SOUTHWEST VIRGINIA COMMUNITY COLLEGE

Practical Nursing Student Handbook
2024-2025

Dear Student:

Welcome to the Southwest Virginia Community College Practical Nursing Program. Congratulations upon being selected to be enrolled in the program. I wish you the best in your journey to become a nurse over the next eighteen months. This program handbook is designed in conjunction with the *Southwest Virginia Community College Catalog and Student Handbook* to provide you with the necessary information and/or policies that are part of the practical nursing program and the college. Both the *Practical Nursing Student Handbook* and the *College Catalog and Student Handbook* should provide information as it relates to both the school and the nursing program.

Throughout the next eighteen months, you will be involved in a new life experience that may require you to make many adjustments and changes at home, at school, and within the clinical facilities. The practical nursing program requires commitment from each student to be committed to nursing as a goal, be able to effectively manage time, utilize study skills, and commit to life-long learning. Each member of the class is expected to act in the atmosphere of mutual respect, showing respect for other's feelings, assisting other students when possible, showing respect to the faculty and fellow students, and demonstrating professionalism.

It is the desire of the faculty that each of you will strive to reach your highest potential and achieve your goals of becoming a licensed practical nurse. As a means of evaluating your personal achievement, periodic individual conferences will be held to assist you in the evaluation of your progress.

Due to the atmosphere of group interaction, it is necessary to have rules that are applicable to everyone. As adults, we expect you to adhere to these rules without constant supervision and reminders. You will need to read the program handbook and the *Southwest Virginia Community College Catalog and Student Handbook* to familiarize yourself with the rules and policies. The faculty will be available for any assistance you may require. Please contact the director or other faculty members if any clarification or additional information is needed at any time.

Sincerely,

Linda Cline, MSN/Ed., RN
Practical Nursing Program Director
Assistant Professor of Nursing

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Introduction

The purpose of this handbook is to assist you throughout the Practical Nursing program. It will provide information that you will need throughout the program. It will be sent to you via your college email for review during program orientation as well as posted in each Canvas practical nursing course. It is also available on the college website on the practical nursing webpage. The handbook is subject to change at any time due to the changes elicited by the accrediting bodies of both the Virginia Board of Nursing and the college. You will be notified verbally in class and via Canvas announcement of any changes. You will need to use this handbook in addition to the college student handbook, which is available online at [Southwest Virginia Community College - Acalog ACMS™ (sw.edu)](sw.edu)
It is your responsibility to read and abide by both handbooks.

Southwest Virginia Community College

Practical Nursing Program
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Southwest Virginia Community College
Mission, Vision, and Core Values

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Vision

Southwest Virginia Community College transforms lives, strengthens communities and inspires excellence.

Mission

Southwest Virginia Community College, a comprehensive two-year institution, provides quality educational and cultural enrichment opportunities for lifelong learners, workforce and community.

Core Values:

SWCC is guided by steadfast core values. As a community of educators', we value:

- **Student Centered Learning** – SWCC believes that students are the primary reason we exist, and our purpose is to help them achieve their goals and aspirations.
- **Student Success** – SWCC recognizes the potential in individuals and assists them in obtaining their highest level of attainment.
- **Excellence** – SWCC strives for excellence in instruction and service through rigorous academic and professional standards.
- **Inclusiveness and Collaboration** – SWCC reaches out to the communities and partners it serves, supporting and assisting them in achieving their goals.

Southwest Virginia Community College
Practical Nursing Program
Objectives & Mission Statement

Mission Statement:
- To provide an education that will promote learning and application of skills required to be competent as a Licensed Practical Nurse.
-To provide an opportunity to the students to maximize their individual abilities through education, self-growth, and eventual employment.

Purpose:
- The Practical Nursing Program prepares students to qualify as contributing members of the health care team, rendering patient care as practical nurses in a variety of health service facilities. At the successful completion of the program, and application approval of the state board of nursing, students will be eligible to sit for the NCLEX exam, leading to licensure as a practical nurse. The Practical Nursing Program is approved by the Virginia State Board of Nursing however, it is not accredited by a nursing education accrediting body.

Occupational Objective:
- Position in health-related facilities such as hospitals, clinics, nursing homes, physicians' offices, certain government agencies, or other health-related agencies.

Program Assessment Goals:
- Eighty percent of all graduating students will pass NCLEX-PN.
- Eighty percent of the PN students who begin the program will complete the program.

Graduate Objectives:
-Students will demonstrate the knowledge to pass the NCLEX-PN by meeting or surpassing the benchmark on the HESI PN Exit Exam.
- Students will perform nursing care to a patient in a simulation to determine their competency to care for a patient.
-Student's will perform in all nursing classes and health classes with a grade of "C" or better and meet all requirements for graduation from the Practical Nursing Program.

Southwest Virginia Community College
Practical Nursing Program
Philosophy

1. Southwest Virginia Community Practical Nursing Program agrees and operates with the mission, vision, and core values of Southwest Virginia Community College, "as a comprehensive two-year institution, that provides quality educational and, cultural enrichment opportunities for lifelong learners, workforce, and community. Southwest Virginia Community College transforms lives, strengthens communities, and inspires excellence. As a community of educators, Southwest Virginia Community College is guided by core values that include: student-centered learning where students are the primary reason we exist and our purpose is to help them achieve their goals and aspirations; student success where we recognize the potential in individuals and assist them in obtaining the highest level of attainment; excellence where we strive for excellence in instruction and service through rigorous academic and professional standards; and inclusiveness and collaboration where we reach out to the communities and partners we serve and support and assist them in achieving their goals." (Excerpted from the Southwest Virginia Community College Catalog & Student Handbook)

2. The faculty believes that education is a process that evolves throughout one's life by obtaining continuous knowledge through educational endeavors, practicing ethical and moral values of life, and incorporation and application of oneself in the environment of society. The faculty has chosen to implement the NLN Outcomes and Competencies Model for Practical/ Vocational Nursing Programs including four outcomes (spirit of inquiry, professional identity, nursing judgment, and human flourishing), the NLN core values (caring, integrity, diversity, excellence, ethics, holism, and patient-centeredness), Quality and Safety Education for Nurses (QSEN) six competencies with the correlating knowledge, skills, and attitudes (KSA's)) and the 6 steps of the NCSBN Clinical Judgment Model (https://www.ncsbn.org/14798.htm) as frameworks' for teaching and evaluating students.

3. The faculty believes that nursing is derived from both the science and art of nursing. Science provides a foundation for learning and applying nursing knowledge/skills; and the art of nursing creates an environment conducive for caring, compassion, and nurturing of humanity.

4. The faculty believes that the goal of the educational process for the licensed practical nurse is to prepare the beginner in rendering direct client care. According to the Code of Virginia, Chapter 30 of Title 54,1: Article 1; §54.1-3000.

   "Practical nursing" or "licensed practical nursing" means the performance for compensation of selected nursing acts in the care of individuals or groups who are ill, injured, or experiencing changes in the normal health processes; in the maintenance of

health; in the prevention of illness, or disease; or, subject to such regulations as the Board may promulgate, in the teaching of those who are or will be nurse aides. Practical nursing or licensed practical nursing requires knowledge, judgment, and skill in nursing procedures gained through prescribed education. Practical nursing or licensed practical nursing is performed under the direction or supervision of a licensed medical practitioner, a professional nurse, registered nurse or registered professional nurse or other licensed health professional authorized by regulations of the Board.

5. The faculty believes, like Florence Nightingale, "in physical, holistic, intellectual, spiritual, emotional, and social components of life; Nightingale viewed people as equal, regardless of birth right, social class, or biological differences".
(Florence Nightingale, Joyce J. Fitzpatrick, commentary on notes on nursing, 1992, pg. 20).

Program Description: The practical nursing program is an 18-month program (4 consecutive semesters). The program is not accredited by a nursing licensure body. It is, however, approved by the Virginia Board of Nursing. The classes are held during the evening hours except for during the first semester. The PNE 146 fundamentals class is held during the day. Clinical experiences can be scheduled on any day of the week including weekends. Students are required to attend clinical orientation, skills labs, virtual reality simulations and static manikin simulations, and other events during the day. You will be given notice ahead of time. Upon satisfactory completion of the program the student will earn a certificate in practical nursing. The student will also be eligible to apply to the Virginia State Board of Nursing to take the licensure examination for the LPN (NCLEX-PN).

