

BEAUFORT COUNTY COMMUNITY COLLEGE

Nursing Program Handbook



Student Enrollment Cohort:

Associate Degree Nursing Program
2016-2018

BEAUFORT COUNTY COMMUNITY COLLEGE

NURSING PROGRAMS

The Associate Degree Nursing and Practical Nursing Programs are approved by the North Carolina Community College Systems (NCCCS) and the North Carolina Board of Nursing (NCBON).

In addition to the policies outlined in the school catalog of Beaufort County Community College (BCCC), nursing students are expected to follow the rules and regulations of the nursing programs.

Approval:

President

Date

Vice President of Academics

Date

Vice President of Student Services

Date

Dean, Allied Health and Public Services

Date

Director of Nursing Programs

Date

Lead Instructor, Practical Nursing Program

Date

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ORGANIZATIONAL STRUCTURE

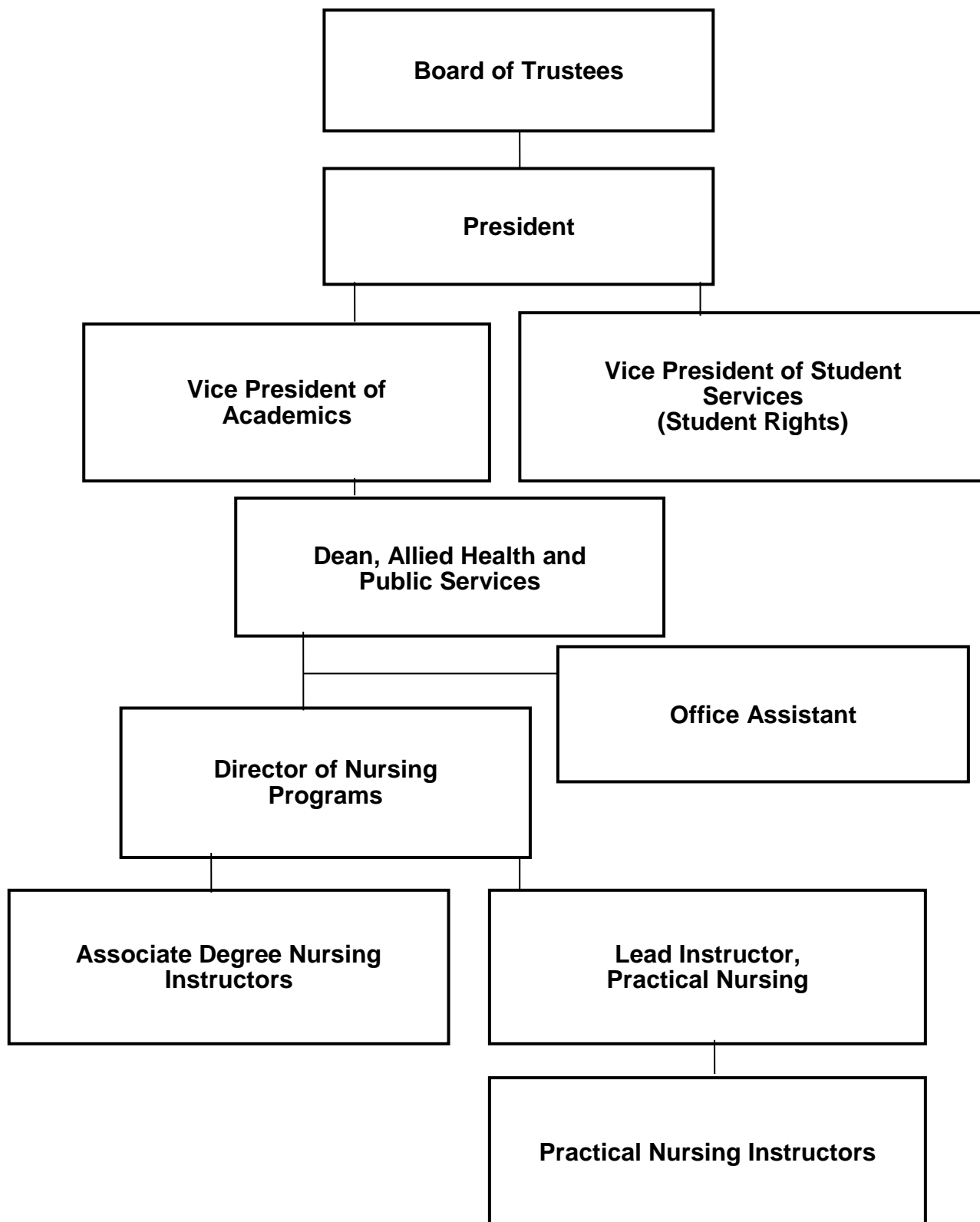
SECTION A: ORGANIZATIONAL STRUCTURE

The organization chart on A.2 is provided to assist the student in understanding the chain of command in this organization. Students are encouraged to voice questions and concerns about grades directly with the instructor who provided the grade. The students should start at the bottom of the chart and work upward when concerns or grievances need to be addressed.

Students may also seek out Student Services for support, counseling, and complaints. All appeal processes are administered by the Vice President of Student Services.

Lead instructors will be identified on each course syllabus. Part-time faculty will vary per semester. Full-time faculty members are identified on page A.3.

**Organizational Chart
Beaufort County Community College
Nursing Programs**



NURSING FACULTY

ASSOCIATE DEGREE NURSING PROGRAM

Director of Nursing Programs	Kent Dickerson	12-1237
Instructors	Angela Boyd	12-1236
	Misty Brown	12-1228
	Millie House	12-1226
	Amanda Laughlin	12-1229
	Melissa Peoples	12-1235
	Lesha Rouse	12-1227
	Molly Wells	12-1225
ECU Liaisons:		
RIBN	Kelly Cleaton	12-1234
RN to BSN	Melissa Wallace	12-1234
Part-time Instructors	TBA per semester	

PRACTICAL NURSING PROGRAM

Lead Instructor of PN Program	Aino Jackson	12-1239
Instructor	Denise King	12-1238
Instructor	Lee Anne Oliver	12-1240
Part-time PN Instructors	TBA per semester	
Office Assistant	Courtney Coltrain	12-1221

CURRICULUM DESIGN

SECTION B: CURRICULUM DESIGN

Curriculum Foundation

The curriculum description found in the catalog is provided by the North Carolina Community College System and serves as a foundation for our curriculum design.

The selected model for the ADN program at Beaufort County Community College (BCCC) is consistent with the concept based curriculum proposal and approval by the North Carolina Community College System in 2008. This model allows for expanding knowledge and practice based on concepts throughout the curriculum. These are reflected in the conceptual framework.

The framework, along with the faculty's beliefs/philosophy about the placement of nursing in our society, serves as the foundation for the curriculum.

The overall purpose of the curriculum design is to prepare the student to master the program learning outcomes. These outcomes serve as the basis for the nursing program evaluation and are reflected in course and program methods of evaluation.

The placement of courses, nursing and non-nursing, are presented in the curriculum plan. The sequence of related courses and specific nursing content reflect the building of knowledge from simple to complex. Clinical sites and experiential activities are selected to support content presented throughout the program.

Curriculum Description

ASSOCIATE DEGREE NURSING (A45110) (Registered Nurse)

The Associate Degree Nursing (ADN) 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.

Coursework 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.

This description is provided by the North Carolina Community College System.

NURSING DEPARTMENT GOALS

The major goals of the nursing department are to:

1. Prepare students with the competencies necessary to function at the entry level of practice for registered or practical nursing according to regulatory agency requirements.
2. Provide guidance and advisement to nursing students regarding their professional development referring to college-wide resources as necessary.
3. Provide continuous evaluation of program effectiveness focusing on students, faculty, resources, administration, and community to enhance nursing programs.

Nursing Program Philosophy

Mission

The nursing programs' mission is derived from and influenced by the missions of the NCCCS, BCCC, North Carolina Board of Nursing (NCBON), and the National League for Nursing (NLN). The nursing department is committed to advancing excellence within the nursing profession by educating students at the practical and associate degree levels to competently perform as entry-level practitioners. Within this mission, the goal of nursing faculty is to promote excellence in knowledge, practice, and ethical comportment while delivering nursing care to the individual, families/significant persons, and within the community context.

Nursing Programs

The practice of nursing is directed toward meeting the healthcare needs of individuals throughout their lifespan in an ever-changing, diverse society. The ADN program prepares students to function interdependently and independently as a member of the health care team, while assessing and providing care to patients with simple and complex health care stressors. Within the scope of practice for the registered nurse, the associate degree graduate also manages care for groups of patients, provides therapeutic care and teaching to individuals and families within the context of the community, and participates as a member of the interdisciplinary team. The graduates of the nursing program demonstrate the competencies as identified by the NCBON, (2010), NLN (2010) and the Institute of Medicine (IOM) (2005) in the provision of nursing care. The competencies identified by the NLN (2010) are listed in Appendix A. The five core competencies identified by the IOM for healthcare providers are: patient centered care, interdisciplinary teams, evidence based practice, quality improvement, and informatics (IOM, 2005).

Nursing Education

The program provides an education that is broad, inclusive, and flexible, adapting to the changing needs of the individual and community. The integrating concepts that influence the program outcomes are: context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care, and teamwork (NLN, 2010). The concept-based curricula addresses and is consistent with the educational competencies as defined by the NLN and the Curriculum Standard (21 NCAC 36 .0321) from the Approval of Nursing Programs by the NCBON. The curricula are founded on principles of adult and collaborative learning. Through a variety of educational experiences, students will achieve program outcomes and graduate competencies as noted on B.3b.

Nursing education embraces integrative teaching and learning of classroom, lab, and clinical content. The nursing discipline draws on knowledge from general education, the biological and social sciences, the arts and humanities, and disciplines that relate to and support interdisciplinary collaboration and the practice of nursing. The conceptual design supports the underlying core values of nursing which includes: caring, diversity, integrity, excellence, ethics, patient-centeredness, and holism (NLN, 2010). See B.3c.

Teaching and learning is an interactive process and an essential process between the teacher and the learner. The responsibility of the faculty is to structure learning that is sequential, integrated, and increases in complexity as the student progresses in the program. The teacher facilitates the student's ability to meet the identified outcomes

through an environment that fosters critical thinking, clinical reasoning, and judgment while promoting intellectual inquiry and active learning regardless of the practice level. Learning is a continuous and goal oriented process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. The nursing student is expected to be responsible, accountable, and an active participant in learning experiences and the acquisition of the knowledge, skills, and attitudes necessary to provide competent patient-centered care.

