ASSOCIATE DEGREE NURSING STUDENT HANDBOOK AND CLINICAL GUIDELINES

RANDOLPH COMMUNITY COLLEGE
ASHEBORO, NORTH CAROLINA
2022-2023 ACADEMIC YEAR

Associate Degree Nursing Faculty
08.09.23

The policies and guidelines in this handbook will be effective throughout your nursing education at Randolph Community College. Changes in policies or guidelines will be communicated via Moodle and/or classroom announcements. The electronic version of the handbook will concurrently be updated and re-posted in each course, reflecting the communicated revisions. The Randolph Community College Student Handbook, provided to students, is available Catalog (randolph.edu).
Any differences in procedures and guidelines between the Nursing Student Handbook and the College Catalog are acknowledged as a reflection of the nursing student's specialized studies.
Please contact the course instructor(s) and/or Department Head of Nursing for questions.

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Welcome Statement

Dear Nursing Student,

On behalf of the faculty and staff of Randolph Community College's Nursing Program, it is my pleasure to welcome you! Nursing is one of the greatest professions not only for what it gives to others, but for the values it holds. These values are fully embraced in the Randolph Community College Nursing Program:

We are delighted that you have chosen Randolph Community College as your choice to pursue your nursing degree. You are embarking on a new journey, and as a new student, you will be entering a community of scholars committed to learning more about the nursing profession.

This is an exciting time for you, and your faculty are elated to be a part of your nursing educational journey. Your faculty will engage you in a variety of teaching and learning activities which will enable you to gain the needed cognitive, psychomotor, and affective skills and competencies needed to become a registered nurse.

It is the intent of the program to prepare nursing students with the knowledge, skill, discernment, and attitude necessary to fulfill the role of an entry-level nurse upon graduation. Successful completion of this rigorous nursing program is challenging and requires a commitment based on purposeful action. The college and the nursing program provide multiple opportunities to support the student's academic success and personal growth. We have a highly qualified, engaged team of faculty, instructors, and tutors. The program has a state-of-the art simulation center that will provide opportunities to apply the concepts and the skills learned in a supportive, realistic educational environment.

These opportunities for learning and success are enhanced by the student's use of the resources, the student's commitment of time and energy to mastering the concepts, content, and skills. It will require a balance of one's personal as well as academic commitments. This will be hard work, but work that will open the door to a rewarding career.

This handbook is intended to be a guide and reference for students throughout their educational experience in the RCC Nursing Program. Please reference this handbook as well as the Randolph Community College Catalog, which can be found online at https://www.randolph.edu/student-success/catalog.aspx for more information and reinforcement of policies, regulations, and student services and information.

Our hope is that this handbook will be a resource to you, providing guidance to nursing policies and procedures to answer some of the many questions you may present. Please be sure to read the information contained in this document, referencing as needed.

In closing and on behalf of the nursing faculty, please accept our sincere congratulations on your selection and entry into the nursing program, we are grateful you have chosen Randolph Community College to begin your nursing journey.

Sincerely,

Kim Kimrey, RN, MSN, MBA
Department Head, Nursing

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Program Approval and Accreditation

The nursing program at Randolph Community College was given initial approval by unanimous vote by the North Carolina Board of Nursing on December 9th, 1982. The program's most recent Board of Nursing review was approved, and the next review is scheduled for 2033.

Address:

North Carolina Board of Nursing

4516 Lake Boone Trail

Raleigh NC 27607

Phone: 919-782-3211

Web site: www.ncbon.com.

Further information regarding approval status of the Randolph Community College Associate Degree Nursing Program can be obtained by contacting Kim Kimrey, RN, MSN, MBA, Randolph Community College Associate Degree Nursing Department Head, at 336-633-0201 or kbkimrey@randolph.edu.

The Randolph Community College Nursing Program is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the ADN degree.

Mission and Philosophy

The Associate Degree Nursing Program supports the mission of the North Carolina Community College System and the mission of Randolph Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing healthcare needs of the service area and to promoting the development of qualified students prepared for the professional role of the registered nurse at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-RN).

Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life and achievement of potential for the individual.

The philosophy of the Associate Degree Nursing Program is derived from statements about the health, quality of life, achievement of potential, the individual, environment, health, nursing, the practice, and education of the Associate Degree Nurse.

The college also has a Simulation Center that supports the nursing program's curriculum. The mission of Randolph Community College's Simulation Center is to provide state-of-the-art education that will allow students to develop the skills essential to providing exceptional client care.

The nursing program also supports the vision of Randolph Community College's Simulation Center; to provide a quality, student-centered learning experience for all healthcare disciplines. We create a realistic, collaborative environment where students actively participate in developing the necessary skills to provide exceptional client care.

Philosophy and Organizing Framework Defined

Nursing education at the associate degree level, in the North Carolina Community College System, is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level nurse. The curriculum is conceptually based and founded on principles of adult and collaborative learning. Basic assumptions include self-direction, utilizing adult experience, problem- and activity-centered learning (Rachel, 2002).

It incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning. The conceptual design defines the essential elements as the environment, quality of life, achievement of potential, and health. The organizing framework contains content related to the individual, the health care system and nursing.

The Associate Degree Nursing Program at Randolph Community College provides an education that is flexible, progressive, and sensitive to the changing needs of the individual, significant support person(s), and community. Through these educational experiences, students will have the opportunity to develop critical thinking, clinical reasoning, and problem-solving skills.

The Associate Degree Nursing Curriculum is based on a learning theory rooted in neurobiology. Neuroscientists discovered that the brain develops circuitry and grows because of experience and learning. Learning is about making connections. Neurologists and cognitive scientists agree that humans build their minds by "constructing" mental structures and "hands-on" concrete application that connects and organizes information (Barkley, Cross & Major, 2005).

Learning is a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning are an interactive process between teacher and learner. The responsibility of the faculty of Randolph Community College Associate Degree Nursing Program is to facilitate the student's understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and develops the knowledge, skills, and attitudes necessary to provide quality individual centered nursing care.

Conceptual Framework

The conceptual model provides a mental scaffold or framework to prepare learners for new instruction and motivates by making a meaningful connection for the learner. The learner must attain mastery of each part of the framework; the individual, the healthcare system and nursing to understand the complete curriculum (Knowles, 2005). The domains of the individual, the healthcare system, and nursing provide the conceptual framework guiding the Associate Degree Nursing curriculum. Concepts are organized within each these domains and learning occurs from simple to complex.

Concepts are major components of knowledge, theoretical constructions, and organizational tools for thinking (Giddens et al., 2020). Concepts are the "building blocks" of the curriculum and are continually discussed throughout the curriculum. The student will include exemplars, which represent specific examples of a topic, and are included in each nursing course. Please reference the Randolph Community College's curriculum grid for a better understanding of the concepts and exemplars discussed in each nursing course.

Definitions:

Individual

The faculty of Randolph Community College believe that each individual is a complex, multidimensional, unique, and significant being possessing inherent value and worth, and a member of a family, community, and culturally diverse society. All individuals have dynamic bio-physical, psychological, socio-cultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the individual to change throughout the lifespan. Each individual has a right to healthcare and to information that will assist him or her to participate actively in his or her health care in order to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted. To provide and manage care, nurses must view the individual at the center of any nursing activity.

Healthcare System

According to von Bertalanaffy (1968), a system consists of the coming together of parts, the power comes from the energy of the interconnection and the way the parts come together. The community healthcare system is a macro system and consists of a variety of parts or microsystems. Clinics, hospitals, pharmacies, laboratories, long term-care, and Internet sites are microsystems that are connected by patients and information to improve health (IOM, 2001).

Nursing

Nursing is a science and the art of integrating and assimilating knowledge and skills derived from biological, sociological, and behavioral sciences and information technology to deliver client-centered, culturally competent, holistic care. Through caring, empathy, ethics, and the development of a therapeutic relationship with the individual and significant support person(s), the nurse integrates the art of nursing with the scientific foundation for nursing practice that utilizes the nursing process. Incorporating documented best practice, the nurse functions autonomously and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of quality client outcomes, promotion of wellness, prevention of illness, and restoration of health or assistance in achieving a dignified death.

Environment

The individual is in constant interaction with a changing environment that consists of both internal and external forces that varies throughout the lifespan and has the potential to cause stress in the individual. The nurse can assist the individual to alter aspects of the environment and to utilize his/her innate and learned coping mechanisms to adapt to these stressors.

Health

Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. The individual's needs for healthcare are determined by his/her position on the continuum. Each individual's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore, or maintain wellness, or achieve a dignified death.

Quality of Life

Quality of life involves five domains including physical, functional, psychological, social, and spiritual well-being. The individual's perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges encountered in the real world (Ignatavicius: Medical-Surgical Nursing 5th ed., p. 5).

Achievement of potential is the individual's growth toward attaining one's utmost ability and quality of life. It is based on the individual's choices, perceptions, personal goals, life experiences, and holistic health.

Curriculum Description

The Associate Degree Nursing Program curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include acute, chronic, extended, industrial, and community health care facilities.

Curriculum by Semesters

Associate Degree Nursing - Degree [A45110]

(Courses for this A.A.S. degree program is offered days, evenings, and weekends – NUR-prefixed courses are offered days only. Clinical may be day, evening, or weekends.)

Curriculum Courses by Semester		Hours/Week			Semester Hours
First Year: Fall Semester		Class	Lab	Clinical	Credit
ACA 111: College Student Success		1	0	0	1
BIO 168: Anatomy & Physiology I		3	3	0	4
ENG 111: Writing and Inquiry		3	0	0	3
NUR 111: Intro to Health Concepts		4	6	6	8
	Total:	11	9	6	16
First Year: Spring Semester					
BIO 169: Anatomy & Physiology II		3	3	0	4
NUR 112: Health-Illness Concepts		3	0	6	5
NUR 114: Holistic Health Concepts		3	0	6	5
NUR 117: Pharmacology		1	3	0	2
PSY 150: General Psychology		3	0	0	3
	Total:	13	6	12	19
First Year: Summer Semester					
ENG 112: Writing/Research in the Disc		3	0	0	3
OR					
ENG 114: Professional Research & Reporting		3	0	0	3
NUR 212: Health System Concepts		3	0	6	5
PSY 241: Developmental Psychology		3	0	0	3
	Total	9	0	6	11
Second Year: Fall Semester					
BIO 175: General Microbiology		2	2	0	3
NUR 113: Family Health Concepts		3	0	6	5
NUR 211: Health Care Concepts		3	0	6	5
	Total	8	2	12	13
Second Year: Spring Semester					
NUR 213: Complex Health Concepts		4	3	15	10
**Humanities/Fine Arts Course		3	0	0	3
	Total	7	3	15	13

TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 72

NOTE: See the next page for additional information

**Students must select one of the following Humanities/Fine Arts courses to fulfill the Humanities/Fine Arts requirement: ART 111, ART 114, ART 115, HUM 115, MUS 110, PHI 215, and PHI 240.

Students must obtain a grade of "C" or better in all NUR courses and "B" or better in all non-NUR courses student will NOT be allowed to progress in the curriculum. A student must maintain a 2.0 curriculum GPA throughout the program. If a student does not maintain a cumulative GPA of 2.0, the student will not be allowed to progress in the curriculum.

Program Costs

	FALL SEMESTER				SPRING SEMESTER					SUMMER SEMESTER			FALL SEMESTER			SPRING SEMESTER	
	NUR 111	ACA 111	BIO 168	ENG 111	NUR 112	NUR 114	NUR 117	BIO 169	PSY 150	NUR 212	ENG 112 or ENG 114	PSY 241	NUR 113	NUR 211	BIO 175	NUR 213	HUM /FINE ART
Tuition	$608	$76	$304	$228	$380	$380	$152	$304	$228	$380	$228	$228	$380	$380	$228	$760	$228
*Textbooks	$967	$62	$501	$92	$932		$145	$501			$150				$272	$185	
*Criminal Background Check/ Urine Drug Screen	$91																
*Uniforms	$200																
*Shoes	$100																
*Lab Jacket	$50																
My Clinical Exchange Access	$40												$40				
Nursing Lab Kits	$246																
*Medical Exam	$200																
*Titers:																	
MMR	$60																
Varicella	$60																
HEP B	$60																
TB Quant Gold	$130												$130				
*Immunizations:																	
MMR	$155																
Varicella	$195																
HEP B	$140																
Tdap	$90																

Flu	$50												$50					
Covid	FREE																	
CPR Certification	$75																	
Student Fees:																		
Activity Fee	$33				$33					$30.25			$33				$33	
Technology Fee	$32				$32					$22			$26				$26	
Graduation Fee	$5				$5					$5			$5				$5	
Parking Fee	$5				$5					$5			$5				$5	
Malpractice Insurance Fee	$16				$16					$16			$16				$16	
Nursing Testing Fee	$525				$525					$525			$525				$525	
SNA Membership (annually)	$40												$40					**PROGRAM TOTAL:**
TOTAL (Estimated)	$4,173	$138	$805	$320	$1,928	$380	$297	$805	$228	$983	$378	$228	$1,250	$380	$500	$1,555	$228	$14,576

*Costs for medical exam/titers/immunizations are estimated self-pay costs. The actual cost may vary depending on location, insurance, etc. Please contact the location you plan to have the immunizations/titers completed to verify actual cost. Some immunizations are required annually (Flu, TB) or may need to be repeated if expires while you are in the program (Tdap, CPR Certification).

*Costs for textbooks include general education courses, and textbook costs may vary. You can look up text per semester on the bookstore website by specific course to verify cost. The costs are for new purchase, not for used or rental and may vary depending on the actual course taken if general education course.

*Costs for scrubs, shoes, and lab coats can vary depending on style/size. Prices are estimated by Expressions in Asheboro, NC.

*Background Check and Drug Screen cost is minimum cost. May be more depending on how many names, addresses, states, etc. must be traced.

Background check, drug screen and medical exam must be repeated for any student who is readmitting to the program.

BIO 169 only requires book if student does not have book required by BIO 168.

Physical and Emotional Health Expectations of a Student Nurse

The Board of Nursing Standards for Educational Units in Nursing require that there be evidence that the physical and emotional health of the student be such that he/she can be expected to provide safe nursing care to the public. This is documented initially on the medical form completed by a physician, physician's assistant, or a nurse practitioner.

If a physical or emotional health problem threatens to prevent or prevents satisfactory classroom or clinical performance, the student is referred to an appropriate professional. The recommendation of the professional will be utilized to determine whether admission or continued enrollment in the program is appropriate. Applicants or students may be denied admission or continued enrollment until the identified problem is satisfactorily corrected.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. For the purposes of nursing program, compliance with the 1990 Americans with Disabilities Act, a "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the nursing programs.

Admission to and progression in the ADN program is not based on these standards. Rather, the standards should be used to assist each student in determining whether accommodations or modifications are necessary. Standards provide an objective measure upon which a student and the advisor base informed decisions regarding whether a student is "qualified" to meet requirements.

If a student believes that he/she cannot meet one or more of the standards without accommodations or modifications, the student will be directed to the disability services coordinator in Student Services.

Performance Standards for Students in the Clinical and Classroom Setting

In compliance with the 1990 Americans with Disabilities Act, the following standards have been established.

The following are examples of the kind of activities that a student in the Associate Degree Nursing program would be required to perform to successfully complete the program. If an accepted applicant believes that he/she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the Department Head of Nursing and/or designee. The examples given are representative of those activities required and are not all-inclusive.

1. Critical thinking ability sufficient for clinical judgment. Example: Identify cause and effect relationship in clinical situations, develop nursing care plans.
2. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Example: Establish a relationship with patients and colleagues.
3. Communicate with others orally and in writing. Example: Explain treatments and medications, document nursing actions, record patient responses to treatment.

