

College of The Albemarle



Nursing Student Handbook

Associate Degree Nursing Program
 LPN- ADN Option Program
 Practical Nursing Program

Effective
 June 2020

Revised

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**COLLEGE OF THE ALBEMARLE
DIVISION OF HEALTH SCIENCES & WELLNESS PROGRAMS
NURSING PROGRAMS**

NURSING STUDENT HANDBOOK

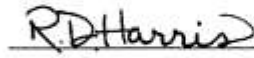
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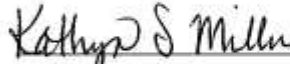
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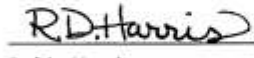
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TABLE OF CONTENTS

I.	Introduction	5
A.	College of The Albemarle Organizational Chart	6
B.	Health Sciences Organizational Chart.....	7
II.	Faculty.....	8
III.	Staff.....	8
IV.	Program Philosophy	9
A.	Associate Degree Nursing Program Philosophy.....	10
B.	Practical Nursing Program Philosophy	20
C.	Nursing Programs Mission	23
D.	Statements of Approval by Agencies.....	23
V.	Admissions.....	24
A.	Admission Requirements/Process	24
B.	LPN/ADN Option Program	24
C.	Admission Requirements for Contingently Accepted Applicants.....	26
D.	Americans With Disabilities Act.....	30
E.	Special Admission Circumstances	32
1.	Readmission	32
2.	Advanced Placement	32
3.	Transfer of Credit.....	33
VI.	Progression	35
A.	College Advisement System	35
B.	Academic.....	35
1.	Sequence of Course	35
2.	Grading System	35
3.	Clinical Evaluation Form	35
C.	Learning Experiences in Nursing Labs.....	36
D.	Attendance.....	36
E.	Health Status	37
F.	Licensure Eligibility for Initial NC Licensure.....	38
VII.	Non-Progression	39
A.	Withdrawal	39
B.	Dismissal	39
C.	Appeals Process	42

VIII.	Graduation	43
	A. Graduation Requirements	43
	B. Application for NCLEX and Licensure	43
IX.	General Policy Information	44
	A. Nursing Student's Professional Behavior.....	44
	B. Classroom/Clinical Behaviors.....	45
	C. Personal Appearance-Dress Code.....	46
	D. Student Injury Clinical Area.....	48
	E. Transportation to Clinical Agencies	48
	F. Sexual Harassment	48
	G. Complaint Policy.....	48
	H. Preceptorships.....	48
X.	Student Activities/Responsibilities	51
	A. Class Organization.....	51
	B. Pinning Ceremony.....	51
	C. Student Senate Association	51
	D. Student Responsibilities.....	52
XI.	Transferability of Courses to BSN.....	52
XII.	Associate Degree Nursing Curriculum.....	52
	A. Program Outcomes	52
	B. Program Student Learning Outcomes	54
	C. Master Curriculum Schema.....	55
	1. ADN Program	55
	2. LPN-ADN Option	56
XIII.	Practical Nursing Curriculum.....	57
	A. Program Outcomes	57
	B. Educational Outcomes	59
	C. Master Curriculum Schema.....	60
XIV.	Clinical Agencies, Addresses and Phone Numbers	61
XV.	Nursing Student Contractual Agreement	64

I. INTRODUCTION

College of The Albemarle Nursing Faculty have prepared this handbook to inform each nursing student of the policies and guidelines specific to the Associate Degree, including LPN-ADN Option, and Practical Nursing programs. This handbook serves as a supplement to the College catalog which covers the general institutional policies as they relate to students in the College. The handbook is available at orientation and/or prior to enrollment in a Nursing Program, thus allowing the applicant ample time to become familiar with nursing programs' policies and procedures.

It is the responsibility of each nursing student to review the handbook independently and to refer to it as needed during his/her enrollment. This handbook is designed to provide general information that is appropriate to the Associate Degree Nursing, LPN-ADN Option, and Practical Nursing programs and includes information specific to individual programs.

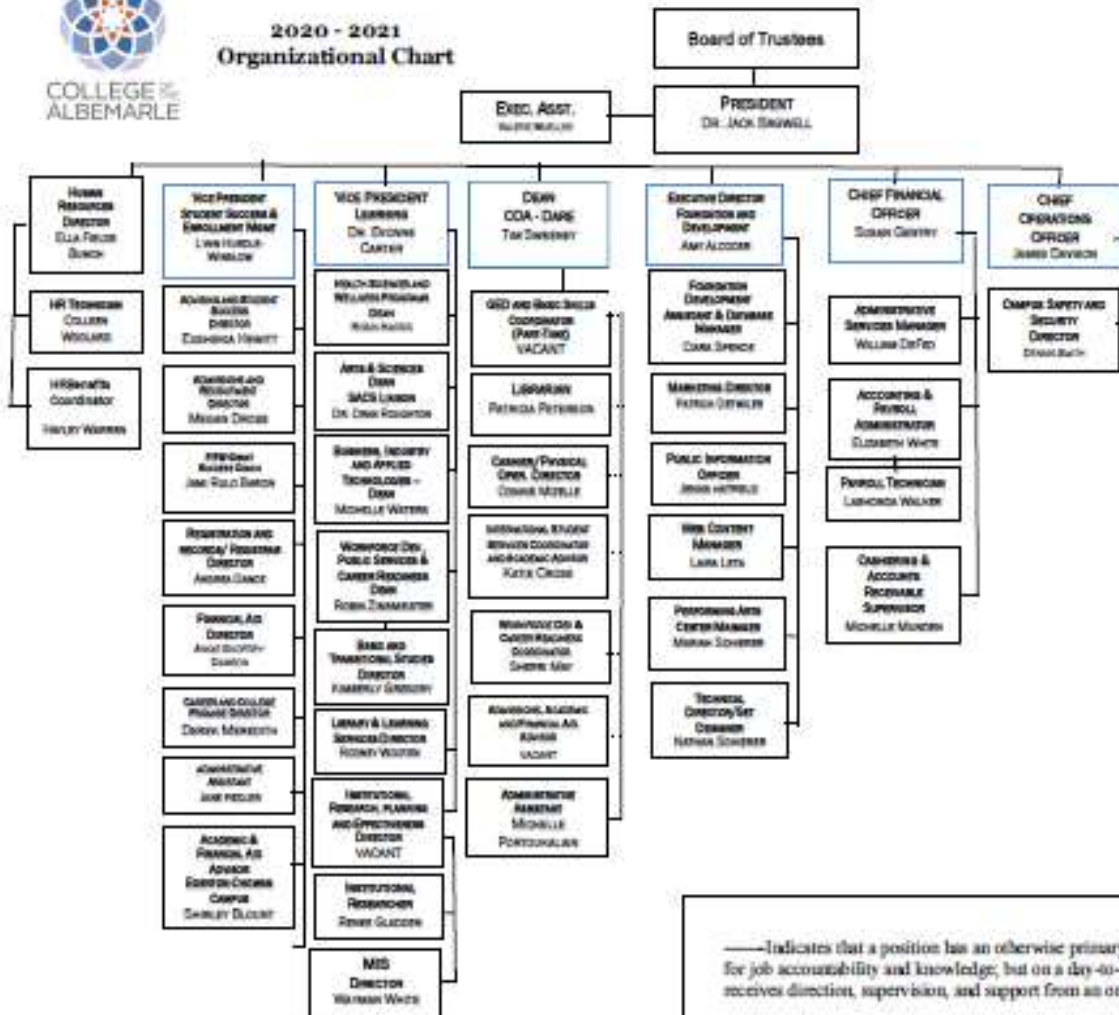
This Nursing Student Handbook supplements the policies and procedures adopted by the COA Board of Trustees. In the event of any conflict between a Board of Trustees' policy and any policy provision of this handbook, the Board of Trustees' policies shall be construed as setting forth the minimum expectations, rule or procedure applicable. In other words, some components of the policies set forth in this handbook may impose greater obligations, expectations or responsibilities on students in the nursing programs than are generally applicable to other students. In the event a student has a question or concern regarding inconsistencies in these policies, the inquiries should be directed to the program's coordinator. The Program Coordinator may confer with the Department Chair, Division Chair, Vice President of Learning and other administrative officials to resolve any such issue or conflict.

All statements in the Nursing Student Handbook are announcements of present nursing programs' policies and are subject to change at any time. While every effort will be made to give advance notice of any change in nursing programs' policies, such notice is not guaranteed nor required.

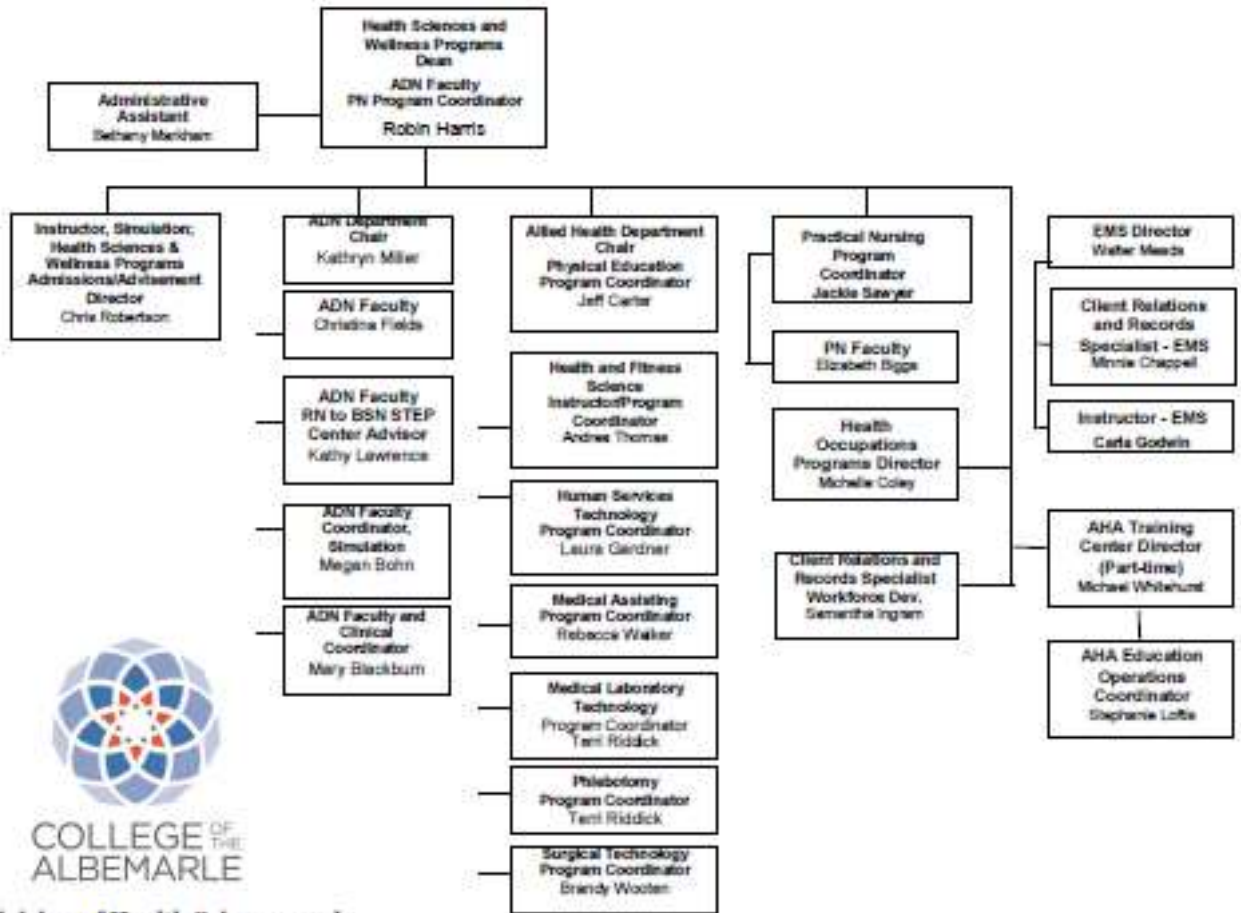
If there are questions concerning information in this handbook, the faculty advisor should be consulted.



