to utilize learning opportunities.
- Unable to identify own learning needs and neglects to seek appropriate assistance.
- Unprepared for clinical experience.
- Breaches in professional or ethical conduct.

Virginia Western Community College		Student Name:			
AAS (RN) Nursing Program		Instructor or Student Evaluation (circle one)			
Level 3 Student Learning Outcomes and Competencies		Midterm S/NI/U	Midterm Comments & Suggestions	Final S/U	Final Comments
Client-Centered Care: Apply principles of client centered care to clients across the lifespan.					
Competencies	Organize client centered care with sensitivity and respect.				
	Implement teaching plan based on assessed learning needs.				
	Promote client self-determination in making healthcare decisions as a level 3 student.				
	Examine communication skills when interacting with clients and the client's support network.				
	Advocate for diverse individuals, families, and communities across the lifespan with guidance.				
Safety: Incorporate factors for improvement of client safety for clients across the lifespan					
Competencies	Analyze human factors and implement safety design principles.				
	Examine hazards, near misses and errors to members of the health care team				
	Analyze client safety initiatives.				
	Practice safe client care as a level 3 student.				
Clinical Judgment: Apply clinical judgment when prioritizing the delivery of client-centered care across the lifespan.					
Competencies	Develop an individualized plan of care based on client values, clinical expertise and reliable evidence.				
	Prioritize changes in client status with guidance and intervene appropriately.				
	Apply clinical judgement when prioritizing the delivery of client-centered care to clients with multiple needs and in various clinical settings.				
Professional Behaviors: Incorporate legal\ethical principles and professional nursing standards in the care of clients.					

Competencies					
Competencies	Demonstrate ethical behaviors and confidentiality when caring for clients.				
	Demonstrate increased responsibility and accountability for the delivery of safe client care with guidance.				
	Organize nursing care to encompass the scope of nursing practice.				
	Demonstrate professional behaviors in interactions with clients, families, and healthcare providers.				
	Engage in reflective thinking for the purpose of improving own nursing practice.				
	Identify resources for creation of a lifelong learning plan.				
Quality Improvement: Examine the impact of quality improvement processes, information technology and fiscal resources in the provision of nursing care.					
Competencies	Apply common quality measures encountered in clinical practice.				
	Utilize technology and information management tools used to identify and prevent potential errors in client care.				
	Performs fiscally responsible of client care.				
Collaboration: Participate as a member of the health care team in the delivery of nursing care to clients across the lifespan.					
Competencies	Differentiate how interdisciplinary team members influence care processes and outcomes for clients and families within various healthcare settings.				
	Collaborate with members of the healthcare team to provide safe and effective care with guidance.				
	Demonstrate the ability to collaborate with members of the interdisciplinary team with various communication styles and cultural differences.				
	Apply management skills and principles of delegation when working with other members of the health care team.				
	Implement self-appraisal process as a member of the interdisciplinary team.				
Pharmacology: Integrate pathophysiology into the identified concepts for all client populations across the lifespan					
Competencies	Integrate the principles of pharmacology into the identified concepts for all client populations across the lifespan.				
	Integrate pathophysiology and principles of pharmacology in the delivery of client care in a variety of population.				
Date:		Grade: Pass or Fail (circle one) *Note: Passing Grade for Final Evaluation requires Satisfactory performance in all areas.*				

Objectives for Future Evaluation/Remediation Needs:	
Use ICP to document remediation plan for unsatisfactory performance	
Midterm Signatures Date:	**Final Signatures** Date:
Instructor:	Instructor:
Student:	Student:
Attach separate form if room for additional comments is needed	

Definitions for Clinical Evaluation Tools

All clinical evaluations are graded on a pass/fail basis. A passing grade means a student has achieved a "satisfactory" (S) evaluation for each component on the evaluation tool *by the final evaluation*. Students who receive "needs improvement" (NI) must meet with clinical faculty to discuss opportunities for improvement. Students who fail to make improvements following (NI) feedback may earn an "unsatisfactory" (U) evaluation. Students that receive an "Unsatisfactory" (U) evaluation must meet with clinical instructor, develop a written clinical remediation plan, and complete an Individual Clinical Plan (ICP) blue form. Faculty and students in remediation must meet weekly to discuss and document weekly progress. A copy of the remediation plan must be given to the clinical coordinator and course faculty must be notified within one week. Failure to receive "satisfactory" (S) by the final evaluation results in a failing clinical grade and the student will not pass the course. This will affect academic progression and may result in program termination. Students are required to submit clinical assignments for evaluation as directed by clinical faculty. All clinical assignments are graded on a pass/fail basis. Any student that receives an "unsatisfactory" (U) grade has 3 days to re-submit an assignment for regrading.