Conceptual Framework

The concept-based curriculum design generates the process of acquiring knowledge from simple to complex through student and faculty collaboration. The concepts of individual, nursing, and healthcare system form the curriculum foundation. Students apply these concepts in various healthcare contexts while developing an understanding of how the concepts are interrelated.

Definitions

Individual

The faculty believes that each individual is a complex, multidimensional, unique, and significant being, possessing inherent value and worth, and is a member of a family, community, and culturally diverse society. All individuals have unique and dynamic bio-physical, psychological, socio-cultural, spiritual, and developmental needs that contribute to the health, quality of life, and achievement of potential. The nurse, therefore, recognizes patient differences, values, preferences, and expressed needs, while involving the patient and significant others in decision making and care management (21 NCAC 36 .0321). Nurses view the individual at the center of any nursing activity.

Healthcare System

Healthcare is the larger system in which nurses address the needs of individuals and groups. The healthcare system impacts health alterations, safety, health promotion, and prevention of disease. The policies, trends, and issues in healthcare are determined by allocation of resources, as well as ethical and legal principles (Catalano, 2009). The faculty believes that it is essential that nurses develop the skills necessary to work effectively with other disciplines within the healthcare system.

As determined by their level of practice, nursing program graduates are prepared to work *“in interdisciplinary teams to cooperate, collaborate, communicate, and integrate client care and health promotion”* (21 NCAC 36 .0321). Graduates are prepared to participate *“in quality improvement processes to measure client outcomes, identify hazards and errors, and develop changes in processes of client care”* (21 NCAC 36 .0321).

Nursing

Nursing is not only a science but also the art of integrating and assimilating knowledge and skills derived from biological, sociological, behavioral sciences, and information technology to deliver patient-centered, culturally competent, holistic care. The nursing process provides a framework to individualize nursing actions through caring, diversity, holism, patient-centeredness, and the development of a therapeutic relationship with the individual and significant support person(s). The associate degree nurse utilizes a five step process consisting of assessment, analysis, planning, implementation, and evaluation in the provision of care. The nurse functions collaboratively with the interdisciplinary team in assisting individuals to reach their maximum health potential while utilizing evidence-based practice.

National League for Nursing Graduate Competencies

	Practical Nursing	Associate Degree Nursing
Human Flourishing	Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
Nursing Judgment	Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.	Make judgments in practice substantiated with evidence that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
Professional Identity	Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions to the health care team.	Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.
Spirit of Inquiry	Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.	Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

National League for Nursing Core Values

Caring

"Promoting health, healing, and hope in response to the human condition (NLN, 2010b)."

Diversity

Recognizing "differences among 'persons, ideas, values, and ethnicities,' while affirming the uniqueness of each," within the context of nursing care (NLN, 2010b).

Excellence

"Reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated (NLN, 2010b)."

Integrity

"Respecting the dignity and moral wholeness of every person without conditions or limitations (NLN, 2010b)."

Ethics

"Involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons (NLN, 2010a)."

Holism

"Is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum (NLN, 2010a)."

Patient-Centeredness

"Is an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient-centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care (NLN, 2010)."

References for Nursing Program Philosophy

- Catalano, J. (2009). *Nursing now: Today's issues, tomorrow's trends* (5th ed.). Philadelphia, PA: FA Davis.
- Institute of Medicine. (2005). *Health professions education: A bridge to quality*. Retrieved from Institute of Medicine: www.iom.edu/reports
- National League for Nursing. (2010a). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York, NY: National League for Nursing.
- National League for Nursing. (2010b). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York, NY: National League for Nursing.
- North Carolina Associate Degree Nursing. (2008). *North Carolina Associate Degree Nursing Curriculum Improvement Project*. Retrieved from NC Associate Degree Nursing-CIP: <http://adn-cip.waketech.edu/>
- North Carolina Board of Nursing. (NCBON) (2010). Components of nursing practice for the licensed practical nurse. Retrieved from: <http://reports.oah.state.nc.us/ncac/title%2021%20-%20occupational%20licensing%20boards%20and%20commissions/chapter%2036%20-%20nursing/21%20ncac%2036%20.0225.pdf>
- North Carolina Administrative Code 21 NCAC 36. 0321. Curriculum. Retrieved from <http://reports.oah.state.nc.us/ncac/title%2021%20-%20occupational%20licensing%20boards%20and%20commissions/chapter%2036%20-%20nursing/21%20ncac%2036%20.0321.pdf>

EDUCATIONAL OUTCOMES ASSOCIATE DEGREE NURSING

Upon completion of the Associate Degree Nursing Program and licensure, the graduate will:

1. Practice professional nursing behaviors that demonstrate integrity, personal responsibility, ethical practices, and accountability.
2. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
3. Advocate for positive individual, family, and organizational outcomes and growth.
4. Integrate knowledge of the holistic needs of the individual by providing client centered, culturally competent assessment and care; while respecting differences, values, preferences, and expressed needs.
5. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
6. Demonstrate a spirit of inquiry while applying the nursing process to develop a plan of care, evaluate outcomes, and modify the plan of care for individual(s), across the wellness-illness continuum.
7. Utilize evidence based practice to provide safe, quality care to individuals within a family and community context.
8. Develop an educational plan while involving patients and significant support persons in the promotion of healthy lifestyles and the decision making and care management process.
9. Manage healthcare for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.
10. Manage and coordinate continuous care including supervision, delegation, and leadership.

Beaufort County Community College
Associate Degree Nursing Program
Student Final Curriculum Plan

____ Miss
____ Mrs. Name _____
____ Mr. _____
Address _____
Street or Route City State Zip Code
Student ID # _____ Phone Number _____

Date of Birth _____ Date of Entrance _____ Date of Completion _____

Course Completed	Class	Lab	Clinical	Contact	Credit
NUR 111 Intro to Healthcare Concepts	4	6	6	16	8
BIO 168 Anatomy and Physiology I	3	3	0	6	4
PSY 150 General Psychology	3	0	0	3	3

NUR 112 Health Illness Concepts	3	0	6	9	5
NUR 114 Holistic Health Concepts	3	0	6	9	5
BIO 169 Anatomy & Physiology II	3	3	0	6	4
ENG 111 Expository Writing	3	0	0	3	3

NUR 211 Healthcare Concepts	3	0	6	9	5
PSY 241 Developmental Psychology	3	0	0	3	3

NUR 212 Health Systems Concepts	3	0	6	9	5
NUR 113 Family Care Concepts	3	0	6	9	5
ENG 112 Argument Based Research	3	0	0	3	3
CIS 110 Computer Basics	2	2	0	4	3

NUR 213 Complex Healthcare Concepts	4	3	15	22	10
Humanities Elective/Fine Arts Elective	3	0	0	3	3

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ENG 114 may be substituted for ENG 112

CIS 110 is the required computer course for the A.D.N. program.

Humanities Elective: Select one: ART 111, ART 114, ART 115, HUM 115, MUS 110, MUS 112, PHI 215, PHI 240

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**Curriculum Plan
Advanced Placement (Practical Nurses)**

Associate Degree Nursing Program

Prereqs: BIO 168, BIO 169, PSY 150, ENG 111, PN Math requirement

Credit given: NUR 111

Will take: NUR 112, 114, 211, 113, 212, 213, PSY 241, ENG 112, CIS 110, HUM.

Nursing hours BCCC PN program: NUR 101, 102, and 103

<u>Course Completed</u>	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Contact</u>	<u>Credit</u>
<u>Spring First Year:</u>					
NUR 112 Health Illness Concepts	3	0	6	9	5
NUR 114 Holistic Health Concepts	3	0	6	<u>9</u>	<u>5</u>
<u>Total:</u>				18	10
<u>Summer:</u>					
NUR 211 Health Care Concepts	3	0	6	9	5
PSY 241 Developmental Psychology	3	0	0	<u>3</u>	<u>3</u>
<u>Total:</u>				12	8
<u>Fall Second Year:</u>					
NUR 212 Health Systems Concepts	3	0	6	9	5
NUR 113 Family Care Concepts	3	0	6	9	5
ENG 112* Argument Based Research	3	0	0	3	3
CIS 110 Intro to computers	2	2	0	<u>4</u>	<u>3</u>
<u>Total:</u>				25	16
<u>Spring Second Year:</u>					
NUR 213 Complex Health Care Concepts	4	3	15	22	10
Humanities Elective	3	0	0	<u>3</u>	<u>3</u>
<u>Total:</u>				25	13
<u>Curriculum Total:</u>					47

ENG 114 may be substituted for ENG 112

CIS 110 is the required computer course for the A.D.N. program.

Humanities Elective: Select one: ART 111, ART 114, ART 115, HUM 115, MUS 110, MUS 112, PHI 215, PHI 240,

Clinical Facilities

The Nursing Program at BCCC has clinical educational agreements with the following facilities:

Major Clinical Facilities and Experiential Activities

Associate Degree Nursing

BCCC Simulation Lab

Golden Living
Greenville, NC

Howell's Child Care Center
Greenville, NC

Martin General Hospital
Williamston, NC

River Trace Nursing and Rehabilitation
Washington, NC

Roanoke Landing Nsg. & Rehab Center
Plymouth, NC

Vidant Beaufort
Washington, NC

Vidant Medical Center
Greenville, NC

Roanoke Home Care & Hospice
Plymouth, NC

Martin, Tyrell, Washington Co Health Dept.
Williamston/Plymouth, NC

East Carolina Heart Institute: Cath Lab
Greenville, NC

Students and faculty will be oriented to the facility and will follow the policies and procedures set forth by each institution during the time the students are obtaining clinical experience with each agency.

RULES AND REGULATIONS FOR THE NURSING PROGRAM

SECTION C: RULES AND REGULATIONS FOR THE NURSING PROGRAMS

Formation and Approval of Rules and Regulations

Nursing students are governed by the policies of Beaufort County Community College (BCCC). Nursing students must also follow additional departmental rules and regulations specific to the nursing program. Each student should familiarize himself/herself with the BCCC Catalog as well as the Nursing Program Handbook.

