

# BEAUFORT COUNTY COMMUNITY COLLEGE

## Practical Nursing Program Handbook



Student Enrollment Cohort:

Practical Nursing

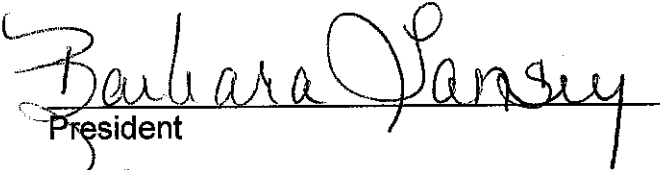
2016-2017

# BEAUFORT COUNTY COMMUNITY COLLEGE NURSING PROGRAMS

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

In addition to the policies outlined in the school catalog of BCCC, nursing students are expected to follow the policies and guidelines of the nursing programs.

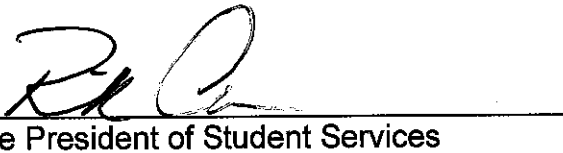
Approval:

  
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President

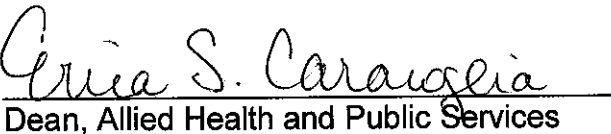
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Vice President of Academics

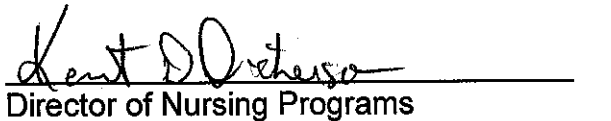
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Vice President of Student Services

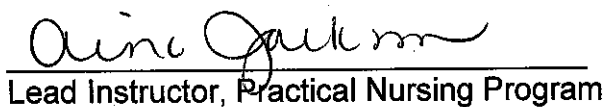
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Dean, Allied Health and Public Services

7-5-2016  
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Director of Nursing Programs

7/5/2016 ✓  
Date

  
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Lead Instructor, Practical Nursing Program

7/5/2016  
Date

# TABLE OF CONTENTS

## **SECTION A: ORGANIZATIONAL STRUCTURE**

- A.1 Organizational Structure
- A.2 Organizational Chart
- A.3 Nursing Faculty

## **SECTION B: CURRICULUM DESIGN**

- B.1 Curriculum Foundation
- B.2 Curriculum Descriptions/Department Goals
- B.3 Nursing Program Philosophy
- B.4. Educational/Program Outcomes
- B.5. Curriculum Plan
- B.6. Advanced Placement Curriculum Plan
- B.7. Clinical Facilities

## **SECTION C: POLICIES FOR THE NURSING PROGRAMS**

- C.1 Formation and Approval of Policies
- C.2 Entering the Nursing Programs
  - Admission Policy
  - Transfer Policy
  - Advanced Placement - LPN Entering ADN Program
- C.3 Progression in the Nursing Programs
  - Grading Systems
  - Attendance Policy
  - Clinical Probation
- C.4 Exiting the Nursing Programs
  - Withdrawals
  - Immediate Dismissal
  - Procedures for Exiting
  - Graduation
- C.5 Readmission into the Nursing Programs
  - Requirements
  - Re-entry Point

## **SECTION D: GUIDELINES FOR CLINICAL EXPERIENCES**

- D.1 Dress Code
- D.2 Ethical/Legal Responsibilities
  - Confidentiality
  - Accountability
  - Relationship with Colleagues and Others
  - Incident Report
  - Integrity
  - Clinical Orientation
- D.2a Unsafe Clinical Performance
  - Unprepared Student
  - Impaired Thinking
  - Facility Mandatory Requirements
  - Criminal Background
  - Substance Screening
  - Clinical Orientation
- D.3 Student Health/Safety
  - Infectious Disease Guidelines
  - Protecting Patient and Self
  - Patient Assignments
- D.3a Exposure to Infectious Disease
  - Students with Blood Borne Pathogens
  - Accident/Injury
- D.4 Medication Administration Guidelines
  - Medication Error Guidelines