Course Structure: The courses in the practical nursing program are structured and sequenced to meet the educational objectives of the program. The courses are designed to advance in complexity, knowledge and skills. Each of the practical nursing courses will have a syllabus that will include the course objectives, assignments, grading criteria and other detailed information about the course. The course syllabus is a contract between the student and the instructor. You are responsible for reading and adhering to the syllabus. A calendar is available in Canvas for the student to use. The assignments and tests may pull over from the assignments in the course. This may not happen all the time. The student is responsible for the due dates of assignments, tests, and any other items that have a date. The syllabus is subject to change, and you will be notified in an announcement post through Canvas, and verbally in class. In the practical nursing courses, we use resources that require computer access and preferably high-speed internet access. You are required to have a laptop for use in the classroom and at home. A Chromebook, HP Stream, or IPAD should not be used as they do not support the technology needed. In the clinical courses you are required to travel on scheduled dates to clinical facilities during time frames of 8 hours to 12 hours. The Virginia Board of Nursing requires that each student have a minimum of 400 hours of direct patient care in order to satisfactorily complete the PN program. You are responsible for your transportation to and from clinical facilities. You are also required to do the required orientation for each of the clinical sites. Schedules are given as early as possible so students can plan accordingly.

Financial Aid/ Scholarships: Please consult the financial aid website at https://sw.edu/apply-for-financial-aid/ for more information on financial aid and links to apply for scholarships. It is very important to complete a FAFSA form to determine eligibility for financial aid.

Tuition Refund Policy: https://sw.edu/electronic-disbursements/

Transportation: Students are responsible for their transportation to class, clinical, and to any other required activities. You are to park only in the designated areas at the clinical sites. You should park in the student parking lots while on campus.

Communication and Email: The main form of communication is by course announcements and by email. The faculty and staff will only respond to emails that is sent from your college email address. Proper email etiquette should be followed. It is very important that you check your college email at least once daily. If you email faculty and staff, you should expect a reply within 24 hours to 48 hours. If you email faculty and staff on a weekend, then you may not get a reply until the following Monday. Each course syllabus will provide you with the best contact information for the instructor. The program uses a learning management system called Canvas. You will access this to find course information, assignments, etc. The Canvas course has announcements that should be checked daily. These announcements can be linked to your email if you choose.

SWCC Alert: The SWCC Alert system is used to alert students to schedule changes due to inclement weather, and other emergency alerts for the college. Each student should sign up to receive these alerts. The instructions to sign up are located at the following site:https://sw.edu/alertinfo/ It will send alerts to cell phones, home phones, and emails. Your family members or others can also sign up for these.

Disability: Southwest Virginia Community College is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in educational programs and services on an equal basis. The aim is to provide this opportunity in an integrated setting that fosters independence and meets the guidelines in accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act.

Reasonable accommodations are identified for each student on an individual basis and are provided based on the student's documented disability and functional limitation in the academic environment. All documentation, medical information, and any other information are confidential according to Federal Confidentiality laws.

It is the responsibility of individuals with disabilities to make their needs known and to provide appropriate documentation of a disability. Please review the information in the following link to disability services:
https://catalog.sw.edu/content.php?catoid=10&navoid=614
https://sw.edu/academic-accessibility-services/
***The information above for disability is taken directly from the SWCC website*

Education Facilities: The Practical Nursing program has classrooms and skills labs, virtual reality simulation lab, and simulation labs at the main campus. The program has clinical affiliation agreements with the following facilities:

Clinch Valley Medical Center   Maxim Health Care

Niswonger Children's Hospital   Ultra Health
Russell County Medical Center/Clearview   Cumberland Mountain CSB
Tazewell County Schools   Ballad Healthcare Facilities (JCMC &
RCMC)

Southwest Virginia Community College
Practical Nursing Program Outcomes

The Practical Nursing program uses the National League for Nursing Practical Nursing Program Outcomes of spirit of inquiry, professional identity, nursing judgment and human flourishing. These outcomes include six core values to include: caring, integrity, diversity, excellence, ethics, holism, and patient-centeredness. Each outcome also has six integrating competencies that are included in the outcomes to include: safety, quality, team/collaboration, relationship-centered care, systems-based care, and personal/professional development. In addition to these program outcomes the practical nursing program implements the Quality and Safety Education for Nurses (QSEN), which focuses on knowledge, skills, and attitudes (KSA's) in patient-centered care, teamwork/collaboration, evidenced based practice, quality improvement, safety, and informatics. The program uses the NCSBN Clinical Judgment Model

PN Program Outcomes/ Course Outcomes:

NLN Learning Outcomes for the Course

Human Flourishing: Human flourishing is defined 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. It encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. Achieving human flourishing is a life-long existential journey of hopes, achievements, regrets, losses, illness, suffering, and coping. The nurse helps the individual to reclaim or develop new pathways toward human flourishing.

Outcome Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.

End-of-Program Competencies
The practical nursing program prepares the graduate to:
1. Engage in holistic practice that respects the dignity, diversity, and self-determination of patients and their families, without conditions or limitations (quality).
2. Identify strategies that create a safe environment while appreciating the cognitive and physical limits of human performance (safety).
3. Function in a collaborative role to provide care in multiple settings with an emphasis on community-based chronic care management and palliative/end-of-life care (team/collaboration).

4. Provide culturally appropriate, individualized care to patients and their families, especially those underserved and vulnerable populations experiencing life changes and transitions of care (relationship-centered care).
5. Deliver quality, safe care recognizing system constraints, while supporting the patient's pursuit of human flourishing (systems-based care).
6. Engage in reflective practices to promote one's journey toward self-fulfillment (personal and professional development).

Quality Competency: Engage in holistic practice that respects the dignity, diversity, and self-determination of patients and their families, without conditions or limitations.

1. Verbalize and confirm that holistic care is fundamental to patient satisfaction and individualized care.
2. Accept responsibility for knowing national nursing quality indicators which influence patient/family personal growth and fulfillment.
Safety Competency: Identify strategies that create a safe environment while appreciating the cognitive and physical limits of human performance.

 1. Applies national safety standards in the context of patient self-determination
2. Recognizes that both individuals and systems are responsible for patient safety

Team/Collaboration Competency: Function in a collaborative role to provide care in multiple settings with an emphasis on community-based chronic care management and palliative/end of life care.

1. Communicates patient/family plan-of-care preferences to the health care team
2. Practices civility when communicating with patients, families, and the health care team in the context of controversial issues
3. Collaborates with health care team to decrease patient/family distress caused by financial and health care risks during transitions in care.

 Relationship-Centered Care Competency: Provide culturally appropriate, individualized care to patients and their families, especially those in underserved and vulnerable populations experiencing life changes and transitions of care.

1. Respects patient's right to autonomy and self-care decision making.
2. Understands the relationship of pain and palliative care to quality of life

 System Based Care Competency: Deliver quality, safe care recognizing system constraints, while supporting the patient's pursuit of human flourishing.

1. Recognize the patient's right to minimal exposure to risk through systems thinking.
2. Participate in culture change that empowers patients, families and health care workers to achieve a meaningful work and life experiences
3. Recognize financial and health care client risks during transitions in care.

Personal/Professional Development Competency: Engage in reflective practices to promote one's journey toward self-fulfillment.

1. Recognizes threats to the integrity of relationships and the potential for conflict and abuse.
2. Examines personal beliefs, values, and biases with regard to respect for human dignity, equality, and justice.

Professional Identity Outcome: Professional identity is defined as including both personal and professional development. It 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, reflects, and grows in the profession. Internalization of ethical codes of conduct is imperative. 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. Integral to this outcome is the nurse's commitment to advocacy for improved health care access and service delivery for vulnerable populations and to the growth and sustainability of the nursing profession.

Outcome: Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care to provide optimal health care for diverse patients and their families.

End-of-Program, Role-Specific Competencies:

The practical nursing program prepares the graduate to:
1. Assume responsibility and accountability for the quality of nursing care provided to patients and their families in a variety of health care settings (quality).
2. Function to the full scope of safe nursing practice, inclusive of management/leadership opportunities, as dictated by specific state practical nursing regulation (safety).
3. Collaborate with other members of the interprofessional team to identify and access community resources with a focus on patients, families, and community health resources (team/collaboration).
4. Function, according to scope of practice requirements, as an ethical licensed practical/vocational nurse collaborating and communicating successfully with patients, families, and members of the interprofessional team (relationship-centered care).
5. Accept responsibility for the LPN/LVN's collaborative role within a community-based health care system, consistent with ethical and professional standards (system-based care).
6. Advocate for the LPN/LVN's unique role contributing to equal access to safe, high quality, affordable health care, with a special emphasis on management of long-term, chronic care for underserved and other vulnerable populations (personal and professional development).