2020 - 2021
Organizational Chart



---Indicates that a position has an otherwise primary reporting line for job accountability and knowledge, but on a day-to-day operational basis receives direction, supervision, and support from an on-campus dean.



COLLEGE OF THE
ALBEMARLE

**Division of Health Sciences and
Wellness Programs
2020-2021 Organizational Chart**

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IV . PROGRAM PHILOSOPHY

Associate Degree Nursing Philosophy Schema

Mission: NCCCS – COA – Statements of Congruence

The Associate Degree Nurse: Expected Competencies – NLN/QSEN/NAM

Associate Degree Nursing Education: KSAs, Concept-based, Adult Learning, Collaborative Learning, Lifelong learning, Teaching and Learning, Community Participation

Conceptual Frameworks Utilized:

A. NCCCS Concept Based Curriculum

- a. Environment
- b. Promote Health
- c. Quality of Life
- d. Achieve Potential
- e. Domains: Individual, Nursing, Health Care Systems

B. NAM

- a. Patient Centered Care
- b. Interdisciplinary Teams
- c. Evidence Based Practice
- d. Quality Improvement
- e. Informatics

C. QSEN – same five as above for IOM with focus on Safety and Quality KSAs

D. NLN

- a. **Core Values:** Caring, Diversity, Ethics, Excellence, Holism, Integrity, and Patient-centeredness
- b. **Integrating Concepts:** Context and Environment; Knowledge and Science; Personal and Professional Development; Quality and Safety; Relationship-centered Care; and Teamwork
- c. **Program and Course SLO's** (including Roles Specific Competencies - RSC)
 - i. Human Flourishing
 - ii. Nursing Judgment
 - iii. Professional Identity
 - iv. Spirit of Inquiry

E. Glossary

A. ASSOCIATE DEGREE NURSING PROGRAM PHILOSOPHY

Mission

The Associate Degree Nursing program supports the mission of the North Carolina Community College System and the mission of College of The Albemarle. The organizing framework for the nursing program is congruent with the mission and value statements of College of The Albemarle as evidenced by congruent statements and beliefs by the program as stated below: The Associate Degree Nursing program values its philosophy for guidance and strives to:

- Promote a holistic approach for excellence in client care and nursing education;
- Create an accessible and supportive environment to encourage student success;
- Provide excellence in occupational education and career development for the adult nursing work force;
- Develop strong and symbiotic partnerships/relationships with the community and its health care systems;
- Utilize responsible stewardship in the implementation of its program including respect for people, time and resources;
- Foster belief in the dignity and worth of each individual and respect for diversity of all backgrounds and perspectives.
- Integrate and endorse the use of professional behaviors including , honesty, dignity and trust in all relationships
- Promote collaboration, communication skills, and the need for effective teamwork throughout nursing education experiences and successful integration into health care systems.

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 students prepared for the professional role of registered nurse at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-RN).

The philosophy of the Associate Degree Nursing Program is derived from statements about the health, quality of life, achievement of potential, the individual, environment, health, nursing, the practice, and education of the Associate Degree Nurse. The program of learning provides a foundation for the acquisition and integration of knowledge, skills and abilities necessary for accountable and safe nursing practice in today's health care environment. Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life and achievement of potential for the individual.

The Associate Degree Nurse

The graduate of the Associate Degree Nursing program at College of The Albemarle is prepared to meet the educational competencies defined by the National League for Nursing and the Nursing Practice Act of North Carolina. The practice of nursing is directed toward meeting the health care needs of individuals throughout their lifespan. The ADN prepared nurse's role is characterized by evidence-based clinical practice with the provision of care for individuals and families in structured settings. The ADN graduate demonstrates the competencies identified by

the National League of Nursing (2010), the National Academy of Medicine (NAM)(2013) and QSEN (Quality and Safety Education for Nurses) (2013) to provide nursing care.

Associate Degree Nursing Education

Nursing education at the associate degree level, in the North Carolina Community College System, is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level nurse. The curriculum is conceptually based and founded on principles of adult and collaborative learning including assumptions of self-direction, utilization of adult experience, and problem-based and activity-centered learning. It incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning.

The Associate Degree nursing program at College of The Albemarle 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. Nursing education encompasses varying programs of educational preparation with each program having specifically defined outcomes, roles, and competencies. The varying educational programs at COA, including both A.D.N. and PN programs, support the opportunity for mobility within the practice of nursing and promote the development of the nursing workforce through multiple areas of entry to practice and progression in the profession.

Learning is a continuous and lifelong 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 College of The Albemarle Associate Degree Nursing Program is to facilitate the student's understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences that includes providing a supportive environment that promotes academic excellence and student success. The nursing student is responsible for actively participating in learning experiences and develops the knowledge, skills, professional behaviors and attitudes necessary to provide quality individual centered nursing care.

The program also recognizes, values, and embraces the symbiotic community partnerships and collaborative relationships that are formed as a vital part of the program and its effectiveness in educating students, as well as developing the community workforce needed for the future. It is the role of the nursing program to practice responsible stewardship in the education of students and career development of nurses for the community.

Conceptual Frameworks

NCCCS Concept Based Curriculum

The conceptual model provides a mental scaffold or framework to prepare learners for new instruction and motivates by making a meaningful connection for the learner (Knowles, 2005). This NCCCS system based 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 learner must attain mastery of each part of the framework; the individual, the healthcare system and nursing in order to understand the complete curriculum. The domains of the individual, the healthcare

system, and nursing provide the conceptual framework guiding the associate degree nursing curriculum. Concepts are organized within each of these domains and learning occurs from simple to complex.

National Academy of Medicine (Formerly IOM) Competencies

The five core competencies identified by the NAM (2013) for healthcare providers are; patient centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics and are woven into the overall concepts of the curriculum.

QSEN Competencies

Using the Institute of Medicine competencies, QSEN further defines quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency.

NLN Core Competencies

The program is also based on the conceptual framework of the National League of Nursing and its Education Competencies Model (2010). The focus is for all nursing students to achieve the four major program outcomes of Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry.

The model consists of the following components (National League for Nursing, 2010):

1. Core Values: Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. These values are caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness. They are shown at the root of the model, to indicate that each type of nursing program and each type of competency must be grounded in these fundamental values. (p. 8)
2. Integrating Concepts: Emerging from the seven core values are six integrating concepts, context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork. These concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (p. 8)
3. Program Student Learner Outcomes: The goals of nursing education for each type of nursing program can be summarized in four broad program outcomes. Nurses must use their skills and knowledge to enhance human flourishing for their patients, their communities, and themselves. They should show sound nursing judgment, and should continually develop their professional identify. Finally, nurses must approach all issues and problems in a spirit of inquiry. All essential program specific core nursing practice competencies and course outcomes are assumed within these four general aims. (p. 9)

The ultimate goal of this nursing program is to graduate mature, expert learners who fulfill the role specific competencies expected of the Associate Degree Nursing graduate including:

1. Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

2. Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

3. Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

4. Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Glossary:

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.

Caring means "promoting health, healing, and hope in response to the human condition." "A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders" (NLN, 2007).

Context and Environment, in relation to organizations, refer to the conditions or social system within which the organization's members act to achieve specific goals. Context and environment are a product of the organization's human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.

Core Competencies are the discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.

Course Outcomes are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the attainment of program outcomes.

Diversity means recognizing differences among “persons, ideas, values and ethnicities,” while affirming the uniqueness of each. “A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system wide behavior patterns” (NLN, 2007).

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

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

Excellence means “creating and implementing transformative strategies with daring ingenuity.” “A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated” (NLN, 2007).

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.

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). Teamwork, collaboration, communication and development of symbiotic partnerships/relationships and are vital to the function and success of health care systems.

Holism is the culture of human caring in nursing and health care that affirms the human person

as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum.

Human Flourishing can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.

Individual The faculty of College of The Albemarle 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. All individuals have worth and there should be respect for diversity and differences in backgrounds and perspective. In order to provide and manage care, nurses must view the individual at the center of any nursing activity.

Integrity means "respecting the dignity and moral wholeness of every person without conditions or limitation."

"A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always were ourselves from the perspective of others in a larger community" (NLN,2007).

Knowledge and Science refer to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding the nature of evidence-based practice.

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, communication,

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 practices within legal and ethical parameters, the nurse functions autonomously and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of quality client outcomes, promotion of wellness, prevention of illness, and restoration of health or assistance in achieving a dignified death.

Nursing Judgment encompasses three processes; namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.

Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007).

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

Personal and Professional Development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession's ongoing viability.

Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being", "knowing," and "doing."

Program Outcomes are the expected culmination of all learning experiences occurring during the program, including the mastery of the 4 role specific essential core nursing practice competencies, built upon the seven core values and six integrating concepts.

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: Med-

Surg Nursing 5th Ed p.5)

Quality and Safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective.

Relationship Centered Care positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.

Spirit of Inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

Teamwork means to function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

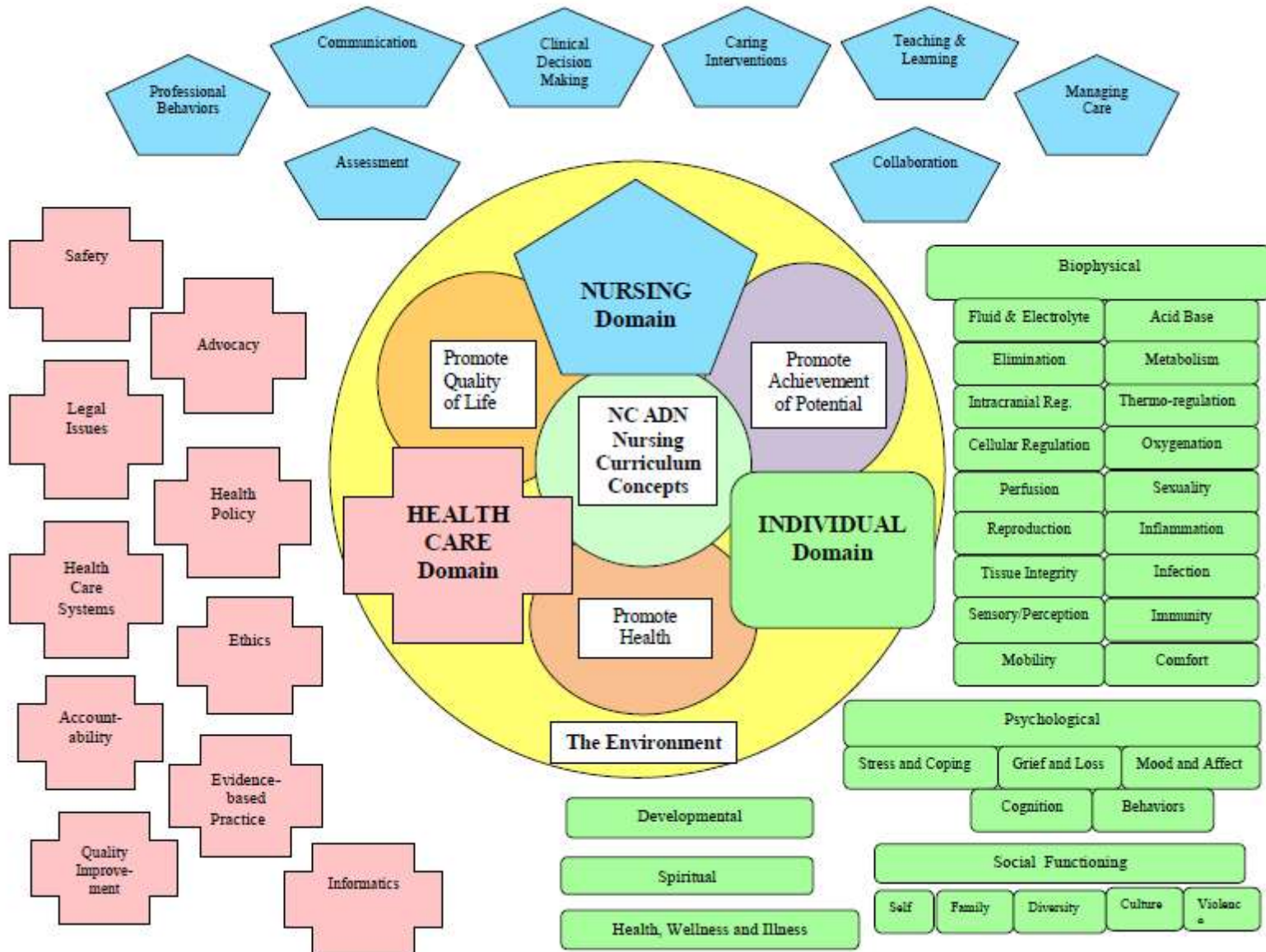
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July 2015

DEVELOPED: 3/2009

Reviewed: 6/2011, 6/2012/, 10/2013,
Revised 7/2015





B. PRACTICAL NURSING PROGRAM PHILOSOPHY

Mission

The Practical Nursing program supports the mission of the North Carolina Community College System and the mission of College of The Albemarle. 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 the health, quality of life, achievement of potential, the individual, environment, health, 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.