## **SECTION E: STUDENT SUPPORT**

- E.1 Campus Resources
  - Advisement
  - Library
  - Financial Aid
  - Student Services
  - Computer Labs
- E.1a Student Activities
  - Class Organization and Functions
  - Student Representatives for Course Evaluations
  - Student Government Association

Gamma Beta Phi  
BCANS  
Graduation Activities  
Award Selection by PN Faculty

**APPENDIX**

Inclement Weather Policy  
Expense List  
Course Tracking Sheet  
Cheating and Plagiarism  
Permission to Tape  
Agreement to Follow Policies  
PN Course Descriptions

# ORGANIZATIONAL STRUCTURE

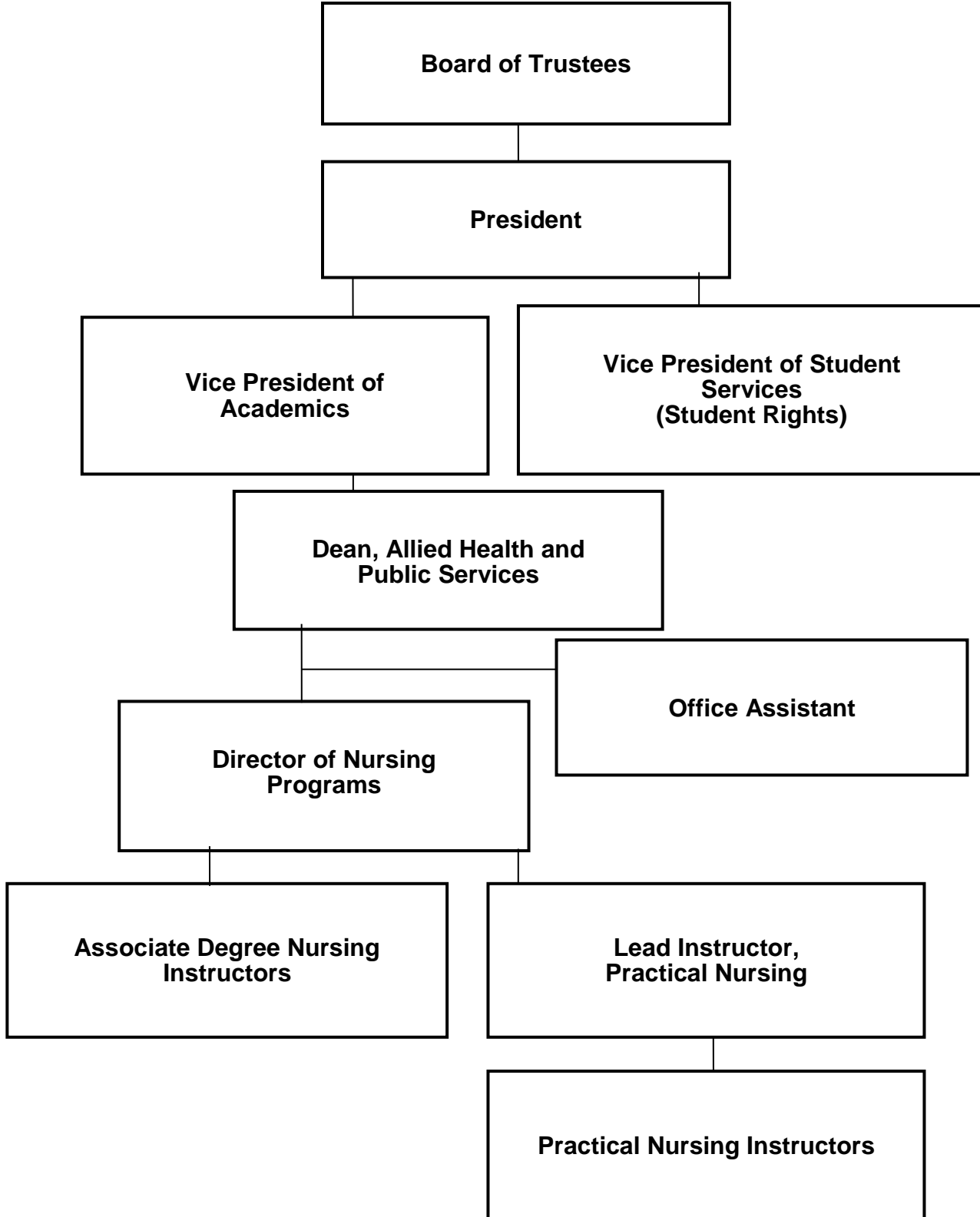
## **SECTION A: ORGANIZATIONAL STRUCTURE**