Satisfactory Performance (S)
- Functions satisfactorily with minimum guidance in a clinical situation.
- Demonstrates accurate and appropriate knowledge consistent with student level as defined by clinical objectives.
- Requires occasional prompting to engage in self-directed learning.
- Identifies own learning needs and seeks appropriate assistance to deliver safe patient care.
- Consistently prepared for clinical experience.
- Demonstrates consistent safe nursing practice.

Needs Improvement (NI)
- Functions safely with moderate amounts of guidance in a clinical situation.
- Demonstrates adequate knowledge but requires moderate assistance integrating knowledge with skills resulting in partially met clinical objectives.
- Requires frequent direction in recognizing and utilizing learning opportunities but is able to function safely in the clinical setting with frequent support.
- Limited and/or inconsistent preparation for clinical experience.
- Demonstrates inconsistent nursing practice, compromising patient safety.

Unsatisfactory Performance (U)
- Requires intense guidance for the performance of clinical activities at a safe level.
- Unable to recognize safe nursing practice.
- Demonstrates significant gaps in necessary knowledge to provide safe nursing care and is unable to meet clinical objectives.
- Requires frequent and intense 1:1 faculty supervision during majority of clinical experience.
- Requires detailed instructions regarding learning opportunities in the clinical setting resulting in the inability to utilize learning opportunities.
- Unable to identify own learning needs and neglects to seek appropriate assistance.
- Unprepared for clinical experience.
- Breaches in professional or ethical conduct.

Virginia Western Community College NSG 270- Nursing Capstone Spring 2024		Student Name:_____ Circle One: Student Copy Instructor Copy		
AAS (RN) Nursing Program		**Student Learning Outcomes and Competencies**		
Level 4	**Midterm S/NI/U**	**Midterm Comments & Suggestions**	**Final S/U**	**Final Comments**
Client-Centered Care: Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.				
Coordinate client centered care delivery with sensitivity and respect.				
Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes.				
Promote client self-determination in making healthcare decisions as a level 4 student.				
Integrate therapeutic communication skills when interacting with clients and the client's support network.				
Advocate independently for diverse individuals, families, and communities across the lifespan.				
Safety: Practice nursing care that minimizes risk of harm across systems and client populations.				
Evaluate human factors and safety design 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.				
Clinical Judgement: Integrate clinical judgement when collaborating with the healthcare team in the management of care for complex clients.				
Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence.				
Independently prioritize changes in client status and intervene appropriately.				
Integrate clinical judgement in the management of care for multiple, complex clients across the lifespan.				
Evaluate existing practices and seek creative approaches to problem solving.				
Professional Behaviors: Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership, and a commitment to recognize the value of life-long learning.				

Incorporate ethical behaviors and confidentiality when caring for clients.				
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.				
Quality Improvement: Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.				
Assess the common quality measures encountered in clinical practice.				
Evaluate technology and information management tools used to identify and prevent potential errors in client care.				
Justify fiscal responsibility in the delivery of client care.				
Collaboration: Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.				
Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes.				
Participate in the interdisciplinary plan of care to promote optimal client outcomes.				
Evaluate communication strategies that are inclusive of various communication and cultural differences.				
Evaluate management skills and principles of delegation when working with other members of the health care team.				
Reflects at a professional level on individual and team performance.				
Pharmacology: Manage the appropriateness, accuracy, and client response to pharmacology principles for clients with complex conditions.				
Manage the principles of pharmacology to the identified concepts for clients with complex conditions.				
Manage the appropriateness, accuracy, and client response to pharmacology principles for clients with complex conditions.				
Apply the principles of leadership and management regarding the legal and ethical responsibilities related to safe medication administration.				

Note: Passing Grade for Final Evaluation requires Satisfactory performance in all areas.	**Grade: Pass or Fail** (circle one)

Objectives for Future Evaluation/Remediation Needs:
Use ICP to document remediation plan for unsatisfactory performance

Midterm Signatures **Date:** Instructor: Student:	**Midterm Signatures** **Date:** Instructor: Student:

Definitions for Clinical Evaluation Tools

Clinical faculty to complete and fill out a weekly evaluation. These will be given to the Clinical Coordinator at the end of the semester along with a final evaluation. There will be a weekly concept focus area, however, please incorporate the previous skills so students may build their skills.