The purpose of the nursing handbook is to provide consistency and fairness in implementing the nursing program rules and regulations.

These rules and regulations have been established by the nursing faculty and approved by both the Admissions Committee and the Senior Staff of Beaufort County Community College.

Students will receive an orientation to the Nursing Program Handbook in the first nursing course. Students will sign a statement attesting to their understanding and willingness to abide by the handbook while in the nursing program.

Students are governed by BCCC policies while on campus and in clinical settings.

In all matters related to rules and regulations set forth in the student handbook, the student shall be afforded full rights and due process as set forth in the section on [Student Rights and Due Process Policy](#) outlined on the BCCC website.

Revised, Reviewed, and Approved by Senior Staff: _____
(date)

Entering the Nursing Program

- I. Admission - see BCCC Catalog for general admission and admission into the health programs.

According to the North Carolina Board of Nursing Standards:

A. *"Students in nursing programs shall meet requirements established by the controlling institution. Additional requirements may be stipulated for nursing students because of the nature and legal responsibilities of nursing education and nursing practice.*

B. *Admission requirements and practices shall be stated and published by the controlling institution and must include assessment of:*

- 1. record of high school graduation, high school equivalent or earned credits from an post-secondary institution; and*
- 2. achievement potential through the use of previous academic records and pre-entrance examination cut-off scores that are consistent with curriculum demands and scholastic expectations; and*
- 3. physical and emotional health that would provide evidence that is indicative of the applicant's ability to provide safe nursing care to the public."*
(NCBON Education Rules, 21NCAC 36 .0320 Students, 2006))

C. In compliance with the above admission criteria, the additional requirements set forth below must be met by all persons applying for admission to the nursing program with acceptance also being based on a weighted ranking of applicants. The applicant will:

1. Complete the North Carolina Diagnostic and Placement Test (NC DAP) with scores meeting the minimums for the college or qualify for testing waiver as outlined in the college catalog under *Placement Testing*. Successful completion of the recommended developmental courses will satisfy this requirement. *It is the responsibility of the student to submit verification of test scores, written approval of testing waiver, or transcript of developmental coursework to the Admissions Office.*
2. Complete chemistry within the past eight years. Medical Laboratory Technology Programs requires chemistry to be completed within five years. There is no chemistry time limit for applicants with a Bachelor's degree or an AAS degree in an *approved* healthcare field.
3. Maintain a minimum GPA of 2.5 in specific allied health program curriculum courses from all colleges and BCCC in order to apply to BCCC Allied Health Programs. In addition, a minimum GPA of 2.0 is required in specific allied health curriculum courses completed at BCCC.

4. Complete all anatomy and physiology courses (BIO 163, 168, and 169) within five years of the student's application date. For ADN, the five year time limit will be waived for applicants with a Bachelor's degree in an approved healthcare field or an AAS degree in an approved healthcare field regarding the BIO requirements.
5. Complete TEAS Admission Testing: Students applying to the ADN program or the PN program will have to complete the Assessment Technologies Institute (ATI) TEAS test with a minimum proficiency score of 58.7%. A student may complete and submit an application to the Allied Health Coordinator, but evaluation and ranking will occur only after completion of the TEAS admission test shows a proficient level. TEAS scores must be submitted before the January 31st application deadline.

Students will have three attempts within twelve (12) calendar months, from February 1st to January 31st, to obtain a proficiency score of 58.7% on the TEAS test. Students are encouraged to prepare for the TEAS test prior to their testing date. As well, remediation services are offered through ATI should a student score less than the 58.7% required minimum proficiency. Students completing TEAS testing at other facilities may have an official ATI TEAS transcript sent to the Allied Health Admissions Coordinator, provided the scores occurred on a testing date within the twelve calendar months of the application deadline (January 31).

Testing will be offered on the campus of BCCC, in building 12 (Allied Health Building) computer lab. Multiple dates will be offered including evening and weekends. Please see the ATI TEAS link under the Allied Health Admissions website for testing procedures, cost and registration information.

6. Attend a mandatory information session with the nursing faculty and the Allied Health Admissions Coordinator. Notification of available sessions will be based on weighted ranking of candidates that have completed all the above requirements. Students who fail to show up for the information session must contact the Allied Health Admissions Coordinator within 24 hours in order to keep their admissions status. Letters of Acceptance will state: "Admissions will be contingent upon meeting physical examination, immunization requirements, and CPR requirements."
7. Submit a physical examination report that documents satisfactory physical and emotional health using the BCCC Physical Examination Form.
8. Submit required documentation of screening and vaccines related to communicable diseases on the immunization record.
9. Submit proof of current American Heart Association: Healthcare Provider CPR (Cardiopulmonary Resuscitation) infant, child and adult resuscitation, as well as the use of automated external defibrillators (AED's).

D. Application Deadlines – September 1- January 31

In addition to the general application to the college, a separate application packet for a nursing program is required. Completed application packets are taken and reviewed by appointment on a first-come, first-served basis with the Allied Health Admissions Coordinator. Incomplete application packets will not be considered.

E. Evaluation Criteria/Weighted Ranking System

Admission to a nursing program is competitive and based upon the selection of those candidates who possess the ability to succeed in a demanding academic program. The number of students accepted in the nursing program cannot exceed the maximum number approved by the NC Board of Nursing and available clinical space.

Each applicant will be evaluated and awarded points using the criteria below. Those applicants with the highest rank will be selected to continue in the admissions process. This includes physical examination report, immunization records, and CPR requirements. If two or more students have the same rank, the highest GPA will determine admission. The nursing application date will be the determining factor if rank and GPA are the same.

	Possible Pts.	Weight
Academic Performance (QPs)	142	38%
High School/College GPA	200	54%
Chemistry	30	8%
Total	372 pts.	100%

Academic Performance (142 points)

- Cumulative quality points derived from the non-core general education courses.
- Bonus points will be received for an A or B in BIO 168 or BIO 163
 - A = 30 points
 - B = 20 points
 - ½ points for retake of BIO course in less than 5 years*
- High school students who apply for entry in the fall following graduation with no college credit receive their Academic Performance Points from the numerical grade from the courses below. The total will be divided by 3.5 (400/3.5 = 114 possible points)

Math I

Math II

English IV

Biology

GPA (200 points)

- If the student has completed fewer than 12 semester hours, the HS GPA will be used.
- If the student has completed at least 12 semester hours of non-core general education courses, the GPA from those courses will be used.
- The GPA is then divided by .02.

Chemistry (30 points)

A = 30 points

B = 20 points

C = 10 points

F. Special considerations

1. A student must have available transportation to travel to all required clinical experiences. Clinical hours may vary from 6 – 12 hours and may be scheduled at any time of day or night. Clinical hours may involve weekends.
2. Beaufort County Community College has an Accessibility Services Coordinator (ASC) available to provide consulting and planning strategies for students who have documented disabilities. (See student catalog) Students who feel that they are in need of these services should make an appointment with the ASC in order to apply for services. Students are then required to acquire sufficient documentation to support their requests. The ASC must have the documentation to formulate a written plan for accommodations. Accommodations will take place when a written plan has been received by the Director of Nursing (DON) or PN Lead Instructor from the ASC. Faculty will cooperate with the ASC to assure that reasonable accommodations for class and clinical are met.

G. Final admission is contingent upon assessment of physical and emotional health evidence that is indicative of the applicant's ability to provide safe nursing care to the public.

H. Alternate Status

1. Students who have met all of the admission requirements, but were not accepted, will be ranked according to the evaluation criteria. If space should become available, the student with the highest ranking will be given the opportunity to fill the opening. This procedure will continue to be used if additional space becomes available.
2. Applicants are only accepted each year for the following academic year. Students may reapply by updating their application with the Allied Health Admissions Coordinator. Beaufort County Community College does not utilize a "waiting list" for allied health programs.

I. Letter of Intent

1. Students will be required to sign a letter of intent. Students that do not enroll and do not notify the Admissions Counselor by the specified date will not be eligible to re-apply to either nursing program for 12 months.

II. Transfer Policy- see the [Advanced Standing and Transfer Credit Procedure](#) on the BCCC website.

- A. Transfer applicants must meet the same admission criteria required of all nursing students. (See: *Entering the Nursing Program*, pp. C2. a-b)
- B. Transfer credits and credits previously completed at BCCC may be awarded for a nursing course after evaluation by the program director (ADN) or lead instructor (PN). Award for credit will be contingent upon the following criteria:
 - 1. Nursing courses will be accepted for evaluation for one academic year after exiting a nursing program.
 - 2. Course(s) description and outlines reflect a comparable and current Beaufort County Community College course.
 - 3. A grade of "C" or above is obtained on course being evaluated.
- C. Transfer credits may be awarded for non-nursing courses after evaluation by the appropriate division. Credit must be completed in sequence including prerequisites. (See Section B) Transfer credits and previously earned credits at BCCC have the following restrictions:
 - 1. Only those courses with a grade of C or higher will be considered for transfer credit and must be equivalent in content and credit hours to the course(s) within the curriculum that the student is entering.
 - 2. The biology course(s) must have been completed within the last five years, unless the student has an approved Bachelor's degree. (see C.2a #4).
- D. ADN to PN (In-house Transfer)
This transfer program is only available to BCCC ADN nursing students that have completed NUR 111, 112, 114 and NUR 211 with a grade of "C" or better.

After completing these freshman level courses, if a student is unsuccessful in NUR 212 or NUR 113, they will be eligible to apply into the in-house transfer program.

The student will receive transfer credit upon evaluation of the PN lead instructor as follows:

- 1. Nursing 111 may be substituted for Nursing 101.
- 2. Nursing 112, 114, and NUR 211 may be substituted for Nursing 102.
- 3. Successful completion of NUR 111, 112, 114, 211 and DMA 10-50 will be substituted for MAT 110.

The student will then be eligible to apply to enter and complete NUR 103AA and NUR 103BB. Admission into the program will be contingent upon the following:

- 1. Meeting the admissions criteria as listed in C.2.

2. Completing the NCBON education modules entitled:
 - a. Understanding the Scope of Practice and the Role of the LPN.
 - i. <http://www.ncbon.com/dcp/i/nursing-education-continuing-education-board-sponsored-offerings-understanding-the-scope-of-practice-and-role-of-the-lpn>
3. Submitting a copy of certificate to PN lead instructor.