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	12-1235
	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
Instructors	Denise King	12-1238
	Lee Anne Oliver	12-1240
Part-time 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 selected model for the PN 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 2015. This model allows for expanding knowledge and practice based on concepts throughout the curriculum. These are reflected in the conceptual framework. This conceptual approach facilitates the matriculation of students to the Associate Degree program.

The framework, along with the faculty's beliefs/philosophy about the placement of nursing in our society, serves also 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 Descriptions**

### **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 domain 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.

### **PRACTICAL NURSING (A45660)**

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential.

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

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities may include hospitals, rehabilitation/long term care, home health facilities, clinics, physicians' offices and health departments.

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 Practical Nursing program supports the mission of the North Carolina Community College System and the mission of Beaufort County Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing health-care needs of the service area and to promoting the development of qualified graduates prepared for the professional role of the LPN at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-PN). The philosophy of the Practical Nursing Program is derived from statements about health, quality of life, achievement of potential, the individual, environment, health care system, nursing, the practice, and education of the practical nurse.

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

### **Nursing Education**

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

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

The Practical Nursing program at Beaufort County Community College provides an education that is flexible, progressive, and sensitive to the changing needs of the individual, significant support person(s), and community. Through these educational experiences, students will have the opportunity to develop critical thinking and problem solving skills.

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

## **Practical Nursing Program**

The graduate of the Practical Nursing program at Beaufort County Community College is prepared to practice as an entry level nurse. The practice of practical nursing is directed toward meeting the health care needs of individuals throughout their lifespan. The LPN role is characterized by evidence-based clinical practice with the provision of care for individuals and groups of individuals in structured settings. The role of the LPN is a dependent role under the supervision of the registered nurse (RN) and other health care providers approved by North Carolina law. In accordance with the North Carolina Board of Nursing Administrative Code, 21 NCAC 36 .0225, Components of Nursing Practice for the Licensed Practical Nurse (LPN), the LPN accepts assignments that can be safely performed and participates in assessing, planning, implementing, and evaluating the client's response to health care interventions. The PN graduate demonstrates the competencies identified by the National League of Nursing (2010) and the Institute of Medicine (2003) to provide nursing care. The practical nurse graduate is prepared to be a responsible life-long learner.

## **Conceptual Framework**

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

## **Definitions**

### *Individual*

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

### *Healthcare System*

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

## *Nursing*

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

## *Environment*

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

## *Health*

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

## *Quality of Life*

Quality of life involves five domains including physical, functional, psychological, social, and spiritual well-being. The individual's perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges encountered in the real world. (Ignatavicius & Workman (2006).

## *Achievement of Potential*

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

## *NLN Core Competencies for Practical Nursing*

Core competencies are the discrete and measurable skills, essential for the practice of nursing (NLN, 2010)

- Human Flourishing: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team
- 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
- Professional Identity: Assess how one's personal strengths and values affect one's personal identity as a nurse and one's contributions as a member of the health care team
- Spirit of Inquiry: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences

## *Institute of Medicine Competencies*

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, 2003)

Bertalanffy, L. V. (1968). *General system theory: Foundations, development, applications* (Rev. ed.). New York, NY: George Braziller.

Ignatavicius, D., & Workman, L. (2006). *Medical surgical nursing: Critical thinking for collaborative care* (5th ed.). St. Louis, MS: Elsevier.

Institute of Medicine. (2001). *Crossing the quality chasm: A new health care system for the 21st century*. Washington, DC: National Academy of Science.

Institute of Medicine. (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academies Press.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner*. St. Louis, MS: Elsevier.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2011). *The adult learner*. ISBN 978-1856178112.

National League for Nursing. (2010). *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.

Rachal, J. (2002). *Andragogy's detectives: A critique of the present and a proposal for the future*. *Adult Education Quarterly*, 52 (3), 210-222.