Quality Competency: Assume responsibility and accountability for the quality of nursing care provided to patients and their families in a variety of health care settings. (Quality)

1. Recognizes personal capabilities and knowledge base when making decisions about safe care delivery.
2. Reflects on actions, developing greater awareness of behaviors, skills and attitudes to provide safe, cost effective, quality care.
3. Systematically reflects on LPN/LVN practice to make suggestions that advance the role of the practical/vocational nurse.

Safety Competency: Function to the full scope of safe nursing practice, inclusive of management/leadership opportunities, as dictated by specific state practical nursing regulation.
1. Identifies the scope of practice and professional standards that govern LPN/LVN practice.
2. Applies regulatory and legal factors to the practice of nursing.
3. Values the maintenance of knowledge behaviors and attitudes that align with the standards of care for safe practice.
4. Accepts accountability for actions.

Team/Collaboration Competency: Collaborate with other members of the interprofessional team to identify and access community resources with a focus on patients, families, and community health resources.

1. Collaborates with members of the health care team to provide a safe quality health care environment.
2. Values the contribution of the LPN as a collaborative member of the health care team. 3. Acknowledges the contributions of all members of the health care team.
4. Incorporates management/leadership strategies in providing team-based care

Relationship-Centered Care Competency: Function, according to scope of practice requirements, as an ethical licensed practical/vocational nurse, collaborating and communicating successfully with patients, families, and members of the interprofessional team.

1. Advocates for activities that improve the health care of patients and families in a wide variety of settings.
2. Values the LPN/LVN role in encouraging patient self-advocacy.
3. Uses verbal and non-verbal communication principles to improve patient and staff interaction.
4. Recognizes the LPN's role in using the vast resources that exist in diverse health care settings to improve health care access and service delivery.
5. Respects diverse cultural perspectives.

System-Based Care Competency: Accept responsibility for the LPN/LVN's collaborative role within a community-based health care system, consistent with ethical and professional standards.

1. Uses evidence to make practice decisions when faced with new work force trends.
2. Demonstrates tolerance for unpredictability and complexity of health care delivery and its effect on care delivery.
3. Maintains a current portfolio demonstrating competencies with emerging clinical technologies.
4. Practices collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.

Personal/Professional Development Competency: Advocate for the LPN/LVN's unique role in contributing to equal access to safe, high quality, affordable health care, with a special emphasis on management of long-term, chronic care for underserved and other vulnerable populations.

1. Practices collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.
2. Recognizes the difference between the professional code of ethics and personal code of ethics.
3. Uses self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.
4. Commits to the growth and development of the LPN/LVN role, consistent with ethical and professional standards.
5. Participates in professional development to strengthen knowledge base and nursing practices focused on safe, quality, cost-effective care.
6. Expresses value in the role of the LPN/LVN

Spirit of Inquiry: 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 problem-solving. 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 both predictable and unpredictable situations.

Program Outcome: By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status.

End-of-Program, Role-Specific Competencies: The practical nursing program prepares the graduate to:

1. Suggest novel approaches to improve care to diverse patients and families (quality).
2. Question existing and traditional practices to improve safe, quality, cost effective care as a member of the health care team (safety).
3. Collaboratively seek creative approaches to care delivery (team/collaboration).
4. Use best current evidence coupled with clinical expertise and patient preferences and values to make practice decisions (relationship-centered care)
5. Collaborate with team members with suggestions to improve health care outcomes for patient safety, recovery, and transitions (systems-based care).
6. Value evidence-based approaches to yield best practices for nursing (personal and professional development).

Quality Competency: Suggest novel approaches to improve care to diverse patients and families.

1. Participates in committees/unit-based activities to improve quality safety and cost-effective care
2. Uses valid resources and informatics to guide clinical decision making
3. Expresses the importance of patient/family satisfaction as a key determinant of quality
4. Demonstrates the role of the LPN as an innovative thinker to improve quality standards

Safety Competency: Question existing and traditional practices to improve safe, quality, cost-effective care as a member of the health care team (safety).

1. Uses new knowledge to minimize risk
2. Considers alternative options, when reexamining patient response to care
3. Utilizes knowledge of best practices and national safety standards to improve care

Team/Collaboration Competency: Collaboratively seek creative approaches to care delivery.

1. Seeks out health care team members for expert clinical knowledge about patient care needs
2. When in doubt, clarifies the LPN/LVN role and scope of practice
3. Respects the unique talents, knowledge, and experience of all interprofessional team members.

 Relationship-Centered Care Competency: Utilize best current evidence coupled with clinical expertise and patient preferences and values to make practice decisions.

1. Promotes patient engagement in care decisions seeking new solutions to improve their care

2. Asks about patient preferences and values and utilizes evidence to determine new approaches to care.

System-Based Care Competency: Collaborate with team members with suggestions to improve health care outcomes for patient safety, recovery, and transitions.

1. Shows humility, trust, and empathy in considering high-quality, low-cost solutions
2. Collaborates with the interprofessional team to identify system barriers that impede implementation of new approaches for patient safety.

Personal/Professional Development Competency: Value evidence-based approaches to yield best practices for nursing in reflective practices to promote one's journey toward self-fulfillment.
1. Participates in continuing education opportunities that prompt new ways of thinking regarding care delivery
2. Investigates RN academic progression opportunities
3. Develops a persistent sense of curiosity to think creatively.

Nursing Judgment: Clinical judgment refers to ways nurses come to understand the problems, issues, or concerns of clients/patients, to attend to salient information, and to respond in concerned and involved ways (Benner, 2010). Nurses employ clinical judgment in complex patient care situations, working with interprofessional teams to ensure health care quality and safety. Critical components include: changes in patient status, uncertainty about the most appropriate course of action, accounting for context, and the nurse's practical experience. Making clinical decisions is rooted in the nurse's theoretical knowledge; ethical perspectives; relationships with patients, the patient's caregivers, and the community; and understanding of the influence of systems on health care outcomes.

Outcome: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.

End-of-Program, Role-Specific Competencies:

 The practical nursing program prepares the graduate to:
 1. Be accountable for decisions and actions performed in the provision of safe, quality care to diverse populations in a variety of health care settings (quality).
2. Provide safe, quality care based on evidence and standards of care that promote the health of patients within the context of the family and community (safety).
3. Collaborate with members of the health care team to implement and/or adjust the plan of care (team/collaboration).

4. Partner with patients and families to identify their preferences based on their expectations, resources, and cultural traditions when modifying care-approaches (relationship-centered care).
 5. Assume the role of team member or team leader based on the situation, care setting, and system requirements, as determined by management (systems-based care).
 6. Seek assistance in situations that require knowledge/actions beyond individual expertise and scope of LPN/LVN practice to provide safe, quality care (personal and professional development).

Course Learner Outcomes that Support the Achievement of Role-Specific Competencies:

Quality Competency: Be accountable for decisions and actions preformed in the provision of safe, quality care to diverse populations in a variety of health care settings.

1.   Prevent complications through the provision of timely evidenced-based care.
2.   Use national standards of care to inform clinical judgment.

 Safety Competency: Provide safe, quality care, based on evidence and standards of care, that promote the health of patients within the context of the family and community.

1. Provide clinical procedures safely.
2. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.
3. Recognize the distinct practice boundaries of team members.
4. Practice priority setting in a dynamic work environment.
5. Recognize and report unsafe practices to appropriate members of the health care team.

Team/Collaboration Competency: Collaborate with members of the health care team to implement and/or adjust the plan of care.

 1. Informs appropriate team members of changes in patient status.
 2. Consults with clinical experts when making patient care decisions in situations that are beyond expertise and scope of practice.
3. Contributes to assessment and care planning in collaboration with the health care team.

Relationship-Centered Care Competency: Partner with patients and families to identify their preferences when modifying care approaches, based on their expectations, resources, and cultural traditions.

1. Utilize ethical standards to inform clinical judgment.
2. Be receptive to the ideas of others when making clinical decisions.

System-Based Care Competency: Assume role of team member or team leader based on the situation, care setting, and system requirements, as determined by management.

1. Provide evidence to advocate for resource allocation to meet patient care needs.
2. Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.
 3. Solicit input to improve individual, team, and system-wide goals.

Personal/Professional Development Competency: Seek assistance in situations that require knowledge/actions beyond individual expertise and scope of LPN/LVN practice to provide safe, quality care.

1. Values the need for clinical practice based on new knowledge and emerging technologies.
2. Identify valid sources of evidence in clinical decision making.
3. Recognizes threats to the integrity of relationships and the potential for conflict and abuse.
4. Examines personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.

Adapted from the NLN Practical/ Vocational Program Outcomes (2014).