4. Physical abilities sufficient to move from room to room and maneuver in small spaces. Example: Answer calls from patients, retrieve equipment, and move about in patient rooms.
5. The ability to manipulate equipment and to assist patients with physical limitations. Example: Use equipment, calibrate equipment, position patients, administer CPR, administer injections, and insert catheters.
6. Hearing ability sufficient to monitor and assess health needs. Example: Hear a monitor alarm, listen to heart and breath sounds, hear a cry for help.
7. Vision sufficient for observation and assessment necessary in nursing care. Example: Observe patient responses to treatment, see a change in skin color, read the scale on a syringe.
8. Sense of touch sufficient to perform a physical examination and to detect movement. Example: Detect pulsation.

Educational Outcomes

Assessment is the systematic collection, review, and use of information to improve student learning and educational quality. An assessment plan helps assure continuous improvement and accountability.
Thus, faculty will obtain information to evaluate graduate in meeting the following program educational outcomes:

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
3. Integrate knowledge of the holistic needs of the individual to provide an individual-centered assessment.
4. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
5. Implement caring interventions incorporating documented best practices for individuals in diverse settings.
6. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.
7. Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.
8. Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

Course Outcomes

COURSE MEASURES

NUR 111: Intro to Health Concepts

Upon successful completion of NUR 111, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Objective I:
Upon completion of the course, the learner will be able to relate to the individual as a holistic, complex, multidimensional, unique, and significant being.

Learning Outcomes:

1. Articulate all concepts within the domain of the healthy individual.
2. Distinguish between the healthy individual within a changing internal and external environment and individuals with simple alterations in health.

Objective II:
Upon completion of the course, the learner will be able to internalize foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic care for individuals.
Learning Outcomes:
1. Receives an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals.
3. Competently perform holistic assessments, caring nursing interventions, and clinical decision-making.
4. Communicate professionally and effectively while providing care to individuals.
5. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to safely provide therapeutic care.
6. Facilitate the acquisition of knowledge and learning to enhance self-care for each individual.
7. Collaboratively manage care of the individuals.

Objective III:
Upon completion of the course, the learner will be able to transfer knowledge of the concepts within the domain of the healthcare system to safely and ethically administer care to the individual.
Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.

NUR 112: Health-Illness Concepts

Upon successful completion of NUR 112, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Objective I:
Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.
Learning Outcomes:

1. Examine the pathophysiology, prevalence, and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.

Objective II:
Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.
Learning Outcomes:

1. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.
5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Objective III:
Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.
Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions, and judgments.

NUR 113: Family Health Concepts

Upon successful completion of NUR 113, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Objective I:
Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.
Learning Outcomes:

1. Examine the pathophysiology, prevalence, and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.

Objective II:
Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.
Learning Outcomes:

1. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals

with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.
5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Objective III:
Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.
Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions, and judgments.

NUR 114: Holistic Health Concepts

Upon successful completion of NUR 114, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Objective I:
Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.
Learning Outcomes:

1. Examine the pathophysiology, prevalence, and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.

Objective II:
Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.
Learning Outcomes:

1. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.
5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Objective III:
Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.
Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions, and judgments.

NUR 211: Health Care Concepts

Upon successful completion of NUR 211, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Objective I:
Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.
Learning Outcomes:

1. Examine the pathophysiology, prevalence, and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.

Objective II:
Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.
Learning Outcomes:

1. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.
5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Objective III:
Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.
Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions, and judgments.

NUR 212: Health System Concepts

Upon successful completion of NUR 212, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Objective I:
Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.
Learning Outcomes:

1. Examine the pathophysiology, prevalence, and clinical course of individuals with specific alterations in health.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.

Objective II:
Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.
Learning Outcomes:

1. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
3. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.
5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

Objective III:
Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals.
Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions, and judgments.
6. Develop a plan for continued professional growth and development.

NUR 213: Complex Health Concepts

Upon successful completion of NUR 213, students should be able to provide safe nursing care incorporating the concepts identified in this course:

Objective I:
Upon completion of the course, the learner will be able to assimilate all concepts within the domain of the individual related to complex alterations in health.
Learning Outcomes:

1. Correlate the inter-relationships of complex pathophysiology, and the clinical course of individuals.
2. Incorporate knowledge of the concepts of the holistic individual and the inter-play of these concepts in the promotion of health, wellness, and illness.
3. Distinguish internal and external environmental factors that impact the health and well-being of individuals.

Objective II:
Upon completion of this course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals with complex alterations in health.
Learning Outcomes:

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Assimilate all concepts within the domain of nursing to provide safe, therapeutic nursing care to individuals.
3. Manage healthcare for individuals using cost effective nursing strategies, quality improvement processes, and current technologies.
4. Communicate professionally and effectively with the interdisciplinary healthcare team while advocating for the therapeutic care of all individuals.
5. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.

Objective III:
Upon completion of the course, the learner will be able to safely and ethically execute the management of therapeutic nursing care within the healthcare system for individuals with complex alterations in health.
Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Apply principles of emergency preparedness to safely navigate the care of individuals in the healthcare system.
3. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
4. Employ mechanisms of quality improvement, cost effective nursing strategies, and current technologies within the healthcare system.
5. Collaborate with the interdisciplinary healthcare team, to advocate for positive individual

and organizational outcomes.