## Educational/Program Outcomes

Upon completion of the Practical Nursing Program, the graduate will upon licensure:

1. Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.
2. Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence.
3. Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial and cultural needs of clients in various stages of growth and development while assisting them to attain their highest level of wellness.
4. Reinforce and /or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles.
5. Participate in the nursing process to provide individualized, safe and effective nursing care in a structured setting under supervision.
6. Demonstrate caring behaviors in implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan.
7. Participate in Quality Improvement (QI) by identifying hazards and errors and by suggesting, to the RN, changes to improve the client care process.
8. Utilize informatics to access, manage, and communicate client information.
9. Participate in collaboration with the interdisciplinary healthcare team, as assigned by the registered nurse, to support positive individual and organizational outcomes in a safe and cost effective manner.

## Curriculum Plan

### Practical Nursing Program

Course Completed		Class	Lab	Clinical	Contact	Credit
NUR 101	Practical Nursing I	7	6	6	19	11
ACA 111	College Student Success	1	0	0	1	1
BIO 163	Basic Anatomy and Physiology	4	2	0	6	5
MAT 110	Mathematical Measurement and Literacy	<u>2</u>	<u>2</u>	<u>0</u>	<u>4</u>	<u>3</u>
Total		14	10	6	30	20
NUR 102	Practical Nursing II	7	0	9	16	10
NUR 103A	Practical Nursing III	2	0	2	4	2
PSY 110	Life Span Development	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>
Total		12	0	11	23	15
NUR 103B	Practical Nursing III	4	0	7	11	7
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>
Total		7	0	7	14	10
Curriculum Total						45

#### Course Substitutions:

ACA 111: ACA115, ACA118 or ACA122.

BIO 163: BIO 168 and BIO 169

MAT 110: MAT 115 or MAT 143

PSY 110: PSY 150 and PSY 241

## Curriculum Plan

### Advanced Placement (Practical Nurses)

#### Associate Degree Nursing Program

**Prereqs:** BIO 168, BIO 169, PSY 150, ENG 111

**Credit given:** NUR 111

**Student Will Complete:** NUR 112, 114, 211, 113, 212, 213, PSY 241, ENG 112, CIS 110, Humanities Elective

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

Course Completed	Class	Lab	Clinical	Contact	Credit
Spring First Year					
NUR 112 Health Illness Concepts	3	0	6	9	5
NUR 114 Holistic Health Concepts	3	0	6	<u>9</u>	<u>5</u>
Total				18	10
Summer:					
NUR 211 Health Care Concepts	3	0	6	9	5
PSY 241 Developmental Psychology	3	0	0	<u>3</u>	<u>3</u>
Total				12	8
Fall, Second Year					
NUR 212 Health Systems Concepts	3	0	6	9	5
NUR 113 Family Care Concepts	3	0	6	9	5
ENG 112* Writing/Research in the Disciplines	3	0	0	3	3
CIS 110 Computer Basics	2	2	0	<u>4</u>	<u>3</u>
Total				25	16
Spring, Second Year					
NUR 213 Complex Health Care Concepts	4	3	15	22	10
Humanities Elective	3	0	0	<u>3</u>	<u>3</u>
Total				25	13
Curriculum Total					48

ENG 114 may be substituted for ENG 112

CIS 110 is the required computer course for the ADN program.

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

## Clinical Facilities

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

### Major Clinical Facilities and Experiential Activities

BCCC Simulation Lab

Care-O-World Enrichment Center  
Washington, NC

Golden Living Center  
Greenville, NC

Martin General Hospital  
Williamston, NC

Roanoke Landing Nursing. & Rehab Center  
Plymouth, NC

Vidant Beaufort  
Washington, 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.

# Departmental Policies for the Nursing Programs

## **SECTION C: DEPARTMENTAL POLICIES FOR THE NURSING PROGRAMS**

### **Formation and Approval of Departmental Policies**

Nursing students are governed by the policies of Beaufort County Community College (BCCC). Nursing students must also follow additional departmental policies specific to the nursing programs. Each student should familiarize himself/herself with all policies on the BCCC website as well as the Nursing Programs' Handbook.