Learning Objectives: The PN Program uses the QSEN Competencies as its conceptual framework and all objectives for this course that is more specifically outlined in each specific unit focuses on at least one of the following 6 competencies:
1. Patient-Centered Care
2. Teamwork and Collaboration
3. Evidence-Based Practice
4. Quality Improvement
5. Informatics
6. Safety

Each competency has have specific knowledge, skills, and attitudes the nurse should demonstrate to deliver safe, effective, quality care. These are listed in the chart below.

Patient-centered Care		
Definition: 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.		
Knowledge	**Skills**	**Attitudes**
Integrate understanding of multiple dimensions of patient centered care: • patient/family/community preferences,	Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation	Value seeing health care situations "through patients' eyes"

values • coordination and integration of care • information, communication, and education • physical comfort and emotional support • involvement of family and friends • transition and continuity Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values	of care Communicate patient values, preferences and expressed needs to other members of health care team Provide patient-centered care with sensitivity and respect for the diversity of human experience	Respect and encourage individual expression of patient values, preferences and expressed needs Value the patient's expertise with own health and symptoms Seek learning opportunities with patients who represent all aspects of human diversity Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds Willingly support patient-centered care for individuals and groups whose values differ from own
Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.	Assess presence and extent of pain and suffering Assess levels of physical and emotional comfort Elicit expectations of patient & family for relief of pain, discomfort, or suffering Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs	Recognize personally held values and beliefs about the management of pain or suffering Appreciate the role of the nurse in relief of all types and sources of pain or suffering Recognize that patient expectations influence outcomes in management of pain or suffering
Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families Examine common barriers to active involvement of patients in their own health care processes Describe strategies to empower patients or families in all aspects of the health care process	Remove barriers to presence of families and other designated surrogates based on patient preferences Assess level of patient's decisional conflict and provide access to resources Engage patients or designated surrogates in active partnerships that promote health, safety and	Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care Respect patient preferences for degree of active engagement in care process Respect patient's right to access to personal health records

	well-being, and self-care management	
Explore ethical and legal implications of patient-centered care

Describe the limits and boundaries of therapeutic patient-centered care | Recognize the boundaries of therapeutic relationships

Facilitate informed patient consent for care | Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care

Appreciate shared decision-making with empowered patients and families, even when conflicts occur |
| Discuss principles of effective communication

Describe basic principles of consensus building and conflict resolution

Examine nursing roles in assuring coordination, integration, and continuity of care | Assess own level of communication skill in encounters with patients and families

Participate in building consensus or resolving conflict in the context of patient care

Communicate care provided and needed at each transition in care | Value continuous improvement of own communication and conflict resolution skills |

Teamwork and Collaboration		
Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.		
Knowledge	**Skills**	**Attitudes**
Describe own strengths, limitations, and values in functioning as a member of a team	Demonstrate awareness of own strengths and limitations as a team member

Initiate plan for self-development as a team member

Act with integrity, consistency and respect for differing views | Acknowledge own potential to contribute to effective team functioning

Appreciate importance of intra- and inter-professional collaboration |
| Describe scopes of practice and roles of health care team members

Describe strategies for identifying and managing overlaps in team member roles and accountabilities

Recognize contributions of other individuals and groups in helping patient/family achieve health goals | Function competently within own scope of practice as a member of the health care team

Assume role of team member or leader based on the situation

Initiate requests for help when appropriate to situation

Clarify roles and accountabilities | Value the perspectives and expertise of all health team members

Respect the centrality of the patient/family as core members of any health care team

Respect the unique attributes that members bring to a team, including variations in |

	under conditions of potential overlap in team member functioning Integrate the contributions of others who play a role in helping patient/family achieve health goals	professional orientations and accountabilities
Analyze differences in communication style preferences among patients and families, nurses and other members of the health team Describe impact of own communication style on others Discuss effective strategies for communicating and resolving conflict	Communicate with team members, adapting own style of communicating to needs of the team and situation Demonstrate commitment to team goals Solicit input from other team members to improve individual, as well as team, performance Initiate actions to resolve conflict	Value teamwork and the relationships upon which it is based Value different styles of communication used by patients, families and health care providers Contribute to resolution of conflict and disagreement
Describe examples of the impact of team functioning on safety and quality of care Explain how authority gradients influence teamwork and patient safety	Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care Assert own position/perspective in discussions about patient care Choose communication styles that diminish the risks associated with authority gradients among team members	Appreciate the risks associated with handoffs among providers and across transitions in care
Identify system barriers and facilitators of effective team functioning Examine strategies for improving systems to support team functioning	Participate in designing systems that support effective teamwork	Value the influence of system solutions in achieving effective team functioning

Evidence-based Practice (EBP)		
Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.		
Knowledge	**Skills**	**Attitudes**
Demonstrate knowledge of basic scientific methods and processes Describe EBP to include the components of research evidence, clinical expertise and patient/family values.	Participate effectively in appropriate data collection and other research activities Adhere to Institutional Review Board (IRB) guidelines Base individualized care plan on patient values, clinical expertise and evidence	Appreciate strengths and weaknesses of scientific bases for practice Value the need for ethical conduct of research and quality improvement

Differentiate clinical opinion from research and evidence summaries Describe reliable sources for locating evidence reports and clinical practice guidelines	Read original research and evidence reports related to area of practice Locate evidence reports related to clinical practice topics and guidelines	Appreciate the importance of regularly reading relevant professional journals
Explain the role of evidence in determining best clinical practice Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care	Participate in structuring the work environment to facilitate integration of new evidence into standards of practice Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events	Value the need for continuous improvement in clinical practice based on new knowledge
Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences	Consult with clinical experts before deciding to deviate from evidence-based protocols	Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices

Quality Improvement (QI)		
Definition: 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.		
Knowledge	**Skills**	**Attitudes**
Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice	Seek information about outcomes of care for populations served in care setting Seek information about quality improvement projects in the care setting	Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals
Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families Give examples of the tension between professional autonomy and system functioning	Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit Participate in a root cause analysis of a sentinel event	Value own and others' contributions to outcomes of care in local care settings
Explain the importance of variation and measurement in assessing quality of care	Use quality measures to understand performance Use tools (such as control charts and run charts) that are helpful for understanding variation	Appreciate how unwanted variation affects care Value measurement and its role in good patient care

	Identify gaps between local and best practice	
Describe approaches for changing processes of care	Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act) Practice aligning the aims, measures and changes involved in improving care Use measures to evaluate the effect of change	Value local change (in individual practice or team practice on a unit) and its role in creating joy in work Appreciate the value of what individuals and teams can to do to improve care