Associate Degree Nursing Education Organizational Chart

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                    Associate Dean,
                    Health Sciences
                          |
                     Department
                    Head, Nursing
                          |
                     Full-Time
                    Nursing Faculty
             _____|_____
            |             |             |
      Part Time     Support Staff   Related Course
   Nursing Faculty                     Faculty
            |_____|_____|
                   RCC Student
                     Nurses
                          RCC Student
                             Nurse
                          Association
```
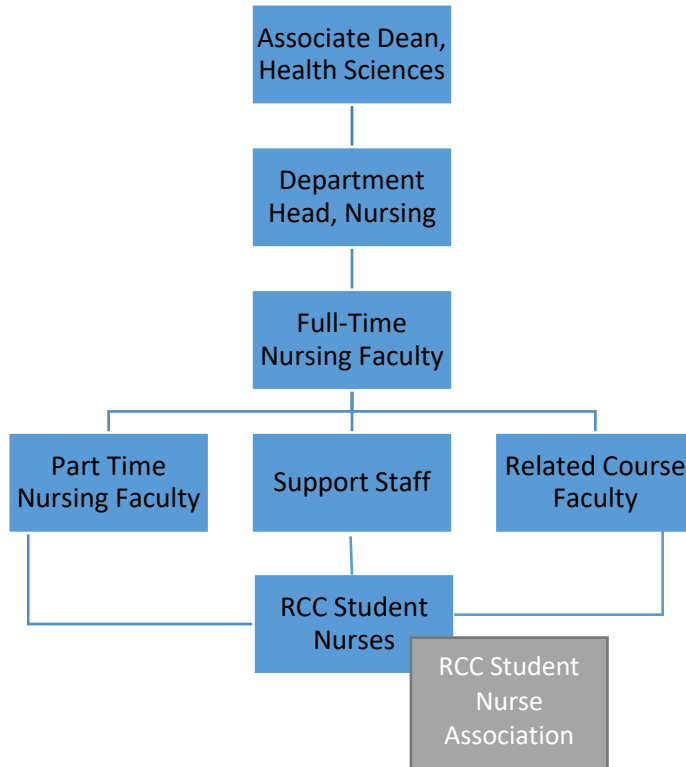
General Nursing Department Policies

Criminal Conviction Consideration

Students in the Nursing Program are prepared to take and pass the Registered Nurse licensure exam, also known as the National Council Licensure Examination-Registered Nurses (NCLEX) to work as a RN. The North Carolina Board of Nursing (NCBON) Policy regarding criminal conviction must be taken into consideration when the student is beginning the Nursing program and any special considerations addressed with the Board of Nursing.

To further share, the regulatory agency, the Board of Nursing does not become involved in reviewing an applicant's conviction record until such time as the application is submitted to take the national examination.

As required by the North Carolina Nursing Practice Act, applicants (in-state and out-of-state) for nurse licensure as specified below are required to undergo a fingerprint-based State Bureau of Investigation (SBI) and Federal Bureau of Investigation (FBI) criminal history check:

- Applicant Seeking Licensure by Examination (NCLEX)
- Applicants Seeking Licensure by Endorsement (Reciprocity)
- Applicants Seeking Reinstatement of a North Carolina license (expired 6 months or longer)

**Prior Criminal Convictions as written by the North Carolina Board of Nursing:

If you have prior criminal convictions (misdemeanors and/or felonies) regardless of the age of conviction, you must submit the following to the Board of Nursing:

- Original Certified Court Documents for all Convictions (Misdemeanors or Felonies); and

- A detailed explanation of the events leading to the arrest and any other pertinent details if the conviction occurred within the last 5 years or if you're reporting a Felony conviction regardless of when it occurred

The Board of Nursing may deny an applicant based on a conviction of a crime only if the board finds that the applicant's criminal conviction history is directly related to the duties and responsibilities for the licensed occupation, or the conviction is for a crime that is violent or sexual in nature. The Board of Nursing must specifically consider the following factors by law when denying an applicant for licensure due to a criminal conviction:

1. The level and seriousness of the crime.
2. The date of the crime.
3. The age of the person at the time of the crime.
4. The circumstances surrounding the commission of the crime, if known.

5. The nexus between the criminal conduct and the prospective duties of the applicant as a licensee.
6. The prison, jail, probation, parole, rehabilitation, and employment records of the applicant since the date the crime was committed.
    - The completion of, or active participation in, rehabilitative drug or alcohol treatment.
    - A Certificate of Relief granted pursuant to G.S. 15A-173.2.
7. The subsequent commission of a crime by the applicant.
8. Any affidavits or other written documents, including character references.

Applicant's denied licensure in whole or in part because of a criminal conviction have the right to appeal the decision of the Board within 30 days after receipt of the Board's decision to the superior court located in the county where the applicant resides or where the Board is located pursuant to NC. Gen. Stat §90-171.37B(a) and §150B-43 et al .

Academic Progression

Students in the Associate Degree Nursing Program (ADN) are required to meet the college's academic standards. In addition to the college's academic standards, nursing students are required to maintain a grade of "C" or better in all Nursing (NUR) prefixed courses. Should a student earn a grade below a "C" in any Nursing (NUR) prefixed course, the student will be dismissed from the nursing program. Additionally, if a student earns a grade below "B" in any required general education course, the student will be dismissed from the nursing program. Continued progression in the nursing program is also based on the successful completion of clinical course work, examination scores, performance of skills and demonstration of professional behaviors.

Grade Point Average Requirement

Once enrolled in the Associate Degree Nursing Program, students must maintain a total GPA of 2.0 or higher. Should a student's GPA fall below 2.0, the student will be immediately dismissed from the Associate Degree Nursing Program. The total GPA is not rounded. Students who are readmitted to the program for academic failure will not include the failed course in the cumulate GPA.

Grading Scale

Please refer to the RCC College Catalog and your course syllabus for the course grading scale. All nursing students enrolled in the program must earn a 77 percent "C" or greater in the nursing courses to progress in the program. Final course grades will not be rounded. Additionally, in some assignments and examinations, the grade may include a calculation up to the hundredth's placement. The Health Sciences Division grading system is noted on a 7-point scale and is as follows:

Letter Grade	Grade Range
A	93 - 100
B	85 - 92
C	77 – 84
D	76 – 69
F	69 and below

General education courses grading system is noted on a 10-point scale and is as follows:

Letter Grade	Grade Range
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 or below

Graduation Requirements

1. Students must fulfill all the requirements for their certificate, diploma, or associate degree by completing all required courses within their curriculum as published in their catalog of record.
2. Nursing students are required to maintain a grade of 77 "C" or better in all nursing (NUR) prefixed courses.
3. Nursing students must earn a "B" or better in all required general education courses as listed in the curriculum.
4. Nursing students must maintain a 2.0 GPA in all nursing and nursing-related courses.
5. At or before the beginning of the spring semester in which graduation is expected, students should submit the graduation application for each degree, diploma, and/or certificate for which they wish to apply. Please refer to the RCC website and the RCC Student Catalog for information: www.randolph.edu.
6. The Department Head of Nursing, along with the Registrar's office will verify program completion to the North Carolina Board of Nursing (NCBON).

Transfer Credit for Nursing Courses

Admission into the nursing program for a transfer student is based upon availability. Transfer students must meet the same admission criteria as all new students. Please reference each phase noted in this policy and procedure.

To qualify for admission as a transfer student, an applicant must submit an intent to apply for admission no later than 60 days preceding his/her intended start date, or no later than 60 days prior to the semester start date.

Students requesting transfer credit for a nursing course from another college are required to submit a copy of the course outline and syllabus for each successfully completed nursing course to the ADN department head and/or designee. Additional documents may be requested, depending on content located in the course syllabus and outline. The student must also submit a letter from his/her former nursing program head, which states the student is in good academic and disciplinary standing.

Students may not transfer from a university nursing program, nor will students transfer after completion of the third semester in another nursing program.

Transfer credit for any NUR course is at the discretion of the Department Head of Nursing and ADN faculty and may only be considered for a course in which a student has earned a C or better. Transfer credit for any non-NUR course required for the program will only be considered with a grade of "B" or higher. The student is required to meet with the ADN department head and/or nursing faculty at Randolph Community College no later than 20 days preceding the intended start date.

Once a student is granted transfer credit into RCC's Associate Degree Nursing program, acceptance is contingent upon submitted required documents as noted in the admission requirements.

Readmission Policy and Procedure

If readmitted, the ADN Department Head and nursing faculty reserve the right to impose additional requirements and/or recommendations in the form of an academic contract intended to improve the student's opportunity for successful completion of the program. The individual who fails to complete the readmission procedure is denied readmission

Readmission to the Associate Degree Nursing program is based upon successful completion of the requirements for readmission and space availability. A student may be readmitted to the ADN program one time only, and this admission must occur within one academic year of separation. Students dismissed for behavioral or unsatisfactory clinical performance are not eligible for readmission. Students dismissed for academic failure are eligible for readmission, pending successful completion of the readmission process and final approval of ADN Department Head. The number of students approved for readmission will be based upon space availability.

A student applying for readmission into the program should follow the below requirements:

1. Respond to the Dismissal Letter via email of intent to be considered for readmission within 30 days of receiving the dismissal letter.
2. Must meet all admission requirements.
3. Participate in a meeting with the ADN Department Dead and/or designee to advise the student and ensure the student has met or will meet admission requirements as outlined in the current college catalog.
4. If the student is unsuccessful in his/her first semester (NUR 111), then the student will be eligible to re-enter NUR 111.
5. If the student is unsuccessful in the second through fifth semester, the student may be eligible to re-enter the course in which the student was unsuccessful.
6. Eligible readmission applicants will be ranked with readmission applicants using the same criteria as that located in the Ranking System and Selection Process section of this policy and procedure.
7. Receive written approval for readmission from the ADN Department Head and/or designee.
8. Attend Nursing Student Orientation at the discretion of the ADN Department Head and/or faculty.

Accommodations for Students with Disabilities

If you have a disability that may affect your academic performance and are seeking accommodations, it is your responsibility to inform the RCC Disability Coordinator as soon as possible. The RCC Disability Coordinator is in Student Services. It is important to apply for accommodations at least one week prior to the testing time for consideration and processing. After consulting with the RCC Disabilities Coordinator, you must also notify the ADN Department Head and Nursing Faculty specific to the course for which you are registered to ensure enough time for the Nursing Department to provide adequate accommodations.

Students with disabilities who need assistance for academic services should contact the coordinator of students with disabilities, Tammy Cheek, at 336-633-0246 or by email at twcheek@randolph.edu.

Additional information can be found at the following website: https://www.randolph.edu/student-success/disability-support-services.aspx.

Professional Conduct and Boundaries

The ADN Nursing Program at Randolph Community College is committed to educating nurses who will provide the highest quality of care to their clients. While you are a student in this program, it is expected that you will always conduct yourself in a professional manner. You represent the RCC Nursing Program on the school campus and at clinical sites. You will be held accountable for your own behavior no matter how others may behave. Behaviors of students include but are not limited to:

1. Any unprofessional behavior may result in dismissal from the classroom/laboratory/simulation/clinical experience up to dismissal from the nursing program.
2. Behaves and communicates in a professional manner and conveys respect in interactions with instructors, health care providers and professionals, other students, patients, and families.
    a. Arrives to scheduled sessions of clinical/laboratory/classroom/simulation on time and following the dress code. Please see the dress code for additional information.
    b. Refrains from slang and profane language in the classroom and clinical settings.
    c. Does not engage in rumors, gossip, lies or slander.
    d. Remains in assigned clinical areas for the clinical experience and adheres to clinical policies. Does not abandon or neglect patient(s).
    e. Greets patient in a professional manner and introduces self, by name and title, to the patient.
    f. Responds positively to instructor feedback.
    g. No friends, relatives, or acquaintances of student are permitted on scheduled clinical rotations.
3. Does not commit a misdemeanor or felony during clinical practice. If this should occur, the student is obligated to report based on clinical affiliate policies.

4. Refrains from disruptive classroom/laboratory/simulation/clinical behavior which may include excessive talking, sleeping, unauthorized use of electronic devices and irrelevant discussions.
5. Refrains from giving gifts or accepting gifts from patients and their families.
6. Refrains from discussing the content of quizzes, examinations, competency evaluations and simulation experiences after the testing or clinical session.
7. Refrains from discussing anecdotal evaluation and verbal instructor feedback with other students in the classroom, laboratory, or clinical settings.
8. Communicates with faculty using correct grammar and appropriate usage of electronic media, written or verbal methods.

You are to treat all individuals with respect. Unprofessional behavior will be addressed, and infractions can range from probation to dismissal from the ADN Nursing Program. Your instructor is responsible for the clinical and classroom education and safety. If you have an unresolved issue or concern, a chain of command or appeal process is available to you. Students may be asked to leave the classroom, laboratory, or clinical settings while the appeal process is completed.

While it is beyond the authority of the College to regulate "off-duty" relationships between students, faculty, College staff and clinical agency staff, it is nevertheless the responsibility of students and faculty to use the greatest discretion when these relationships occur.

The relationship between students, faculty members, staff and clinical agency staff should be maintained as strictly professional in nature. Student and faculty relationships must be strictly professional in nature for the duration of the program. Students and faculty are not to engage in social activities/networking until the student is no longer enrolled in the program.

Students should take great caution with developing relationships with clinical site staff. It is highly recommended that students keep these relationships on a professional basis during their time as a student. Students who are involved in a relationship with a staff/faculty member other than on a professional basis should be fully aware of the impact of these relations on self and others and are required to notify the Department Head of the nature of the relationship prior to the start of the class or clinical rotation. Should any conflict of interest occur between the personal relationship of a student, faculty, staff, and clinical agency staff such that the student performance and evaluation is jeopardized, the Department Head should be notified to determine the course of action necessary. Faculty, staff, and clinical agency members are also responsible for respecting these same professional standards.

To maintain patient confidentiality, and to avoid potential conflicts of interest of a personal or professional nature, the following policy has been adopted. Students are required to notify their clinical faculty or assigned preceptor if they are acquainted in any way with a patient or client in the clinical

affiliation. The clinical faculty or preceptor will determine if it is appropriate for the student to provide care or to interview the patient/client. The student must always maintain HIPAA.

Personal relationships that are initiated or that develop from professional contact with patients/clients who may be compromised by a physical or psychiatric disability are unprofessional and prohibited.

Failure to maintain a professional attitude with respect to personal involvement with patients will result in dismissal from the Nursing program.

Student Grievance Policy

Students will be supervised, observed, critiqued, and guided in the classroom by RCC Faculty each semester. A student who has a grievance of any kind should see the following individuals in the given order. The student must discuss his/her grievance with the individual beginning with Level 1. If the result of the discussion is not satisfactory, then the student can proceed to the next level. If the grievance occurs at the clinical site, and the grievance reaches Level 2, the student should contact the course faculty, and if still not satisfied with the result, should then make an appointment with the Department Head. The student must initiate the grievance process within 3 calendar days of the incident. The student must initiate the next step in the process within 3 calendar days of the previous step decision.
Level 1: Instructor, supervisor, or preceptor
Level 2: Department Head/Clinical Coordinator
Level 3: Division Chair of Health Sciences
*Beyond Level 3, please refer to the Grievance Policy in the RCC Catalog.

Each conflict will be assessed on an individual basis and individual situation with each student and/or appropriate staff or faculty member. It should be noted that Nursing faculty take a holistic approach to student learning and may enlist the assistance of other faculty when deemed appropriate. If the grievance pertains to a charge of sexual harassment, then the student may go directly to the Vice President for Student Services rather than to the offending person.

Documentation must occur at all levels, from student to level where resolution occurred. This is to be filed in the Department Head's office. Please refer to the RCC Catalog and RCC for additional information. The Program will make every effort to come to a resolution within 7 days of the student's initiation of the grievance process. This period may be exceeded if more information is needed. If the grievance goes beyond Level 3 then the period will be as listed in the RCC catalog.

The Student Grievance Policy outlined in the RCC Catalog is available for reference, and can be found on the college website at: https://www.randolph.edu/policy-manual/xii-student-services/d-2-student-matters-student-grievance-procedures.aspx.

Civility Policy

The Randolph Community College Associate Degree Nursing Program faculty and staff believes in and supports a professional, ethical, and civil learning environment for all students. Faculty acknowledge that, "civility is an authentic respect for others that requires time, presence, willingness to engage in genuine discourse and intention to seek common ground. Civility matters because treating one another with respect is requisite to communicating effectively, building community, and creating high-functioning teams. "(Cynthia Clark, November 2016 nursingcentered.sigmanursing.org)

Nursing students have a responsibility to conduct themselves in a professional, ethical, and civil manner while in all class, lab, simulation, and clinical settings.

Students should also reference the College Civility policy as published in the College Catalog.

Social Internet Network, Electronic Communication and Confidentiality

Professional values, ethical standards, and adherence to HIPAA requirements extend to all forms of social media. Violations in relation to these professional standards and behaviors will result in dismissal from the Nursing program. This includes inappropriate communication of protected patient information, program information, or information that could be considered damaging to the reputation of the program, the College, or faculty on venues such as email, text message, Twitter, Facebook, YouTube, and others.

Each semester the nursing student will be instructed in and held accountable for maintaining updated information on HIPAA standards through on-line information and/or class participation. All students are encouraged to view the National Council State Boards of Nursing video entitled "Social Media Guidelines for Nurses" as part of their student orientation. The student will recognize that all health information from any health care facility is private and must not be shared either through verbal, written and/or electronic use. No documents with identifying client data should be copied or removed from the clinical site.

The nursing program faculty and staff uses electronic means for communication, whether via the online learning management system (Moodle), email or the Remind app. Thus, it is imperative that you frequently access your official RCC email account and the online learning platform, Moodle. Please be sure to contact the Helpdesk in Computer Services if you should have an issue with your email and/or Moodle account.

Social Media Policy for Nursing Students

Faculty cannot communicate via social media with students while enrolled at Randolph Community College. Only designated employees and students may officially engage in social media outlets on behalf of RCC.

Social networking sites can benefit health care and educational programs in a variety of ways, including

fostering professional connections, promoting timely communication, as well as educating and informing consumers and health care professionals. Social media such as Facebook, LinkedIn, Twitter, Wikipedia, and others have grown in popularity and application, allowing users to post content and pictures with virtually anyone. Organizations, including healthcare institutions, are rapidly integrating the use of social media into their education, outreach, and marketing strategies.

While this creates new opportunities for communication and collaboration, it also creates vulnerabilities for individuals and institutions, especially those involved in the healthcare environment. Without caution, these communication methods may result in the health care provider disclosing too much information and violating patient privacy and confidentiality.