E. Application Deadlines:

Semester of Entry	Application Deadline	Post Evaluation Requirements i.e. CPR, and Physical
Fall (4 th semester only)	June 1	August 1
Spring (Nur 102, 112, 114, 117B)	November 1	December 1
Spring (Nur 103AB {in house transfer only})	February 1	April 1
Summer	March 1	May 1

F. Evaluation Criteria/Weighted Ranking System

Transfer into a nursing program is competitive and based upon the selection of those candidates who possess the ability to succeed in a demanding academic program. The number of students accepted in the nursing program cannot exceed the maximum number approved by the NC Board of Nursing and available clinical space.

Each applicant will be evaluated using the criteria below and awarded points. Those applicants with the highest rank will be selected to continue in the admissions process. If two or more students have the same rank, the GPA will determine admission. The nursing application date will be the determining factor if both rank and GPA are the same.

Academic Performance (200 points)

- Grade from first semester Nursing
 - A = 200 points
 - B = 150 points
 - C = 100 points

GPA (200 Points)

- GPA from the first semester non-core general education courses for the program.
- Divide GPA by .02.

Chemistry (100 points)

- A = 100 points
- B = 90 points
- C = 80 points

- G. Credit by examination—refer to the section [Advanced Standing and Transfer Credit Procedure](#) on the BCCC website.

III. Advanced Placement - LPN Entering the ADN Program

Licensed Practical Nurses seeking advanced standing to the Associate Degree Nursing Program will follow the [Advanced Standing and Transfer Credit Procedure](#) as outlined in the BCCC catalog.

- A. LPN to RN applicants must meet the same admission criteria required of all nursing students. (See: *Entering the Nursing Program. pp. C2. a-b*)
- B. The LPN who completed the practical nursing program at a regionally accredited institution may receive credit for nursing courses after evaluation by the program director. Award for credit will be based upon the following criteria:
 1. The student must have a current unrestricted NC Practical Nurse license.
 2. For credit to be awarded for NUR 111, the Practical Nursing Program must have been completed within the last two years or applicant must provide verification of 12 months of employment (within the last year) as a LPN functioning in a role requiring practical nursing skills.
 3. Student will enter NUR 112 and complete course sequencing with traditional cohort.
- C. Related Non-Nursing Course Requirements: The LPN must complete all related educational courses or their equivalent for the point of entry.
 1. Students entering must have completed: BIO 168, 169, ENG 111, and PSY 150.
 2. A "C" or above is required in all curriculum nursing courses.
 3. Biology courses must have been completed within the last five years.
- D. Application Deadlines

Applications are accepted between September 1 and November 1.

In addition to the general application to the college, a separate application for the Practical Nursing advanced placement program is required and will be taken by appointment on a first-come first-served basis with the Allied Health Admissions Coordinator. All required documentation such as transcripts and work verification must be on file in order for the advanced placement application to be taken.
- E. Evaluation Criteria/Weighted Ranking System

Admission to a nursing program is competitive and based upon the selection of those candidates who possess the ability to succeed in a demanding academic program. The number of students accepted in the nursing program cannot exceed the maximum number approved by the NC Board of Nursing and available clinical space.

Each applicant will be evaluated and awarded points using the criteria below. Those applicants with the highest rank will be selected to continue in the admissions process including a physical, immunization records, and CPR requirements. If two or more students have the same rank, the GPA will determine admission. The nursing application date will be the determining factor if rank and GPA are the same.

Academic Performance (200 points)

- Grade from first semester Nursing
 - A = 200 points
 - B = 150 points
 - C = 100 points

GPA (200 points)

- GPA from BIO 168, BIO 169, ENG 111 and PSY 150
- Divide GPA by .02.

Chemistry (100 points)

- A = 100 points
- B = 90 points
- C = 80 points

Progression in the Nursing Program

I. Grading Systems

In order for the student to progress in the nursing programs, the following criteria must be met:

- A. A grade of "C" or above is achieved for the prerequisites (nursing and non-nursing) of any course. (See course descriptions, BCCC Catalog.)
- B. A grade point average of 2.0 or above is required for all courses in the nursing curriculum. Once admitted to the nursing program, the Grade Point Average (GPA) is determined as the GPA on record for courses within the nursing program taken at BCCC.
- C. Students receiving an incomplete in a nursing course must remove the incomplete before progressing to the next course(s). Students will be allowed two weeks into the subsequent course(s) to remove the incomplete. If this is not accomplished, a grade of "F" will be assigned to the course in which the "I" was given and the student will be dropped from the nursing course(s) in which he/she is currently enrolled.
- D. Students must pass the clinical component of each nursing course in order to progress. Denial of access to any clinical facility will stop the student's progression in all clinical activities. This includes, but is not limited to, criminal record checks and positive substance abuse screens. The student will be permitted to complete any non-clinical nursing courses that are in progress.

II. Attendance

A. Class and Lab

1. Class/lab absences exceeding 10% (or more) will be reviewed by the course lead instructor and the director of nursing for final determination of student dismissal from the nursing program. When a student is absent, any assigned testing must be made up within one week after a student returns to class. Tests may be made up only if the student has notified the instructor prior to class. Students are responsible for all class/lab content missed.
2. If a student is dropped from a course, he/she must file a completed drop/add form in the Registrar's Office, **on or before the last day to drop without penalty in order to avoid receiving a failing grade for the course.**

B. Clinical attendance: Students are not to communicate lateness or absences through their peers, but strictly according to the rules and regulations stated below.

1. Late – Repeated tardiness will result in written counseling, probation, and ultimately dismissal. The nursing student is responsible for reporting to the clinical area at the assigned time. If the student will be late to the clinical area, he/she must notify the agency before the assigned time to report. **The student will obtain the name of the staff person to whom the tardiness was reported.** Following the first tardy to clinical without a call, the student will receive a written warning. After a second tardy to clinical without a call, the student will be placed on clinical attendance probation until completion of the program. With the third tardy without a call, the student will be dismissed from the program.
2. Absent – Repeated absences will result in dismissal from the program. If a student must be absent from the clinical area, he/she must notify the agency before the assigned time to report. **The student will obtain the name of the staff person to whom the absence was reported.** The first absence without notification will result in probation for the remainder of the program. The second absence without notification will result in dismissal.

Absences per Semester – All absences per semester will not exceed 10% of the time for that course. This clinical time includes orientation, observation and patient care experiences. All absences over 10% will be reviewed by faculty for final determination of student dismissal from the nursing program.

Absences per Total Program – Clinical absences exceeding 10% of the total program will result in dismissal from the program. Simulation counts as clinical time.

3. Make-up. There will be no scheduled make-up days when students miss clinical due to illness or other personal issues. Make-up days will be scheduled when there is inclement weather. Students missing a clinical day due to personal issues (illness etc.) will have to meet the clinical objectives of the course. If the student is not meeting the objectives, the student, under the discretion of the clinical instructor, course lead, and the DON, will have to make up those hours missed to have an opportunity to meet the objective. Making up the clinical time does not remove an absence, but assures student completion of course objectives.

IV. Clinical Probation – Clinical probation is a formal written plan identifying student's deficiencies and a plan for correction.

- A. Reasons for Clinical Probation - A student will be placed on clinical probation at any point during a semester for reasons which include but are not limited to the following:
1. Inability to meet the clinical objectives as outlined in the individual course syllabus.
 2. Absences and/or lateness as outlined in the attendance section of the nursing program rules and regulations.
 3. The well-being and/or safety of patients are threatened.
 4. Inadequate preparation for the care of assigned patients or other clinical experiences.
 5. Medication errors
 - a. For the purposes of student nurse education, a medication error is the intent to proceed with medication delivery that is an infraction of one or more of the six rights. Medication error(s) include but are not limited to, the following six (6) rights of medication administration: right patient, right time, right medication, right route, right dose and safe dose, and right documentation
 - b. The consequences of medication errors are considered in grading a student's performance. (See clinical evaluation tool.) Medication errors accumulate beginning in the second semester of the programs.
 - i. The first medication error will result in a grade of "unsatisfactory" for that clinical week.
 - ii. The second medication error will result in a grade of "unsatisfactory", written warning, and an additional assignment that is designed to prevent additional medication errors. This assignment must be completed promptly according to medication error guidelines. It is the **student's** responsibility to seek out the instructor and complete the assignment.
 - iii. The third medication error will result in a grade of "unsatisfactory" and probation.
 - iv. The fourth cumulative medication error results in dismissal. (See medication error guidelines.)
 - v. Medication errors which create a life-threatening event may result in immediate dismissal.
- B. Procedure for Probation
1. Initiation – After reviewing the SPEET Tool from the NCBON, the program director and course lead instructor will create a written contract which will state the behavior which led to clinical probation. The contract shall set forth guidelines as to what the student must do within a set time frame to correct the behavior. This contract is to be signed by both the instructor and the student placed on probation. A copy will be given to the student.
 2. Completion - Meeting the terms of the contract results in a passing grade. Failure to comply with the terms of the clinical probation contract will result in a non-passing grade.

C. Time Frame for Clinical Probation

1. The usual clinical probation period extends to the end of the semester.
2. Students placed on probation for a failure to comply with clinical attendance rules will remain on clinical attendance probation until completion of the program. Failure to comply with specified behaviors will result in dismissal.
3. A student placed on probation following a third cumulative medication error will remain on clinical probation until completion of the program.
4. In all matters related to clinical probation and grading, the student shall be afforded full rights and due process as set forth in the section on [Student Rights and Due Process Policy](#) outlined on the BCCC website.

Exiting the Nursing Program

I. Withdrawals

- A. Personal withdrawal - to receive a “personal” withdrawal the student **must** have a passing grade in the nursing course at the time of withdrawal.
- B. Academic withdrawal - At the end of each semester nursing students will be dismissed from the nursing program for any of the following reasons:
 - 1. Failure to achieve a “C” or above in all curriculum courses. This includes all nursing and non-nursing courses.
 - 2. Non-compliance with “Permission to Tape” (see appendix).
 - 3. Non-compliance with policies related to “Cheating and Plagiarism” (see appendix).
 - 4. Failure to achieve the required grade at the point of withdrawal will be considered as an academic withdrawal.
 - 5. Failure to achieve a grade of satisfactory in clinical or dismissal for handbook infraction will be considered as an academic withdrawal. The student will receive a “D” for the course unless the theory average is lower.