Safety

Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

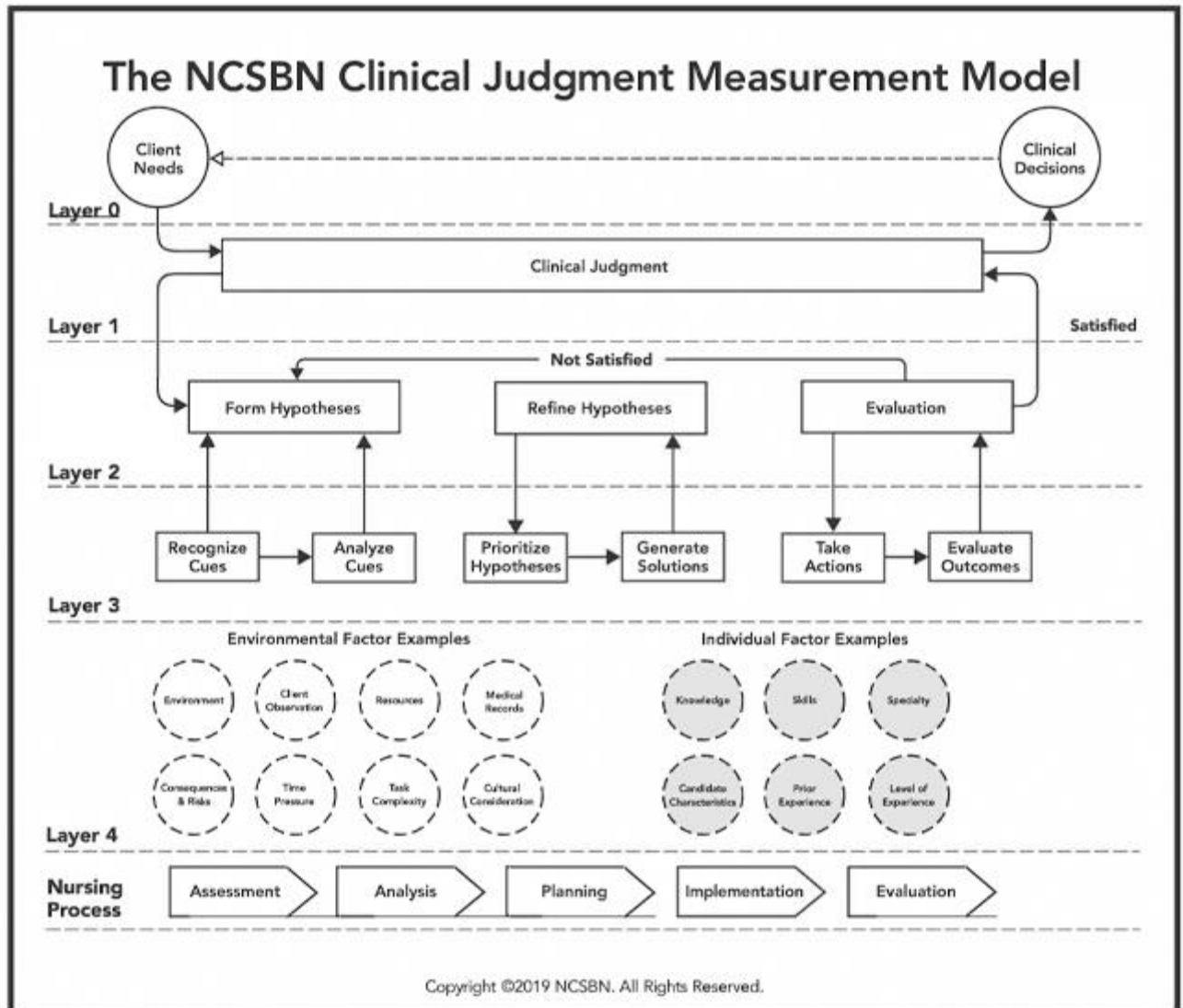| Knowledge	Skills	Attitudes
Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations) Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms) Discuss effective strategies to reduce reliance on memory	Demonstrate effective use of technology and standardized practices that support safety and quality Demonstrate effective use of strategies to reduce risk of harm to self or others Use appropriate strategies to reduce reliance on memory (such as. forcing functions, checklists)	Value the contributions of standardization/reliability to safety Appreciate the cognitive and physical limits of human performance
Delineate general categories of errors and hazards in care Describe factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems)	Communicate observations or concerns related to hazards and errors to patients, families and the health care team Use organizational error reporting systems for near miss and error reporting	Value own role in preventing errors
Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis)	Participate appropriately in analyzing errors and designing system improvements Engage in root cause analysis rather than blaming when errors or near misses occur	Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team
Discuss potential and actual impact of national patient safety resources,	Use national patient safety resources for own	Value relationship between national safety campaigns and implementation

initiatives and regulations	professional development and to focus attention on safety in care settings	in local practices and practice settings

Informatics		
Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.		
Knowledge	**Skills**	**Attitudes**
Explain why information and technology skills are essential for safe patient care	Seek education about how information is managed in care settings before providing care Apply technology and information management tools to support safe processes of care	Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills
Identify essential information that must be available in a common database to support patient care Contrast benefits and limitations of different communication technologies and their impact on safety and quality	Navigate the electronic health record Document and plan patient care in an electronic health record Employ communication technologies to coordinate care for patients	Value technologies that support clinical decision-making, error prevention, and care coordination Protect confidentiality of protected health information in electronic health records
Describe examples of how technology and information management are related to the quality and safety of patient care Recognize the time, effort, and skill required for computers, databases and other technologies to become reliable and effective tools for patient care	Respond appropriately to clinical decision-making supports and alerts Use information management tools to monitor outcomes of care processes Use high quality electronic sources of healthcare information	Value nurses' involvement in design, selection, implementation, and evaluation of information technologies to support patient care

References

[1] Institute of Medicine. Health professions education: A bridge to quality. *Washington DC: National Academies Press*;2003.

[2] Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., et al (2007). *Quality and safety education for nurses*. Nursing Outlook, 55(3)122-131.

The NCSBN Clinical Judgment Measurement Model

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Reference: https://www.ncsbn.org/14798.htm

NCSBN Clinical Judgment Model. Our program will use layer 3:

- Recognize cues.
- Analyze cues.
- Prioritize hypotheses.
- Generate solutions.
- Take action.
- Evaluate outcomes.

Southwest Virginia Community College
Practical Nursing Program
Curriculum

Curriculum Course #	Course Title	Lecture Hours	Lab Hours	Simulation Hours in lieu of direct care	Clinical Hours	Course Credits
PNE 155	Body Structure and Function	3	0	0	0	3
ENG 111	College Composition I	**3**	0	0	0	3
PNE 146	Fundamentals in Practical Nursing	2	12	0	48	6
PNE 174	Applied Pharmacology (Dosage Calculation)	1	3	0	0	2
PNE 195	Topics in PNE Student Success	1	0	0	0	1
Total	**First Semester**	**8**	**15**	**0**	**48**	**15**
PNE 151	Medical Surgical I	3	3	0	0	4
PNE 181	Clinical Experience I	0	15	2	144	5
PNE 173	Pharmacology for Practical Nurses	2	0	0	0	2
PNE 116	Normal Nutrition	1	0	0	0	1
TOTAL	**Second Semester**	**6**	**18**	**2**	**144**	**12**
PNE 130	Maternity Nursing	3	6	8	20	4
PNE 152	Medical-Surgical II	3	3	0	0	4
PNE 158	Mental Health/Psychiatric	2	0	0	0	2
PSY 230	Developmental Psychology	3	0	0	0	3
TOTAL	**Third Semester**	**11**	**9**	**8**	**20**	**13**
PNE 295	Topics in NCLEX- PN Success	1	0	0	0	1
PNE 157	Pediatrics	3	3	8	24	4

PNE 145	Trends in Practical Nursing	1	0	0	0	1
PNE 182	Clinical Experience II	0	18	10	136	5
REL 230	Religions of the World	3	0	0	0	3
TOTAL	**Fourth Semester**	**5**	**21**	**18**	**160**	**14**

Total Minimum Credits for Certificate in Practical Nursing 53

Southwest Virginia Community College
Practical Nursing Program
Course Descriptions

FALL SEMESTER (1ˢᵗ SEMESTER)

PNE 146- Fundamentals of Practical Nursing-Introduces students to practical nursing history, legal and ethical aspects, and current trends. Teaches nursing knowledge and skills with emphasis on meeting basic patient needs. Utilizes nursing process. Provides learning experiences through classroom instruction, laboratory practices, and supervised clinical experience.

PNE 155-Body Structure and Function
Studies the structure and function of the body.

PNE 174-Applied Pharmacology for Practical Nurses
Applies problem solving skills in preparing and administering medications.

PNE 195-TOPICS IN PNE STUDENT SUCCESS
Provides an opportunity to explore topical areas of interest to or needed by students. May be used also for special honors courses.

ENG 111- College Composition I
Introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software. This is a Passport and UCGS transfer course.

SPRING SEMESTER (2nd SEMESTER)
PNE 181-Clinical Experience I-Provides guided nursing experiences in the hospital setting. Practices skills and applies principles of nursing in basic areas. Includes supervision in administration of medicines. Encourages students to develop basic skills in analyzing patient needs and making nursing decisions.

PNE 173-Pharmacology for Practical Nurses-Studies history, classification, sources, effects, uses and legalities of drugs. Teaches problem solving skills used in medication administrations. Emphasizes major drug classes and specific agents within each class

PNE 151-Medical-Surgical Nursing I
Studies the structure and function of the body.

PNE 95-Topics in HESI Exit Success
Studies nursing topics tested on the HESI Exit Exam and test taking strategies.

PNE 116- Normal Nutrition
Introduces the basic principles of good nutrition. Studies nutrients, their sources and functions, basic requirements for individuals. Includes a brief introduction to diet therapy.

SUMMER SEMESTER (3rd SEMESTER)

PNE 130-Maternity Nursing-Teaches knowledge, understanding, and nursing skills related to the needs of women and other family members during all phases of childbearing; Presents abnormal conditions of pregnancy.

PNE 152-Medical-Surgical Nursing II-Studies etiology, symptoms, prescribed treatment, and experience in the nursing care of patients with selected disorders.

PNE 158-Mental Health and Psychiatric Nursing-Recognizes emotional needs of patients; Provides knowledge of the role that emotions play; Enables students to understand their own behavior as well as patient behavior.

PSY 230- Developmental Psychology
Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth.