Practical 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- and activity-centered learning. (Rachel, 2002)

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

The Practical Nursing program at College of The Albemarle 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 College of The Albemarle 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.

The Practical Nurse

The graduate of the Practical Nursing program at College of The Albemarle 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, 21NCAC 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 College of The Albemarle 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 varies throughout the lifespan and has the potential to cause stress in the individual. The nurse can assist the individual to alter aspects of the environment and to utilize his/her innate and learned coping mechanisms to adapt to these stressors.

Health

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

Quality of Life

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

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ADOPTED: 8/2016

C. NURSING PROGRAMS MISSION

The mission of the nursing program is to prepare students for entry into the health science fields. At this time, the program must limit enrollment based on various factors. Accordingly, enrollment is only available to students who are able to meet licensure requirements established by the State of North Carolina in their respective health science field. Students may be denied admission to the program, or removed from the program, whenever it is determined that the student is ineligible for licensure in their field or will otherwise be unable to meet the competencies required to be employed in their health science field.

D. STATEMENTS OF APPROVAL BY AGENCIES

The Associate Degree Nursing program is nationally accredited by:
Accrediting Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
P. 404.975.5000
F. 404.975.5020
www.acenursing.org

The Associate Degree Nursing program has full approval status by the North Carolina Board of Nursing, Raleigh, North Carolina.

V. ADMISSIONS

To be considered a "qualified applicant" for any of the Nursing programs, one must achieve the minimum scores on COA's Placement Tests or multiple measures requirements as listed for the college and in the Admission Fact sheets for specifics of each program.

After testing, an appointment should be made with the Director of Admissions and Testing or a Student Development counselor to discuss Placement Test scores and the courses needed.

Placement tests will be waived if the student has completed, with a minimum grade of "C" or better before the application deadline, ENG 111 and/or MAT 080 or their equivalents, or courses beyond these, from a regionally accredited institution. Achieve and maintain a **2.5** (ADN) or 2.0 (PN) minimum cumulative grade point average on the transcript of record and the COA transcript, when applicable. Achieve a minimum of "C" grade on each relevant COA or transfer course. Only grades of "C" or better will be accepted for point earning, transfer purposes, and program completion.

A. ADMISSION REQUIREMENTS/PROCESS

Admission to College of The Albemarle's ADN, LPN-ADN Option, and PN programs is based on objective data of the applicant's achievements. Having achieved the status of "qualified applicant," one must meet the minimum academic requirements listed below:

1. Complete and submit a written COA Application for Admission
2. Bring or send an official high school transcript and official post-secondary transcripts.. (Note: must be a high school graduate or equivalent prior to the start of the program).
3. Achieve minimum English, Math, and Reading competencies.
4. Achieve the required minimum cumulative grade point average of 2.5 for ADN; 2.0 for PN.

- High School GPA

For those applicants who have not attended college (including those still enrolled in high school), the high school GPA will be used for calculation.

- Post-Secondary GPA

Achieve and maintain the minimum cumulative grade point average on the transcript of record (most recent transcript with 12 credit hours or more) AND the COA transcript, when applicable. Achieve a minimum of "C" grade on each relevant COA or transfer course. Only grades of "C" or better will be accepted for point earning, transfer purposes, and program completion.

5. Achieve at or above all the set scores for the TEAS test for the designated nursing program within a single test administration.
6. Submit the completed health sciences ADMISSION APPLICATION by 5:00 p.m. on the deadline date indicating application to the ADN or PN program.

B. LPN-ADN OPTION PROGRAM

LPNs seeking admission into the LPN-ADN Option must meet the current admission requirements of the ADN program. In addition, the LPN-ADN Option applicant must:

1. Have satisfactorily completed prior to enrollment in NUR 112 (made a grade of C or better) the following four college transfer courses:

ACA 111	College Student Success
BIO 168	Anatomy and Physiology I
PSY 150	General Psychology
ENG 111	Writing and Inquiry

2. Hold a current, unrestricted license to practice as a Licensed Practical Nurse. A copy of this license is to be reviewed by the LPN-ADN Option Coordinator. The student must maintain an unrestricted license as a Licensed Practical Nurse while enrolled in the Option program.

3. Have a minimum of one year of full time clinical practice experience. This experience must be within three years immediately preceding admission to the Option program. Verification of this requirement will be met via submission of a letter by the employer(s) who can verify one year of full time clinical practice experience.

LPN-ADN Option applicants are accepted for enrollment in Spring Semester in NUR 112, 113 and 212AB. Upon meeting all admission criteria and acceptance into the LPN-A.D.N. option, credit will be granted by valuation for 8 semester hours for NUR 111 and will allow students to continue the sequence of courses in the ADN curriculum

Number of Applicants per Program

The approximate number of applicants annually accepted for each program is as follows:

ADN - 40*
 LPN-ADN Option - 10*
 PN - 24

*The maximum number of students enrolled in both the ADN and LPN-ADN Option, including both first and second year students, cannot exceed eighty (80) at any one time. Each year this total number may be a variance between the two programs according to the applicant demand, the attrition rate and resources available to College of The Albemarle.

Pre-Admission Meeting

After meeting the minimum qualifications for admission to the specific nursing program, applicants will be notified of a pre-admission meeting with the nursing faculty.

The purpose of the pre-admission meeting is to inform prospective nursing applicants about the nursing program and answer questions or concerns of the applicants. During the meeting applicants may be requested to validate the accuracy of the compiled academic data on their Admissions Summary Sheet for ranking purposes.

The pre-admission meeting is mandatory. Applicants failing to report at the scheduled time for the pre-admission meeting will have their names withdrawn from consideration unless they have previously received a waiver from the Program's Coordinator.

Competitive Ranking

All students who have met all the required academic and testing criteria, have a complete Nursing Program application on file, have attended the pre-admission meeting, and have validated the accuracy of the compiled academic data will be ranked based on a numerically objective and weighted ranking system if there are more applicants than allotted slots. This system is utilized to determine the most qualified students based on their performance on the TEAS (40%), college or high school cumulative GPA (20%), and points awarded for courses completed in the ADN nursing curriculum schema, previously earned degree(s), and health related work experience (40%).

Information Shared During Pre-Admission Meeting

(Held in Spring Semester for ADN and PN, and in Fall Semester for LPN-ADN Option Students)

- Question/Answer Session on Admission Requirements/Process/Competitive ranking
- Applicant reviews/validates individual admission data as related to placement test scores, GPA, and academic performance.
- Applicant's readiness for nursing program
- Contingencies related to acceptance status:
Completed Student Health Form,
CPR Training for the Health Care Providers and
Nurse Aide I Certification (ADN only)
- Program Content for required Nursing Program Orientation Meeting
- Master Curriculum Plan for Program
- Criteria for progression as related to academic courses in Nursing Program
- Clinical Facilities utilized (travel involved)
- Criminal background check and/or drug testing required by clinical agencies

Notification of Admission Status

The qualified applicants seen by nursing faculty during the pre-admission meeting are notified by the Nursing Program regarding their admission status.

C. ADMISSION REQUIREMENTS FOR CONTINGENTLY ACCEPTED APPLICANTS

Final admission into any Nursing Program is contingent on satisfactory completion of the following additional requirements by the **date specified by each program**:

1. **Health Requirements**
 - a. **Physical Health**

Physical health is defined as being free of disabling and contagious disease, being able to perform fine and gross motor skills, being able to

perform normal weight-bearing ambulatory activities as well as abstaining from illegal use of controlled substances or abuse of alcohol or prescribed medication.

Assessment of the physical health of the applicant is made through the use of a physical examination performed by the applicant's physician, physician assistant, or nurse practitioner and required tests as stated on the Student Health Form. If a physical condition threatens to prevent satisfactory performance, the applicant is counseled and referred to an appropriate professional.

See also Section D, "Americans with Disabilities Act."

b. Emotional Health

Emotional health is defined as reacting appropriately to stressful situations, coping with every day environmental stresses with little difficulty, using healthy coping mechanisms, and understanding one's own ability to cope with stressful situations.

Assessment of the emotional health of an applicant is made through the use of physical examinations, personal conferences, references, letters from mental health care providers if intensive therapy is in progress or has occurred, and psychological evaluations if necessary.

See also Section D, "Americans with Disabilities Act."

c. Health Problems and Admission

An applicant who has had an existing problem(s) (physical or emotional) must provide certification from a physician that the condition(s) is/are stable and the student is able to participate fully in the program. A plan of treatment for said condition(s) is to be in the applicant's file in the Nursing Programs Office.

See also Section D, "Americans with Disabilities Act."

d. Immunizations and Health Requirements

Each individual is required to complete the immunization section of the Student Health Form prior to registration in the nursing program. Immunization requirements are subject to change as a result of any clinical agency's policy revisions.

It is the ongoing responsibility of the student to monitor and comply with immunization and health requirements. Failure to do so will result in the student's inability to participate in clinical rotations and meet the requirements of the nursing program.

e. Hepatitis Status

Each individual will receive a "Hepatitis Status" form at the Nursing Orientation Session. These forms must be completed and returned by the designated date. Hepatitis vaccines are required unless a medical condition, as confirmed by a physician, prevents the applicant from receiving the vaccine. Students must provide documentation that he/she has received the initial dose of the hepatitis vaccine series prior to enrollment in any nursing program.

2. Uniforms

Applicants are given information and requirements regarding uniforms at the Orientation Session. Each applicant is responsible for purchasing the required uniforms by the designated date.

3. Basic Cardiac Life Support

Prior to initial registration of nursing courses, all students are required to show proof of current training in Basic Cardiac Life Support. Current equivalent training includes:

American Heart Association - BLS Provider

Each student must maintain current training throughout their educational experience.

4. Liability Insurance

Each student is required to have Liability insurance. Practical Nursing and ADN students are enrolled in a group policy through Seabury & Smith Insurance Company with the premium being paid by the applicant to the Business Office when Fall Semester tuition and fees are collected. Applicants, including LPN-ADN Option students, who enter the program after Fall Semester must pay their insurance to the business office prior to enrollment in a clinical nursing course.

5. Nursing Programs' Orientation Session

Attendance is **required** at the nursing programs' orientation session. If an applicant cannot be present due to extenuating circumstances, a wavier must be obtained from the Programs' Coordinator **prior** to the orientation session.

6. Bloodborne Pathogens

Each student will receive access to the Nursing Program's Exposure Control Plan on Bloodborne Pathogens at the nursing programs' orientation session. Each student will sign a statement reflecting that they have received and understand the Bloodborne Pathogen Exposure Control Plan. This statement will be filed in the student's folder located in the nursing programs office. Each student will attend an annual training session on bloodborne pathogens. For incoming students as well as second year students, this will be incorporated as part of the nursing programs' orientation session. Documentation of attendance is required. Nursing students are listed in Classification I by OSHA regulations.

7. ADN and PN Program – Nurse Aide I

Admission into the ADN and PN program will be contingent upon successful completion of Nurse Aide I by the designated date specified prior to first year fall semester classes. In addition, the applicant must be listed on the Nurse Aide Registry with no pending investigation or substantiated findings. These requirements are waived for those applicants who hold an active unrestricted license as a practical nurse.