II. Immediate Dismissal from the Nursing Program

- A. In addition to the BCCC Campus Conduct Policies, students in the nursing program will immediately be dismissed for any of the following reasons:
 - 1. Demonstration of conduct not in accordance with the ethical standards of licensed registered nurses or licensed practical nurses. Misconduct related to professional nursing includes, but is not limited to, substance abuse, misuse and/or abuse, abandonment, breeching confidentiality, and falsifying records.
 - 2. Possession or use of any illegal substances (drugs) or alcohol while at the college or any clinical facility. Any student who is found to possess or who appears in the classroom or clinical facility under the influence of such drugs/alcoholic beverages will be evaluated for dismissal from the nursing programs. While in clinical practice, a student may at any time be required to provide a urine or blood sample for testing to validate or to disprove use of controlled substances/alcoholic beverages. Such testing will be at the student's expense. Failure to submit to such testing or provide body fluid samples will be interpreted as support of impairment. Test values indicating use of controlled substances/alcoholic beverages will be grounds for dismissal from the nursing programs.
 - 3. Failure to meet terms of probation contract.
 - 4. The North Carolina Board of Nursing Standards specifies dismissal for a student who:
 - “1. *Present physical or emotional problems which conflict with safety essential to nursing practice and do not respond in a timeframe that enables meeting program objectives. (NCBON, Education Rules, 2005)*
 - 2. *Demonstrate behaviors which conflict with safety essential to nursing practice (NCBON Education Rules, 21 NAC 36 .0320 Students, 2006)*

5. The North Carolina Nursing Practice Act specifies dismissal for a student who:
- “3. has a mental or physical disability or uses any drug to a degree that interferes with his or her fitness to practice nursing.*
 - 4. engages in conduct that endangers the public health.*
 - 5. is unfit or incompetent to practice nursing by reason of deliberate or negligent acts or omissions regardless of whether actual injury to the patient is established.*
 - 6. engages in conduct that deceives, defrauds, or harms the public in the course of professional activities or services.”*

(North Carolina General Statutes, Section 90-171.37, Nursing Practice Act, August 2009)

III. Procedures for Exiting

1. Drop/Add procedure - A student who withdraws from the program must follow the [Drop/Add/Withdrawal Procedure](#) as stated on the BCCC website. A student may not drop a class after the published last day to drop without penalty for reasons other than those of documented medical issues or other emergency events, and must also obtain the permission of both the academic advisor and appropriate course instructor(s).
2. Exit Interview – The student must meet with the Director of Nursing (ADN) or Lead Instructor (PN) for the exit interview.

IV. Graduation

Students should refer to the [Graduation Requirements Procedure](#) section as outlined on the BCCC website and The Appendix of The Nursing Program Handbook for fees and requirements.

Readmission into the Nursing Program

I. Requirements

- A. Students who have withdrawn or been dismissed must reapply through the Allied Health Admissions Coordinator. To be considered for readmission students must:
1. Attend a group information session or meet with a Nursing Department representative.
 2. Update medical and educational records. The Director of Nursing or the Lead Instructor for Practical Nursing will evaluate the point of entry for which the student is eligible. The faculty may suggest activities to the student to increase his/her chance of success.

Readmission is contingent upon space being available in the program. Readmissions will be based on a weighted ranking of applicants.

B. Application Deadline

Semester of Entry	Application Deadline	Post Evaluation Requirements i.e. CPR, and Physical
Fall (4th semester only)	June 1	August 1
Spring (Nur 102, 112, 114, 117B)	November 1	December 1
Spring (Nur 103AB {in house transfer only})	February 1	April 1
Summer	March 1	May 1

C. Evaluation Criteria/Weighted Ranking System

Readmission into a nursing program is competitive and based upon the selection of those candidates who possess the ability to succeed in a demanding academic program. The number of students accepted into the nursing program cannot exceed the maximum number approved by the North Carolina Board of Nursing and available clinical space.

Each applicant seeking entry beyond the first nursing course will be evaluated using the criteria below and awarded points. Those applicants with the highest rank will be selected to continue in the admissions process. If two or more students have the same rank, the GPA will determine readmission. The nursing application date will be the determining factor if both rank and the GPA are the same.

Academic Performance (200 points)

- Grade from first semester Nursing
 - A = 200 points
 - B = 150 points
 - C = 100 points

GPA (200 points)

- GPA from the first semester noncore general education courses for the program.
- Divide GPA by .02.

Chemistry (100 points)

- A = 100 points
- B = 90 points
- C = 80 points

II. Re-entry point

- A. If a student is seeking readmission into the first nursing course; this student must reapply to the nursing program, meet deadlines in the application process, be evaluated, and ranked along with the entering students the following year.
- B. The Director of Nursing will determine the point of entry for any student readmitted to the nursing program.
- C. Once readmitted, a second grade of "D" or "F" will result in permanent dismissal from that program.
- D. Nursing courses will be accepted for evaluation for one academic year after exiting a nursing program.
- E. Anatomy and Physiology courses (Bio 168 and Bio 169) must have been taken within 5 years of the student's application date.

GUIDELINES FOR CLINICAL EXPERIENCES

SECTION D: GUIDELINES FOR CLINICAL EXPERIENCES

Students are representatives of the Beaufort County Community College nursing program and the nursing profession. Students are expected to conduct themselves in a professional manner. These guidelines as well as clinical learning outcomes will help students understand and comply with expected behaviors in clinical.

Professional Attire

- I. **Dress Code** - Students are expected to follow the dress code while participating in clinical experiences.
 - A. Females' Appearance:
 1. Selected uniforms consisting of pants or skirts with a scrub top.
 2. Skirts need to be at least knee length.
 3. White hose are worn with skirts and white hose or white socks with pants.
 4. Makeup: No heavy makeup.
 5. Tops shall be sufficiently long enough to cover midriff while giving patient care.
 6. Pants will rest at waist level.
 7. No cleavage shall be visible
 - B. Males' Appearance
 1. Selected uniforms consisting of a scrub top and pants.
 2. White socks are worn with uniforms.
 3. Beards: facial hair needs to be trimmed neatly with no handle-bar mustaches or long side burns, (below bottom of ears).
 4. Pants will rest at waist level.
 - C. All Students' Appearance:
 1. Nails - Clean, medium length, no polish. (Sculptured nails are not allowed.)
 2. Earrings - Pierced only, small studs only, one pair only to be worn in the lower earlobe.
 3. No other pierced jewelry allowed.
 4. Jewelry - Plain wedding band and watch only.
 5. Hair: Neat, clean, out of eyes, no extreme styles, no extreme accessories, style that does not interfere with the student's responsibilities, hair beyond collar length needs to be pulled back and up off the nape of the neck. Hair must be of natural coloring and highlights.
 6. No perfume/cologne, scented lotions, hairsprays, or offensive odors (including tobacco smoke).
 7. No attire which causes a distraction or impedes the ability to give healthcare assistance.
 8. Plain white color t-shirt (long or short sleeve) can be worn under scrub top.
 9. Body tattoos are not to be visible.
 10. BCCC student ID badge or clinical facility badge must be worn and visible at all time.

D. All students will need to purchase:

1. Two uniforms
2. Watch with a second hand, white washable band
3. Two name tags
4. Safety scissors
5. Safety glasses
6. Shoes need to be white regulation nursing shoes with closed toes, rubber soles, and impervious to liquid. (Students are allowed to use a tennis style shoe or clog as long as it is solid white and of soft leather that can be polished and supports the feet.)
7. Penlight
8. White lab coat with full-length sleeves
9. Stethoscope
10. Headphones for computer use

II. **General guidelines concerning uniforms**

- A. The dress code applies whenever the student is in uniform.
- B. Chewing gum is not permitted while a student is in uniform.
- C. The BCCC monogrammed top and lab coat can only be worn while a student is participating in official nursing program clinical activities.
- D. Uniforms should be neat, clean, and ironed at all times.
- E. Students are responsible for replacing lost name tags.
- F. Smoking is prohibited while participating in BCCC clinical activities. Failure to follow this guideline will start the disciplinary process.
- G. Students in violation of the dress code will be counseled and further infractions will lead to probation/dismissal. For extreme infractions, the student may be asked to leave the clinical area, go home to change, and return to the clinical setting.
- H. When uniforms are not required during clinical experiences, students must wear white lab coat, name tag, and appropriate conservative street clothes. Students are not to wear:
 1. Sleeveless, tight or low cut tops (cleavage shall not be visible).
 2. Low rise pants (abdomen should not show with arms raised).
 3. Tight or short skirts (hem of or top of slits should be below the tip of middle fingers when placed on leg).
 4. Shirts with slogans.
 5. Attire which causes distraction or impedes the ability to give healthcare Assistance.
- I. Denim is not allowed for any clinical experience even when students are to change into scrubs. Lab coats and name tags are to be worn when students wear street clothes unless instructed otherwise by faculty.
- J. Dress Code Regarding Facility Policy
 1. The dress code at an affiliating agency may be more restrictive than the above guidelines. The faculty will advise students in this situation to follow the agency's policy.
 2. Facility names tags will be returned to the instructor on the last clinical day.

Ethical/Legal Responsibilities

I. Standards for Nursing Practice

- A. Confidentiality - Students are expected to keep all patient information confidential. Discussion of clinical experiences takes place only in clinical conferences or private conversations with the instructors. Students are to use **initials** of patient on paper work. Medical record numbers and patient numbers, as well as names, must be blackened. Discussion of *patient experiences while in the classroom should be consistent with the content being taught* and should not include any identifying information. Students will be required by clinical agencies to complete requirements addressing the Health Insurance Portability and Accountability Act (HIPAA). The same standards of confidentiality apply to online learning and discussions.
- B. Accountability - Students are accountable for the standard of practice for the RN or LPN licensure they are seeking. The staff nurse, student, and instructor are all responsible for the patient's welfare. It is imperative that students communicate with the staff nurse and instructor in providing care. Students must recognize their limitations and ask for assistance as needed.

Students are not allowed to perform any procedures in observational experiences.

Students are not allowed to perform any procedures in any clinical experience without instructor supervision or approval.

Senior ADN students may be given the opportunity to participate in a "preceptorship" experience. In that case, an oriented preceptor will be assigned to each student. The student may participate in procedures appropriate to the scope of an RN and according to agency policies. The preceptor may be asked to provide information to contribute to the evaluation of student performance.