All clinical evaluations are graded on a pass/fail basis. A passing grade means a student has achieved a "satisfactory" (S) evaluation for each component on the evaluation tool *by the final evaluation*. Students who receive "needs improvement" (NI) must meet with clinical faculty to discuss opportunities for improvement. Students who fail to make improvements following (NI) feedback may earn an "unsatisfactory" (U) evaluation. Students that receive an "Unsatisfactory" (U) evaluation must meet with clinical instructor, develop a written clinical remediation plan, and complete an Individual Clinical Plan (ICP) blue form. Faculty and students in remediation must meet weekly to discuss and document weekly progress. A copy of the remediation plan must be given to the clinical coordinator and course faculty must be notified within one week. Failure to receive "satisfactory" (S) by the final evaluation results in a failing clinical grade and the student will not pass the course. This will affect academic progression and may result in program termination. Students are required to submit clinical assignments for evaluation as directed by clinical faculty. All clinical assignments are graded on a pass/fail basis. Any student that receives an "unsatisfactory" (U) grade has 3 days to re-submit an assignment for regrading (First Year Student Handbook 2021-2022, p. 21-22).

Satisfactory Performance (S)
- Functions satisfactorily with minimum guidance in a clinical situation.
- Demonstrates accurate and appropriate knowledge consistent with student level as defined by clinical objectives.
- Requires occasional prompting to engage in self-directed learning.
- Identifies own learning needs and seeks appropriate assistance to deliver safe patient care.
- Consistently prepared for clinical experience.
- Demonstrates consistent safe nursing practice.

Needs Improvement (NI)
- Functions safely with moderate amounts of guidance in a clinical situation.
- Demonstrates adequate knowledge but requires moderate assistance integrating knowledge with skills resulting in partially met clinical objectives.
- Requires frequent direction in recognizing and utilizing learning opportunities but is able to function safely in the clinical setting with frequent support.
- Limited and/or inconsistent preparation for clinical experience.
- Demonstrates inconsistent nursing practice, compromising patient safety.

Unsatisfactory Performance (U)
- Requires intense guidance for the performance of clinical activities at a safe level.
- Unable to recognize safe nursing practice.
- Demonstrates significant gaps in necessary knowledge to provide safe nursing care and is unable to meet clinical objectives.
- Requires frequent and intense 1:1 faculty supervision during majority of clinical experience.
- Requires detailed instructions regarding learning opportunities in the clinical setting resulting in the inability to utilize learning opportunities.
- Unable to identify own learning needs and neglects to seek appropriate assistance.
- Unprepared for clinical experience.
- Breaches in professional or ethical conduct.

Appendix B: ICP Form

Individual Clinical/Laboratory Plan
**Virginia Western Community College Associate of Applied Science Nursing Program
Laboratory/Clinical Experience**

**INDIVIDUAL CLINICAL PLAN (ICP) &
LABORATORY REMEDIATION PLAN (LRP)**

_____ has not demonstrated passing behavior in Clinical Experience.

Nature of the problem:
_____ Disrespectful or unprofessional behaviors
_____ Unprepared for Lab/clinical (e.g., lack of preparation, dress code violations, etc.)
_____ Unsafe Lab/clinical practice (e.g., med errors, inability to perform skills, practice outside   scope as a student nurse, patient safety violations, etc)
_____ Inability to communicate effectively or appropriately with patients, families, faculty, peers, or agency staff
_____ Repeated tardiness
_____ Attendance
_____ Repeated deficiencies in written work
_____ Smoking while in uniform
_____ Other (please identify):

Expanded description of the problem(s):

In order for the above student to meet the course objectives and pass the course, the following behavior(s) must be demonstrated in the *established timeline*:

This plan is mutually developed and agreed upon by:

Student _____   Date _____

Faculty _____   Date _____

Faculty Notes on Progress: When a Clinical Remediation Plan is instituted; the student and faculty should meet on a **weekly basis** to evaluate progress and the faculty will keep this record in the student's assigned folder. Record faculty notes regarding meetings below

Disciplinary Actions: 1. Individual Care Plan

2. Sent Home from Lab/Clinic

3. Must see Program Director for further disciplinary Actions

Overall Evaluation (based on established timeframe)

Resolution: Once Plan has been completed, faculty and the student will sign below:

_____	_____
Student	Date

_____   _____

Faculty   Date

Appendix C: Remote Testing Guidelines (during campus closure only)