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

These departmental policies 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 Programs' 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 policies 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 Programs

- I. Admission Policy- see the BCCC website 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 by the nursing program 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's publications 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, 21 NCAC 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 programs 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*. Applicants may test twice within the twelve-month period which runs between January 1 and December 31. 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. Have completed a high school or college chemistry course with a grade of "C" or above within the past eight years (ADN requirement only). There is no time limit for applicants with a bachelor's degree or an AAS degree in an approved healthcare field.
  3. Have an overall GPA of 2.5 on all college level coursework, including all courses taken at BCCC and other colleges, and a minimum curriculum GPA of 2.0 on all coursework required for graduation.
  4. For ADN and PN applicants, all anatomy and physiology courses (BIO 163, 168, and 169) must have been taken within five years of the student's application date.
  5. For PN applicants, MAT 110 (or MAT 115 or MAT 143) must have been taken within five years of the student's application date.

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 programs 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	41%
High School/College GPA	200	59%
Total	342	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 III

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.

#### 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. Refer to the [Services for Students with Special Needs Procedure](#) outlined on the BCCC website. 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 [Academic 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.
  3. MAT 110 (or MAT 115 or MAT 143) must have been completed within the last five years with a grade of "C" or above in order to progress to the second semester.
- D. A.D.N. to P.N. (In-house Transfer)
- This transfer program is only available to BCCC A.D.N. 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. MAT elective plus ENG 111/112, ENG114 may be substituted for ACA 111.
  4. Successful completion of NUR 111, and a MAT elective may 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.2a: C 1-7.
  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>

ii. 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 <sup>th</sup> semester only)	June 1	September 1
Spring (NUR 102, 112, 114, 117B)	October 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 programs 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.

G. Credit by examination—refer to the [Academic Standing and Transfer Credit Procedure](#) section 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 advanced standing/transfer policy as outlined on the BCCC website.

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. Credit will be awarded for NUR 111. 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 October 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 programs 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

Chemistry (100 points)

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

GPA (200 points)

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

## Progression in the Nursing Programs

### 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 policy

### A. Class and Lab

1. Class/lab absences exceeding 10% (or more) will be reviewed by the PN lead instructor or director of nursing programs 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 policy: Students are not to communicate lateness or absence through their peers, but strictly according to the policies 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 course. 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 the PN lead instructor or director of nursing programs 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.

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 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 policies.
  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

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

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.

- a. The first medication error will result in a grade of "unsatisfactory" for that clinical week.
- b. 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.
- c. The third medication error will result in a grade of "unsatisfactory" and probation.
- d. The fourth cumulative medication error results in dismissal. (See medication error guidelines.)
- e. Medication errors which create a life-threatening event may result in immediate dismissal.

B. Procedure for Probation

1. Initiation - After reviewing Speet Tool and consulting with the program director or lead instructor, faculty will draw up 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. The determination as to whether a student has complied or not complied with the clinical probation contract will be made by the instructor and faculty.

### 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 policies 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 Programs

### 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 BCCC Catalog Campus Conduct Regulations, students in the nursing programs 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, breaching confidentiality, and falsifying records.
  - 2. Possession or use of any illegal substances (drugs) or alcohol while at the college or any clinical facility is prohibited. 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 supportive 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 to treatment or counseling within a timeframe that enables meeting program objectives.
    - 2. Demonstrate behavior which conflicts 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/Withdrawal 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, appropriate course instructor(s) and Vice President of Student Services.
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.

## Readmission into the Nursing Programs

### 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	September 1
Spring (NUR 102, 112, 114, 117B)	October 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 programs 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.

## 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 or Lead Instructor of Practical 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. For ADN and PN applicants, all anatomy and physiology courses (BIO 163, 168, and 169) must have been taken within five years of the student's application date.
- F. For PN applicants, MAT 110 (or MAT 115 or MAT 143) must have been taken within five years of the student's application date.

# Guidelines for Clinical Experiences

## SECTION D: GUIDELINES FOR CLINICAL EXPERIENCES

Students are representatives of Beaufort County Community College nursing programs 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. Females will wear selected uniforms which can be 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. Males to wear selected uniforms.
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 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 Policies 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 programs 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 policy 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 policies. 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. Patient assignment sheets will be submitted with student paperwork and the instructor will then have them shredded. 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/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 without instructor supervision or approval. Students are not allowed to perform any procedures in observational experiences.**

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 Professional Services. The policies 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 students are required to attend an annual bloodborne pathogen in-service in order to participate in clinical experiences.