- C. Relationship with Colleagues and Others - Students are expected to treat all individuals with whom they interact with respect. The student nurse shall maintain compassionate and caring relationships with faculty, staff, and other students with a commitment to the fair treatment of individuals, to integrity, and to conflict resolution. This standard of conduct precludes any form of harassment or threatening behavior, or disregard for the effect of one's actions on others and applies to all forms of communication: verbal, written, or electronic.
- D. Incident Report - Students are to report situations accurately and timely regardless of the reflection upon self. The instructor and the student will complete an agency incident report according to agency policy. Incident reports are not intended to punish the student but to ensure proper documentation of events that could affect patient outcomes.

- E. Integrity – Students are expected to be truthful at all times when communicating with faculty/staff. (See form on Cheating/Plagiarism.) Documentation of nursing care must be timely, accurate, and follow the clinical agency's policies. Falsification on patient records, course work/assignments or student's academic record will result in dismissal.
- F. Clinical Orientation - Students will complete the required orientation guidelines for clinical agencies. The students must abide by these guidelines which address topics such as body mechanics, fire and safety, disaster plan, confidentiality, and infection control.

II. Unsafe Nursing Practices

- A. Unsafe Clinical Performance – Includes but is not limited to:
 - 1. Behavior which conflicts with safety essential to nursing practices.
 - 2. Unsafe practices in the class, laboratory, and/or clinical area.
 - 3. Student behavior in the clinical setting which
 - a. Conflicts with safety essential to nursing practices.
 - b. Indicates difficulty in using clinical judgment.
 - 4. A failure to assess or act appropriately on information that a majority of students at the same level would recognize as important to patient health and safety.
- B. Unprepared Student – If it is determined by the instructor that the student is not prepared for the assigned patient, the student will leave the clinical area.
- C. Impaired Thinking - Impaired thinking is evident by the inability to make appropriate judgments and to carry out functions appropriately. Impaired thinking may result from the following factors: fatigue, anxiety, sleep deprivation, medication use, and/or substance abuse/use. The instructor will seek the opinion of at least one other faculty or staff member in validating his/her observation. Students will be asked to read, abide by, and sign the substance abuse policy agreement for affiliating agencies.

If the instructor determines that the student is exhibiting evidence of unsafe clinical performance, lack of preparation, or impaired thinking, the student will be asked to leave the clinical area and the instructor will contact the Lead Instructor, Director of Nursing and/or Dean of Allied Health and Public Services. The rules related to dismissal will apply to this situation.

III. Facility Mandatory Requirements

- A. Clinical facilities may require criminal background checks and/or drug screening.
- B. The student shall not progress in the program if any clinical facility refuses to allow the student to participate in that clinical agency. This includes but is not limited to criminal record checks and positive substance screening.
- C. The student is responsible for the information included in clinical orientation.

Student Health/Safety

I. Infectious Disease Guidelines

Healthcare professionals have an increased risk for exposure to infectious diseases. Students participating in clinical educational experiences must comply with the implementation of standard precautions (gloves, safety glasses, gowns, handwashing, and masks where appropriate) to protect the patient and themselves from transmission of infectious diseases.

A. Protecting the Patient and Self:

1. Students are responsible for being aware of school and clinical agency policies. Students are responsible for informing their clinical instructor of any health problem that poses a threat to self or patients. Common examples include skin lesions on exposed skin areas, sore throats, colds, conjunctivitis, and latex allergies.

2. Control measures for blood borne pathogens for healthcare workers with exudative lesions or weeping dermatitis as stated in 10A NCACHA 206(E) are as follows:

“Healthcare workers who have exudative lesions or weeping dermatitis shall refrain from handling patient care equipment and devices used in performing invasive procedures and from all direct patient care that involves the potential for contact of the patient, equipment, or devices with the lesion or dermatitis until the condition resolves.”

3. The faculty member and Director of Nursing will determine the student's eligibility to participate in clinical experiences. Students will not participate in clinical experiences if a significant risk of disease transmission exists.
4. Students must read and sign the form, "Certification by Student" as a requirement of Vidant Medical Center.
5. All first year students are required to attend an annual blood-borne pathogen in-service in order to participate in clinical experiences. Second year students must complete the orientation for clinical facilities which include a bloodborne pathogen review.
6. Students should meet the immunization requirements for clinical facilities according to admission guidelines (or provide an appropriate declination form) for:
 - Influenza
 - Tetanus
 - Measles (Rubeola), Mumps, Rubella
 - Varicella
 - Hepatitis B

B. Patient Assignment:

1. TB - Students are not to be assigned to any patient with suspected or active TB. HEPA filter masks must be especially fitted to agency nurses. Agencies have policies regarding tuberculosis patients. Nursing students are not allowed to care for those patients due to the expense of HEPA masks. (See Infectious Disease Guidelines.)
2. Faculty/students are to consult with the agency employee health nurse regarding other situations.

C. Exposure to Infectious Disease:

1. Students are responsible for obtaining medical care following exposures to blood and body fluids and must follow recommendations from employee health, health department, and/or a physician. Expenses occurred are the responsibility of the student.

Exposure includes percutaneous injury with a contaminated needle, lancet, or other sharp objects or exposure to mucous membranes, open skin lesions, blood, or body fluids of patient. The student must notify the instructor immediately for any exposure. The instructor will consult the employee health nurse to identify the recommended protocol and complete the required report. Efforts should be made by employee health to identify the status of the blood source. Prophylactic treatment is an option for HIV positive blood exposure and immediate intervention is needed by infectious disease specialists.

Exposure to other diseases will require referral for treatment and blood testing.

2. In the event a client is exposed to a student's blood or body fluids, the student will immediately report the incident to the clinical instructor, who will report the incident to the agency's Nurse Epidemiologist or designee. This procedure of reporting applies to all students regardless of their HIV/HBV status. A student is ethically and legally obligated to undergo testing for a blood pathogen when a client has been clearly exposed to the student's blood or body fluids.
3. All nursing students are required to adhere to Standard Precautions, including the appropriate use of handwashing, protective barriers, and care in the use and disposal of needles and other sharp instruments. Students who are pregnant will not be intentionally assigned to clients with known cytomegalovirus infections. Since these infections and status of pregnancy are not always known, standard precautions shall be followed at all times.
4. The student must provide the school with documentation that reflects completion of all recommended screening and/or treatment.
5. Information verifying the student's health status will be communicated to the agency as needed to assure patient/student safety.

D. Students with Bloodborne Pathogens

1. Students should report a positive HIV or HBsAG status to the Director of Nursing as soon as this result is known and shall report status to the State Health Director as indicated by North Carolina law. (10A NCAC 41A.0207) Students who are infected with HIV or HBV (and are HBsAG positive) shall not perform exposure prone invasive procedures until evaluated.

Exposure prone procedures are invasive procedures which have been identified by the CDC as procedures which have been implicated in the transmission of HBV from healthcare workers to client(s). Exposure-prone procedures are determined by the individual clinical agencies.

- a. "All healthcare workers who perform surgical or obstetrical procedures or dental procedures and who know themselves to be infected with HIV or hepatitis B shall notify the State Health Director. Healthcare workers who assist in these procedures in a manner that may result in exposure of patients to their blood and who know themselves to be infected with HIV or hepatitis B shall also notify the State Health Director. The notification shall be made in writing to the Chief, Communicable Disease Control Branch, 1902 Mail Service Center, Raleigh, NC 27699-1902."
2. Any applicant or currently enrolled student in a nursing program who has HIV or Hepatitis B infection or other blood-borne disease will be individually evaluated and all enrollment decisions concerning the individual shall be based upon a consideration of the following factors:
 - a. It is the policy of the nursing program that nursing students with blood-borne pathogens are entitled to the same reasonable accommodations guaranteed by law.
 - b. The student's physical and mental ability to perform the objectives of the nursing program
 - c. Further, the nursing program will comply with reasonable accommodations to ensure nursing students infected with blood-borne pathogens are given reasonable opportunities to continue their nursing career or complete all required components of their nursing education and clinical experiences.
 - d. The student's ability to comply with policies concerning Standard Precautions.
3. The evaluation of an applicant or currently enrolled student with a known bloodborne disease will include a physician's statement of the individual's health status as it relates to the individual's ability to adequately and safely meet the objectives of the curriculum.
4. Nursing students with HIV or Hepatitis B infection, who have secondary infection(s) or open lesions which would place clients at risk do not provide direct client care.
5. If it is determined that the individual student's health status (ie. multi-drug resistant TB, open lesions, weeping dermatitis, immunosuppressed) does not allow the individual to safely and adequately meet the objectives of the curriculum, the student shall be terminated from the program.
6. In each instance, a determination must be made as to an appropriate and limited confidential release of the student's positive bloodborne disease status to the student's clinical instructors. This is to ensure that their safety will be adequately reviewed and supervised on an ongoing basis.

II. Accident/Injury

Students experiencing an accident or injury while in the clinical setting will follow all of the same reporting and follow-up process as stated in the section: "Exposure to Infectious Disease."

Medication Administration Guidelines

- I. Medication Administration - Students are expected to check the original medication order and then confer with the instructor prior to administering medications. Instructors will direct the students as to whether they must be present for the actual administration. The instructor/licensed RN must be present for the administration of all IV medications, and injections.

Many medication administrative guidelines must be followed.

1. Students are never allowed to administer medications in an observation experience.
2. Students may not administer experimental drugs or oncological chemotherapy drugs to any patient.
3. Students may not give IV pushes to children.
4. Students will only give medications prepared by themselves or the pharmacy.
5. The instructor/licensed RN must be present when the student is to administer a controlled substance. The instructor will:
 - a. Secure the keys from the staff. The student may not be in possession of the narcotic keys or code number to access the Pyxis system.
 - b. Observe the student checking the narcotic count and signing out the narcotic. If there is a discrepancy in the count, it must be corrected before the student obtains the narcotic.
 - c. Co-sign the narcotic book and Medication Administration Record. Also for computer documentation, the supervising licensed nurse must be indicated.
 - d. If there is a need to waste a portion of a narcotic, it must be witnessed by a second licensed person. **The student and instructor/preceptor constitute one licensed person.**
6. When giving insulin and heparin, two licensed nurses will verify all doses. **The instructor/preceptor and student constitute one license.**
7. When giving intravenous digoxin, two licensed nurses will verify all doses.
8. The medication order must be current according to agency policy. If the order is out-of-date the student must obtain, through the primary nurse, an updated order prior to giving the medication.