The College presence or participation on social media sites is guided by college policy. This policy applies to students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and/or didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media. Social media includes text, images/pictures, audio, and video communicated via such tools as:

- Blogs, and micro-blog such as Twitter
- Social networks, such as Facebook (outside of RCC Official Facebook)
- Professional networks, such as LinkedIn
- Video sharing, such as You tube and vlogs (video weblogs)
- Audio sharing, such as podcasts
- Photo sharing, such as Flickr and Photobucket
- Social bookmarking, such as Digg and Redditt
- User created web pages such as Wikis and Wikipedia
- Any other internet-based social media application similar in purpose or function to those applications described above.

Social Media Guidelines:

- Use of social media is prohibited while performing direct patient care, clinical units, or simulated activities with human simulators.
- It is expected that during clinical, use of electronic devices for social media will be used only as authorized by faculty. It is expected that all electronic devices are silenced during clinical.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. Cell phones are not allowed to be carried on your person while in patient/client areas. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
- Use of personal computers during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those

in the immediate area/vicinity.

- No student shall videotape, audiotape, or take pictures of instructors, patients, or fellow students for personal or social media use without the express written permission.
- HIPAA guidelines must always be followed. Identifiable information concerning clients/clinical rotations and/or Randolph Community College must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy and confidential information.

Considerations:

- There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a Randolph Community College student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Health care students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable college privacy and confidentiality policies.
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

Consequences:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information, along with breaching this policy, do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.

Electronic Device Usage Policy

This policy applies to both campus and clinical agencies used for student learning experiences. Electronic devices such as pagers, cell phones, and Smart watches are disruptive to class. Students who text or use such devices in class may be asked to leave. Prior to lecture, lab, and testing, all cell phones must be

turned off and put away in the designated container in the classroom. Calculators on cell phones are not permitted during testing.

Nursing students may be off campus in an area healthcare agency one to three days per week depending upon the semester. At the beginning of each semester, students should give family members, significant others, schools, daycare centers, etc. their schedule (dates, days, and hours), including the phone number of the healthcare agency and/or the assigned clinical instructor. Students should inform these persons of any schedule modifications for the semester. Students should also clearly communicate to these persons the policy that incoming calls for students will not be honored except in the case of an emergency. Most hospitals prohibit the use of cellular telephones except in designated areas of the agency. The student may use the cell phone on breaks or lunchtime in these areas. A good option for emergencies is to have calls made to Angela Bare, Administrative Assistant, at 336-633-0264 who can locate the student and deliver a message. If you are unable to reach Ms. Bare at that number, you can also call the RCC switchboard at 336-633-0200 and request to speak with the Department Head of Nursing. Students are required to have a reliable phone, so program officials can contact the student when needed for the purpose of clinical.

No photographs should be taken at the clinical facility unless permission has been granted by the Nursing Manager and either the Clinical Coordinator and/or Department Head of Nursing. Photographs may not include any patient information of any form and should not have information that would identify the clinical site. Students taking photographs without granted permission will be subject to the disciplinary process. Photographs taken by RCC employees or submitted to the Clinical Coordinator and/or Department Head may be posted for marketing purposes.

Computers at the clinical sites are for official use only. Students are allowed to use them to complete patient documentation and as instructed by the clinical instructor. Clinical site computers and printers are not to be used for printing copies of clinical paperwork. That should be done either at RCC or at home prior to arrival at the clinical setting. Additionally, students are not permitted to use any personal electronic device (i.e., cell phone, Smart watches, tablets, computers, etc.) in the clinical setting.

Academic Integrity

According to the Academic Integrity policy as stated in the College Catalog, the College expects the utmost integrity in its students' academic endeavors and behavior. Please see below for examples of violations of the Academic Integrity policy. Please note that the list of examples in not exhaustive. There may be other instances of cheating/plagiarism that would violate this policy. All assignments, examinations, skills competency evaluation, quizzes, projects, presentations, etc. are to be completed individually unless otherwise specified by the course faculty.

Violations to the Academic Integrity Policy include, but are not limited to:

Cheating
- The taking or acquiring possession of any academic material from another without permission
- Receiving or giving help during tests, quizzes, or other assignments (in or out of class if prohibited by the instructor)
- Copying or attempting to copy another person's test, quiz, or other assignment
- Allowing another to copy one's test, quiz, or other assignment
- Unauthorized use of materials or electronic devices during a test
- The intentional communication with another student on specific questions of a quiz/test/exam prior to that student taking said quiz/test/exam
- Taking a quiz/test for another student
- Paying another person to write or edit a term paper
- Submission of a term paper or assignment in more than one class unless approved in advance by the instructor

Plagiarism – the use of another's original words or ideas as though they were your own
- Turning in another's work as one's own
- Copying a phrase, sentence, or passage from another person or source (Internet, print media, etc.) without proper citation
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Copying so many words or ideas from a source that it makes up most of one's work, whether one gives credit or not
- Downloading or buying a term paper from the Internet and submitting it as one's own work

Students shall reference the Academic Integrity policy for additional information related to sanctions and the appeal process for the College.

Reports of suspected academic dishonesty and/or violations of the academic integrity policy will be investigated by the program. Students dismissed from the program due to such behavior are not eligible for readmission to the program.

Dismissal Policy

The Randolph Community College Associate Degree Nursing Program may dismiss a student who:

1. Violates the Student Code of Conduct set forth in the Randolph Community College Catalog.
2. Displays behavior which conflicts with the safety essential to nursing practice (21 NCAC 36.0320, North Carolina Board of Nursing).

3. Fails to demonstrate professional behavior, including honesty, integrity, and appropriate use of social media, while in the nursing program of study. (21 NCAC 36.0320, North Carolina Board of Nursing).
4. Performs procedures without faculty supervision and/or permission.
5. Refuses to submit to a request by department head, faculty, and/or clinical affiliate for substance abuse screening. (See Substance Abuse Policy).
6. Violates the Policy for Academic Integrity.
7. Falsifies patient information and/or documents.
8. Withholds information or provides false information relative to patients and/or actions of self and others.
9. Violates a clinical agency's policies and/or procedures, including HIPAA violation(s).
10. Presents physical or emotional problems that conflict with the safety essential to nursing practice and do not respond to treatment or counseling within a timeframe that enables meeting program objectives/outcomes (21 NCAC 36.0320, North Carolina Board of Nursing).
11. Demonstrates behavior(s) as outlined in the Incivility Policy of this handbook.

The faculty acknowledges the seriousness of these actions. Students who commit these offenses may be dismissed immediately and will receive a grade of "F". A student dismissed from the nursing program for violation of this policy is not eligible to reapply to the Nursing Program at Randolph Community College.

The student with physical or emotional health problems that threaten the health or well-being of any member of the academic community or seriously disrupts the function and good order of the College may also be dismissed from the Program of Study. If the student has maintained a passing course grade, the student may qualify for an administrative withdrawal. (Refer to Academic Policies in the College Catalog).

Student Exit Interview Policy

Any student who exits the Nursing program prior to graduation for any reason should complete an exit interview with the Department Head of Nursing or designated faculty. During this time, students will be advised regarding readmission requirements and/or other academic options.

Students who exit must complete a course withdrawal and should be aware of the withdrawal types and deadlines per the Randolph Community College website and catalog. The Financial Aid office should be contacted for questions related to reimbursement of tuition and fees.

Program Evaluation

Student feedback is a valuable part of the program's continuous quality improvement. Students are highly encouraged to assist the program in providing constructive review.

The following types of evaluation tools are used throughout the nursing program and after graduation.

Course Evaluation

Students will have an opportunity to provide constructive feedback on currently enrolled courses at approximately the 80 percent completion point through an online survey. Additionally, students may be asked to complete additional surveys based on simulation, clinical, classroom and/or laboratory experiences at any point in the course to assist in identifying potential issues impacting student success, along with strategizing how to improve learning experiences for students.

All responses are anonymous unless the student chooses to self-identify in submitted comments.

Clinical Affiliate Evaluation

The Nursing program seeks to ensure clinical affiliates align with the program outcomes. Student feedback is gathered at the end of each semester via an anonymous online survey. Results of the survey are reviewed by course faculty and/or Department Head of Nursing and shared with clinical affiliates as appropriate.

Faculty Evaluation

Course Faculty are evaluated via the College survey application and in an anonymous online survey. Survey data is collected and shared with course faculty as appropriate.

Exit Survey

At the end of the final nursing program course (NUR 213), student feedback is gathered via an anonymous online survey. Results of the survey is reviewed by the Department Head of Nursing and shared with nursing program faculty.

Preceptorship Survey

In the final semester, students may complete a preceptorship if approved and based on availability. Students and preceptors will be asked to complete a survey that provides feedback on the preceptorship program. Students will also be asked to provide feedback to the nursing department regarding the preceptor's knowledge, communication, critical thinking, customer service, management/leadership, and teaching abilities. Results are reviewed by the preceptorship faculty and the Department Head of Nursing and shared with clinical affiliates as appropriate.

Graduate Survey

Post-graduation surveys assist the Program in gathering data about transition to practice and post-graduation education, along with other program outcomes. Students will receive a post-graduation

survey at 6-months and 12-months. Student feedback is gathered via an anonymous online survey. Additionally, employers are sent post-graduation surveys at the same time. Results of the survey are reviewed by the Department Head of Nursing and shared with program faculty, clinical affiliates, nursing advisory board and administration as appropriate.

Transportation

All transportation to and from classes and clinical must be provided by the student.

Copier, Printer, Scanner Use

Students should not seek assistance from the Administrative Assistant of Health Sciences to print, copy or scan documents. Students are highly encouraged to purchase a home printer that has copying, printing, and scanning capabilities. A copier is available in various areas on campus. Students also have access to computer labs when not in use by class sessions. Students are required to supply paper to the computer lab printer if printing for personal use. Students are also required to download a scanning application that allows documents to be scanned in a pdf format. Most assignments require submission in a .pdf, .doc file.

Food and Beverage Policy

Food and beverages are not allowed in the computer labs. Food and beverages are allowed in nursing classrooms and simulated areas at the discretion of the course faculty. If simulators and electronic equipment is in use, food should not be eaten, and beverages should be in a closed container. Students are responsible for cleaning areas appropriately, and privileges are at the discretion of the course faculty.

Substance Use Policy

All nursing students are expected to attend classes, labs, clinical and student club experiences unhindered by substances such as alcohol and/or illicit drugs. Students may not take any prescription medications that may affect their performance at any time while on campus, at a clinical experience or participating in an event sponsored by the College and/or program. Students may not take any illegal drugs or drink alcohol at any time while on campus, at a clinical experience or participating in an event sponsored by the College and/or program.

Any student who violates this policy is subject to dismissal from the nursing program and disciplinary action by the College that may include suspension or expulsion. During a clinical experience, if a faculty or clinical site suspects that a student is under the influence of drugs and/or alcohol, the student can be sent for a urine drug screen and/or blood alcohol level assessment. Clinical partners may exercise their right to ban a student from clinical practice within the facility. Students banned from a clinical facility are unable to meet course requirements, thus unable to complete the nursing program.

Unscheduled Closing and/or Delays

The Nursing program will follow the Unscheduled Closings/Delays policy as outlined in the College Catalog. If theory, laboratory, or clinical sessions are cancelled and/or delayed, students will be required to make-up the missed time. Any scheduled class component will be rescheduled, or the instruction will be completed in an alternative method as approved by the course faculty. Rescheduling and alternative methods of instruction may include, but is not limited to, rescheduling of hours including options of evening and weekends, extension of class sessions and/or assignments as deemed applicable to meet the student learning outcomes.

Students should be aware Nursing faculty will make announcements via Moodle in reference to the method used to make-up missed time. Students should reference Moodle for announcements in a timely manner to adjust scheduling as needed or complete the assignment that has been provided.

If the college should close early, students must ensure patient charting is complete, report is provided to both the instructor and primary nurse and the student has been acknowledged to leave the assignment. If the college has announced a delayed opening schedule, the student should understand that the delayed hour is based on the college opening of 8:00 am. For example, if the college announces a two-hour delayed opening, the student should report to class/clinical session at 10:00 am unless otherwise notified by course faculty.

RCC Student Activities

RCC Associate Degree Nursing Program Shared Governance Committee

The Randolph Community College Associate Degree Nursing program is dedicated to a system of shared governance that brings all the program's constituents together with the goal of facilitating and supporting the success of the program, the achievement of educational excellence, and the freedom of thought, inquiry, and scholarly expression among students, faculty, and leadership. The aim of shared governance is to provide a model of shared decision-making, in which the constituents engage in reciprocal relationships to forwarding the mission and vision of the school within Randolph Community College, the North Carolina Community College System and the community at large.

National Student Nurses Association

The Randolph Community College Student Nurse Association (SNA) is open to any, and all, Nursing students who wish to participate. The organization functions to bridge the gap between Nursing students, faculty, and administration in the interest of stronger communication and understanding, as well as providing mentorship for the professional development of future registered nurses and facilitating their entrance into the profession by providing educational resources, leadership opportunities and career guidance.

Students who wish to participate in the RCCSNA must join the National Student Nurse Association. Membership in NSNA automatically confers membership in NCANS, the North Carolina Association of Nursing Students. For more information, visit www.nsna.org.

RCCSNA will hold regular meetings throughout the fall and spring semesters to plan events, outreach, and fundraising and to discuss Nursing-related topics as they arise. Meetings are held by the elected board, but all members are invited and encouraged to attend and participate.

The RCCSNA board consists of the following positions:

- President
- Vice President
- Treasurer
- Secretary
- Student Representative

Elections will be held during the spring semester, and all members are encouraged to vote. The RCCSNA club is a way to connect with Nursing students, providing friendship, mentorship, and resources to support students. Being a member also provides an opportunity to become further involved in the Randolph Community College community.

OSHA (Occupational Safety and Health Administration)

Each semester the nursing student will be instructed in and held accountable for maintaining updated information on OSHA standards through online information and/or class participation. The student will recognize the ability to reduce occupational hazards and work effectively and efficiently within any healthcare facility.

Reporting Abuse in the Clinical Setting

If a student should witness any abuse of patients in the clinical setting, the student must report the observation immediately to the clinical instructor if onsite, or the course instructor if completing an out-rotation assignment without direct supervision by faculty.

The student will document the observations in writing and will provide to the clinical instructor and/or course faculty. After receiving the documentation from the student, the clinical instructor and/or course faculty will notify the Department Head of Nursing. The Department Head of Nursing will contact the facility where the incident occurred. Each situation will be addressed on a case-by-case basis and steps will be taken as deemed necessary.

Incidents and/or Injuries in the Clinical Setting

Whenever a student becomes injured while attending classes, including clinical as part of the program, the Clinical Instructor, Clinical Coordinator, and Department Head for Nursing must be informed. The student is responsible for any expense related to personal accident, injury, or exposure to disease that

occur in the classroom and/or clinical setting. Failure to report any incident to the Clinical Instructor will result in immediate dismissal from the Nursing program. If a student is injured while at the clinical affiliate as part of the Nursing program, he/she must file an Incident Report immediately at both the clinical affiliate and with the College.

Students may be required to provide written documentation from a healthcare provider that he/she has been deemed to return to clinical depending on the nature/severity of the injury. While at the clinical affiliate as part of the Nursing program, if a patient under your care becomes injured in any way because of your actions or the equipment, it must be reported to your Clinical Instructor/Charge personnel immediately and an Incident Report filed at the clinical affiliate and the College, following the clinical agency protocol and College protocol (see the Medical Incident Report, Appendix B).

Care should be rendered based on the noted protocol based on the clinical affiliate and/or College, such protocols generally include notification to the assigned healthcare provider for the patient, examination by a healthcare provider, employee health protocols.

Dress Code Policy

The personal appearance and demeanor of the Associate Degree Nursing Student at Randolph Community College reflects the standards of the College, the Nursing Program, and the profession of nursing.

Students are expected to dress appropriately for class, lab, and clinical, including having proper hygiene. If you are dressed inappropriately, the faculty will inform you. Appropriate clothing is defined as wearing clothing that covers the body and is loose fitting enough to be an active participant in the classroom, laboratory, and clinical setting. Clothing is not to have vulgar or offensive language or pictures. Smart watches are not permitted in the clinical, classroom, or lab setting.

Approved student uniforms are required for the Nursing program and information is shared at New Student Nurse Orientation. The student shall wear the uniform for laboratory and clinical assignments and/or when representing the Nursing program at Randolph Community College. Wearing the uniform at an unapproved site, such as a place of employment is considered a violation of this policy and is subject to disciplinary action.