FALL SEMESTER (4th SEMESTER)
PNE 157–Pediatrics-Teaches skills related to the needs and care of the newborn, well and sick children, and other family members; Discusses abnormal conditions of infants and children of all ages.

PNE 182-Clinical Experience II-Provides guided nursing experiences in the hospital setting. Practices skills and applies principles of nursing in basic areas. Includes supervision in administration of medicines; Encourages students to develop basic skills in analyzing patient needs and making nursing decisions. Part II of II.

PNE 145-Trends in Practical Nursing-Studies the role of the Licensed Practical Nurse; Covers legal aspects, organizations, and opportunities in practical nursing. Assists students in preparation for employment.

PNE 295-TOPICS IN NCLEX PN SUCCESS-This will be a new class; and it will require development of a syllabus that is congruent with the other syllabi at SWCC. This will be a graded class with a textbook; multiple means of presenting learning material, with both formative and summative evaluation of the PN students.

REL 230- Introduces the religions of the world with attention to origin, history, and doctrine.

Southwest Virginia Community College
Practical Nursing Program
Admission Requirements

Admission to the Practical Nursing Program is based on the following:
- ➢ Applicants must:
  - Be a high school graduate or the equivalent (GED)
  - Submit SWCC College Application
  - Request high school transcript to be sent to SWCC; SSN should be on copy
  - Submit GED scores (if applicable)
  - Request other official college transcripts (if applicable) to be sent directly to SWCC
  - Demonstrate competency in math via the Direct Placement Policy or informed self-placement, or successful completion of MDE 10.
  - Have a "C" (2.50 GPA) average in high school or college
  - Must have a "C" or better from high school or college in Biology with a lab or BIO 20 or NAS 2, BIO 101, BIO 141, BIO 142, BIO 145, BIO 150
  - Students who do not meet the above requirements, or who do not achieve a score on math, must enroll in the Developmental Studies program to gain. proficiency in these areas before being accepted into the program.
- ➢ Practical Nursing Application and application checklist must be completed and submitted online by March 6 of each year.
- ➢ Priority for acceptance will be given, in the following order: to service region (Russell, Tazewell, Buchanan and Dickenson), Virginia residents, and out-of-state applicants. Out-of-region applicants will be considered after in region. Out-of-state applicants will be considered for any openings available after all others have been evaluated.
- ➢ After all applications are received and reviewed, those applicants meeting the requirements will be invited to take the HESI Admission Exam. The exam will consist of reading comprehension and math. (If you have taken either the HESI admission exam or the TEAS in the past 5 years, you may use these scores unless they do not meet the requirements of the program. These are evaluated on an individual basis evaluating both reading comprehension and math.)
- ➢ After all students invited to take the HESI Admission Exam have taken the exam then scores and applications will be reviewed, and admission decisions will be made. Students will be notified via email to their college email address or other email on record in cases where the student email is not yet active. Students are accepted based on established criteria and without regard to race, sex, religion, or national origin. (If admission deadline is extended those students meeting requirements will be given admission decisions before the new extended deadline.)
- ➢ Students accepted into the program will need to send in their reply card confirming their acceptance or declination of their admission.to the program by the specified date in the acceptance letter.
- ➢ Full acceptance into the program is made **ONLY** after satisfactory completion of admission requirements.

- ➢ The program doesn't have advanced standing.
- ➢ Transfer into the program is based on review of courses that have been completed and if they are eligible for transfer into our program. General education courses will be evaluated by the registrar to determine if they will transfer.

Southwest Virginia Community College
Practical Nursing Program
Program Requirements

To successfully complete both the classroom and clinical components of the practical nursing program, the students must either independently or within reasonable accommodation, be able to perform all of the following essential standards and functions of a practical nurse.

Speech: Student should be able to establish interpersonal rapport and communicate verbally and in writing with clients, physicians, peers, family members, and other members of the health care team. This includes rapport and communication with those from a variety of social, emotional, cultural, and intellectual backgrounds in order to initiate problem-solving nursing activities such as data collection, explanation of procedures, and communication of patient responses to others.

Hearing: The student should possess auditory ability sufficient for physical monitoring and assessment of client health care needs, which should include hearing faint body sounds, faint voices, hearing in situations when not able to see lips and hearing auditory alarms.

Vision: The student should possess visual acuity that is sufficient to identify and distinguish colors, read handwritten orders, and any other handwritten or printed data such as medication records, scales, chart data, and provide for client safety by being able to view monitors and other equipment clearly to interpret data.

Mobility: The student should be able to stand and/or walk eight to twelve hours daily in the clinical setting. The student should be able to bend, squat, or kneel. The student should be able to assist in lifting and moving clients of all age groups and weights. The student should be able to perform cardiopulmonary resuscitation. The student should be able to work with arms fully extended overhead.

Manual Dexterity: The student should demonstrate eye/ hand coordination that is sufficient to manipulate equipment such as infusion pumps, etc.

Fine Motor Ability: The students must be able to use their hands for grasping, pushing, pulling, and fine manipulation. They should have tactile ability that is sufficient for patient assessment.

Mentation: The student should be able to maintain reality orientation for at least an eight- hour shift. The student should be able to assimilate and apply knowledge acquired through lectures, discussion, and readings. The student should be able to comprehend and apply basic mathematical skills, and comprehend and apply abstract concepts from biological, sociological, and psychosocial sciences.

Smell: The student should have olfactory ability that is sufficient to monitor and assess health needs.

Tactile (touch): The student should have enough ability to conduct physical assessment and/ or basic functions related to therapeutic nursing interventions.

Writing: The student should have the ability to communicate and organize thoughts and present them clearly and logically. Written documents should be correct in style, grammar, and mechanics.

Reading: The student should be able to read and understand written directions, instructions, and comments in both classroom and clinical settings.

Adapted from "A Validation Study: Functional Abilities Essential for Nursing Practices" by Carolyn J. Yocum, National Council of State Boards of Nursing. 1996 & PDCCC Nursing Student Handbook.

Despite the above-mentioned essential functional abilities, a person qualified that has a disability who can perform these essential functions with reasonable accommodations will be considered for admission along with other qualified applicants.

Program Requirements/Guidelines

Retention/ Remediation: The practical nursing program's standard for passing is 80%. The faculty feel very strongly about students having a good solid understanding of concepts and the ability to apply these concepts. Any student in a PNE course that scores less than 80% on a test or assignment should meet with the instructor to review the assignment and develop a plan to improve. The student depending on the meeting may be given an academic success plan. The student must comply with this plan and have it completed by the due date.

If the student fails to complete the academic success plan, they will be required to meet with the program team that includes the dean of health technologies, program director, and clinical coordinator. The team will discuss the failure to complete the academic success plan with the student. Failure to complete the academic success plan can result in counseling about the importance of completing the academic plan, up to being required to withdraw from the practical nursing program based on the final decision of the program team. Student remediation is imperative for the student to understand the concepts to pass the NCLEX-PN exam, be competent, and to safely provide patient care. Faculty are available by appointment to meet with students needing assistance. Students are strongly encouraged to reach out for assistance. Tutoring from student support services is available for other courses. You can call Beth Gianato to inquire about obtaining a tutor

at 276-964-7624. Tutoring is also available in Brain Fuse located in the Canvas courses in the tabs on the left of the screen.

The Practical Nursing Program uses HESI specialty exams and exit exams. All HESI exams are required course components. In the applicable courses version 1 of the exam will be given and remediation completed before version 2 is given as a final exam for the course. In the PNE 295 course the HESI Exit version I and 2 are given. **It is required that you score a minimum score of 850 on one of the exit exams that are components of the PNE 295 course.** You have two attempts at each specialty exam and the exit exam. If after taking the first exam, you do not score the desired score, you will be required to complete intensive HESI remediation. This remediation is generated by HESI to identify your weakest areas. You will not be allowed to take version 2 or any other HESI exam until the remediation is complete. Failure to comply will lead to you not being allowed to take version 2. This is used as a final exam so it may result in course failure. In the PNE 295 course the student must score 850 on either version 1 or 2 to pass the course. This applies for all HESI testing except the admissions test. Students should read their course syllabus to determine the HESI requirements for that course. **You can fail a course by not meeting the HESI requirement as stated in the syllabus.**

Progression Policy: The program policy is that a grade of "C" or better is required in each PNE course to matriculate to the next semester or complete the program. The PN program uses a point system in each course and the student must have a total of 400 points to earn a "C". If students make less than a "C" in the PNE course, the program team will meet to discuss individual situations. In the first semester of the program students are required to pass a drug calculation test called the CDCE with a score of 90% or better. The student will be given 3 attempts with remediation in between attempts. If the student does not score 90% after 3 attempts, they will be withdrawn from the program. In the program students will be required to score satisfactorily in clinical skills. The student will be given three attempts to satisfactorily pass a skill with remediation in between attempts and if they are not successful after three attempts, then they will be withdrawn from the program. In the final semester students will take PNE 182, which is a clinical course, that will require satisfactory performance on an individual VR competency simulation and a skills competency. Each student will be given three attempts to complete this. If the student does not complete these with satisfactory performance, the student will fail the course regardless of other grades and performance.