8. Criminal Background Check and Drug Screen

ADN and PN students must successfully complete rotations at clinical sites as part of their program requirements. ADN and PN students will be required by clinical sites to have criminal background checks and drug screens prior to clinical rotations. By applying for admission to any nursing program, a student consents to drug and alcohol screening and criminal background checks and sex offender checks as required by the contracted clinical affiliate and may be responsible for payment. A written consent form must be signed by each student prior to the performance of a background check and drug screen. Information obtained within the criminal background check and sex offender check will be provided to any hospital or other clinical facility prior to clinical rotations upon request. **COA does not guarantee the admission of any student to any clinical facility or clinical site. A student's acceptance, participation and continuation at any clinical site is subject at all times to the approval and consent of the clinical site. Students must be able to attend and progress in the assigned clinical facility for each course. Alternate assignments will not be made because of inability to progress in an assigned clinical setting.**

For these reasons, all nursing students must understand that it is critical that they comply with all policies and procedures of these clinical sites and that they must satisfactorily perform and conduct themselves at any clinical site at all times. Students are under a continuing obligation to supplement the information provided to COA and any clinical facility concerning background checks, criminal histories or convictions or any other background information. Failure to promptly provide updated or corrected information may be cause for removal from a clinical facility or clinical site and/or from the nursing program.

SUMMARY

Contingently Accepted Applicants Complete And Return By Designated Date:

- Student Medical Form, Immunizations and Health Screening requirements
- Hepatitis Status Form
- CPR Training for the Healthcare Provider Documentation
- Liability Insurance Payment to Business Office
- Student's Contractual Agreement regarding Nursing Programs' Student Handbook and Exposure Control Plan for Bloodborne Pathogens
- Nurse Aide I Verification

NOTE: Orientation Session Is Required Of Contingently Accepted Applicants.

ORIENTATION SESSION AGENDA

- Nursing Student Handbook
- Nursing Program Philosophy
- Nursing Programs' Bloodborne Pathogen Manual and Training
- College's optional Accident Insurance Plan
- Information on required liability insurance for nursing students
- Financial Aid information

- Information and instructions for uniform ordering
- Physical and emotional standards as defined by the Nursing Program and as related to ADA (American Disabilities Act)
- Registration for fall semester classes
- Information on Criminal Background Check, Sex Offender Check and Drug Screen.
- Orientation to Student Resources/Support
- HIPAA Regulations
- Customer Service and Professional Behavior
- Master Curriculum Plan
- Test taking strategies
- Math Competency and Resources

After All Contingencies Have Been Met, Nursing Applicant Is Notified That He/She Is Eligible To Register For Nursing Courses:

- All above requirements/processes must be completed by the designated date. The Program Coordinator of each program is responsible for validating that all requirements have been met and for notifying the nursing applicants that all contingencies have been met and that he/she is eligible for registration and enrollment.

Enrollment In First Nursing Course:

- Nursing applicants attend first class session of first nursing course to certify their enrollment and have their attendance validated by Faculty's Attendance Form.

D. AMERICANS WITH DISABILITIES ACT

The Nursing Programs comply with the provisions contained in the 1990 Americans with Disabilities Act.

North Carolina's Nurse Practice Act (July 2003) defines nursing as "...a dynamic discipline which includes the assessing, caring, counseling, teaching, referring and implementing of prescribed treatment in the maintenance of health, prevention and management of illness, injury, disability or the achievement of a dignified death. It is ministering to, assisting, and sustained, vigilant, and continuous care of those acutely or chronically ill; supervising patients during convalescence and rehabilitation; the supportive and restorative care given to maintain the optimum health level of individuals, groups, and communities; the supervision, teaching, and evaluation of those who perform or are preparing to perform these functions; and the administration of nursing programs and nursing services."

The practice of nursing involves cognitive, sensory, affective, and psychomotor performance requirements. Therefore, the essential eligibility requirements for participants in a nursing education program shall include the following physical and emotional standards.

Physical and Emotional Standards

Nursing students must possess and be able to demonstrate the following:

1. Critical Thinking: Critical thinking ability sufficient for clinical judgment. For example, a student must be able to identify cause-effect relationships in clinical situations; collect and analyze data to aid in problem solving; and develop or participate in the development of nursing care plans.

2. Interpersonal Skills: Interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural and intellectual backgrounds. For example, student shall establish rapport with patients and health care team members.
3. Communication Skills: Communication abilities sufficient to enable clear and professional interaction with others in verbal and written form. For example, explain treatment procedures; initiate health teaching; document and interpret nursing actions and patient responses.
4. Mobility: Physical abilities sufficient to move with appropriate speed from room to room; to maneuver in small spaces; to bend, stoop, kneel, squat; to stand and walk for extended periods of time; and sufficient balance to enable carrying various items when walking. For example, frequent trips from work station to patients' rooms, treatment areas.
5. Motor Skills: Gross and fine motor abilities sufficient to provide safe and effective nursing care. For example, calibrate and use equipment, document care, position and move patients, administer cardiopulmonary resuscitation procedures, and perform skill procedures.
6. Hearing: Auditory ability sufficient to monitor and assess health needs. For example, hear monitor alarms, emergency signals, auscultatory sounds, and cries for help.
7. Visual: Visual ability sufficient for observation and assessment necessary in nursing care. For example, observe patient responses, assess specimen or skin color, read charts and monitors.
8. Tactile: Tactile ability sufficient for physical assessment. For example, perform palpation, functions of physical examination and/or those related to therapeutic intervention, insertions of catheters, and taking pulses.
9. Weight-bearing: Ability to lift and manipulate/move 50 pounds frequently throughout a shift and be able to accomplish common health occupation functions such as move, position, and lift patients. For example, position and transfer patients and move equipment.
10. Cognitive Abilities: Ability to be consistently oriented to time, place, and person; organize responsibilities and make decisions. For example, student shall assess patient complaints, provide prioritized patient care, and implement appropriate plans.

The above examples are illustrative only and are not all inclusive!

If a nursing student or applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the student should confer directly with the Program Coordinator to determine whether or not any additional accommodations can be provided and whether such accommodations are feasible. Students needing any form of accommodation are expected to engage in an interactive process with the Program Coordinator, and any other administrative officials, to determine what modifications or accommodations may be reasonable and appropriate. Please refer to the College catalog for specific information.

E. SPECIAL ADMISSION CIRCUMSTANCES

1. Re-admission

Readmission applicant for the A.D.N. program is defined as any individual who previously withdrew or was dismissed from any type of licensure nursing program (A.D.N., B.S.N., Diploma, or P.N.). Readmission applicant for the P.N. program is defined as any individual who previously withdrew or was dismissed from any practical nursing program.

The opportunity to be considered for re-admission to the ADN and PN programs is very limited. Re-admission is limited to one time to any nursing program. Programs are not required to accept any readmission applicants and the numbers of slots, if any, filled by readmitted students is at the Program Coordinator's discretion each semester. For the ADN and LPN/ADN Option programs, the maximum number of re-admission students shall not exceed 10 percent (10%) of the maximum Associate Degree Nursing program enrollment. For the PN program the maximum number of re-admission students shall not exceed 12.5% of the Practical Nursing maximum class enrollment.

Readmission applicants are considered separately and on an individual basis. Applicants seeking re-admission will be considered on a space available basis, as well as other multiple considerations, with the final decision for readmission at the discretion of the nursing Program Coordinator.

Any former student from COA's nursing programs or any other nursing program desiring re-admission to the ADN, LPN-ADN Option or PN program must complete the following items that will be used in consideration of their re-admission application:

- a. Meet the current admission fact sheet requirements and procedures required of all nursing applicants by the designated date.
- b. Submit a detailed, professionally written letter with their application to the Program Coordinator stating:
 - the reasons for previous withdrawal or dismissal from the program;
 - the reasons he/she desires to be re-admitted;
 - the circumstances that have changed to indicate that the applicant would successfully complete his/her nursing education at this time.
- c. Applicants seeking re-admission will be required to:
 - Have a conference with Program Coordinator on request.
 - Demonstrate competency of certain knowledge, skills, and medication calculations appropriate for the point of re-entry to the program at the Program Coordinator's request.

Any applicant not enrolled in the nursing program within two years from the time of withdrawal/dismissal will have to repeat all nursing courses. Those seeking re-admission within the two-year period will discuss their point of entry in the nursing curriculum with the nursing faculty of the appropriate program. Re-admission students must complete the same admission requirements of contingently accepted applicants into any nursing program prior to registration. Refer to "Admission Requirements of Contingently Accepted Applicants."

2. Advanced Placement for Applicant Seeking Admission to Practical Nursing

Those COA students previously enrolled in nursing courses in either the ADN or PN Program and who have completed one or more semesters of nursing with a minimum grade of C may be considered for advanced placement in the Practical Nursing Program on a space available basis. Any individual desiring advanced placement in the PN Program must follow the procedure as outlined for re-admission. Acceptance will be based on multiple considerations with the final decision for advanced placement admission at the discretion of the nursing

program coordinator.

The applicant seeking advance placement must have a minimum grade point average of 2.0 prior to advanced entry and must have been enrolled in a nursing program (ADN or PN) within 2 years immediately preceding advanced placement.

3. Transfer of Credit

Any individual desiring to transfer to either the ADN or PN program must:

- a. Follow the same procedure required by the COA for all transfer students as outlined in the COA catalog.
- b. Meet the same admission criteria required of all nursing students of the specific nursing program.
- c. Request the following items from his/her former school of nursing and have them mailed to the appropriate Program Coordinator:
 - course outlines of those nursing courses for which one is seeking to receive transfer credit,
 - scores from any National League for Nursing Achievement Tests, or other standardized tests taken at former schools,
 - letter of recommendation from clinical instructor who most recently supervised applicant.
- d. Have been enrolled in a nursing program within two years immediately preceding transfer to COA's ADN or PN program.
- e. Satisfy the COA resident requirement by completing at COA a minimum of twenty-five percent of the credit hours for a degree.

Transfer credit for nursing courses is granted only in the following instances:

- Space available to accommodate the applicant.
- The Program Coordinator for ADN or PN Program, in consultation with appropriate faculty, recommends acceptance of the specific nursing course(s).
- Final course grade in any nursing course(s) is 80 or C or better.
- Final course grade in required non-nursing courses is C or better.

SPECIAL ADMISSION CIRCUMSTANCES – “DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)” AND “UNDOCUMENTED IMMIGRANT” STUDENTS

COA Health Sciences and Wellness programs will allow the admission of students with DACA classification. However, DACA students should be aware of the following:

- a. Neither federal law, nor North Carolina law permits individuals with DACA classification to receive professional licenses. See 8 U.S.C. § 1621(a) and (c)(1)(A). Ability to obtain other certifications may also be limited.
- b. It is the current position of the State Residence Committee that individuals with DACA classification do not have the capacity to receive in-state tuition.

COA Health Sciences programs will allow the admission of students with “undocumented

immigrant" classification. However, undocumented immigrant students should be aware of the following:

- a. For the purposes of this Section, "undocumented immigrant" means any immigrant who is not lawfully present in the United States.
- b. An undocumented immigrant admitted shall not be considered a North Carolina resident for tuition purposes.
- c. Federal law prohibits states from granting professional licenses to undocumented immigrants. Ability to obtain other certifications may also be limited.
- d. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

VI. PROGRESSION

A. COLLEGE ADVISEMENT SYSTEM

The Vice President of Student Success and Enrollment Management is responsible for assigning curriculum students to full-time faculty members for academic advisement. Advisors are responsible for working with their advisees as needed during registration periods, posted office hours, and by appointment. Specifically, advisors are responsible for assisting students with registration functions, dropping/adding, withdrawing, as well as for graduation and transfer planning, in addition to other related tasks.

Students are encouraged to discuss their course selections and educational plans with advisors. It is the responsibility of the student to know the Program requirements and to register for these classes each semester. It is the ultimate responsibility of the student who plans to transfer to a four-year institution to know the program requirements and the graduation requirements of the senior institution.

B. ACADEMIC

1. Sequence of Courses

All courses required in each nursing program must be taken in the sequence outlined in the particular nursing curriculum. General education courses may be taken prior to enrollment in the nursing courses. In order to progress to the next semester's course, the student must successfully complete (1) each nursing course with a final grade of 80 or better, (2) each general education course with a final letter grade of "C" or better, and (3) must maintain a minimum cumulative grade point average (GPA) of 2.0 each semester.