Senior-level ADN students can give meds in the presence of the instructor or a licensed RN *in accordance to the Medication Administration Guidelines.*

II. Medication Error Guidelines - Purpose: Students are expected to administer all medications safely according to the Six Rights of Patient Medication Administration:

- | | |
|---------------------------|------------------------|
| A. Right patient | D. Right route |
| B. Right drug | E. Right time |
| C. Right dose (safe dose) | F. Right documentation |

Definition: A medication error for the student occurs at the point at which the student is committed to violating one of the six rights. The instructor will stop the student and inform the student that they have accrued a medication error.

Medication Error #1: Following the first medication error, the student will be counseled informally by the Clinical Instructor as to the nature of the error made and ways to prevent future errors. The Clinical Instructor will document the medication error on the Evaluation Tool and report to the Lead Instructor or Director of Nursing for tracking purposes.

Medication Error #2: Upon being informed about the second medication error, the student will complete the following:

1. DVD: *Case Studies in Medication Errors* - On reserve in the Library
2. Readings: at the discretion of full-time nursing faculty
3. Complete a one-page paper entitled, "What I learned about medication errors and how I plan to prevent medication errors from occurring again." Student will submit paper to full-time nursing faculty.
4. Simulate a medication preparation and administration experience before full-time nursing faculty in the lab.

The student is to contact full-time nursing faculty on the first school day after the clinical week that the medication error occurred. Students may not administer medications in the clinical area until this requirement is met. It is the responsibility of the student to seek out the instructor.

If the student does not successfully complete the assignment prior to the next clinical, an unsatisfactory grade will also occur for the week that the student is unable to pass meds.

The Clinical Instructor will counsel with the student formally following the second medication error, initiate a Conference with Student Form and send form, with the student, to the lead instructor. After the student completes the above requirements, the lead instructor will complete the Conference with Student Form and file it.

Medication Error #3: Following the third medication error, the student will be placed on clinical probation by the Clinical Instructor for the remainder of the program. *A plan of action to enhance student success will be developed based on type, severity, and outcome of medication error. Documentation of the plan of action and the Conference with Student form will be placed in student's record.*

Medication Error #4: Following the fourth medication error, full-time faculty will review all medication error incidences and the student will be dismissed from the nursing program.

STUDENT SUPPORT

SECTION E: STUDENT SUPPORT

I. Campus Resources

A. Faculty Advisement

Associate in General Education students (AGE) will be advised by faculty on campus as assigned by the Admission's Office. The ADN/PN faculty advise all nursing students. The faculty will advise and register students according to the following alphabetical categories:

ADN Faculty Advisors

A-D	Lesha Rouse
E-H	Amanda Laughlin
I-L	Molly Wells
M-O	Melissa Peoples
P-R	Misty Brown
S-V	Angela Boyd
W-Z	Millie House

PN Faculty Advisors

A-I	Aino Jackson
J-P	Denise King
Q-Z	Lee Anne Oliver

PN to A.D.N. Transition, RIBN, Re-admission: Kent Dickerson
 "In-house Transfer" students: Aino Jackson

The faculty encourage students to seek assistance to meet their academic needs. The faculty will also make appropriate referrals for financial or counseling needs.

It is the responsibility of the student to seek out the advisor, follow the curriculum plan and BCCC policies.

1. Semester Schedules

The semester schedule is designed to allow students to take all courses required that semester. Some of these courses are required before a student can progress to the next semester. Students can drop a course only with the advisor's approval. The dropped course must be an optional course for that student. Dropping required courses could result in withdrawal or a delay in graduation (see Appendix for Tracking Sheet).

2. College Transfer Program

Students who plan to seek direct entry into a BSN program will be advised by the Arts and Science Division. ADN students who plan to obtain a BSN upon graduation will be advised by the ADN faculty.

Regardless of the student's situation, the student desiring a higher degree is strongly advised to seek counseling regarding transferability of courses by the educational institution or program that will be accepting BCCC credits. This should occur early in the education process.

B. Library

Nursing students are encouraged to use the BCCC library. Throughout the nursing program, students will be required to seek references related to nursing.

Students should familiarize themselves with all college services available. See the BCCC website for services and hours.

C. Financial Aid

All students are encouraged to visit the Director of Financial Aid and complete a financial aid application. This information is used to determine eligibility for grants and scholarships. Students should also check with the BCCC Foundation office in Building 1 to seek scholarships.

Students need to be aware that future employing agencies may award scholarships to students. These are usually awarded after the student is in the program. Students must fulfill their obligations to the supporting agency by working at the agency for a specified time.

D. Student Services

Counselors are available through student services. Students are encouraged to seek out these resources.

E. Computer Labs

Computer Assisted Instruction (CAI) activities may be assigned throughout the program. Students can complete these programs in Building 12-1214 (Fuld Lab). Most software programs are also available in the library. The library and Fuld Lab have computers that have access to the Internet. Students may also access the Internet through the college's wireless network. Students are encouraged to use these resources.

II. Student Activities

A. Class Organization and Functions

Nursing students are encouraged to participate in activities that require planning, decision making, financial support, and student involvement. To assist in this process, the class organizational structure will be as follows:

- President
- Vice President
- Secretary
- Treasurer

These officers will be elected in fall semester. Each class will have an appointed

faculty advisor. In the ADN Program, elections will occur again in the third semester. The officers will lead the students with numerous activities.

E.1b

B. Student Representatives for Course Evaluations

Each class of students will select three representatives that will assist with the end of semester evaluations. The class will complete the course evaluation. The representatives will share the results with the faculty at the end of the semester meeting. In the ADN Program, elections will occur again in the third semester. Representatives may be changed as the class desires.

E. Student Government Association

The Student Government Association (SGA) provides an avenue for student involvement in social and service projects. Each curriculum will elect two senators to serve SGA.

E. Gamma Beta Phi

Emphasis of this society is honor, service, leadership, and character. The purposes are:

1. Encourage scholastic effort and reward academic merit
2. Stand for and promote worthy character and high ideas
3. Foster, improve, and disseminate education through appropriate service projects
4. Engage in other worthwhile service projects
5. Develop its members' potential for leadership
6. Promote fellowship among the members

BCCC's Chapter has adopted the requirement of an overall GPA of 3.2 or higher to become a member of the Gamma Beta Phi.

E. BCANS

Students are encouraged to join the Beaufort County Community College Association of Nursing Students (BCANS). This group is an extension of the American Nursing Association and offers the student the opportunity to be involved in a professional group. Membership to the local chapter also extends to both ADN and PN students.

F. Graduation Activities

During the last semester there are several activities that students need to complete.

1. Application for Licensure to NC Board of Nursing and National Council of State Boards of Nursing, Inc. to include fingerprinting and a criminal background check.

2. Graduation

Students must obtain and complete an application for graduation (see detailed guidelines on the BCCC website). The registrar will measure the student for a cap and gown. **A graduation application and fee is required even if the student does not attend the ceremony.** The graduation fee is to be paid to the bookkeeping office. Students must pay the fee in order to receive their diploma or degree.

3. Pinning Ceremony

Students will follow the guidelines for planning the pinning ceremony. ADN students who participate in pinning are expected to attend the BCCC graduation ceremony.

4. Delinquent Fees

Any delinquent fees should be paid to the bookkeeping office.

5. Books

All books should be returned to the BCCC library or the appropriate facility.

6. References

Students may seek references from nursing faculty when needed.

7. ID Badges

All ID badges should be returned to the instructor on the last clinical day.

III. Award Selection by ADN Faculty

- a. Nominations for Who's Who Among Students in American Junior Colleges - This award recognizes senior nursing students. Consideration for selections are academic standing, participation in extra curricula activities and community service. This award is announced at the BCCC graduation.
- b. Nominations for The National Collegiate Nursing Award - Selection for this award is yearly. Criteria for selection includes: a minimum GPA 3.0, dependability, cooperative spirit and leadership. The NCNA recipients are listed in the official collegiate yearbook published nationally.
- c. The ADN faculty will present the following awards at the annual Pinning Ceremony:
 1. Outstanding Senior Student - Selection criteria is based upon exemplary student qualities.
 2. Leadership Award - Selection criteria includes leadership qualities as demonstrated in clinical, academics, and professionalism.
 3. Katie Paul Award - Selection criteria focus on student's clinical performance. This award represents excellence in nursing.

4. Academic Excellence Award - Selection criteria is based on highest GPA in nursing courses.

APPENDIX

Reminder to Students, Faculty & Staff
BEAUFORT COUNTY
COMMUNITY COLLEGE
Inclement Weather Policy

INCLEMENT WEATHER POLICY

During extremely bad weather it sometimes becomes necessary for a decision to be made concerning closing the College. When a decision is made in the early morning that the College will be closed for the day, it must be relayed quickly to all students, staff, and faculty. Announcements will be sent by the College Information Distribution Team via the website, Blackboard, phone, media, social media, Nixle/BCCC Alert, Alertus, email, and campus monitors. In order to accomplish this task efficiently and with maximum coverage, College officials ask everyone to cooperate by following the directions listed below:

1. Listen to one of the area radio stations:

WERO - 93.3 FM Washington
WRRF - 930 AM Washington
WWGN - 1320 AM Washington
WPNC - 1470 AM Plymouth
WKLX - 95.9 FM Plymouth
WKJA - 92 FM Belhaven

2. Watch one of the following television stations in the early morning or late evening for announcements concerning closing:

WITN - TV Washington, Channel 7
WNCT - TV Greenville, Channel 9
WCTI - TV New Bern, Channel 12

3. Sign up for Nixle (BCCC's Text Messaging Service) by referencing [Nixle/BCCC Alert](#) on the BCCC website.
4. **DO NOT TELEPHONE** the National Weather Service, radio or television stations, newspaper offices, College officials, or College offices.
5. The decision to close the College or delay opening will be announced by 6:00 a.m. when possible. The decision to cancel evening classes will be made by 4:00 p.m. when possible.
6. Cancellation of the clinical is at the discretion of the instructor and Lead Instructor. Students will be notified regarding cancellations.
7. **The absence of any announcement means that the College will open as usual.**