Specific guidelines to clinical and laboratory rotations:

- Students will be required to wear an approved uniform (pants, top and jacket) and shoes as listed by the approved vendor at all clinical sessions (i.e., rotations, simulation, laboratory setting). Tops are to be monogrammed as approved by the program in the selected font and color.
- It is recommended that students purchase enough uniforms that a clean uniform is available for each clinical/laboratory day. Students may be in clinical or a laboratory setting up to 4 days per week.

- Students are approved to wear "Spirit Wear" for laboratory sessions only and not during skills evaluations or scheduled simulation. The course faculty will indicate when "Spirit Wear" is not approved to be worn. "Spirit Wear" includes a printed shirt with Randolph Community College logo, and scrub pants in either royal blue or white. All other components of this dress code are enforced in the laboratory setting.

Fitting of Garments	- No undergarments or cleavage should be visible when bending, squatting, reaching, etc. - Abdomen must remain covered when arms are raised, and pants should not be tight and should be hemmed so as not to touch the floor - If the uniform should become ill-fitting during the program, purchase of additional uniforms may be required
Undergarments	- It is often cool in some departments. For this reason, you are allowed to wear a shirt under your scrub top; however, it must be a plain shirt, no designs or decals and must be black or white and must be ¾" sleeves or shorter. Full length sleeved shirts should not be worn due to infection control practices - Undergarments should not be visible under the student uniform
Shoes and Socks	- Shoes are to be closed-toed in a color of black, white, or gray with minimal insignia - Shoes should be kept in good condition and must be easily cleaned - Shoes must cover the entire foot - Socks or hose are required. Socks should be either black or white without design and should match the shoe color. If pantyhose or stocking are worn, it should be a natural unnoticeable color under pants - Support hose/stockings are highly recommended
Identification Badge	- All students are required to wear both the RCC photo ID badge (with the appropriate academic year sticker) and/or assigned clinical affiliate badge as assigned - Photo ID badges must be worn on the right-side of the chest, turned so that the student's name and photo are seen - Student photos must be updated as needed and include accurate program information
Cosmetics, Hygiene Products and Eyewear	- Use cosmetics sparingly - DO NOT wear perfume, body sprays, aftershave, or extreme makeup, including false eyelashes - Any lotions used must be scent free - Many clinical sites have lotion that is approved for that site and should be used if needed - Daily bathing, use of deodorants and mouth care are a MUST - Students should always be clean, neat, and free of odor

	- If a student should smoke or use tobacco products, including vaping, the smell should not be noticeable on the student's breath, clothing, or belongings - Eyeglasses, if required, should be well-fitting and non-shaded - Contact lenses are to be of an appropriate natural style and color
Nails	- Nails must be natural and must be kept clean; No artificial nails or enhancements can be worn - Cut to just cover the fingertips - Fingernail polish may be worn, but must be of a neutral color and must be well maintained (no chipping)
Hair and Facial Hair	- Hair must be clean, neatly groomed, appropriately styled, and naturally colored (no extreme hair colors such as pink, orange, purple, etc.) - Long hair must be neatly pinned above the collar - Hair should not fall forward in your face when providing patient care - No elaborate headdresses, caps, wraps, extensions, etc. may be worn on the head. Exceptions may be made for religious purposes - Mustaches, beards, sideburns shall be clean, neatly trimmed and in accordance with agency policy
Jewelry, Body Piercings including Watches	- Wedding band and medical alert bracelet are permitted: NOTE: The clinical facility, nor College or faculty are liable for loss or damage of jewelry - Two pairs of pierced earrings may be worn if they are small and confined to the earlobe. - NO visible body piercing (other than ear) may be worn; clear spaces are approved - Necklaces should not be worn in the clinical setting due to safety hazards
Body Markings or Tattoos	- Visible temporary or permanent body art should not depict violence, obscenity or discrimination. Body art reflecting such, must be covered completely and professionally. Clinical sites may vary, thus students should have a covering available in the event the clinical agency requests that the body art be covered - Body art/tattoos/markings that are deemed offensive by either clinical facilities/patients, program officials, faculty and/or students must be covered with clothing, appropriate make-up, and/or a skin tone band-aid. - NOTE: Offensive includes: discrimination, foul or inappropriate language, unprofessional or not in alignment with program philosophy or clinical agency core values. If band-aids are used to cover body art/markings on hands, the band-aid must be changed at every handwashing.

Supplies	- Stethoscope of your choice - Black Ink Pen - Pen Light - Bandage Scissors - Required paperwork for clinical and/or laboratory
NOT Approved	- Fleece, sweatshirt material, other jackets are not approved as clinical attire. During cool/cold seasons, an outer jacket may be worn, but only in and out of the building. - Smartwatches - Visible body piercings (tongue, eyebrow, nose, etc.) - Rings with stones due to infection control and direct client care - Chewing gum (mints are approved) - Tobacco in any form and E-cigarettes of any kind is prohibited on the college and clinical campuses - Cigarettes, tobacco products or paraphernalia in any form should not be placed in uniform

Students who do not comply with the dress code will be sent home from clinical and this will count as a clinical absence. Students are expected to have all materials needed for the clinical day upon arrival. Students are not allowed to return to their car during clinical. Students are responsible for having and maintaining forms and competency information and having that information readily available at the clinical site. Students are not permitted to print at clinical or use any resource of the clinical settings.

Pinning Ceremony Guidelines

The purpose of the pinning ceremony is to provide faculty the opportunity to honor and recognize the achievements of graduating students, along with expression of appreciation to the student's family for their continued support. The planning process involves both faculty and student representatives along with guidance by program and division administration. The faculty role includes the preservation of tradition and assurance that the ceremony will favorably represent the College. Class officers should represent the students in the decision-making process.

The faculty-student discussion may include appropriate dress, decorations, invitations and program, PowerPoint Presentations, special guests, music, time, and date, etc. Suggestions are invited, but final decisions are that of faculty and administration. Invitations will be provided free of charge to each student unless other College requirements are enforced due to public safety. The number of invitations is determined by number of graduates and space availability.

National Council Licensure Exam for the Registered Nurse (NCLEX-RN)

Information about the application and registration process for the NCLEX-RN will be given to students in the 5th semester. Studying and understanding course content presented throughout the program is the

best way to prepare for the examination. Standardized test will help faculty and students identify areas in which they need additional study or focus.

Student Maintenance of Departmental Requirements

Each clinical agency may have additional mandatory requirements for students who are in the facility. Examples include immunization updates, orientation education, HIPAA training, confidentiality statements and computer training. Each student is responsible for assuring that all mandatory agency requirements are completed prior to a clinical experience in an agency and validated by the Nursing department. Any mandatory requirements requiring renewal must be completed prior to the date of expiration, allowing sufficient time for validation by the Nursing department and clinical agencies. Students cannot attend clinical until compliance has been validated.

Medical Examination, Immunizations, Tuberculosis Screening

This policy is provided to protect the health of the student and of the patients to whom they are assigned. Students should be in a sufficient state of health to successfully pursue the Associate Degree in Nursing. Communicable disease or severe mental illness may prohibit approval for classes when health records indicate that attendance would be detrimental to the health and/or safety of the student or others with whom the student may come in contact. Students are required to meet health standards specific to the occupation for which they are preparing. These are generally accepted standards of physical ability to perform the requirements of the program and to engage in educational and clinical experiences in such a way as not to endanger the student, other students, or members of the public including patients, patrons, customers, minors, or other persons with whom the student will come in contact as a part of the Program of Study. NOTE: A follow-up evaluation may be required of the student if excessive absences occur, health deviations are suspected, data on the medical form are questionable, and/r the student has been exposed to communicable disease.

A student presenting with any condition that threatens to prevent or prevents satisfactory classroom or clinical performance will be referred to Student Services as deemed necessary by the Program Faculty. Conditions under which the student may safely carry out their classroom and clinical assignments must be specified by a health care provider. The recommendation of the health care provider is utilized in advising the student regarding continued enrollment in the program. The student may be allowed to withdraw.

The Student Medical Form is located at the end of this handbook, Appendix A.

Medical Insurance

Medical insurance is not required for the Nursing program but is highly encouraged.

Cardiopulmonary Resuscitation (CPR) Certification

All students must show proof of current American Heart Association CPR certification prior to entering the program. The certification must be a two-year certification in Basic Life Support for Healthcare Providers. Students will be required to maintain certification while enrolled in the Nursing program.

Attendance

Because the college realizes that academic success is tied to regular attendance, students are encouraged to attend all class sessions, laboratories, and clinical/simulation experiences. Satisfactory progress is difficult without regular attendance. Promptness is also an expectation for class, laboratory, and clinical sessions.

Faculty are responsible for informing students in writing at the first-class meeting of attendance expectations and identifying all class, laboratory and clinical experiences which must be attended at the scheduled times (i.e., competency evaluations, simulations, class meetings, etc.).

Any appointments necessary should be made outside of scheduled class, lab, and clinical sessions. If a student should be aware that a class, laboratory, or clinical session will be missed due to illness and/or an emergency, the student should inform the class instructor and/or department head of nursing as soon as possible via email and/or phone. The student is held responsible for all work missed.

The college also has an attendance policy, but the nursing program's attendance policy supersedes the college. Please review the college attendance policy noted in the Randolph Community College Student Catalog. Violation of the attendance policy may result in course failure. The testing policy and procedures should be referenced for additional information regarding missed examinations.

In the classroom, laboratory and clinical settings, students are given a five (5) minute allowance before the student incurs an absence. NOTE: All classroom doors are locked at the beginning of the session to support safety protocols. If a student is aware that he/she will be late for class, the student should notify course faculty via email and/or phone.

An excused absence may be awarded for events such as, but not limited to, illness, bereavement leave, jury duty, and voting. For an absence to be excused, a student must submit supporting documentation to the course instructor(s).

An unexcused absence may be awarded for events such as, but not limited to, failure to notify course instructor(s) appropriately and timely, stated illness without a provider's note, scheduling of appointments during course meeting times.

Classroom Attendance Requirements

The student is expected to attend all the scheduled lecture sessions, both seated and online. These sessions facilitate understanding of the theoretical basis of nursing which is necessary for safe and

efficient nursing practice. It is the responsibility of the student to make-up any work missed. The student may not miss more than two (2) scheduled classroom sessions. A classroom session is considered a scheduled meeting or an online session. For example, if a student should miss a seated class session and not complete an online attendance assignment, the student would have incurred two (2) absences.

For security and promotion of a safe classroom environment, all classroom doors will be locked at the beginning and during class sessions. Classrooms will not be opened until the break. If a student should be more than 5 minutes late, the faculty has the discretion to consider the tardy an absence. The recording of punctuality is at the discretion of the course faculty. However, if punctuality presents as an issue to student success, faculty may request to meet with the student and Department Head.

If a student is aware that he/she will not be attending, or will be arriving late, the student should notify course faculty via email and as promptly as necessary for timely communication.

Laboratory Attendance Requirements

The student is expected to attend all the scheduled laboratory sessions. These sessions facilitate understanding of the theoretical basis of nursing, along with understanding caring intervention skills which is necessary for safe and efficient nursing practice. It is the responsibility of the student to make-up any work missed. Students are allowed two (2) absences (excused and/or unexcused).

In the lab setting, students are generally paired with a peer to facilitate learning, thus, if a student should know that a lab session will be missed, the student should communicate with the faculty in a timely manner to allow for adjustments in the laboratory session.

For security and promotion of a safe classroom environment, all classroom doors will be locked at the beginning and during class sessions. Classrooms will not be opened until the break. If a student should be more than 5 minutes late, the faculty has the discretion to consider the tardy an absence. The recording of punctuality is at the discretion of the course faculty. However, if punctuality presents as an issue to student success, faculty may request to meet with the student and Department Head.

If a student is aware that he/she will not be attending, or will be arriving late, the student should notify course faculty via email and as promptly as necessary for timely communication.

Clinical Attendance Requirements

Clinical rotations are scheduled based on clinical agency, simulation center and/or faculty availability. Clinical rotations will be labeled as such and noted on the course clinical schedule and/or calendar. Clinical attendance is required and should not be missed. However, faculty understand that illness or events may prevent students from attending clinical rotations. All clinical absences must be excused for course instructor(s) to provide a make-up clinical experience.

If a student should miss a clinical rotation, faculty will determine if the rotation can be rescheduled and/or the student will be required to attend a scheduled clinical make-up day at the end of the semester, generally the last week of the semester, or complete an alternative exercise at the discretion of the course faculty.

If the student should miss more than one excused absence, or have an unexcused absence, the student may receive an unsatisfactory grade in the clinical component of the course, necessitating a grade of F in the course. Additional review can be requested by the student by scheduling a meeting with the course faculty and Department Head of Nursing.

If a student is aware that he/she will not be attending, or will be arriving late, the student should notify course faculty via email and as promptly as necessary for timely communication.

Testing Protocols

The Nursing program utilizes a variety of testing methods to assess and evaluate student success. Examples of testing may include, but are not limited to, caring intervention skills competency evaluation, electronic examinations, announced and unannounced quizzes, dosage calculations, online proctored assessments.

Course Examinations and Quizzes

A "quiz" is defined as a short evaluation tool completed independently by a student. A quiz is used as a tool to assess the student's level of class preparation and/or examination readiness. Quizzes in varying formats may be administered in any class, laboratory, or clinical component. If a quiz is missed and/or submitted or completed beyond the due date, the student will receive a "0" and will not be allowed to complete the quiz later time, unless otherwise noted by the course faculty. Grading is at the discretion of the course faculty. Please reference the course syllabus for additional information.

An "exam" is defined as an evaluation tool completed independently by a student and typically covers material introduced over several class/lab sessions. Course examinations typically consists of at least 50 to 100 questions, and the number of examinations may vary in each course.

Faculty utilize the NCLEX test plan and current best practices when creating and/or developing course examinations. Course examinations may include multiple-choice, select all that apply and alternate format like those implemented on the national licensure examination.

For examinations, each testing item is written to replicate real clinical situations and decision-making. Students should assume that the nurse has an order to implement care (answer options); the question, nor the answer options, must state, "the nurse has an order".

Missed Examinations and/or Quizzes

Students are encouraged to complete all examinations at the noted scheduled time within the course calendar. Students who are absent must contact course faculty, following the attendance policy. Students must contact course faculty within 24 hours of the return date. If arrangements are not made within 24 hours to complete the examination, the student will receive a zero (0) for the examination grade.

Collaborative Testing

In some cases, students will have an opportunity to complete collaborative testing, but only after the student has completed the examination independently. Collaborative testing is a collaborative learning strategy used to foster knowledge development, critical thinking in decision making and group processing skills. Collaborative testing is administered at the discretion of course faculty.

If collaborative testing is allowed by course faculty, the following guidelines should be followed:

1. Students who miss the course scheduled individual exam will not be allowed to complete collaborative testing. Collaborative examinations do not apply to the final examination of each course.
2. Collaborative testing must be administered following an individual examination.
3. Students should only discuss the examination and should demonstrate collaborative discussion. Students may not interact with members of other groups or the instructor during this process.
4. Students will be randomly selected prior to the start of the examination and placed in groups. It is recommended that groups not have more than three to four students in each group.
5. Group selections will not be shared until the beginning of the collaborative examination.
6. Students will be allowed to submit individual results to collaborative examinations.
7. Collaborative points will only be awarded to students who meet a 77 or higher on the individual examination.
8. Points will be awarded as follows:
    a. 93 to 100 = 3 points
    b. 85 to 92 = 2 points
    c. 77 to 84 = 1 point
    d. 76 or Below = 0 points

General Testing Procedure and Access

The below general testing procedures and access will be implemented in all courses an at the discretion of the course faculty. Breach of any of the below will count as academic dishonesty and result in a zero (0) for the examination grade and may include further disciplinary action.

1. Students should not bring items to the testing environment, except for car keys and/or cell phones. If car keys and cell phones are brought to the testing environment, cell phones should

be turned completely off. All electronic devices including, but not limited to, watches, fitness trackers, tablets must be left at the front of the classroom or placed in a basket at the beginning of the exam.

2. Food and drinks are not allowed. Cough drops or hard candy may be allowed at the discretion of the course faculty.

3. Ear plugs are recommended, not ear buds or headphones.

4. Students will complete an orientation to the digital platform of ExamSoft prior to completing any examination.

5. Faculty will provide the following: pencils and scratch paper. Paper and pencil will be given to students at the start of the examination. All paper provided to students should be returned to the course faculty with the student's name, whether the student wrote on the scratch paper or not. The scratch paper will be given to course faculty prior to any collaborative testing. Faculty will complete a count of the paper to ensure all students have returned to faculty before students can be dismissed.

6. The digital platform of ExamSoft includes the use of an electronic, "on screen" calculator, thus, calculators both hand-held and within electronic devices will not be used during examinations. During quizzes, faculty may choose to distribute a hand-held calculator owned by the program.

7. Faculty may choose to use assigned seating during the examination. If space permits students should have one "seat" between them. Proctors may quietly walk around the room during testing.