2. Grading System for Nursing Courses - The following grading system will be used for all courses with the prefix of NUR:

<u>Letter</u>	<u>Numerical Equivalent</u>	<u>Quality Points Per Quality Hour</u>
A	100-93	4
B	92-86	3
C	85-80	2
D	79-70	1
F	69-Below	0
I	Incomplete	
W	Withdrawal	
A	Audit	

A nursing course may include different areas of instruction and evaluation -classroom,

lab, and clinical. Students receive one grade for their performance in the total course. The classroom grade is in numerical terms while the lab and clinical grades are summatively evaluated as satisfactory or unsatisfactory. A student must be evaluated as satisfactory in lab and clinical in order to pass the course. The minimum acceptable passing grade for classroom work is 80 or C; for lab or clinical, the acceptable passing grade is satisfactory. When the student earns a satisfactory clinical grade, the classroom grade is the student's final course grade. When the student earns an unsatisfactory clinical grade, the final course grade is automatically F.

3. Clinical Evaluation Form

For each nursing course with a clinical component, a specific clinical competency evaluation form has been developed. Each student will receive a copy of the evaluation form as part of the course syllabus or prior to his/her first clinical assignment. It is the student's responsibility to read the evaluation form. If any part of the evaluation form is unclear, the student should seek clarification from the Clinical Instructor. The clinical evaluation form will be completed by the student as well as the Clinical Instructor(s) at midterm of the semester's clinical experience and at the end of the semester's clinical experience.

C. LEARNING EXPERIENCES IN NURSING LABS

Students will utilize allotted time for nursing labs to learn specific skills/procedures as well as have observation experiences in clinical settings per the course syllabus. The lab may be utilized for additional learning/practice time. It is to be noted that there will be no invasive procedures performed in the nursing lab. **(Students are not to practice injections or IV insertions on each other.)**

Competency testing of certain skills and medication calculations are required for selective courses and must be successfully completed in order to complete designated courses.

It should also be noted that students may be taught the technique of I.V. push, but, while serving in the role of a nursing student, will only be allowed to do this procedure under the direct supervision of a faculty member. Skills within the scope of practice of the entry level LPN or RN will be taught but may not always be practiced in the clinical setting depending on facility policies.

The nursing computer labs will be utilized for computer assisted instruction as per the course syllabus. Time in this lab may be monitored.

D. ATTENDANCE

The general attendance policy for College of The Albemarle as stated in the College catalog will apply to all courses. Nursing students are expected to meet all scheduled classes, labs, and clinical learning experiences. Excessive absences is defined as in excess of ten percent (10%) of total class hours, ten percent (10%) of total lab hours, or ten percent (10%) of total clinical hours. Excessive absences and tardies in one course or across multiple nursing courses may result in disenrollment from the program. These nursing requirements will be strictly enforced.

Tardy is defined as not being on-site at the beginning but entering within the time of any hour of instructional time. Please see program course syllabi for specific tardiness policies. Excessive absences or habitual tardiness may be cause for dismissal.

If a student knows in advance that he/she will be absent, especially for any type of testing, the instructor is to be notified prior to the absence. Whenever a student is ill and/or absent from class, lab, or clinical, it is the student's responsibility to obtain assignments and materials missed. When a student is unable to attend a clinical session, he/she is to notify the assigned affiliating agency and the instructor per the clinical instructor's guidelines. If a student is absent for any testing, no make up exam will be offered unless the instructor is notified prior to the exam either by phone or email. Make up exams may or may not be the same format as the original exam.

When inclement weather occurs (snow, storms, etc.), students should check the local radio stations, area TV stations, main college switchboard (252-335-0821) or COA Website (www.albemarle.edu) for information about the closing of the College. Individual instructors will discuss with students the procedure to follow when trying to ascertain road conditions for safe travel.

Religious Observance Policy

In compliance with the North Carolina Administrative Code, Title 23, Chapter 2, Sub-Chapter 2C, Section .0213 requirement as authorized by Section 115D of the NC General Statutes, College of The Albemarle will grant any student of the College two excused absences each academic year for religious observances required by the faith of the student. The two excused absences may be taken at any time during the academic year either on separate days or on two consecutive days and must be taken within the absences allowed in the College's approved attendance policy as published in the COA Academic Catalog and specific program handbooks for those students enrolled in a program. Students must submit a "Request to be Excused For Religious Observance Form" to the Vice President of Student Success and Enrollment Management within the first two weeks of the semester in which the absence will occur.

E. HEALTH STATUS

Patient well being, safety and health are the primary concerns of COA and all clinical facilities and clinical sites. Student's who pose a risk to the health, safety or well being of patients or other students, whether due to infectious diseases or otherwise, may be removed from clinical settings. If a student should contract or be a carrier of any infectious disease whether acute, chronic, active or inactive, it is the student's responsibility to report this immediately to the course/clinical instructor. All clinical sites and clinical facilities, as well as COA, reserve the right to require medical verification that a student may participate in a clinical setting without posing a risk to the health, safety or well being of patients, other students or staff.

The College may take a number of steps and precautions at all campuses providing additional information and resources related to COVID 19 for students; implementing additional health and safety protocols; adjusting some facility, physical space and campus operations; and modifying classes and academic delivery as needed.

Students should understand that COVID-19 and other communicable diseases are a public health risk; that COA and clinical facilities cannot guarantee safety or immunity from any infection; and that each student voluntarily assumes all risks associated with participating in health science programs related activities on campus and at clinical facilities, including the risk of exposure or infection with COVID-19 and other infectious diseases.

1. **Physical Health**

As a student progresses through the Nursing Program, if a physical condition threatens to prevent or prevents satisfactory classroom, lab, or clinical performance, the student will be counseled and referred to an appropriate professional. The recommendation of this professional is used in advising the student regarding continued enrollment in the Nursing Program. If the health problem necessitates medical or surgical intervention over a period of time, an individual conference with the course and/or clinical instructor will be held to determine the feasibility of the student being able to meet the course objectives. If it is determined that the student can achieve the objectives, a plan and schedule to accomplish this will be established and agreed to by both parties. Failure on the student's part to complete the plan will result in a "W" in the course.

Whenever such a health problem occurs, the student must have a physician's written documentation as to the problem, the necessary intervention, and the date the student can safely resume his/her activities in the Nursing Program.

2. **Emotional Health**

When emotional conditions prevent satisfactory classroom, lab, or clinical performance, recommendations are made on an individual basis for consultation with the appropriate professional or student support services. The recommendations of this professional together with faculty recommendations will be used in advising the student with regard to continued enrollment in the Nursing Program.

3. **Infectious Disease**

If a student should contact or be a carrier of acute/chronic, active/inactive, infectious disease, it is his/her responsibility to report this immediately to the course/clinical instructor.

4. **Update of Health and Other Requirements**

Students are accountable to monitor and maintain compliance with all health screening requirements. Student records will be assessed for expiration dates of CPR, PPD and necessary Hepatitis vaccines. **Failure to comply with these requirements will result in prohibiting the student to attend any practicum until file is complete.** Students unable to attend practicum due to incomplete health records will be counted as absent for each day of practicum experience missed and are subject to the program attendance policies.

F. **LICENSURE ELIGIBILITY FOR INITIAL N.C. LICENSURE**

The North Carolina Board of Nursing requires all graduates of the School of Nursing who apply to take the National Council Licensure Examination (NCLEX) to undergo a routine criminal background check and submit a complete set of fingerprints with the NCLEX application. The Board may deny licensure based on the criminal history. (North Carolina Board of Nursing NPA 90-171.48) Students are at all times responsible for determining and maintaining their own eligibility for taking the NCLEX.

VII. NON PROGRESSION

A. WITHDRAWAL

If a student, for any reason, desires to withdraw from the Program, he/she is expected to follow the procedure outlined below in order to maintain a complete academic record:

1. Confer with the course instructor and complete the Drop/Add Form.
2. Turn in their COA ADN/PN I.D. and COA I.D., if applicable.
3. Submit a letter of resignation to the Program Coordinator stating the reason(s) for withdrawal.
4. Complete the necessary withdrawal forms with the aid of the Health Science Admission and Retention Coordinator or Nursing Program Coordinator.
5. Confer with Director of Financial Aid, if applicable.

B. DISMISSAL

The Nursing Faculty reserves the right to recommend the dismissal of a student from the Nursing Program. The Program Coordinator has the right, authority, and responsibility to make a decision on such a recommendation.

Causes for Dismissal

The COA Policy on Student Code of Conduct and the student disciplinary procedure set forth in the COA Catalog shall apply to all students in the nursing programs. The following reasons, though not intended to be all-inclusive, also constitute cause for a student to be dismissed from any Nursing Program.

1. **Failure to meet the academic standards as set forth in the COA Catalog and the Nursing Student Handbook.**
2. **Health problems and disabling conditions.** A student's physical and emotional health is discussed at faculty-student conferences. It should be noted that health problems which result in excessive absences or non-completion of classroom, lab or clinical competencies may be grounds for dismissal from the Program. It is the philosophy of the Nursing faculty that a student's personal health has priority over one's educational program. A student should not continue in the program at the expense of endangering one's health.
3. **Excessive absences or habitual tardiness.**
4. **Student performance in the clinical setting which (1) indicates difficulty in making clinical judgment or (2) conflicts with patient safety essential to safe nursing practice.** Such behavior is defined as a failure to assess or act appropriately on information other students at the same level would recognize as important to patient health and safety. Any student who requires an inordinate amount of an instructor's time in the clinical setting because of safety concerns related to poor judgment, poor decision-making skills, or safety violations will be subject to dismissal from the Program.

- 5. Intentional Falsification of information in any form—verbal, non-verbal, or written.** Any student who submits false, misleading, incorrect, and/or incomplete information as part of the Nursing Program Admission Process or while enrolled in the program may be dismissed from the program.
- 6. Cheating.** It is expected that all nursing students will be honest in their dealing with members of the faculty and staff at COA, their peers as well as with staff members and patients at all clinical facilities. Students are expected to report any observed instances of dishonestly to the instructor. Failure to do so makes the observer morally as guilty as the one who is cheating. Any instructor who discovers possible cheating or to whom it is reported will ensure that the matter is fully investigated. If after careful consideration of all evidence the instructor documents that cheating has occurred, the evidence will be presented to the Program Coordinator who will meet with all parties involved.

 - Cheating in any form as designated by the college Academic Integrity Policy will not be tolerated and could result in automatic, immediate dismissal from the program and the student will receive a grade of “F” for the course grade.
 - Students that are discovered sharing information or passing notes during any testing situation will be found guilty of cheating.
 - Students who are found in possession of any information on test content in advance of all students taking the test, during a test administration, or during/after a test review may be found guilty of cheating.
- 7. Plagiarism.** Plagiarism is the use of someone else’s words, writings, thoughts, or ideas without giving proper credit. Taking a section of a book or a magazine article and copying it essentially word for word without giving proper credit to the author is one example of plagiarism. The instructor who detects a first instance of plagiarism will review with the student the circumstances which constitute plagiarism. The student will be required to re-submit the work to receive credit and the student’s grad will be adjusted accordingly. A second instance of plagiarism during any period of the Nursing Program will be considered cheating and treated as such. **Refer to Policy as printed in the College Catalog on Plagiarism and Cheating.**
- 8. Infraction of health agency policies while on affiliation in that agency.** Each student is to review a copy of the Contractual Agreement between the College and the clinical agency as well as the policy regulations and rules of the affiliating clinical agency at the beginning of the course. It is the student’s responsibility to understand and abide by these policies.
- 9. Violation of the patient’s right to confidentiality.** The nursing student is legally (Privilege Doctrine and HIPAA Regulations) and ethically (Nurse’s Code of Ethics) obligated to maintain confidentiality regarding any information concerning a patient’s illness or treatment which is obtained in the normal course of his/her professional duties. No patient information is to be revealed without the patient’s permission. It is appropriate to discuss patient condition/nursing care in a learning situation such as instructor/student conference with the understanding that said discussion will not be repeated outside of the conference setting. The student will recognize that improper use of and/or disclosure of protected health information may result in disciplinary action, up to and including dismissal from the program.
- 10. Negligent acts resulting in harm to patient.**

11. Drug/Alcohol Use. The substance abuse policy set forth in COA's Policy and Procedure Manual shall apply.

- (a) The presence, purchase, sale, consumption or use, and/or being under the influence of alcoholic beverage or controlled substances (except when used in strict compliance with the prescription) is strictly forbidden on campus, at campus sponsored functions, at clinical laboratory experiences or any time while in the COA Program uniform. Violations of the chemical abuse policy of the Program will render a student subject to disciplinary action including immediate dismissal from the Program with a grade of "F" and removal from all Program courses.
- (b) Any student who diverts any controlled substance from a clinical facility will be dismissed from the Nursing Program and may face criminal prosecution.
- (c) Any student whose behavior or appearance provides reasonable suspicion that the student is under the influence of alcohol or non-prescribed controlled substances, any chemical that alters cognitive functions, and/or is abusing prescribed medications in violation of subparagraph (a) of this section—may be required to submit to a breath analysis, saliva tests, urinalysis, or blood analysis. Nursing faculty may make the determination that reasonable suspicion exists. Refusal to offer the required sample will be grounds for disciplinary action up to and including dismissal from the program. A positive test indicating use or being under the influence during class, labs, meetings or clinical rotations of controlled substances, mind altering chemical or alcoholic beverages will be grounds for dismissal from the Program and all Program courses.