Course Repeating Policy: Students that need to repeat a nursing course will meet with the program team to determine if there is adequate class space and clinical availability.

Resignation Policy
Any student that desires to withdraw from the practical nursing program must submit a letter of resignation to the Director of Practical Nursing Program stating the reason for withdrawal to qualify for readmission into the program.

If, at any time, in the judgment of the Director of the Practical Nursing program, faculty and/or administration, a student fails to meet the requirements in scholastic achievement,

(theory and practice), attitude, standards of health and conduct, standards of nursing performance, or attendance, the Director has the right to request a meeting with the student and Dean of Health Technologies to discuss their continuation in the program. Physical and emotional adequacies and accepted moral conduct must be in accordance with the State Board of Nursing Rules and Regulations.

Readmission Policy/ Procedure

Consideration for the student to be readmitted to the program requires meeting the following criteria:

1. Apply in writing to the program director at least one semester before the readmission for permission to repeat the course(s) in which a grade lower than a "C" was earned or the student resigned.
2. Have at least a 2.5 cumulative GPA at the time of application for readmission and continue to meet all the admission requirements unless overridden by program team.
3. The program team will review the courses needed and the time frame of return to determine what the student needs to be able to complete the program. The program team will meet to determine requirements that must be met in addition to successful completion of courses. Students at a minimum will be required to pass a CDCE exam with a 90% score and show satisfactory performance in clinical skills. Depending on the semester and situation, the student may be required to complete additional clinical time and a competency simulation. If the student has been out of the program for greater than one year or the program has had significant changes the returning student will need to restart the program.
4. Student if approved to be readmitted must purchase any items that the program requires including if there has been a change in uniform, updating Castlebranch information, and required materials for the classes. Students should be aware financial aid may not cover costs of repeating a course. Students should check. with financial aid before readmission to determine if it is financially feasible.

*Decisions on readmission will depend on the student having met the above criteria and upon the availability of clinical placement. Students will be notified of readmission four to six weeks before the requested admission date, except in situations where there are mitigating circumstances.

Grading Scale

Students in the practical nursing program must earn at least a "C" grade or better to remain in the program each semester unless a different decision is made by the program team. **An 80% overall (400) average in each subject must be maintained for promotion into the following semester**. Students who receive a grade lower than required will not be allowed to continue in the program unless program team approves. A point system will be used for **every** course. The point system is as follows:

> **Grading system:**
> **A= 470-500**
> **B= 435-469**
> **C= 400-434 ** Minimum number of points to pass the class**

D= 365-399
F= 364- below

Please note that our course goes by total points and not the assignment percentage presented in Canvas. Please go by the points column in Canvas which is the last column. If you have questions, please see your instructor.

Academic Integrity:

Students must do their own work! Students who plagiarize or cheat will be dismissed from the program. Cheating on any exam, test, quiz, lab performance, or project, as well as plagiarism is prohibited. Number 3, 4, 5, and 6 listed below are grounds for dismissal.

1. Cheating: Any act of unauthorized material or help from another person in any academic work submitted for the course.
2. Plagiarism: any act of submitting the work of another person without appropriate citing of the source.
3. Facilitating works of dishonesty: Providing unauthorized work to another person, or resubmitting another person's work for academic credit.
4. Fabrication: inventing sources or information in clinical or academic work.
5. Unprofessional behavior: unauthorized acts against Faculty/student.
6. Unauthorized Exam behavior: talking, passing material, copying answers, picture taking of exam/answers (cell phone), or leaving exam site during an exam.
7. Artificial Intelligence (AI): The use of any type of AI or technological means are prohibited when completing assignments or during testing.

Testing: All testing will occur on campus. Students will follow the instructions and guidelines given by the instructor. Students are required to bring a laptop with them to class. Students will use laptops with Lockdown Browser to take tests in the classrooms. Some testing may occur in the library. Make up tests are not allowed unless for an excused reason. The excused reasons are sick with a health care provider excuse or death in the immediate family (mother, father, spouse, child, grandmother, grandfather, sibling). An obituary announcement must be provided with the student's name listed for a death to be accepted as an excuse. If given a make up test it will be different questions, can be a different format, and can be a different number of questions. If the absence is unexcused the student will receive a zero for the test score. The same applies for the HESI testing. A health care provider excuse and obituary should be submitted to the instructor and program director the day after the absence occurs.

Honor Code

Southwest Virginia Community College "student code of conduct" is in the college handbook. SWCC student catalog and student handbook may be accessed at the following website: https://catalog.sw.edu/content.php?catoid=10&navoid=581 The practical nursing program expects each student to adhere to academic honesty and abide by the honor code. This requires that the student be responsible for not only his or her conduct, but that he or she report any infraction of the honor code observed. Cheating

and or/plagiarism may include using any unauthorized assistance on examination, paper or project, presenting the work of someone else without acknowledging the source, stealing or sharing test examinations from an instructor or student. Dishonesty is a serious matter that will lead to disciplinary action by the instructor of the course. Dismissal from college could result.

Achievement Tests
Standardized integrated testing is provided through HESI testing and is administered throughout the practical nursing program to coincide with the curriculum content. Benchmark scores will be discussed and made known to the students with the progression of the program. **Students are responsible for reading their syllabus and knowing the benchmark scores and how the test is used in the course. Some courses you will fail if you do not meet the achievement test requirement upon 2 attempts**. All students are required to take these tests. Taking these tests will aid the student in identifying areas of strengths and weaknesses. Payments for these achievement tests will be processed by the SWCC Bookstore.

Attendance
Attendance is vital for success in the practical nursing program. Class time with presentation of didactic material and the usage of active learning strategies is especially important for success in passing tests and clinical time is difficult to make up. Therefore, the following policy applies to **all** students in the program:
- Prompt and regular attendance is required of all students. Attendance records will be maintained. This includes the hybrid/online course delivery where Zoom is used to conduct class. If you are tardy 2 times, it will constitute an absence.
- Excused absences include an excuse from the health care provider for the student or child or an obituary for the death of an immediate family member: mother, father, sibling, child, spouse, and grandparent, or hazardous weather conditions. The excuse or obituary notice should be presented the day after the absence occurs.

A student that misses 2 or more days (excused or unexcused) that have not been discussed with the instructor in class/clinical/simulation will be required to meet with the program team to discuss the absences. Absences for reasons that are not excused will be handled on a case-by-case basis. Absence of greater than 2 days of class time or clinical time may **result in a failing grade.** Based on the outcome of this meeting, the student may be allowed to continue with a plan of action in place or withdraw from the program. If you are absent from any clinical experience, then that time must be made up as the student has to have the required number of clinical hours per the state board of nursing.

If the student cannot attend class or clinical, it is the student's responsibility to notify the instructor as soon as possible. The student should notify the clinical instructor 1 hour before the time clinical begins. If you miss clinical you are required to email Mrs. Ray, your clinical faculty (Ray, Bishop, Cline), and Dr. Rose. Make up tests may only be given for excused absences. If you no show for clinical, it will result in a meeting with the program team. It is imperative that

students in the PN program attend class, skills labs, orientation to facilities, scheduled simulations, and scheduled clinical experiences to obtain the knowledge, skills, and competencies necessary to become a practical nurse. It is also important that they not be tardy as this will not be tolerated on a consistent basis. Students must be punctual in order to be professional and hold a job as a LPN once they graduate from the program and become licensed.

Hybrid Class: Our program is using the hybrid model for delivering class. Students may have a class by Zoom. This is the instructor's discretion. The course instructor will advise when classes are not on campus, but on Zoom. Students regardless of modality are accountable for being in class. Students are required to come to campus for labs, simulations, and to clinical sites for orientation as required. Class participation is required in either modality. Students that are in Zoom class that are not participating as instructed will be dismissed from the Zoom session and will need to meet with the instructor regarding this. If the issue is internet, the student should notify the instructor by email asap. If a class is on campus, then students will not be allowed to join class via Zoom.