8. Students will not be dismissed until all examinations have been submitted and the faculty notes submission of examinations from each student.

9. Students are not allowed to leave the classroom until all students have completed the examination, except for the final examination of each course.

10. Time is allotted as such: Examination Questions = 1 ½ minutes; Dosage Calculations = 2 minutes. Time for the exam will not be extended. Once the maximum number of minutes has been reached, the online platform will automatically stop, and the student will submit the examination.

11. Students should enter the room quietly and should not talk until the faculty acknowledges that all examinations have been submitted and received.

12. Students are not to access other applications on the computer during the scheduled examination(s).

Examination Review

Each Exam is developed and analyzed by at least two (2) faculty using statistical analysis and educational best practices. Exam grades may be held for up to 72 hours (3 business days) after an exam is given to allow course faculty adequate time to perform the analysis. Faculty will review difficult concepts and areas of concern with the class after each exam based on the statistical analysis during the scheduled

examination review sessions noted on the course calendar. All students must attend the scheduled examination review session, unless otherwise determined by the course faculty.

Students scoring below an 80 percent must schedule an individual appointment with the designated course instructor to remediate and gain assistance in developing an individualized study plan. Individual student appointments must be requested within seven calendar days following the release of the exam grade.

Student Plan for Testing and Nursing School Success

The purpose of a Student Plan for Success program is to provide support to students who desire to improve their testing ability, clinical performance and/or overall course understanding.

The faculty at Randolph Community College believe that all students accepted into the nursing program have the potential to be successful. A student who is having academic difficulty and/or personal events that are felt to be impacting the student's overall success are highly encouraged to schedule a meeting with a nursing faculty member who can assist the student in obtaining various resources that are available through the program and/or college campus. Program success meetings are designed to allow the student and faculty member to review current learning styles and/or issue and identify new strategies and/or resources that may assist the student to meet learning outcomes. Please see below for additional information regarding each component of the Student Plan for Success program.

- All NUR 111 students will complete a Self-Assessment Inventory administered via ATI. This self-assessment focuses on various learning styles and helps faculty for reviewing and discussing current learning styles.
- Collaborative testing as deemed by the course faculty. Collaborative testing allows students an opportunity to engage in small groups to answer examination questions. The goal of collaborative testing is to promote increased student performance and development of higher-level thinking skills. Please see the section on Testing Protocols of this Student Handbook for additional information.
- Academic Success and Exam Remediation meetings are meetings that are held by individual students and a faculty member. Any student scoring below an 80 percent on an examination will contact the assigned faculty member to schedule a 20-minute session that provide the nursing student an opportunity to improve understanding of the content and facilitate test-taking strategies, along with identifying potential barriers to test success. Please see the section on Testing Protocols of this Student Handbook for additional information.

- Open skills lab sessions and/or clinical performance remediation sessions. Open skills lab sessions are scheduled throughout each semester and students are highly encouraged to attend. A faculty member will be available during open laboratory sessions.
- Student Success sessions are scheduled throughout each course. Student success sessions will focus on study skills, active learning strategies, testing strategies, academic and wellness balance, preparing for clinical rotations and various topics that are discussed to promote student success.
- Performance reviews are an essential part of determining knowledge and information-processing strengths and needs and will be conducted during each exam review.

Academic Achievement Testing, Assessment Technology Institute (ATI)

The Nursing program of Randolph Community College uses a supplemental online program known as Assessment Technologies Institute (ATI) Inc. who offers an assessment driven comprehensive learning systems program designed to enhance student NCLEX® success. The ATI's comprehensive learning systems program focuses on learning core curriculum through tutorials, case studies, virtual simulations, quiz banks and intuitive assessments. These include assessment indicators for academic success, critical thinking, and learning styles and focus on core concepts of "learn, improve, apply, test and predict nursing school success". ATI assessments and activities, in combination with the nursing content, assist students to prepare effectively, helping to increase confidence and familiarity with nursing content. ATI tutorials and orientation resources can be accessed from the ATI student homepage. Students will be provided access information in the Nur 111 course during the first semester and will use the access information for the remainder of the program. ATI is purchased through Student Fees at the time of registration.

Student ATI Procedure and Guidelines

The Associate Degree Nursing program has partnered with Assessment Technologies Institute (ATI) to provide an assessment and review program for nursing students. This comprehensive program offers multiple assessment, remediation, and practice activities designed to increase student success in both the nursing program and with state licensure by increasing student confidence in computer-based testing, and improving application of the nursing process, critical thinking skills, and competencies needed for new graduates.

The ATI program is initiated during the application process for incoming students when the Test of Essential Academic Skills (TEAS) is administered and continues with learning assessments used throughout the program. Examples of learning assessments include online tutorials, assessment

indicators for success, assessment of critical thinking skills and learning styles, as well as proctored and practice testing. Assessments from ATI are congruent with the NCLEX-RN test blueprint.

Students will be involved in taking both proctored and non-proctored exams throughout the nursing program. Data from student testing and remediation can be used by the student to assess their individual learning needs. Data can also be used for the program's quality improvement and outcome evaluations. Completion of ATI practice exams, proctored exams, and remediation will be required for all students in the nursing program. Guidelines for assessments relating to specific nursing courses will be included in individual course syllabi and/or in the Moodle course.

Other resources from ATI include modules related to clinical skills, pharmacology, dosage calculation, case studies, and an end of program review. By combining ATI resources with content from the nursing program, students can prepare more efficiently for class and licensure while also increasing confidence and familiarity with nursing content. These resources may be assigned in conjunction with class content or reviewed in class as an activity. Use of these resources in individual courses will be addressed through course syllabi.

Purchasing of ATI materials is mandatory for all students enrolled in NUR courses. The cost of ATI materials is incorporated into student registration fees, with fees payable by designated college registration deadlines.

Testing:

Proctored ATI tests consist of exams included in the Content Mastery Series provided by ATI. Proctored exams will be scheduled when approximately 80-90% of the theory content associated with a specific proctored exam has been addressed in an associated nursing course. All proctored tests will be conducted in a controlled testing environment, such as a college-designated computer lab or monitored classroom. Faculty members will verify that each student has met any requirements necessary to sit for a proctored exam.

Students should have their college ID available for identification upon entering the test environment. All personal items will be secured in a designated part of the testing room and not with the student during testing. Cell phones will be turned off when entering the testing environment. All students will begin testing at the same time; students who arrive late for a proctored exam will not be allowed to test. Proctored assessments may be rescheduled for any student who has an excused absence and will be at the discretion of the course faculty.

Exams in the Content Mastery Series also have accompanying practice exams: Practice A and Practice B. Students are expected to complete both practice tests, as well as remediation for both practice tests, prior to a scheduled proctored exam. Students may take the practice exams as often as they wish. However, there must be at least 24 hours between attempts and remediation will only be accepted in relation to topics missed on the first attempt of the practice exam. Remediation for proctored exams is

also expected. Details for the completion of required remediation will be addressed in individual course syllabi.

Testing and assigned activities associated with ATI will be included in individual course grading and will comprise no more than 5% of the total course grade. The specific percentage awarded for ATI will be addressed in individual course syllabi. Scoring of student performance on proctored ATI Content Mastery Series and Comprehensive Predictor will be awarded in accordance with the following rubric, unless otherwise described in the course syllabi.

CONTENT MASTERY SERIES GRADING RUBRIC

Practice Assessment			
Complete Practice Assessment A = 10 points Remediation = 10 points: • Minimum 1hour Focused Review on **initial attempt** • For each topic missed, complete an active learning template* and/or identify three relevant critical points to remember. **		Complete Practice Assessment B = 10 points Remediation = 10 points: • Minimum 1hour Focused Review on **initial attempt** • For each topic missed, complete an active learning template* and/or identify three relevant critical points to remember. **	
Standardized Proctored Assessment			
Level 3 = 40 points	Level 2 = 30 points	Level 1 = 10 points	Below Level 1 = 0 points
Remediation = 20 points: • Minimum 1 hour Focused Review • For each topic missed, correctly complete an active learning template* and/or identify three relevant critical points to remember. **	Remediation = 20 points: • Minimum 2 hour Focused Review • For each topic missed, correctly complete an active learning template* and/or identify three relevant critical points to remember. **	Remediation = 20 points: • Minimum 3 hour Focused Review • For each topic missed, correctly complete an active learning template* and/or identify three relevant critical points to remember. **	Remediation = 20 points: • Minimum 4 hour Focused Review • For each topic missed, correctly complete an active learning template* and/or identify three relevant critical points to remember. **
100/100 points	90/100 points	70/100 points	60/100 points
Proctored Assessment Retake[+]			
Retake Optional	Retake Optional	Retake Required	Retake Required

[+] If the proctored assessment retake is completed, the points of the highest level achieved will be the final rubric score.

COMPREHENSIVE PREDICTOR GRADING RUBRIC
(NUR 213 Only)

Practice Assessment			
Complete Practice Assessment A = 10 points Remediation = 10 points: • Minimum 1hour Focused Review on **initial attempt** • For each topic missed, complete an active learning template and identify three relevant critical points to remember.		Complete Practice Assessment B = 10 points Remediation = 10 points: • Minimum 1hour Focused Review on **initial attempt** • For each topic missed, complete an active learning template and identify three relevant critical points to remember.	
Standardized Proctored Assessment			
95% or above Passing Predictability = 40 points	90% or above Passing Predictability = 30 points	85% or above Passing Predictability = 10 points	84% or below Passing predictability = 0 points
Remediation = 20 points: • Minimum 1 hour Focused Review • For each topic missed, correctly complete an active learning template and identify three relevant critical points to remember.	Remediation = 20 points: • Minimum 2 hour Focused Review • For each topic missed, correctly complete an active learning template and identify three relevant critical points to remember.	Remediation = 20 points: • Minimum 3 hour Focused Review • For each topic missed, correctly complete an active learning template and identify three relevant critical points to remember.	Remediation = 20 points: • Minimum 4 hour Focused Review • For each topic missed, correctly complete an active learning template and identify three relevant critical points to remember.
100/100 points	90/100 points	70/100 points	60/100 points
Proctored Assessment Retake[+]			
2nd predictor optional	2nd predictor required	2nd predictor required	2nd predictor required

[+] Highest predictor grade will be used for assessment score to determine overall rubric grade

Dosage Calculations

In Nur 111, students will complete dosage calculations skills, along with a competency examination at the end of the course as part of the laboratory and clinical preparation. Students are allowed two opportunities to pass the competency examination with a 77 percent or higher grade.

Unless otherwise stated, students who score less than 77 percent must contact the course instructor(s) via email within 24 hours after notification that the scores have been posted. Students must meet remedial requirements before sitting for the dosage competency version two examination. Students who do not comply with the remediation requirements will not be allowed to sit for the dosage competency version two examination. Remedial strategies may include, but are not limited to, practice assessments, tutorials, additional worksheet assignments, one-on-one faculty instruction.

If the student is unable to score an 80 percent or greater by the date determined by course faculty and as stated on the course calendar, the student will be dismissed from the course for failure to demonstrate competency to administer medications safely in the clinical and laboratory settings.

Dosage competency for nursing classes is incorporated into the course examinations. Students should remain competent in dosage calculation skills. Faculty will provide opportunities for dosage calculation acquisition in all courses. Students are encouraged to contact faculty via email to schedule an appointment if the student is not performing well on the dosage calculation component of the examination.

Caring Intervention Skills Competency Testing

Each nursing course may include caring intervention skills competency.

- Each caring intervention skill learned in the laboratory component of the course is subject to grading and will be graded as Satisfactory or Unsatisfactory
- Students will have a maximum of two opportunities to demonstrate competency.
- Competency testing may vary in length and time
- Each student's competency testing may not be identical but will be equivalent in scope for all students enrolled in the course
- A student repeating a skills competency may be evaluated by two or more instructor(s)

Nursing Simulation Laboratory Guidelines

Randolph Community College's Nursing program seeks to provide our students an exceptional educational experience in a diverse learning environment by using patient simulators, task trainers and various medical equipment. Replicating the essential aspects of a clinical situation allows a student to understand, apply and analyze situations when in a real clinical setting more readily.

Simulated experiences may be completed as both the laboratory and clinical component in a variety of instructional methodologies to support nursing and inter-professional education. Educational methodologies may include:

- Simulation using computerized adult and pediatric manikins
- Role-playing
- Self-instruction
- Faculty-assisted instruction
- Procedural task trainers to develop specific hands-on skills
- Standardized patients (trained actors)
- Virtual real life simulated experiences

The clinical simulation laboratory experiences aim to achieve the below goals:

1. Provide a risk-free environment for student learners that reinforces critical thinking, clinical judgment, and clinical decision-making.
2. Enhance the student's ability to promote patient safety and quality health care.
3. Increase clinical competences through selected critical thinking scenarios and/or activities.
4. Improve performance and communication in the clinical setting.
5. Promote evidence-based practice and decision-making for professional practice.
6. Promote empowerment of the student in preparation for the clinical setting.
7. Facilitate debriefing and constructive feedback to enhance student learning.
8. Encourage students to self-analyze their performance and use critical thinking strategies during the reflection process.
9. Provide opportunities to enhance caring interventions and behaviors towards peers and patients.

The Nursing Lab, RM 120 and the Simulation Center rooms will be used to complete simulation laboratory sessions and a percentage of clinical hours for each course. Students should reference the "Simulated Learning Experience Contract and Confidentiality Agreement" in Appendix C. The below will be implemented as guidelines for the laboratory and simulated laboratory or clinical settings:

1. Professional behaviors will be used. Please reference the Professional behaviors section of this Student Handbook, along with the Civility Policy by the College.

2. Students should prepare for each laboratory or clinical session to participate at a higher level of engagement. Typically, preparing for laboratory sessions, students should review the course calendar and Moodle.

3. Refer to the Dress Code policy for appropriate attire in the laboratory and/or clinical simulation sessions. As a reminder, the student identification badge should be always worn appropriately.

4. Confidentiality in the laboratory and clinical simulation settings will be enforced. Students are learning in a risk-free zone in most laboratory and clinical simulation sessions; thus, it is important that students feel it is okay to make mistakes so active learning can occur. Constructive feedback is encouraged during simulated lab and clinical sessions. Additionally, everyone should be allowed to learn from lab and simulated clinical experiences in the same manner. Sharing experiences with students who will attend later sessions gives them an unfair advantage and may minimize the learning experience.

5. The laboratory supply bag, along with other supplies such as a stethoscope, watch, nursing textbooks and resources should be available during laboratory and clinical simulation experiences.

6. Please refer to the Phone Usage policy.

7. Standard Precautions will be followed during laboratory and clinical simulation experiences. If a student sustains an injury, the Incident Reporting procedure should be followed.

8. Please contact Nursing faculty in event a latex allergy is known. Most products are latex-free, but allergies should be discussed with course faculty at the beginning of the semester.

9. Students will assist faculty in cleaning simulators, task trainers, equipment and overall space following a simulated experience and/or laboratory session. Appropriate cleaning solutions will be available and clearly labeled.

10. Simulated medications will be used for lab and simulated experiences, are purchased from a commercial vendor only. Non-simulated medications cannot be housed within the Nursing department.

11. Sharps stored in the simulation lab are accessed only by RCC faculty and/or staff and are locked and/or placed in a secure area when not in use.

12. Mobile carts and medication dispensing machines are stocked with simulated medications to increase realism for students for medication dosing.

13. Simulated crash carts are used during cardiopulmonary resuscitation scenarios and should not be used on human individuals.

14. Markers and pens are prohibited in the simulation rooms and bays as the ink stains the simulator's skin and cannot be cleaned or removed.

15. No food or drinks are allowed in the simulation lab and center, unless otherwise instructed. If entered, food and drinks (closed container) must stay in a specified location within the lab environment.

16. Any damage to the simulation property by students may incur costs for repair.

17. Audio/Visual recordings can take place anytime while in the simulation center and/or nursing laboratory. The Audio/Visual recording will be used for learning purposes only and will be deleted 2-years after the date of simulation.

Simulator Usage and Care Standards

The Nursing program uses a variety of simulators and training aides to provide real-life experiences for theoretical, laboratory and clinical sessions. At the beginning of each course and/or at the beginning of a simulated clinical experience, students will complete a simulator orientation that will introduce the students to the simulation environment and equipment to alleviate the anxiety of participating in simulation-based education.

Students should treat the simulators as real clients in a clinical experience. This means that students should wash hands before touching any manikin and gloves should be worn for patient care experiences.

Moulage and artificial bodily fluids are often used to simulate experiences in an as real-life experience as possible. Thus, appropriate nursing profession standards and ethics should be implemented in all simulated experiences.

Do NOT Use the Following:	
Ink pens	Stains the manikin and difficult to remove
Betadine	Stains the manikin and difficult to remove

The following standards should be implemented for all simulation experiences and evaluations, unless deemed not necessary by the course faculty. NOTE: The below points are not listed in any order.

Bring all necessary supplies to be prepared
Demonstration of hand hygiene
Introduction of self and purpose
Identification of the patient
Ensure privacy and maintaining of eye contact