Remote Test-Taking Guidelines: Respondus Lockdown with Monitor
Failure to adhere to any of the items below may result in the test being discarded.
You will be recorded during the test to ensure you are not using unauthorized resources. While taking an online quiz or exam, please follow these guidelines:
- Before beginning the quiz or exam:
    - Make sure you have taken care of any personal needs prior to the environmental scan.
        - Make sure you have a reliable internet connection.
    - Your computer must be on a stable surface. You may not take your exam in your bed or on the floor.
    - Do not attempt to take your quiz or exam in a moving vehicle.
    - The area must be well lit. However, do not sit with your back to a window as this creates difficulty in seeing the students face.
    - You should not have any resources on your testing surface; this includes cell phones, tablets, computers, books, papers or other references. If blank paper is allowed per your instructor you may have one piece of paper and you must show the front and back in the environmental scan as well at the end of the exam.
    - Turn off all mobile devices, phones, etc. o Refrain from wearing hats or sunglasses during testing as your eyes need to be visible. o   Refrain   from   wearing headphones or earbuds during testing.
    - You must present a valid driver's license or student ID for testing when prompted that clearly displays your full name.

During the environmental scan: o   Using an external camera or built-in laptop camera, complete the environmental scan. The scan must include:
- A slow 360-degree scan of your environment
- The area your computer will be resting on during testing
- The area around your feet
- For laptops with a built-in webcam or desktop computers with large monitors such as Macs, use a hand-held mirror to assist with the scan or desktop computers with large monitors such as Macs, use a handheld mirror to assist with the scan. (The other option is to purchase an external webcam).
    - You should not leave the testing area after completion of the environmental scan.
    - Please note you are being recorded from the start of the environmental scan until you end the quiz or exam.
    Failure to complete the environment scan and show your desktop may be deemed as an unreliable testing environment and the test may be discarded at faculty discretion.

During testing: o   Do not move your computer or leave the area during testing.
- Your face should be located in the center of the camera view for the entire quiz or exam. Slouching or changing positions can move your head out of the camera area.
- If suspicious eye movement away from the screen is detected upon video review the test may be discarded.

Failure to adhere to all testing standards may result in an unreliable testing environment and the test may be discarded at faculty discretion. Based on faculty investigation, a discarded test may result in a retest. Instances of student misconduct do not allow for retest and a grade of "0" is awarded. All academic integrity policies will be enforced. Please see the academic integrity policy for further information.

Virginia Western Community College | School of Health Professions

virginiawestern.edu

Nursing Program DOE Disclosure

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

The Virginia Western AAS Nursing program meets all Virginia Board of Nursing requirements for pre-licensure nursing education programs in the Commonwealth of Virginia. In addition, the Virginia Western AAS Nursing Program meets all requirements for nationally recognized accreditation by the Accrediting Commission for Education in Nursing (ACEN)

The Commonwealth of Virginia participates with 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.

Virginia Western Community College has not determined if the AAS Nursing program meets the requirements of any other states.

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

_____   _____
Enrolled Student Name: Please Print   Date

_____
Enrolled Student Signature

3091 Colonial Avenue SW   Phone: 540-857-6644 | TTY 711
Roanoke, Virginia 24015   Fax: 540-857-6640

VIRGINIA WESTERN

Appendix E: Request for Readmission form

VIRGINIA WESTERN
COMMUNITY COLLEGE

WE'LL TAKE YOU THERE

Request for Re-entry into the Associate Degree Nursing Program
Due to program director by October 1st if applying for re-entry to spring or summer semester.
Due to program director May 1st if applying for re-entry to fall semester.

NAME:	Student IMPL #
ADDRESS:	
VCCS Email:	Alternate email:
PHONE: Primary	Alternate

Requested Term/ Year for re-entry: **Term** _____ **Year** _____

Previous Courses: Term(s) and Grade(s):

Course	Term (Fall, Spring, Summer)	Grade
NSG 100		
NSG 106		
NGS 130		
NSG 200		
NSG 115		
NSG 152		
NSG 170		
NSG 210		
NSG 211		
NSG 230		
NSG 252		
NSG 270		

Please answer the following questions:

1) Why did you leave the program or class?

2) How have you grown since leaving or what do you think will make you successful if you are able to continue?

3) If there were issues in classroom, lab or clinical please describe them and how you will overcome them if readmitted.

Current *Curricular* GPA: _____

Notes:

I understand the nursing program policies and procedures as listed in the Virginia Western Community College Associate of Applied Science in Nursing Program Student Handbook.

Student Signature: _____   Date: _____

Nursing Student Handbook Signature Page

I have received, read, and agree to adhere to the Nursing Student Handbook and will abide by the guidelines, policies, requirements, and standards contained therein. My signature further acknowledges that many policies and requirements of the AAS Nursing Program exceed student policies described by Virginia Western Community College.

Printed Name

Signature

Date