The Dismissal Process

Any student who is recommended for dismissal from the Nursing Program will have a conference with the Instructor to discuss the reason(s) for the dismissal. Then the student, the Instructor, and the Program Coordinator will discuss the reasons(s) for the dismissal. The student will receive a letter stating the reason(s) for dismissal.

Students dismissed from the program related to item number 1 will receive the grade as earned per the course syllabus and program academic policies. Dismissal from the course will take effect immediately and the student will not be allowed to return to class, lab or clinical for that course. If a student is enrolled in multiple program courses within the same semester, the student will be allowed to complete any other program courses specific to progression within the program that they are enrolled in for the same semester, and then will be dismissed from the program at the end of that semester.

Students dismissed from the program related to item number 2 will receive a grade of "W." The program dismissal will take effect immediately and the student will not be allowed to return to class, lab or clinical and will be immediately withdrawn from all program courses specific to progression within the program.

Students dismissed from the program related to item number 3 will receive a final course grade of "F"; and the dismissal from the course will take effect immediately and the student will not be allowed to return to class, lab or clinical for that course. If a student is enrolled in multiple program courses within the same semester, the student will be allowed to complete any other program courses specific to progression within the program that they are enrolled in for the same semester, and then will be dismissed from the program at the end of that semester.

Students dismissed from the program related to items numbered 4, 5, 6, 7, 8, 9, 10 and 11, involving a program course will receive a final course grade of “F”; and the program dismissal will take effect immediately. The student will not be allowed to return to class, lab or clinical for any program courses and will be immediately withdrawn from all other program courses specific to progression within the program.

Any student dismissed from a nursing program for the above reasons with the exception of 1, 2, and 3 is not encouraged to apply for readmission to the program.

C. APPEALS PROCESS

The Grade Appeal policy set forth in the COA Catalog shall apply to all students in the nursing programs. Students dismissed from the program related to items 1,2,3, and 4 shall have the right to appeal his/her grade and dismissal from the program as provided in the Grade Appeal procedure set forth in the COA Policy on Grading, Grade reporting, and Grade Appeal. The COA Policy on Student Code of Conduct and the student disciplinary procedure set forth in the COA Catalog shall apply to all students in the nursing programs. Students dismissed from the program related to items 5,6,7,8,9,10, and 11, shall have the right to appeal his/her suspension or removal from the program as provided in the disciplinary appeals procedure set forth in the COA Policy on Student Code of Conduct.

VIII. GRADUATION

A. GRADUATION REQUIREMENTS

A student is subject to the graduation requirements of COA. In addition, nursing students must:

1. progress satisfactorily through the Nursing curriculum as defined in the Progression Policy;
2. maintain a minimum grade point average of 2.0 and earn a grade of "C" or better in all the required courses of the curriculum in which they are graduating;
3. demonstrate physical and emotional health which underscores their ability to provide safe nursing care to the public.

B. APPLICATION FOR NCLEX AND LICENSURE

Upon satisfactory completion of all courses in the Nursing curriculum and verification by the Program's Coordinator, the student is eligible to complete an application for the National Council Licensure Examination (NCLEX-RN for Associate Degree graduates and NCLEX-PN for Practical Nursing graduates).

The requirements of the NCLEX application and North Carolina licensure include the following:

1. Photograph, as specified in the application
2. The specified fees
3. Notarization of Application for Licensure by Examination
1. Finger prints
2. SBI and FBI Criminal background checks
3. NCLEX Examination Registration Form

Applications, information and/or forms for the student desiring licensure in North Carolina are available from the Program's Coordinator. A student who desires licensure in any other state has the responsibility of contacting the Board of Nursing in that particular state for the appropriate forms.

IX. GENERAL POLICY INFORMATION

General Guidelines

The following guidelines for professional behavior are required of nursing students. Students should be constantly aware that they represent the health science program and the College to the public when dressed in the COA program uniform and that they will be viewed by the College, by other professionals, and by the public in general as representatives of COA. Therefore, students are charged with portraying a positive image of health science and wellness occupations and the college. The COA health science program and the College reserve the right to dismiss any student whose on or off campus behavior violates any of COA's rules or policies governing expected conduct of students including those prohibiting any student from engaging in any criminal conduct; any conduct or behavior prohibited by COA policy; or any other conduct or behavior particularly while dressed in uniform or otherwise while representing COA that tends to portray the student, the program or COA in a negative fashion or otherwise tends to cause harm to the reputation of the program or COA.

Failure to follow these guidelines may result in an unsatisfactory grade in classroom, lab, and/or clinical evaluation and consequently in dismissal from the Nursing Program.

A. NURSING STUDENT'S PROFESSIONAL BEHAVIOR

Each nursing student must:

- Comply with
 - a. North Carolina Nursing Practice Act and/or Virginia Nurse Practice Act
 - b. Policies of the clinical facility as stated in current Policies and Procedures Manual
 - c. Patient's Bills of Rights
 - d. ANA Code of Ethics/National Association for Practical Nurse Education and Science Code of Ethics
 - e. Contractual Agreement between COA and Clinical Facility
- Report patient situations accurately, regardless of reflection upon self or others. If situation requires agency occurrence report or the equivalent, student will complete report according to agency policy
- Ask for supervision and assistance when needed
- Interact professionally, courteously, and respectfully with faculty, peers, health team members, patients, and family member
- Address patients, family members, health team members, instructors and staff by Dr., Mr., Mrs., Ms. and Miss and the surname unless otherwise directed.
- Demonstrate self-confidence in administering patient care
- Utilize time efficiently and constructively
- Display initiative and self-motivation

- Attend and participate in post-conferences
- Perform self evaluation regarding attainment of course objectives
- Complete all written work on time
- Demonstrate punctuality for class, lab, and clinical
- Maintain a reliable means of communication and transportation, valid telephone number and email address via the COA MyCourses account.
- Check their COA email account regularly Monday-Friday during each semester enrolled.
- Refrain from using social networking, text messaging or other electronic media for posting insulting, disparaging or inflammatory comments regarding COA, the AND program, any member of the COA campus community or affiliated internship sites and their employees. Criticisms of or concerns regarding these issues should be expressed through the COA chain of command so that the concerns may be addressed, and not in a manner which could disrupt the clinical program or operations at practicum sites. Students are also prohibited from disclosing confidential information through such media or from discussing confidential information in any other manner that may reach third parties outside of COA staff or clinical site personnel.

COA Health Sciences and Wellness Programs Social Media Policy does not allow students in clinical/practicum/internship related activities to post ANY pictures or information depicting or while engaged in activities relating to hospital, practicum, and/or internship activities, facilities, staff, volunteers and/or patients without express, written consent from the College and the facility. This includes, but is not limited to, “selfies” taken while at these facilities and social media posts about facility events or staff.

Such actions have the tendency to disrupt program activities, to portray the student and COA staff in a negative and/or unprofessional light, to potentially violate the rights of facility staff, volunteers or patients, and to otherwise negatively impact COA’s programs and reputation.

B. CLASSROOM/CLINICAL BEHAVIORS

- Each nursing student will demonstrate appropriate behavior in regard to faculty and fellow students in the classroom/clinical setting.
- Students are expected to be on time and appropriately prepared for class/clinical. Students are required to arrive to clinical with patient research complete. It is not permissible for students to come early the day of clinical to retrieve their patient information. Students should obtain patient information the day before clinical, unless otherwise instructed.
- Students are expected to adhere to the College's Drug-Free and Smoke-Free Environment Policies and Student Code of Conduct. No smoking, use of tobacco, use

or purchase of alcohol, drug consumption, or other violations of the College Student Code of Conduct are allowed in college vans, campus buildings, campus parking lots, or in or on the grounds of clinical facilities or any time while in a COA health science program uniform.

Students may not buy, sell or consume alcoholic beverages or illicit drugs while in a COA nursing uniform (including street clothes while in facilities) or lab coat. Violation of this alcohol/drug policy will result in disciplinary action up to and including a grade of unsatisfactory in clinical, consequently an "F" in the nursing course, and immediate dismissal from the Program and all program courses.

Students may not smoke while in a COA nursing uniform (including street clothes while in facilities) or lab coat. The smell of smoke on a student uniform will be considered unprofessional in the clinical setting and a "noxious odor". The student will be removed from the clinical setting until they are able to return without the odor as determined by the clinical instructor. Any missed time will count under the attendance policy as absent clinical time for the course. Repeated violations of this policy may result in disciplinary action up to and including clinical failure and dismissal from the clinical site, and/or consequently dismissal from the program.

- Any information learned about a patient is considered confidential. There will be no discussion of clinical experiences in public places (elevators, stairs, cafeteria, hallways, etc.) or through any social media. Discussion should occur only in clinical conferences or in private conversations with instructor and/or fellow students. Students are not to make copies of any part of patients' records nor be in possession of copies of any part of patients' records. Violation of this confidentiality policy may result in a grade of unsatisfactory in clinical, consequently an "F" in the nursing course, and dismissal from the Program.
- If a violation of confidentiality is discovered after completion of a course, the student is subject to dismissal from the Program.
- A student who is responsible for an act of negligence or deviation from expected performance in the clinical area will complete an agency report per agency policy. At the discretion of the faculty member, the student will meet with the Clinical Instructor and the Program's Coordinator to discuss this area of concern and the student's retention in the program. The nursing faculty member is to submit a written descriptive memo regarding such an incident to the Program's Coordinator, Department Chair, and Division Chair.
- When at all possible, a student will not be assigned to the same unit in the clinical agency where he/she is or has been an employee.
- Students shall not make or receive any personal phone calls while on duty in a clinical facility unless it is an absolute emergency and the instructor has given permission. No texting or social networking access should occur while on duty at a clinical site. Use of cell phones or other electronic devices (such as audio or video recorders, pagers, Blackberries, etc) is not allowed in the classroom during testing or test reviews, and all such devices are to be turned off during class, lab, and clinical.
- Students should refrain from wearing perfume or heavily scented products, such as after shave, lotions, cologne or hair spray while in uniform and/or on duty in clinical facility.

- Outside visitors are not to visit with students during scheduled clinical experiences.
- Students are not to leave the clinical unit unless the instructor has been notified and consent has been given. Prior to leaving the floor, students are to report to the assigned staff nurse.
- Use of personal recording devices to record lectures in class, lab or clinical is prohibited. Students with documented accommodations that request recording capability must meet with the nursing department to determine appropriate means and parameters of making recordings.

C. PERSONAL APPEARANCE - DRESS CODE

Nursing students are expected to be examples of healthy persons. This includes being clean and well-groomed, particularly when assigned to the clinical area. Good personal hygiene must be practiced. It is required that all students wear the appropriate Nursing Program uniform when reporting to their clinical assignment unless otherwise directed.