Follow Standard Precautions (sharps and syringes are to be disposed in appropriate sharps containers; If items are used by the client (simulator), items should be disposed of appropriately
Re-use of clinical supplies **Faculty will notify you at the end of the experience if items should be saved for the purpose of cost savings

Open Lab Hours

Open lab is a term used to identify laboratory hours that are scheduled for open practice of caring intervention skills and behaviors. Open lab hours are also used to schedule clinical remediation, as deemed by the course faculty.

Each semester, the designated open lab times will be posted in Moodle, and students can sign up electronically for time slots. The open lab hours are subject to change due to the availability of faculty and space. If this should occur, students will be notified and will have an opportunity to reschedule. If a student is unable to attend a scheduled session, the student should notify the designated faculty.

Faculty are available to guide and reinforce information or skills being learned or previously taught. However, students should use the open lab hours as a means for reinforcement and clarification of performance. Students are highly encouraged to sign-up in pairs. A "buddy system" provides students the opportunity to practice with a peer.

The dress code policy should be followed for any attendance in open lab hours.

Clinical Policies and Procedures

Safe Nursing Practice

It is an expectation that in all nursing practice environments, including the classroom, clinical, laboratory and simulation settings, that the student will demonstrate safe and professional behaviors.

The nursing faculty defines safe nursing practice as the following:
- Practicing within the scope of the NC Nursing Practice Act for a Registered Nurse
- Practicing within the objective of the RCC Nursing curriculum
- Practicing within the rules, regulations, and policies of the affiliated clinical agencies
- Practicing within the guidelines of the American Nurses Association Code of Ethics

The nursing faculty uses professional judgment to determine if the student is not practicing safe nursing care. The following are examples of the criteria that faculty will use to determine if the student is delivering safe nursing care:

Mistakes:
- Usually isolated occurrence of human error
- Often an error that a reasonable, prudent nurse might make in a similar situation
- Student has otherwise consistently demonstrated previous knowledge and skills
- Student readily acknowledges the mistake and is accountable for the occurrence and correction

Unsafe Nursing Clinical Practice:
Unsafe clinical behavior is defined as "Any deliberate or negligent acts or omissions that endanger a patient, regardless of whether actual injury to the patient is established" (Nurse Practice Act, State of North Carolina). Students shall reference the Dismissal Policy noted in this handbook.

- Frequently performs with multiple errors or occurrences
- An error that a reasonable, prudent nurse would not make in a similar situation
- Actions reveal an inability to apply previously learned knowledge or skills
- Demonstrates lack of accountability for the action and fails to take responsibility for correction
- Reckless behavior: a behavior choice to consciously disregards a substantial and unjustifiable risk.

When a student's performance in any environment is unsafe, unprofessional, and/or not meeting course student learning outcomes, documentation will be initiated, and faculty will determine appropriate action(s) based on the individual situation. This may include temporary removal from the setting, disciplinary action, including administrative withdrawal from the currently enrolled course(s), course failure, and/or dismissal from the nursing program.

Clinical Compliance, Drug Screen and Criminal Background Check

All students must achieve compliance with all health, safety, and legal requirements applicable to the Nursing program by the designated deadline. Continuing students must maintain full compliance with all renewable requirements throughout their enrollment in the program. Students should retain all original documentation pertinent to each requirement in a personal file and upload a legible quality copy of each document to the respective requirements in the clinical compliance management tool and/or as designated.

Students must check their status in the clinical compliance management tool and/or official College email as often as necessary to ensure all submission deadlines are met and no item expires, as there is no grace period. It is the sole responsibility of each student to maintain a current knowledge of his/her compliance standing.

To comply with clinical agency contractual requirements and to provide the public with nurses and nursing students who demonstrate personal and professional behaviors consistent with the standards of the nursing profession, the program shall require *all* students to undergo a criminal background check (CBC) and drug screen upon admission. Random drug screens may be required. Students are required to complete their criminal background check and drug screen through the program's approved vendor. Criminal background checks and drug screens through other agencies and/or schools will not be accepted. Criminal background checks and drug screens must be completed by the deadline date as provided by the Department Head of Nursing, or designee, with no exceptions or extensions.

The CBC and/or drug screen shall be required:

1. prior to admission to the Nursing program, for *all* students

2. upon readmission to the program

3. when transferring from another school

4. when students notify the school that there has been a change in status including charges and/or convictions before the next scheduled clinical date.

Students are responsible for the costs of any required screenings for criminal background check and drug screens including but not limited to additional screenings required for clinical compliance.

The CBC must be performed by a qualified vendor selected by the Nursing program and will meet the following criteria:

- CBC must be completed by the deadline date issued by the program

- CBC must cover the past 7 years

- CBC must cover all states where the student has lived or worked during the last 7 years or since

- CBC must address all felony and misdemeanor crimes (except minor traffic related violations)

Students must report any felony or misdemeanor charges and convictions (excluding minor traffic related violations), which occur during their enrollment in the Nursing program to the assigned clinical agency. Failure to report charges within 5 (five) business days will be considered a student misconduct violation and may serve as grounds for dismissal from the program. All students must report within this time frame at any time during the program, to include summer, semester breaks and holidays. Students must not enter any clinical agency as a nursing student until cleared to do so by the assigned agency.

If the CBC indicates a conviction or pending charges and/or if the drug screen is positive, the clinical agency will discuss the issue directly with the student. Convictions, pending charges or positive drug screens may result in revocation of admission and enrollment, or dismissal from the program.

Criminal background information and drug screens will be maintained in an electronic file in the clinical compliance management tool used by the student with the access limited to designated personnel.

Each student is responsible for obtaining and paying for the background check and other screening processes at the program's designated vendor. Clinical affiliates have the right to refuse or deny clinical experiences to any student at any point in the nursing program. It is not the college's responsibility to secure alternative clinical experiences.

Continuing students are required to maintain compliance throughout the program. Continuing students deemed non-compliant, will NOT be permitted to attend off-campus experiential learning experiences resulting in the inability to meet course objectives and therefore, may be withdrawn from the affected

course(s). Failure to attain or maintain compliance may result in student dismissal from the Nursing program.

A denial of clinical placement will result in the student's ineligibility to complete the program. Clinical affiliates may consider expunged convictions in placement decisions. Students shall further be aware that a criminal record may jeopardize licensure by the State certification body. Students may not contact employees of clinical sites for any reason, including but not limited to, disputing denial of clinical placement due to background check or drug screening issues, securing their clinical placements, or to request participation in observational or other experiences that are not an official activity of the program.

Appendix D should be referenced and completed at the beginning of the program.

Clinical Compliance Management Tool

Clinical affiliates may require students to purchase and maintain clinical compliance via an online clinical compliance management tool. If designated, the student is responsible for obtaining and paying for the clinical compliance management tool service.

Clinical Orientation

All students will complete clinical orientation as deemed by the program and clinical affiliates by the scheduled due date. If students do not complete clinical orientation timely, the student may not be approved to attend the clinical experience and therefore will not be approved to attend clinical. If this should occur, the clinical absence will not be excused. Please follow the clinical attendance policy to review consequences.

With each new nursing course, you may expect to be rotated to several different clinical agencies and different nursing units within each agency. Specific information regarding clinical orientation will be announced in each nursing course (i.e., date, time, method of training, location). Usually, you will be in the main lobby of each facility, unless otherwise instructed. Your clinical instructor will plan for a tour of your assigned unit, along with orientation to specific policies, procedures, standard of care policies, and processes.

The below documents should be taken to your clinical orientation for discussion and explanation by the assigned clinical instructor, course faculty, or designee.

- Clinical Evaluation Tool
- Clinical Handouts (as applicable)
- Current Skills List
- Clinical Rotation Schedule

Medication Administration in the Clinical Setting

Students will have an opportunity to administer medications in all nursing courses. All medications are to be reviewed by an instructor prior to administration. A Registered Nurse may review medications prior to administration with a student in the final semester, during preceptorship only.

Prior to administration of medications, student must demonstrate knowledge of each medication to be administered. Examples of knowledge may include, but not limited to, indications for the specific client, safe dosage, assessments needed prior to administration, side effects and adverse effects. Any calculation needed for medication administration mut be double-checked by at least one Registered Nurse.

Students must have direct supervision by their instructor or another Registered Nurse when administering any intravenous medication or direct intravenous medication. A student may be allowed to independently perform a saline flush of a peripheral PRN adapter at the discretion of the instructor.

Students and faculty will follow all medication administration policies of the institution where the clinical experience is scheduled.

Students who are not prepared for medication administration according to course guidelines will not be allowed to medicate and will receive an "unsatisfactory" for the experience.

Students are not allowed to administer the following medications in the clinical setting but are allowed to assist in monitoring the client. NOTE: students may administer mock medications to include those listed below ONLY during clinical simulation.

- Intravenous Antineoplastics (Chemotherapeutics)
- Whole blood and blood products (i.e., packed cells, plasma, platelets, Rhogam)
- Radioactive substances
- Medications during life-saving measures (i.e., cardiopulmonary resuscitation)
- Medications administered "STAT"
- Thrombolytics (i.e., TPA)
- Controlled substances
- Total Parenteral Nutrition and Lipid intravenous infusions
- Continuous infusions of Neuromuscular Blocking agents

High Alert Medications

High alert medications are those with increased potential for harm, especially if an error is made in the administration. The Joint Commission requires extra safety steps when administering these medications. Students will not be allowed to administer high alert medications except at the discretion of the instructor and facility policy. You must have two (2) Registered Nurse witnesses and co-sign high

alert medications, as deemed by the facility policy; the student nurse does not count as a Registered Nurse. Examples of high alert medications include, but are not limited to:

Heparin intravenous infusions

Argatroban intravenous infusions

Lepirudin intravenous infusions

Insulin

Opioid infusions via patient-controlled anesthesia delivery

Magnesium sulfate intravenous infusion

Clinical Performance Outcomes Across the Curriculum

The clinical evaluation tool is developed to objectively document a student's clinical performance in both the clinical and simulation component of each course. Evaluation tool notes reflect a student's degree of progression in knowledge, performance of skills and application of theory in clinical experiences as the student works toward attaining course objectives. These behaviors show progression based on meeting the student learning outcomes that haven designed to allow the student to know if he/she is progressing in a satisfactory manner.

Students are evaluated in the clinical component using student learning outcomes and course objectives as listed below. These outcomes are based on the course outcomes that are derived from the organizing framework, philosophy, and curriculum outcomes. Students are expected meet each of the student learning outcomes listed by the end of the semester to be satisfactory in the clinical portion of the course. Meeting the outcomes is based on achieving the course objectives that relate to each student learning outcome. Students are also evaluated on previous knowledge and skills.

Students will be evaluated after each clinical experience and will receive a satisfactory (S) or unsatisfactory (U) grade. The S means that the performance is satisfactory; the U means that the performance is unsatisfactory. Refer to course syllabus for the number of satisfactory scores that must be achieved to have an overall satisfactory clinical performance.

The faculty is required to evaluate the student's ability to meet the clinical objectives and outcomes and to maintain client safety. The nursing faculty regards safe nursing practice as a critical component of any clinical experience; therefore, a clinical action plan with satisfactory remediation will be required for any unsatisfactory performance in the clinical and/or simulation setting before the student is allowed to return to the clinical and/or simulation setting. Failure to satisfactorily remediate will result in grades of "unsatisfactory" in clinical and/or simulation with the potential for clinical failure.

If after interventions, recommendations, and/or a clinical action plan, the student is unable to meet clinical outcomes and objectives, the student will be dismissed from the clinical component of the course.

Student clinical evaluations are to be completed after each evaluation period and made available for student review prior to the next scheduled clinical experience. It is the student's responsibility to contact the instructor for review and clarification of each clinical experience. If any portion of the method for clinical evaluation is unclear, approach you instructor before you begin your clinical rotation.

Each course may have written clinical assignments that will comprise a certain portion of the student's final course grade. Please refer to the course syllabus for additional information. These assignments are designed to encourage each student to explore available learning resources, read and foster critical thinking, clinical judgment, and clinical decision-making.

Special student experiences may be identified as an assignment of the clinical component of the course. Refer to the course calendar, clinical schedule and/or clinical rotation assignment for additional information.

Performance Outcome: #1 Safety

Nursing 111 (Level 1)	Nursing 112-212 (Level 2)	Nursing 213 (Level 3)
#1 Safety: Maintain a safe, therapeutic, client-centered environment for clients with simple alterations in health across the lifespan. (Course Objective I-1,2; II-2,5; III-1,3)	**#1 Safety: Maintain a safe, therapeutic, client-centered environment for clients with specific alterations in health across the lifespan. (Course Objective I-1-4; II-2,3; III-1,3)**	**#1 Safety: Maintain a safe, therapeutic, client-centered environment for clients with complex alterations in health across the lifespan (Course Objective I-1-3; II-2,3; III-2)**
A. Provide a safe physical and psychological environment for the client.	Provide a safe physical and psychological environment for the client.	Provide a safe physical and psychological environment for the client.
B. Demonstrate medical and surgical asepsis and infection control.	Practice medical and surgical asepsis and infection control.	Practice and critique medical and surgical asepsis and infection control principles.
C. Safely administer medications.	Safely administer medications.	Safely administer medications.
D. Safely perform skills.	Safely perform skills.	Safely perform skills.
E. Seek supervision as appropriate, rather than make a mistake or error.	Seek assistance as appropriate to maintain the client's safety.	Seek guidance as appropriate to maintain the client's safety.
F. Identify measures to promote safety and prevent hazards in care related to quality improvement.	Implement safety design principles related to quality improvement.	Collaborate in developing and maintaining a client-centered culture of safety.

Observe the quality improvement processes for client safety and measure client safety outcomes.	Participate in quality improvement process to measure client outcomes, identify hazards and errors, and develop changes in client care based on best practices.	Analyze quality improvement process to measure client outcomes, identify hazards and errors, and develop changes in client care and facility processes based on best practices.

Performance Outcome: #2 Clinical Judgment

Nursing 111 (Level 1)	Nursing 112-212 (Level 2)	Nursing 213 (Level 3)
#2 Clinical Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of clients within a family and community context. (Course Objective I-1,2; II-1-7; III-1-3)	**#2 Clinical Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of clients within a family and community context. (Course Objective I-1-4; II-1-6; III-1-5)**	**#2 Clinical Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of clients within a family and community context. (Course Objective I-1-3; II-1-5; III-1-5)**
A. Participate in focused and head-to-toe physical assessment of client.	Perform focused and head-to-toe physical assessment.	Perform focused and head-to-toe physical assessment.
B. Collect data on basic physiological, psychological, and psychosocial needs of the client.	Perform holistic assessment.	Perform holistic assessment.
C. Assess the client and support person(s) for learning, capabilities, barriers, and educational needs.	Perform educational needs assessment and develop a teaching plan based on findings.	Perform educational needs assessment and develop a teaching plan based on findings.
D. Differentiate relevant from irrelevant data; cluster relevant data together to identify nursing diagnoses.	Analyze assessment data to select and prioritize relevant nursing diagnoses.	Analyze assessment data to select and prioritize relevant nursing diagnoses.
E. Use the nursing process to develop an individualized plan of care.	Use the nursing process to develop an individualized plan of care.	Use the nursing process to develop an individualized plan of care.
F. Recognize nursing interventions that support best practice to meet the client's physical, psychological, social, cultural, and spiritual needs.	Select nursing interventions that support best practice to meet the client's physical, psychological, social, cultural, and spiritual needs.	Select/create nursing interventions that support best practice to meet the client's physical, psychological, social, cultural, and spiritual needs.
G. Recognize normal from abnormal findings. Recognize deviations from client's normal.	Recognize trends and changes in client's condition and intervene as needed.	Anticipate trends and changes in client's condition and intervene as needed.

	Nursing 111 (Level 1)	Nursing 112-212 (Level 2)	Nursing 213 (Level 3)
H.	Demonstrate clinical judgments when addressing assessments, therapeutic effects, adverse effects, or contraindications when performing nursing care.	Prioritize clinical judgments for the provision of safe, cost-efficient care for the client with specific alterations in health.	Prioritize clinical judgments for the provision of safe, cost-efficient care for the client with complex alterations in health.
I.	Competently perform nursing skills.	Competently perform nursing skills while incorporating client's needs and individual preferences.	Competently perform nursing skills while incorporating client's needs and individual preferences.
J.	Identify priorities and organize client care.	Care prioritized, organized with effective time management.	Care prioritized, organized with effective time management.
K.	Evaluate effectiveness of client care.	Evaluate effectiveness of client care.	Evaluate effectiveness of client care.
L.	Modify client care as indicated by the evaluation of outcomes.	Modify client care as indicated by the evaluation of outcomes.	Modify client care as indicated by the evaluation of outcomes.
M.	Recognize new orders/data related to client's current status.	Examine new orders/data related to client's current status.	Evaluate new orders/data related to client's current status.
N.	Work cooperatively with the interdisciplinary health care team in meeting client needs.	Collaborate with the interdisciplinary health care team in meeting client needs.	Direct care in collaboration with the interdisciplinary health care team using best practices to meet client needs.

Performance Outcome: #3 Communication

Nursing 111 (Level 1)	Nursing 112-212 (Level 2)	Nursing 213 (Level 3)