When a decision is made to close the College, the primary concern is the safety and welfare of each student, faculty, and staff member. (BCCC Faculty/Staff Manual)

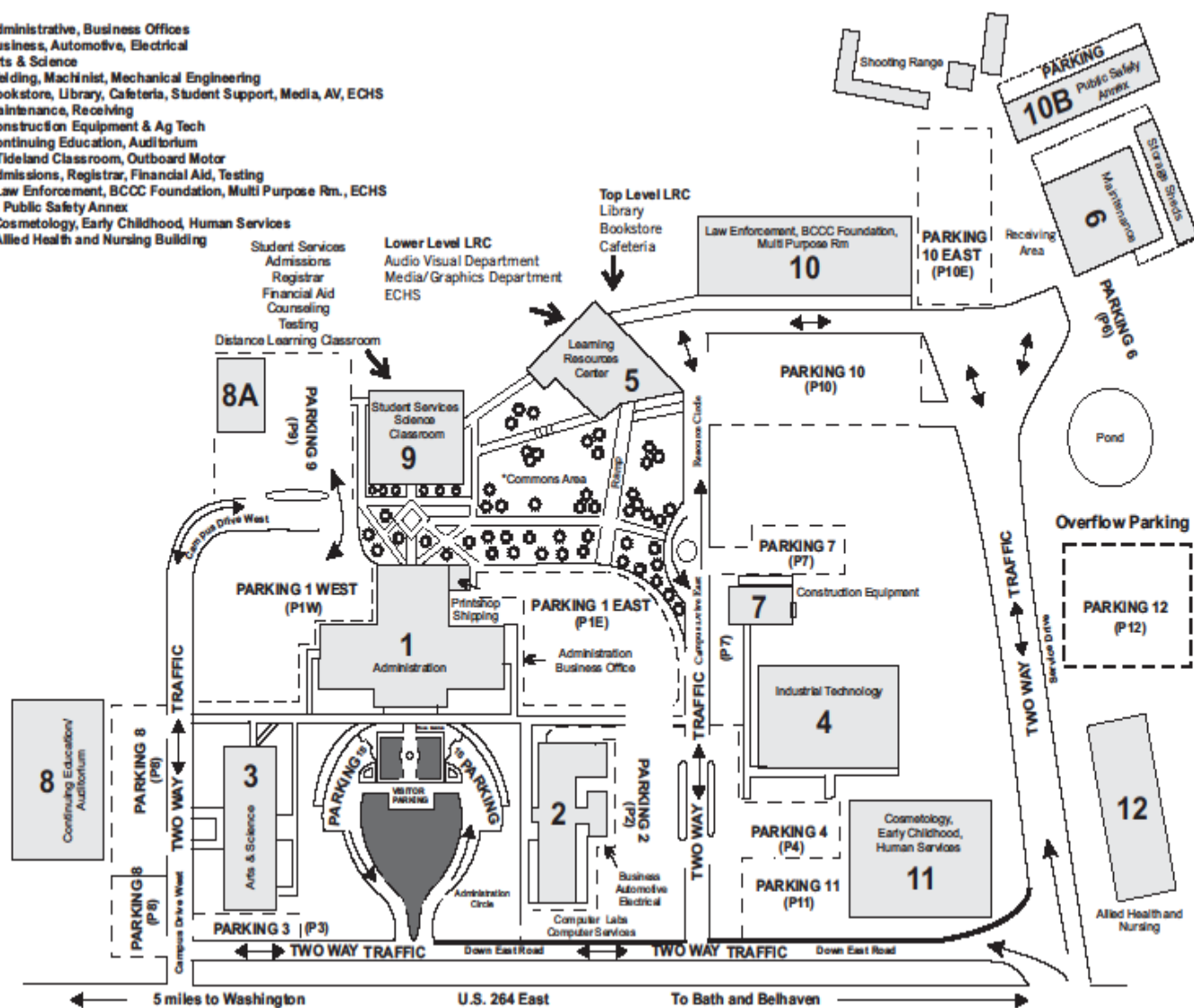
Beaufort County Community College
Associate Degree Nursing Program
 Student Expense Estimation (Required)

All expenses are subject to change

	First Level (3 Semesters)	Second Level (2 Semesters)
Tuition & Activity Fee (Nursing Courses Only)	\$1500-\$1700	\$1300-\$1400
Accident Insurance (Included in tuition)		
Books	\$1200	.00
Skills Pack	\$150	\$50
ATI testing	\$750	\$500
Other expenses		
Professional Liability Insurance (Paid in full each year)	\$13	\$13
Substance screen/Criminal Background check	\$95	.00
Uniforms (2)	\$160	.00
Name Pins (2)	\$12	.00
Shoes	\$45	.00
Lab Coat	\$30	.00
Stethoscope/BP Cuff	\$25-\$60	.00
Calipers	.00	\$10
Watch	\$25	.00
Pocket Kit (scissors, pen, penlight)	\$15	.00
Headphones for computers	\$10	.00
Class Dues (TBA)	\$20-40/semester	\$20-\$40/semester
School Pin	\$16	\$45 - \$240
Name Pin (RN)	.00	\$8
Caps (female)	.00	\$13
Costs associated with Pinning	.00	\$150
Application for licensure to NCBON (criminal check, fingerprinting)	.00	\$150
National Council of State Board and Testing Fee	.00	\$200
Passport Photo	.00	\$10
Cap, gown, diploma (Graduation Fee required)	.00	\$35
NAI (Optional)	\$100	.00
NAII (Must have NA I in order to receive NA II)	\$24	.00
Class pictures (Optional)		Varies
Post-Graduation Expenses		
NCLEX-RN Review book/on-line course (Optional)		\$100-\$300

4/16 kdd

1. Administrative, Business Offices
2. Business, Automotive, Electrical
3. Arts & Science
4. Welding, Machinist, Mechanical Engineering
5. Bookstore, Library, Cafeteria, Student Support, Media, AV, ECHS
6. Maintenance, Receiving
7. Construction Equipment & Ag Tech
8. Continuing Education, Auditorium
- 8A. Tideland Classroom, Outdoor Motor
9. Admissions, Registrar, Financial Aid, Testing
10. Law Enforcement, BCCC Foundation, Multi Purpose Rm., ECHS
- 10B. Public Safety Annex
11. Cosmetology, Early Childhood, Human Services
12. Allied Health and Nursing Building



Beaufort County Community College

Academic Dishonesty Procedure

“Students enrolled at Beaufort County Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate cheating by any member of the institution.”

“Cheating is an attempt to deceive the instructor in the effort to evaluate fairly an academic exercise. Cheating includes copying another student’s homework, classwork, or required project (in part or in whole) and handing it in as one’s own work; giving, receiving, offering, and/or soliciting information on a quiz, test, or exam; or plagiarism.”

Activities that are considered to be cheating by the nursing faculty include but are not limited to:

- 1. Giving another student a list of items reflecting what is on a test.**
- 2. Receiving a list of items reflecting what is on a test.**
- 3. Receiving class notes with test question content highlighted.**
- 4. Using any digital device or cell phones during testing.**

“Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films, or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit and when one uses the ideas of another without giving proper credit. When three or more consecutive significant words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.”

The following activities are considered to be plagiarism by the nursing faculty:

- 1. Copying a nursing care plan verbatim**
- 2. Copying a case study or any other assignment**
- 3. Completing clinical paperwork (including observations and preparatory assignments) dependent on other students.**

If, upon investigation, the administrator or instructor determines that a student is guilty of cheating or plagiarism, the following penalties will apply:

The student will receive a penalty of no less than zero on the work. The instructor will submit a written report of the incident to the Vice President of Student Services. The Vice President of Student Services will determine whether further disciplinary action is warranted. All decisions may be appealed for review by the Student Appeals Committee.” Refer to the [Academic Dishonesty Procedure](#) on the BCCC website.

The penalty for cheating in the nursing program will be automatic dismissal from the program based on, “Demonstration of conduct not in accordance with the ethical standards of a licensed registered nurse or a licensed practical nurse.” (see p. C.4)

I have read and understand the above policy and will abide by it throughout my program of study.

Student’s Signature

Date

Student’s Name Printed

Effective 3/95, Revised 7/13

Permission to Tape

I, _____, request permission to tape nursing classes while
(name)
enrolled in the nursing program. I understand all lectures belong to the faculty
and therefore will agree to the following conditions:

1. I will be the only student listening to these taped recordings.
2. I will not share these recordings with individuals other than my fellow classmates.
3. I will not duplicate these recordings.
4. I will not transcribe these recordings.

I further understand that any violation of this contract will result in automatic dismissal from the nursing program.

Student Name

Faculty Signature

Date

Date

Revised 7/06

I have read and understand the academic rules and regulations in the Nursing Program Handbook. I am willing to abide by them.

Name (print): _____

Signature: _____

Date: _____

I have read and understand the clinical rules and regulations in the Nursing Program Handbook. I am willing to abide by them.

Name (print): _____

Signature: _____

Date: _____

ADN Course Descriptions

NUR 111	Intro to Health Concepts	4	6	6	8
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This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Prerequisites: Admission to the BCCC Associate Degree Nursing Program

NUR 112	Health-Illness Concepts	3	0	6	5
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This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Prerequisite: BIO 168, PSY 150, NUR 111, Admission to the BCCC Associate Degree Nursing Program

NUR 113	Family Health Concepts	3	0	6	5
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This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Prerequisite: PSY 241, NUR 111, and NUR 211 and Admission to the BCCC Associate Degree Nursing Program

NUR 114	Holistic Health Concepts	3	0	6	5
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This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Prerequisite: BIO 168, PSY 150, NUR 111, Admission to the BCCC Associate Degree Nursing Program

NUR 211 Healthcare Concepts

3 0 6 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Prerequisite: BIO 169, ENG 111, NUR 111, NUR 112, and NUR 114, Admission to the BCCC Associate Degree Nursing Program

NUR 212 Health System Concepts

3 0 6 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Prerequisite: PSY 241, NUR 111, and NUR 211 and Admission to the BCCC Associate Degree Nursing Program

NUR 213 Complex Health Concepts

4 3 15 10

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

Prerequisites: ENG 112, NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212 and Admission to the BCCC Associate Degree Nursing Program