When obtaining assignments, nursing students are to wear the uniform polo shirt with khaki pants or uniform scrub pants and lab coat. Visible photo identification badge above the waist must be worn. Students are to wear closed toe shoes to all clinical agencies.

It should be noted that the student's dress code may vary according to the clinical assignment. While assigned to a mental health agency, the student will follow the dress policies of that agency. Nursing students are to wear uniform polo shirt with jeans, khaki pants or uniform scrub pants and lab coat to all on campus labs. Students are to wear closed toe shoes to all campus labs. Students will have his/her hair clean and pulled back away from the face and styled in such a manner that will prevent hair from falling forward.

Clinical/lab attire will be addressed in each clinical course.

Each student is required to have the school's designated uniform the first clinical day or as designated by the program coordinator. The uniform must be neat, clean, well-pressed/ironed and well fitted throughout the student's participation in the program. Uniforms and physical appearance must meet the guidelines developed by the Program faculty and worn properly at all times while in uniform. Students will not be allowed to deliver patient care if the uniform guidelines are not met and any missed time from clinical will count as attendance hours missed.

The COA health program uniform may only be worn when engaged in the role of a COA program student for an approved program activity. Students shall not visit units in assigned or unassigned health care agencies in a visitor role while wearing the nursing student uniform. Students should not wear the uniform in public places such as grocery stores, malls, etc. either before, during, or after clinical experiences.

The College Student Code of Conduct applies to students at all times they are in a COA uniform – whether on or off campus; and whether or not they are actively engaged in a college sponsored event.

While in uniform the student will:

- Have his/her hair clean and pulled back away from the face and styled in such a manner that will prevent hair from falling forward. Beards, mustaches, and sideburns are to be neatly trimmed and groomed.
- Wear clean, polished white shoes and white above the ankle socks.
- Limit visible jewelry to a single pair of post-earrings in ear lobes only, one nurse's watch and one smooth surface ring on either left or right third finger. Ear gauges are not acceptable in the clinical setting.
- Have clean, short, manicured fingernails; only natural polish may be worn, if desired; artificial nails are prohibited.
- Wear only white lab coat or lab jacket with uniform in the clinical area.
- Wear photo identification badge. ID badge must be worn above the waist with picture facing out so that it may be easily read.
- No chewing gum allowed while in uniform.
- Have no visible body piercing jewelry (with the exception of ear lobes) and tattoos must be covered.
- Hair should be of natural color.

D. STUDENT INJURY IN CLINICAL AREA

If a nursing student is in an assigned clinical area when personal injury occurs, he/she is to report immediately to the Instructor. If he/she is unable to do this, another student working in that area is to contact the Instructor.

Per agency policy, a report with specific details of the injury must be completed. The report should clearly state how and why the incident occurred and if the incident resulted from faulty equipment or negligence on the part of the student or agency. It is recommended that the student report to the Emergency Department for evaluation and treatment. This would be done at the student's expense - not the College's or hospital's expense (E.D. cost may include E.D. fee, physician's fee and cost of treatment and/or services rendered). If a student elects not to go to the E.D., this should be so stated on the report. A copy of the report is to be reviewed by the Clinical Instructor who will report the occurrence, by way of memo, to the Program Coordinator.

E. TRANSPORTATION TO CLINICAL AGENCIES

It is the student's responsibility to provide his/her own transportation to clinical facilities.

F. SEXUAL HARASSMENT

Refer to current COA Catalog for "Sexual Harassment" Policy.

G. COMPLAINT POLICY

Students have rights and responsibilities to express concerns regarding faculty-student matters and perceived problems. Students are encouraged to follow the chain of command and seek assistance from faculty members and academic advisors to resolve issues at the lowest level of

authority. If the matter cannot be resolved at the level of occurrence, the student is to use the established policies for grievances and complaints in the college catalog.

Complaints are defined as any written appeal that has been filed by a student in accordance with the student grievance procedures for Disciplinary, Sexual Harassment, or Non-disciplinary issues as noted in the college catalog of the current year or any written complaints filed with agencies that have governance over the nursing program.

A record of the student complaint and its resolution will be placed in the program's student file and a copy kept in a Complaint file located in the locked file cabinet that serves the Associate Degree Nursing program and the Practical Nursing Program.

H. PRECEPTORSHIPS

The final courses of the A.D.N. and P.N. programs each require a "focused client experience" or "preceptorship". The clinical preceptorship is a clinical experience where the student is paired with a qualified professional nurse on the job for a focused care experience that will allow the student to apply and synthesize the knowledge gained throughout the nursing program and facilitate the transition of the student into the world of work as an entry level practitioner upon graduation. Students will be paired and work with a designated "preceptor" who is a qualified professional with specific clinical expertise in the area of nursing where they work. The preceptorship will be facilitated, supervised, and evaluated by a faculty member of the nursing program, with no more than 10 students assigned to a faculty member.

The preceptorship is an unpaid experience for both student and preceptor. Students should not receive compensation/payment, monetary or otherwise, from the facility or preceptor. The clinical preceptorship requires attendance by the student at all assigned clinical experiences without tardiness. The student and preceptor agree on scheduling the hours the student will work under the preceptor based on the preceptor's schedule and may include nights and weekends. The student must satisfactorily complete all hours and evaluation requirements and objectives of the preceptorship to be eligible to pass the course. A final rating of satisfactory in all areas of the preceptorship is mandatory to successfully complete the final capstone course, regardless of academic average. A student with an unsatisfactory rating in any area of the final preceptorship clinical evaluation will NOT receive a passing grade for the course. Students are expected to complete the preceptorship while also meeting all other requirements and objectives of the didactic portion of the course.

The A.D.N. Program preceptorship requirement is a minimum of 120 hours.
The PN Program requirement is a minimum of 100 hours.

Selection of Preceptors:

Preceptors are selected and paired with students by the faculty based on several factors evaluated by faculty members and clinical facility staff and may include any or all of the following criteria:

Must have at least one:

- Recommendations of preceptors from the Nursing Education department of a clinical facility
- Nursing program faculty member.

Must have each of the following:

- _____ Confirmation from Nursing Education department or Nurse Manager of facility that preceptor is in good standing with the facility including positive evaluations and no past or current pending actions against them as an employee.
- _____ Must be an A.D.N., B.S.N., or M.S.N. registered nurse with at least one year clinical medical-surgical experience.

Must have at least one of the below:

- _____ Previous experience and training as a preceptor
- _____ Completed training with COA preceptor training materials

Availability of preceptorships for students may be affected by:

- Volunteerism and willingness by a qualified staff nurse to be a preceptor
- Size of the facility unit, staffing patterns, and correlation to the didactic portion of the course where preceptorship is to occur
- Student input on areas of interest and potential application for facility employment upon graduation
- Hours of availability of both preceptor and student.
- Other considerations as provided in writing by the student.

The faculty member supervising the preceptorship experience determines qualifications of the preceptor prior to the pairing of the preceptor with a student and facility/unit placement during the preceptorship.

All professional behaviors, classroom/clinical behaviors, handbook policies, and clinical agreements apply to the student at all times when completing the preceptorship/focused client experience.

X. STUDENT ACTIVITIES/RESPONSIBILITIES

A. CLASS ORGANIZATION

After school has been in session for approximately four weeks, each class will elect officers, including a President, Vice President, Secretary, Treasurer, Historian, and a Student Senate representative. A Nursing Faculty member will be assigned as Advisor by the Program Coordinator. The Advisor will be available for class meetings and serve as a resource person and consultant.

The Officers will preside over class meetings and be the official representatives for all business matters concerning the class. Class meetings should be announced at least 48 hours prior to the meeting time; an agenda should also be posted.

B. PINNING CEREMONY

Associate Degree Nursing

The Pinning Ceremony, which honors graduating nursing students, is generally held on an evening preceding the College's spring graduation exercises. First year students are invited and encouraged to attend. Four first year students who have achieved the highest cumulative COA GPA, including the first fall and spring semester nursing courses, will serve as Marshals for the ceremony.

The recipients of the annual nursing awards - The Dr. L. Everett Sawyer Award of Excellence, the Associate Degree Nursing Faculty Academic Excellence Award, the Dr. Zack D. and Martha Anderson Owens Awards are announced at the Pinning Ceremony. The Dr. L. Everett Sawyer Award of Excellence honors the Associate Degree Nursing student who has shown outstanding abilities and involvement in all facets of the nursing program. Academic Recognition Awards recognize graduates that have earned a GPA of 3.5 or higher in their studies at COA. The Academic Excellence Award honors the nursing student who has achieved the highest academic grade point average specific to the A.D.N. program coursework at the completion of the program. The Dr. Zack D. and Martha Anderson Owens Award honors recipients of the Owens Scholarship who exemplify the characteristics of students and nurses that Dr. Zack Owens valued.

Practical Nursing

The pinning ceremony, which honors graduating Practical Nursing students, will be held in the summer following final exams. Ushers for the ceremony are selected from former graduates of College of The Albemarle's Practical Nursing Program by the graduating class. The graduating class participates in planning the ceremony and the reception that follows.

Recipients of the three annual nursing awards - the Practical Nursing Academic Excellence Award, the Practical Nursing Program Distinction Award, and the Mildred W. Moore Nursing Excellence Award - are announced at the Pinning Ceremony. The Practical Nursing Academic Excellence Award honors the nursing student who has achieved the highest cumulative grade point average at the completion of the program. The Practical Nursing Program Distinction Award honors the nursing student with the highest grade point average while in nursing school. The Mildred W. Moore Nursing Excellence Award honors the graduating student who has shown overall excellence in all facets of the Practical Nursing Program.

C. STUDENT SENATE ASSOCIATION

All nursing students are encouraged to participate in the Student Senate Association. The Student Senate plans and directs a program of activities and as well as lends financial support to student clubs, organizations, publications, intramural, and fine arts events.

D. STUDENT RESPONSIBILITIES

Nursing students are subject to the same student responsibilities, regulations, and conduct as stated in the COA catalog.

XI. TRANSFERABILITY OF COURSES TO BSN

The general education courses required in COA's ADN program may be transferred to a senior institution and applied toward a baccalaureate degree. Transferability of nursing courses varies with each institution. For further information, contact the ADN Program Coordinator.

XII. ASSOCIATE DEGREE NURSING CURRICULUM

A. ASSOCIATE DEGREE NURSING PROGRAM OUTCOMES

College of The Albemarle's Associate Degree Nursing Program uses the following criteria as outcome measures of the effectiveness of the program.

- I. The program's 3 year mean for the first time licensure exam pass rate will be at or above the national mean for the same three-year period.
- II. At least 65% of all students (Generic and LPN-A.D.N. option) who enter the program will graduate from the program in two years.
- III. *At least 90% of graduate survey responders who complete the graduate survey within 12 months after graduation will evaluate the quality of instruction in program area courses and their ability to apply concepts and/or perform skills in the chosen career as "Always or Usually"
*At least 90 % of graduate survey responders who complete the graduate survey within 12 months after graduation will evaluate that quality of life was improved by indicating they accomplished their goals for attending College of The Albemarle as "Yes, Completely" or "Yes, Partially."
* At least 90%Students will be "Satisfied" or "Very satisfied" that the program learning activities, instructional materials, and evaluation methods were appropriate for attainment for the A.D.N. Program SLO's.
- IV. At least 90% of employers who respond to the survey will rate that they are "Satisfied" or Very Satisfied" with the overall job preparation of the A.D.N. Graduate.
- V. At least 95% of all those who successfully pass NCLEX- RN and who desire and seek employment will be gainfully employed in nursing within 9 months.