#3 Communication: Communicate professionally and effectively with clients and interdisciplinary health team. (Course Objective II-4; III-2)	**#3 Communication: Communicate professionally and effectively with clients and interdisciplinary health team. (Course Objective II-3,5; III-2)**	**#3 Communication: Communicate professionally and effectively with clients and interdisciplinary health team. (Course Objective II-4,5; III-3,5)**
A. Use therapeutic, goal-directed communication.	Use therapeutic, goal directed communication.	Use therapeutic, goal-directed communication.
B. Communicate effectively to achieve positive client outcomes.	Communicate effectively to achieve positive client outcomes.	Communicate effectively to achieve positive client and organizational outcomes.
C. Develop in the use of informatics to communicate, manage knowledge, and support decision making.	Use informatics to communicate, manage knowledge, and support decision making.	Proficient use of informatics to communicate, manage knowledge, and support decision making.
D. Establish empowering partnerships with clients, families, peers, and coworkers.	Practice empowering partnerships with clients, families, peers, and coworkers.	Evaluate empowering partnerships with clients, families, peers, and the interdisciplinary team.
E. Value client's personal space.	Value client's personal space.	Value client's personal space.
F. Identify personal feelings that influence communication interactions.	Examine personal feelings that influence communication interactions.	Manage personal feelings that influence communication interactions.
G. Practice nonjudgmental behavior.	Practice nonjudgmental behavior.	Practice nonjudgmental behavior.

Nursing 111 (Level 1)	Nursing 112-212 (Level 2)	Nursing 213 (Level 3)
H. Verbal and written communication (including hand-off, SBAR, charting) is clear, concise, accurate, assertive, and presented in a timely manner.	Verbal and written communication (including hand-off, SBAR, charting) is clear, concise, accurate, assertive, and prompt with attention to trends and changes.	Verbal and written communication (including hand-off, SBAR, charting) is clear, concise, accurate, assertive, and prompt with attention to trends and changes.
I. Identify developmentally and culturally appropriate considerations with communication and client teaching.	Apply developmentally and culturally appropriate considerations with communication and client teaching.	Integrate developmentally and culturally appropriate considerations with communication and client teaching.
J. Develop caring attitude, respect, compassion, empathy, and receptive listening with communication.	Apply caring attitude, respect, compassion, empathy, and receptive listening with communication.	Integrate caring attitude, respect, compassion, empathy, and receptive listening with communication.
K. Communicate and collaborate effectively with health care team members.	Communicate and collaborate effectively with health care team members.	Communicate and collaborate effectively with health care team members.

Performance Outcome: #4 Professional Behavior

Nursing 111 (Level 1)	Nursing 112-212 (Level 2)	Nursing 213 (Level 3)
#4 Professional Behavior: Practice professional clinical behaviors (Course Objective II-1,6,7; III-1)	**#4 Professional Behavior: Practice professional clinical behaviors (Course Objective II-1,4; III-1,4,5)**	**#4 Professional Behavior: Practice professional clinical behaviors (Course Objective II-1,3,4; III-1,4,5)**
A. Demonstrate the values, attitudes, behaviors, and beliefs important to professional nursing.	Apply the values, attitudes, behaviors, and beliefs important to professional nursing.	Integrate the values, attitudes, behaviors, and beliefs important to professional nursing.
B. Recognize standards of care, scope of practice, and ethical and legal aspects of practice in relation to client care.	Apply standards of care, scope of practice, and ethical and legal aspects of practice into client care.	Integrate standards of care, scope of practice, and ethical and legal aspects of practice into client care.
C. Practice ethically within the healthcare system according to the Nursing Practice Act, healthcare institutional policy, and National Patient Safety Goals.	Practice ethically within the healthcare system according to the Nursing Practice Act, healthcare institutional policy, and National Patient Safety Goals.	Practice ethically within the healthcare system according to the Nursing Practice Act, healthcare institutional policy, and National Patient Safety Goals.
D. Follow institutional policies regarding HIPAA.	Follow institutional policies regarding HIPAA.	Follow institutional policies regarding HIPAA.
E. Recognize the role of the nurse as an advocate, protector, and supporter of the client's rights and interests.	Advocate, protect, and support the individual's rights and interests.	Advocate with the interdisciplinary healthcare team advocate, protect, and support the rights and interests and therapeutic care of all individuals.
F. Accept accountability for behavior, actions, and judgements.	Accept accountability for behavior, actions, and judgments.	Accept accountability for behavior, actions, and judgments.

G.	Compliant with Program clinical policies i.e., dress code, attendance, call in tardy/absence.	Compliant with Program clinical policies i.e., dress code, attendance, call in tardy/absence.	Compliant with Program clinical policies i.e., dress code, attendance, call in tardy/absence.
H.	Compliant with clinical agency policies and procedures.	Compliant with agency policies and procedures.	Compliant with agency policies and procedures.
I.	Follow through with responsibility. Complete assignments on time.	Follow through with responsibility. Complete assignments on time.	Follow through with responsibility. Complete assignments on time.
J.	Identify own strengths and limitations and accept constructive feedback and make appropriate change in behavior.	Appraise own strengths and limitations and accept constructive feedback and make appropriate change in behavior.	Evaluate own strengths and limitations and accept constructive feedback and make appropriate change in behavior. Initiate self-reflective practice.
K.	Physically, intellectually, emotionally, and psychologically prepared for clinical assignment.	Physically, intellectually, emotionally, and psychologically prepared for clinical assignment.	Physically, intellectually, emotionally, and psychologically prepared for clinical assignment.
L.	Accept new learning experiences.	Pursue new learning experiences.	Creates relevant learning opportunities.
M.	Identify cost-effective care as part of managing care.	Examine delegation responsibilities as part of managing care.	Delegate aspects of care to appropriate members of the health care team.
N.	Recognize appropriate professional boundaries in the nurse-client relationship.	Establish appropriate professional boundaries in the nurse-client relationship.	Practice appropriate professional boundaries in the nurse-client relationship.

Criteria for Evaluation

The following three (3) tables provide a description of Satisfactory (S) or Unsatisfactory (U) as related to Level 1 (Nur 111), Level 2 (Nur 112, Nur 114, Nur 212, Nur 113, Nur 211) and Level 3 (Nur 213).

Clinical Evaluation Guidelines—Level 1

Evaluation Foci	SATISFACTORY (S)	UNSATISFACTORY
Safety	Safe and accurate every time.	Unsafe; violates basic safety principles; performs at risk to client and others.
Application of Principles	Identifies principles; needs direction from instructor to identify application. Identifies obvious and underlying needs.	Unable to identify principles or apply them. Partial identification of obvious needs; no identification of underlying needs.
Organization/Time Management	Organization/time management usually efficient but may show occasional expenditure of excess energy. Longer time or occasionally late in completing activities/tasks.	Disorganized, unreasonable, or excessive waste of time. Activities consistently omitted.

Coordination/Prioritization	Able to coordinate client's care. Prioritization is correct in some but not all identified basic client needs.	Unable to coordinate or accurately prioritize basic client care/needs.
Client Centered	Focuses on client initially, may need assistance to remain client focused.	Not focused. Unable to complete skill/intervention.
Cues/Support	Requires frequent supportive assistance; occasional verbal/physical directive assistance.	Needs continuous verbal or physical directive assistance. Requires close supervision.
Synthesis of Knowledge and Clinical Skills	Demonstrates adequate knowledge and skill base. Critical thinking and clinical judgment appropriate with supportive assistance. Rationales are clear and accurate, evidence based. Written information requires occasional directive assistance for accuracy.	Unable to demonstrate transfer of knowledge to practice. Rationales are superficial and do not clearly provide explanation. Unable to demonstrate procedure/behavior or attempts are unsuccessful, awkward, unskilled. Written information inaccurate, incomplete, or not done at all.
Affect	Usually confident but occasionally appears anxious, worried, flustered but able to function appropriately.	Lacks confidence. Anxious with inability to function.

Level 1: Includes Nur 111
Assistance: What is required to maintain or encourage the student's performance.
Supportive Assistance: Those that encourage, support, or reinforce but do not change or direct what the student does or says.
Directive Assistance: Verbal and/or physical; those that indicate what to do or say next. Those that correct an ongoing activity.
S: Satisfactory: Clinical performance is safe and demonstrates achievement of clinical competencies (see Clinical Competency Record).
NI: Needs Improvement: Is satisfactory clinical performance and is used to indicate areas of improvement needed.
U: Unsatisfactory: Clinical performance is unsafe and demonstrates failure to achieve clinical competencies (see Clinical Competency Record).
Also refer to ADN Student Handbook for policies related to Clinical Performance Evaluation.
03/07/2021

Clinical Evaluation Guidelines—Level 2

Evaluation Foci	SATISFACTORY (S)	UNSATISFACTORY
Safety	Safe and accurate every time.	Unsafe. Unable to demonstrate behavior safely and accurately.
Application of Principles	Applies previously learned principles and facts; identifies interrelationships of data. Adapts behavior to meet identified needs and relationships in a changing situation.	Limited application of previously learned principles and identification of interrelationships of data. Needs assistance to Identify underlying needs.
Organization/Time Management	Organization/time management efficient. Uses reasonable time to complete task; infrequent expenditure of excess or undirected energy.	Organization/time management lacks efficiency with frequent expenditure of excess energy. Consistently late in completing activities/tasks. Care often disrupted or omitted.

Coordination/Prioritization	Able to appropriately coordinate and prioritize planned care interventions.	Needs initial direction from instructor to coordinate activity/care and prioritize identified basic client needs
Client Centered	Focuses on client while performing skills/interventions/procedures.	Focuses more on the intervention/ skill and self rather than the client.
Cues/Support	Requires occasional supportive assistance; infrequently needs directive assistance.	Requires frequent directive assistance to complete clinical assignment and/or objectives.
Synthesis of Knowledge and Clinical Skills	Demonstrates appropriate knowledge and skill base, adept with most skills. Critical thinking and clinical judgment appropriate with supportive assistance. Rationales are clear/accurate/evidence based. Written information requires minimal directive assistance for accuracy.	Knowledge and skill base inadequate/incompetent. Frequent directive assistance with critical thinking/clinical judgment. Rationales frequently not clear, accurate or evidence based. Written information poor even with frequent directive assistance.
Affect	Appears confident and relaxed; minimal frustration.	Frequently appears anxious, worried, frustrated, and unable to function.

Level 2: includes Nur 112, Nur 113, Nur 114, Nur 211, Nur 212
Assistance: What is required to maintain or encourage the student's performance.
Supportive Assistance: Those that encourage, support, or reinforce but do not change or direct what the student does or says.
Directive Assistance: Verbal and/or physical; those that indicate what to do or say next. Those that correct an ongoing activity.
S: Satisfactory: Clinical performance is safe and demonstrates achievement of clinical competencies (see Clinical Competency Record).
NI: Needs Improvement: Is satisfactory clinical performance and is used to indicate areas of improvement needed.
U: Unsatisfactory: Clinical performance is unsafe and demonstrates failure to achieve clinical competencies (see Clinical Competency Record).
Also refer to ADN Student Handbook for policies related to Clinical Performance Evaluation.

03/07/2021

Clinical Evaluation Guidelines—Level 3

Evaluation Foci	SATISFACTORY (S)	UNSATISFACTORY
Safety	Safe and accurate every time.	Unsafe. Unable to demonstrate behavior safely and accurately.
Application of Principles	Applies new and previously learned principles/facts consistently.	Needs supportive assistance to apply previously learned principles and directive assistance to apply new knowledge/principles.
Organization/Time Management	Organization/time management efficient. Consistently completes activities in reasonable time.	Organization/time management lacks efficiency with frequent expenditure of excess energy. Often late in completing care.
Coordination/Prioritization	Consistently adept with coordinating planned activity/care. Prioritizes planned and unplanned interventions appropriately.	Able to coordinate basic care needs. Correct prioritization in some but not all planned interventions. Unable to prioritize unplanned or emergent care interventions
Client Centered	Focuses on client while performing skills/interventions/procedures. Adapts behavior to meet client's changing needs/situations.	Focuses on client initially yet changes to focus on activity. Unable to stay focused on client or adapt to client's changing needs/situation.

Cues/Support	Behavior/activity completed without assistance or occasional supportive.	Requires frequent directive assistance. Functions incompetently without cues.
Synthesis of Knowledge and Clinical Skills	Demonstrates appropriate knowledge and skill base, consistently adept with skills. Critical thinking/clinical judgment appropriate with supportive assistance. Rationales clear/accurate/evidence based. Written information requires minimal directive assistance for accuracy.	Knowledge and skill base occasionally inadequate/incompetent/unskilled. Frequent directive assistance with critical thinking and clinical judgment. Rationales are seldom evidence-based. Written information poor even with frequent directive assistance.
Affect	Confident and relaxed manner.	Frequently appears anxious, worried, frustrated, and unable to function.

Level 3: includes Nur 213
Assistance: What is required to maintain or encourage the student's performance.
Supportive Assistance: Those that encourage, support, or reinforce but do not change or direct what the student does or says.
Directive Assistance: Verbal and/or physical; those that indicate what to do or say next. Those that correct an ongoing activity.
S: Satisfactory: Clinical performance is safe and demonstrates achievement of clinical competencies (see Clinical Competency Record).
NI: Needs Improvement: Is satisfactory clinical performance and is used to indicate areas of improvement needed.
U: Unsatisfactory: Clinical performance is unsafe and demonstrates failure to achieve clinical competencies (see Clinical Competency Record).
Also refer to ADN Student Handbook for policies related to Clinical Performance Evaluation.
03/07/2021

Shift Exchange Report and Introduction, Situation, Background, Assessment, Recommendation (ISBAR) Reporting Tool and Rubric

Shift exchange report should be obtained from the RN in charge of your assigned patient prior to assuming care. The clinical instructor will clarify when and where shift report is to be obtained. As soon as possible after shift exchange report, check your assigned patient(s) and assigned patient's chart(s) for orders, laboratory values, or other pertinent information. Clinical instructors will use the ISBAR Reporting tool and rubric in both client care experiences providing direct care and simulated experiences.

The ISBAR tool should also be used when the student is taking a break, such as lunch and when leaving the clinical experience. Students should report off to the nurse, preferably the RN who is responsible for your assigned patient at least 15 to 20 minutes prior to leaving the assigned unit. A student should not leave the nursing unit without giving a report of the patient's status, treatments and tolerations, and other pertinent information.

Please reference the ISBAR Reporting Tool and Rubric in the course syllabus and/or Moodle.

Clinical Preparation

On each clinical rotation students should prepare for total patient care within the limits of your current skills preparation. For most nursing courses this includes complete morning care, treatments, meal preparation, physical assessment, documentation, medications, intravenous therapy, etc. As you satisfactorily check-off new skills in the laboratory setting, you may perform these skills as directed by your clinical instructor, in the clinical setting. As you move through the program, it is expected that you perform previously learned skills in each clinical experience.

The assigned clinical instructor should be with student when performing procedures and/or treatments unless the assigned clinical instructor informs you that you can perform the skill independently. The assigned clinical instructor should be contacted once you have assembled the necessary equipment and/or supplies and are ready to perform the treatment and/or procedure. Always discuss the skills with your assigned clinical instructor; always asks questions when in doubt.

Post Conference and Clinical Assignments

A clinical post-conference may be a required part of the clinical experience. Usually, a student is expected to report off to the nurse in charge of the assignment client 15 to 20 minutes before the scheduled time of post-conference. The assigned clinical instructor will discuss the time and location of the post-conference, along with participation expectations. Clinical assignments may be verbal or in written format and may be completed during the clinical rotation and/or as a post-clinical assignment.

Self-Evaluation of Clinical Performance

Students may complete self-evaluations of clinical performance in each course of the nursing program. Specific information about the completion of self-evaluations should be discussed with the assigned clinical instructor and/or course faculty.

Appendix A

Student Medical Form

Appendix B

Incident Form

The College incident form can be found online at https://randolphcc.wufoo.com/forms/z1othywg1ajk0af/.

Appendix C

Simulated Learning Experience Contract and Confidentiality Agreement Form

1. **Simulation Contract:** Randolph Community College (RCC) Department of Nursing has incorporated simulated experiences throughout the Nursing curriculum to best represent actual client situations. During these simulated experiences, the roles of clients, family and members of the inter-professional team are fulfilled by students, volunteers, faculty and/or mannequins, and I am expected to engage with these actors and/or simulators in a professional and realistic manner. The simulation mannequins are to be used with respect and be treated as if they were live clients. Situations simulated in the lab are to be used as learning experiences; thus, I will respect the roles of my faculty and peers as well as volunteers and follow the Randolph Community College Code of Conduct/Behavior during all simulated experiences.
2. **Confidentiality Agreement:** As a participant and student of the Randolph Community College Nursing Program I understand the significance of confidentiality with respect to information concerning simulated clients and fellow students. I will uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violation(s) of confidentiality that I become aware of to my instructor or facilitator and agree to adhere to the guidelines as outlined below:
- All client information, actual or simulated, is considered confidential and any inappropriate viewing, discussion or disclosure of this information is a violation of RCC Department of Nursing Policy.
- The simulation center is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- I am not to remove, release or make publicly available any documented (written or electronic), observed or recorded client or student information that may be accessible to me as part of a simulated learning experience.
- Simulation and debriefing sessions may be audio-taped and/or videotaped. This recorded information is privileged, and confidentiality must be maintained always.

3. **RCC Policies and Procedures:** I understand that I must uphold the stipulations outlined in the Nursing Student Handbook and the Simulated Learning Contract and Confidentiality Agreement as a component of successful progression in the RCC nursing program. I have continuous access to the policies and procedures manual (with the option to download for saving/printing if desired).

_____   _____

Student Signature   Date

*Signature indicates you have read and understand the above contract and have had an opportunity to ask questions.

Appendix D

Acknowledgement of Criminal Background Check and Urine Drug Screen Procedure

By signing this document, you are acknowledging that you understand the Associate Degree Nursing Program of Randolph Community College Criminal Background Check and Urine Drug Screen Procedure; furthermore, you are also authorizing the release of the above information to any contracted affiliate of Randolph Community College to determine your clinical eligibility.

Student Name (Print): _____

Student Signature: _____

Date: _____

Randolph Community College
Associate Degree Nursing Program

Associate Degree Nursing Student Handbook and Clinical Guidelines Signature Page

The policies and guidelines in this handbook will be effective throughout your nursing education at Randolph Community College. Changes to this handbook will be communicated via Moodle and/or classroom announcements. The electronic version of the Associate Degree Nursing Student Handbook and Clinical Guidelines will be updated to reflect the changes as they occur.

I attest that I have received the ADN Student Handbook and Clinical Guidelines and had an opportunity to read it and ask the nursing faculty for clarification on information that is not clear to me.

Student Name (Print): _____

Student Signature: _____

Date: _____