6. According to the immunization requirements of the clinical facility, students should have adequate immunity to (see immunization record) or 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 bloodborne diseases 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 programs 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 programs will comply with reasonable accommodations to ensure nursing students infected with bloodborne 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, and 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 constitute one licensed person.**
6. When giving insulin and heparin, two licensed nurses will verify all doses. **The instructor 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.

**\*PN students will only give meds in the presence of the instructor.**

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.

**Students are 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 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 the 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 Admissions office. The PN faculty advises all nursing students. The faculty will advise and register students according to the following alphabetical categories:

<u>PN Faculty Advisors</u>	
A-I	Aino Jackson
J-P	Denise King
Q-Z	Lee Anne Oliver

Kent Dickerson will advise transition, RIBN, and readmitted students.

Aino Jackson will advise the “In-house Transfer” students.

The faculty encourages 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

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. The officers will lead the students with numerous activities.

### 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. Representatives may be changed as the class desires.

### C. 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.

### D. Gamma Beta Phi

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

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 the 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.
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  
Student 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 PN Faculty

- A. The PN faculty will present the following awards at the annual pinning ceremony:
  1. Clinical Excellence
  2. Academic Excellence
  3. Leadership Excellence

# 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  
WKLY - 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*  
*Practical Nursing Program*  
 Student Expense Estimation (Required)

<b>Tuition &amp; Activity Fee (Nursing Courses Only)</b> NUR 101 - \$867.00, NUR 102 - \$790.00 NUR 103AB - \$160.00, NUR 103BB - \$559.00	\$2390.00
Accidental Insurance (Included in tuition)	
Books	\$650.00
Skills Pack	\$130.00
ATI testing (Practice Tests, Comprehensive PN Predictor) Spring, Summer courses	\$80.00
ATI Live Review (Optional)	\$299.00
<b>Other Expenses</b>	
Professional Liability Insurance (Paid in full each year)	\$13.00
Substance screen/Criminal Background check	\$60.00
Uniforms	\$160.00
Name Pins	\$12.00
Shoes	\$45.00
Lab Coat	\$30.00
Stethoscope/BP Cuff	\$ 25.00-\$60.00
Watch	\$25.00
Pocket Kit (scissors, pen, penlight)	\$15.00
Class Dues (TBA)	\$10.00-\$ 15.00/ month
<b>Costs associated with Pinning</b>	\$100.00
School pin	\$9.00-\$58.72
Name pin(LPN)	\$9.00
Caps (female)	\$13.75
<b>NCLEX Expenses</b>	
Application for licensure to NCBON (criminal check, fingerprinting, passport photo)	\$153.00
National Council of State BON and testing Center Fee	\$200.00
Cap, gown, diploma (Graduation Fee required)	\$35.00
NAI (Optional)	\$101.00
NAII ( Must have NA I in order to receive NA II)	\$24.00
<b>Post-Graduation Expense</b>	
NCLEX_PN Review book/on-line course	\$50.00 - \$300.00

**All expenses are subject to change**

3/16 ajj





## ***Cheating and Plagiarism***

“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 academic dishonesty 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, 7/15, 7/16**

## Permission to Tape

I, \_\_\_\_\_,  
(name)  
request permission to tape nursing classes while 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

I have read and understand the academic policies in the Nursing Programs Handbook. I am willing to abide by the academic policies.

Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

I have read and understand the clinical policies in the Nursing Programs Handbook. I am willing to abide by the clinical policies.

Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## PN Course Descriptions

### **NUR 101 Practical Nursing I**

7 6 6 11

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 assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Prerequisites: Admission to the BCCC Practical Nursing Program

Co-Requisites: ACA111, or ACA 115, 118, 122, MAT 110, or MAT 115, 143, BIO 163 or BIO 168 and BIO 169

### **NUR 102 Practical Nursing II**

7 0 9 10

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Prerequisites: Admission to the BCCC Practical Nursing Program, NUR 101, ACA111, or ACA 115, 118, 122, MAT 110, or MAT 115, 143, BIO 163 or BIO 168 and BIO 169

Co-Requisites: PSY 110 or PSY 150 and PSY 241

### **NUR 103 Practical Nursing III**

6 0 9 9

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

Prerequisites: Admission to the BCCC Practical Nursing Program, NUR 102, PSY 110 or PSY 150 and PSY 241

Co-Requisites: ENG 111