Revised: 11/06, 05/09, 6/16

Reviewed: 5/08, 06/11, 06/12, 6/2020

ASSOCIATE DEGREE NURSING Grid of Program Outcomes

Retention - Class of:	2011	2012	2013	2014	2015	2016	2017	2018	2019
New Admits	25 of 38 = 66%	27 of 39 = 69%	25 of 35 = 71%	19 of 33=58%	25 of 33=73%	30 of 37=81%	16 of 36= 44%	21 of 29= 72%	17 of 34=50%
Readmits	2 of 3 = 67%	3 of 3 =100%	0 of 1 = 0%	3 of 3=100%	6 of 7=86%	1 of 3=33%	1 of 2=50%	4 of 6= 67%	6 of 6=100%
LPN-A.D.N. Option	4 of 8 = 50%	1 of 1 =100%	2 of 2 = 100%	1 of 1=100%	1 of 2=50%	None Admitted	3 of 4=75%	3 of 3= 100%	5 of 5=100%
Total Retention % by class	63%	72%	71%	62%	76%	78%	48%	74%	62%

NCLEX 1st time Pass Rates - Generic		100%	92%	100%	100%	97%	100%	96%	100%
NCLEX 1st time Pass Rates – LPN-A.D.N. Option			100%	100%	100%	None admitted	100%	100%	100%
NCLEX 1st time Pass Rates- Total Class	97%	100%	93%	100%	100%	97%	100%	96%	100%

Graduate Placement as RN or related field	94%	91%	93%	96%	97%	97%	100%	96%	100%
Employer Survey Satisfaction Rate	100%	100%	100%	90%	92%	100%	100%	pending	pending
Graduate Survey Satisfaction Rate - Quality of Instruction	100%	100%	100%	96%	97%	97%	100%	100%	100%
Skills application satisfaction	100%	100%	96%	96%	97%	97%	100%	100%	100%
Goal Attainment satisfaction	100%	100%	100%	100%	100%	100%	100%	100%	100%
Satisfaction with Instruction to meet PSLO's	-	-	-	-	First results in 2016 100%	100%	100%	100%	100%

B. ASSOCIATE DEGREE NURSING Program Student Learning Outcomes (PSLOs)

(based on NLN Role Specific Competencies (RSCs) and QSEN and IOM Competencies and NCCCS Concept Based Curriculum)

Upon successful completion of College of The Albemarle's Associate Degree Nursing Program, the graduate is eligible to apply for the licensure examination required to become a registered nurse and should possess the basic knowledge, fundamental skills, and attitudes to:

COA Associate Degree Nursing Program Student Learning Outcomes (grouped by the 4 NLN Role Specific Competencies and aligned with NCCCS concept based curriculum domains)	
Individual Domain	<ol style="list-style-type: none"> Promote and enhance human flourishing by advocating for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Nursing Domain	<ol style="list-style-type: none"> Make sound nursing judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.
Nursing Domain	<ol style="list-style-type: none"> Develop professional identity by implementing one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Health Care Domain	<ol style="list-style-type: none"> Maintain a spirit of inquiry that examines the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Approved by Faculty: November 4, 1996

Effective: Fall 1996

Reviewed: 10/01, 5.10, 6/11, 6/12, 6.2020

Revised: 11/06, 5/08, 6/13, 7/15

C. MASTER CURRICULUM SCHEMA

**1. ASSOCIATE DEGREE NURSING CURRICULUM SCHEMA
FIRST YEAR**

FALL SEMESTER			SPRING SEMESTER	
NUR 111 Intro to Health Concepts	8		NUR 112 Health –Illness Concepts	5
BIO 168 (3-3) Anatomy & Physiology I	4		NUR 113 Family Health Concepts	5
PSY 150 (3-0) General Psychology	3		NUR 212AB Health System Concepts	2
ENG 111 Writing Inquiry	3		BIO 169(3-3) Anatomy & Physiology II	4
ACA 111 College Student Success (ACA 118, 122)	1		PSY 241 (3-0) Developmental Psychology	3
TOTAL Semester Hours	19		Total Semester Hours	19

SECOND YEAR

FALL SEMESTER			SPRING SEMESTER	
NUR 114 Holistic Health Concepts	5		NUR 213 Complex Health Care Concepts	10
NUR 211 Health Care Concepts	5		BIO 275 Microbiology*** (3-3)	4
NUR 212BB Health System Concepts	3		Humanities/Fine Arts * Elective (3-0)	3
ENG 112** Writing/Research in the Disciplines	3			
Total Semester Hours	16		Total Semester Hours	17

Total Credit Hours Required for Graduation = 71 Semester Hours

* Humanities/Fine Arts Electives may be taken in any semester of second year

** If not previously taken, must be taken fall semester of second year

*** If not previously taken, must be taken spring semester of second year.

**2. LPN-ADN OPTION CURRICULUM SCHEMA
FIRST YEAR**

FALL SEMESTER			SPRING SEMESTER	
			NUR 112 Health –Illness Concepts	5
BIO 168 (3-3) Anatomy & Physiology I	4		NUR 113 Family Health Concepts	5
PSY 150 (3-0) General Psychology	3		NUR 212AB Health System Concepts	2
ENG 111 Writing Inquiry	3		BIO 169(3-3) Anatomy & Physiology II	4
ACA 111 College Student Success (ACA 118, 122)	1		PSY 241 (3-0) Developmental Psychology	3
TOTAL Semester Hours	19		Total Semester Hours	19

SECOND YEAR

FALL SEMESTER			SPRING SEMESTER	
NUR 114 Holistic Health Concepts	5		NUR 213 Complex Health Care Concepts	10
NUR 211 Health Care Concepts	5		BIO 275 Microbiology*** (3-3)	4
NUR 212BB Health System Concepts	3		Humanities/Fine Arts * Elective (3-0)	3
ENG 112** Writing/Research in the Disciplines	3			
Total Semester Hours	16		Total Semester Hours	17

Total Credit Hours Required for Graduation = 71 Semester Hours

Upon meeting all admission criteria and acceptance into the LPN-A.D.N. option, credit will be granted by valuation for 8 semester hours for NUR 111

* Humanities/Fine Arts Electives may be taken in any semester of second year

** If not previously taken, must be taken fall semester of second year

*** If not previously taken, must be taken spring semester of second year

XIII. PRACTICAL NURSING CURRICULUM

A. PROGRAM OUTCOMES

College of the Albemarle's Practical Nursing Program uses the following criteria as outcome measures of the effectiveness of the program.

- I. 65% of those entering the nursing program will graduate from the program in two years.
- II. A three-year average at or above 95% of the national pass rate for NCLEX- PN national pass rate on the first attempt will be maintained.
- III. 95% of all those who successfully pass NCLEX-PN and who desire employment will be gainfully employed in nursing within nine months.
- IV. 90% of graduate survey responders will evaluate the quality of instruction in program area courses and their ability to apply concepts and/or perform skills in the chosen career as "Somewhat or Very Satisfied".
- V. 90% of graduate survey responders will evaluate that quality of life was improved by indicating they accomplished their goals for attending College of The Albemarle as "Yes, Completely" or "Yes, Partially."

Developed: October 2000

Revised: 10/06, 11/06, 5/09

Reviewed: 05/08, 6/11, 5/16

PN Grid of Program Outcomes

Retention - Class of:	2011	2012	2013	2014	2015	2016	2017	2018	2019
New Admits	26	27	21	27	26	28	17	21	27
Readmits	1	1	1	1	2	0	4	1	1
RetentionThreshold:	65%	65%	65%	65%	65%	65%	65%	65%	65%
Total Retention % by class	65%	74%	76%	67%	82%	68%	71%	68%	76%

NCLEX PN Exam COA 1st time Pass Rates	94%	100%	100%	100%	96%	90%	100%	100%	100%

B. PRACTICAL NURSING EDUCATIONAL 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.

Adopted: 8/2016

Reviewed:

C. PRACTICAL NURSING MASTER CURRICULUM SCHEMA

FALL SEMESTER						SPRING SEMESTER					
		CLASS	LAB	CINICAL	CREDIT			CLASS	LAB	CINICAL	CREDIT
NUR 101	Practical Nursing I	7	6	6	11	NUR 102	Practical Nursing II	7	0	9	10
BIO 163	Basic Anatomy & Physiology	4	2	0	5	PSY 150	General Psychology	3	0	0	3
ENG 111	Writing & Inquiry	3	0	0	3	CIS 111	Basic PC Literacy	1	2	0	2
ACA 111	College Student Success	1	0	0	1						
TOTAL Semester Hours		15	8	6	20	TOTAL Semester Hours		11	2	9	15

SUMMER SEMESTER					
		CLASS	LAB	CINICAL	CREDIT
NUR 103	Practical Nursing III	6	0	9	9
TOTAL Semester Hours		6	0	9	9

TOTAL CURRICULUM HOURS = 44

XIV. CLINICAL AGENCIES, ADDRESSES AND PHONE NUMBERS

1. Sentara Albemarle Medical Center 252-335-0531
P.O. Box 1587
Elizabeth City, NC 27906
2. Albemarle Urgent Care 252-482-6100
709 N Broad Street
P.O. Box 1111
Edenton, NC 27932
3. Albemarle Home Care and Albemarle Hospice 252-338-4066
311 Cedar Street
P O Box 189
Elizabeth City, NC 27907-0189
4. Albemarle Gastroenterology Associates 252-335-5588
405 Hastings Lane
Elizabeth City, NC 27909
5. Albemarle Regional Health Services 252-338-4400
P.O. Box 189
Elizabeth City, NC 27909
6. Vidant Bertie Memorial Hospital 252 794 6600
1403 S. King Street
Windsor, NC 27983
7. Bon Secours Maryview Medical Center 757-398-2393
Bon Secours Maryview Behavioral Medicine
3636 High Street
Portsmouth, VA 23707
8. Chesapeake Regional Medical Center 757-547-8121
P.O. Box 2028
Chesapeake, VA 23320
9. Children's Hospital of the 757-668-7000
King's Daughters
601 Children's Lane
Norfolk, VA 23507
10. Coastal Pediatrics 252-338-2155
1735 City Center Blvd
Elizabeth City, NC 27909
11. Community Care Clinic 252-384-4733
918 Greenleaf St
Elizabeth City, NC 27909
12. Vidant Chowan Hospital 252-482-8451
P.O. Box 629
Edenton, NC 27932

- | | | |
|-----|---|----------------|
| 13. | Dare County Health & Human Services
Public Health Division
109 Exeter St
Manteo, NC 27954 | 252-475-5003 |
| 14. | Eastern Carolina Cardiovascular
1134 N Road Street, Building 9
Elizabeth City, NC 27909 | 252-331-1100 |
| 15. | Kindred Care of Elizabeth City
901 South Halstead Boulevard
Elizabeth City, NC 27909 | 252-338-0137 |
| 17. | Vidant Outer Banks Hospital
4800 South Croatan Highway
Nags Head, NC 27959 | 252-449-4515 |
| 18. | Pasquotank County Schools
PO Box 2247
Elizabeth City, NC 23219 | (252) 335-2981 |
| 19. | Sentara Cancer Center
1144 N. Road Street
Elizabeth City, NC 27909 | 252-384-4122 |
| 20. | Currituck Health & Rehab Center
3907 Caratoke Hwy
Barco, North Carolina 27917 | 252-457-0500 |
| 21. | Sentara Norfolk General Hospital
600 Gresham Drive
Norfolk, VA 23507 | 757-628-3000 |
| 22. | Sentara Pediatric Physicians
1141 N. Road Street
Elizabeth City, NC 27909 | 252-384-2590 |
| 23. | Sentara Obici Hospital
2800 Godwin Blvd.
Suffolk, VA 23434 | 757-934-4000 |
| 24. | Outer Banks Medical Group
Family Medicine – Southern Shores
5553 N Croatan Hwy
Southern Shores, NC 27949 | 252-255-6104 |
| 25. | Elizabeth City Health and Rehabilitation
1075 US Highway 17 South
Elizabeth City, NC 27909 | 252-338-3975 |

XV. NURSING STUDENT CONTRACTUAL AGREEMENT

I, the undersigned, have

- (1) received a copy of;
- (2) read;
- (3) received an explanation of;
- (4) and have had the opportunity to have my questions answered regarding

the policies and guidelines as stated in the Nursing Student Handbook and Nursing Programs' Exposure Control Plan for Bloodborne Pathogens.

I understand that I must comply with and follow these guidelines and policies during my enrollment as a nursing student at College of The Albemarle. I also understand that this signed agreement will be filed in my student file.

Student Name: Please Print

Student Signature

Date

Signature of Nursing Program Coordinator

Date