The PN program requires students to have internet access to attend classes and complete assignments. If you know that you don't have an internet connection that will support this, then please go to a location that will. There are hot spots that are available at the college and other locations. We need you to participate just as if we were in person class. It is imperative that you are participating in active learning. A computer is required to have to use in class, for Zoom classes, access to Canvas, and access to the electronic texts and resources required for the class. You will need to have Lockdown Browser downloaded on your laptop. A Chromebook will not work with the testing and some of the software. If you need a laptop, a limited number are available through the college. Below is the information.

Technology Requirements:
All students must purchase a laptop with a camera and microphone to use in the classroom and lab. This device will be for utilizing required digital textbook resources. It is recommended to NOT use a Chromebook, iPad or HP stream as these are not compatible with some of the resources used in the program.

HESI testing will require a check of a student's computer to make sure that the requirements are adequate for HESI testing. HESI testing on campus will take place in the library.

Communications: Internet access is required. If you do not have adequate internet access, it is your responsibility to make sure that you locate a service to complete assignments, send emails, and access digital materials. The college does have some Hotspots for loans. The information for that is included below in the laptop loaner section.

 Web Browser: Google Chrome is recommended (latest version).

Up-to-date software will also be needed to access multimedia content.

Word Processing Experience: Minimally proficient word processing skills, including basic keyboarding skills.

Email: Student college emails must be used. Faculty have been instructed to only respond to students using college email addresses.

Check the LMS course sites and email daily. Students must be able to perform the following email functions:
♣ Check for and access new email.
♣ Save copies of all incoming mail for your records
♣ Send email and save a copy of all outgoing mail.
♣ Send, receive, read, and save attachments to email.
♣ Print email messages and file attachments.
♣ Scan documents and save to pdf files.

Virus Scanning Software: Obtain up-to-date virus scanning software must be maintained on students' computers. Anti- virus software can be downloaded from the Help Desk support web page from the college. If a document infected with a computer virus is sent to an instructor, the instructor will have to delete the document and will be unable to grade the work submitted.

Software programs: Software programs used include but are not limited to the following:
♣ Microsoft PowerPoint
♣ Microsoft Word
♣ Adobe Reader
♣ Microsoft Excel

The SWCC resources link in Canvas has instructions on how to download Office Suite and other helpful technology resources and information. This is located at the bottom of the home page and in the first module under modules. The instructions for downloading the Lockdown Browser are included here as well. The program will use the Lockdown Browser for testing in class and out of class. You will need to have this installed before beginning courses.

Southwest Laptop/Hotspot Checkout

A Laptop/Hotspot loaner program is available to students who need a laptop or Hotspot to complete coursework. A limited number are available and are loaned on a semester-basis, not open-ended. They will be provided first-come, first-serve. Students must complete the Southwest Laptop Check-out Form or the Southwest Hotspot Check-out Form Please click control and the link

Alcohol and Drug Policy: In addition to the college's alcohol and drug policy that is in the student handbook the following also applies:

- ➢ If a student's statements and/or behavior in the class, lab, or clinical suggests possible influence of either drugs, alcohol, or other drug use, the faculty member will:

  a. Confront the student in a confidential manner with their observations of inappropriate behaviors that may suggest alcohol or drug use.

  b. Inform the students that is the responsibility of the faculty to dismiss them from campus or clinical facility.

  c. The faculty member will write a summary of the incident which will be sent to the program director and the Dean of health technologies.

- ➢ The student will need to schedule a meeting with the program director, faculty involved, and the Dean of health technologies to discuss the issue. This should be completed before the student is allowed to attend further clinical sessions.

- ➢ The student will be counted absent from class or lab, and if in clinical will be clinically unsatisfactory for the day. The clinical hours will have to be made up when the student is determined fit to return to clinical.

Under no circumstances should a nursing student be purchasing or drinking alcoholic beverages and/or using drugs while in their uniform, lab coat, or polo shirt that has SWCC Practical Nursing on it.

Health Changes while in the Program: Students with existing health problems such as diabetes, seizures, or are pregnant should notify faculty before the first day of clinical. If a student develops a health issue that may result in incapacitation in the clinical area or one that could potentially jeopardize patient safety such as diabetes or seizures, the student should notify the faculty as soon as they are aware of the issue. Students who become pregnant during the program must inform the faculty so appropriate precautions can be taken and must submit documentation of pregnancy and any limitations imposed by the physician. Students are expected to meet all program requirements. Reasonable accommodation will be made if possible. After delivery the student must provide a note to return to clinical. If a student develops a health issue the student should still be able to perform the essential functional abilities listed previously. Students that have been under medical treatment for surgery, any restrictions, or after childbirth will be required to provide a physician's note providing clearance for return to clinical before the student can return.

Medical Leave or Limitations: If at any time during the program a student needs to take a medical leave or has specific restrictions, the faculty member should be presented with a physician's note giving specific instructions. The faculty will determine based on the written instructions what the student will be able to do. When the restrictions are lifted, then the faculty must receive a note from the physician stating there are no longer limitations.

Southwest Virginia Community College
Practical Nursing Program
Professional Behavior Expectations and Disciplinary Action

Professional Behavior Guidelines: The practice of nursing demands professional behavior. The practical nursing faculty believes that practical nursing students in preparation to become a nurse should exhibit professional behavior that meets these nursing demands. Practical nursing students are expected to always demonstrate professional behaviors in all activities that are representative of the practical nursing program to include class, clinical, simulations, and other functions associated with the program. Below is a list of the expected professional behaviors, but is not limited to:

1. The student will always maintain integrity (honesty and trustworthiness).
2. The student will demonstrate dependability and accountability in activities associated with the practical nursing program.
3. The student will adhere to the attendance policy for both classroom and clinical.
4. The student will be punctual to class and clinical.
5. The student will submit work by the date assigned.
6. The student will demonstrate adequate nursing documentation.
7. The student will seek assistance when needed by contacting program faculty to schedule an appointment.
8. The student will refrain from using electronic devices in the classroom and clinical unless approved by faculty.
9. The student will maintain an appropriate dress in both the classroom and in clinical (see guidelines for clinical dress).
10. The student will adhere to the social media policy (see Practical Nursing Program Handbook).
11. The student will abide by the testing policies as listed in the course syllabi and submit their own work.
12. The student will abide by the confidentiality policy and HIPAA located in the Practical Nursing Program Handbook.
13. The student will follow the chain of command in dealing with problems. The chain of command is instructor to program director to Dean of Health Technologies to Vice President of Academic and Student Services to President of the College.
14. The student will adhere to the clinical policies of the practical nursing program that are in the Practical Nursing Program Handbook.
15. The students will abide by agency clinical policies and procedures of the facility. These are available to review at each facility.

If professional behavior is not always exhibited, then it may result include disciplinary action including program dismissal pending review of the allegation by the faculty to include the program director, clinical coordinator, and the Dean of Health Technologies.

Classroom Guidelines: Students are expected to arrive to class on time including in Zoom sessions. Students should come with their laptops charged and ready to go for class. Students are not to have cell phones out in class unless approved by the instructor. Special circumstances should be discussed with the faculty member before class. If a student is using a cell phone without prior permission, the student may be excused from class with an unexcused absence in the classroom and lab at the faculty members discretion. Students are to be always respectful and courteous to other students and faculty. Children are not allowed in the classroom, lab, or clinical facilities during practical nursing functions or activities.

Practical Nursing Clinical Information

Clinical Policy Guidelines:
Individual contracts are in effect with each affiliate clinical agency and these contracts differ in requirements made of students. The general stipulations are as follows:
1. Clinical agencies reserve the right to dismiss a student from their agency at any time with any due cause. This will be done with advance notice except in an emergency. Dismissal from a clinical facility will result in a meeting with the program team. Dismissal from a clinical facility will result in program dismissal unless the program team deems differently.
2. Proper uniform must be worn while in the clinical facility. Photo ID is always required in clinical areas. The photo ID should be visible above the waist. If the student is in the facility for any reason other than clinical rotation representing the practical nursing program the following dress code will be observed: Dress clothes with any skirts coming at a minimum of 2 inches above the knee and clothes without wrinkles and appropriate shoes. Heels should not be greater than 4 inches per hospital policy. Published policies of hospital/clinical affiliate must be observed.
3. Immunizations must be current and include Hepatitis B, varicella, and MMR. Proof of tuberculin skin test (PPD) must be shown on initial physical examination form and annually thereafter. Previous positive reactors are exempt but must be addressed by the Program Director.
4. Student releases the hospital, its agents, and employees from any liability for any injury or death to him/herself or damage to his/her property arising out of agreement of use of hospital's facilities and other clinical site affiliates. Contracts for each agency are available in the Nursing Office and may be reviewed by the students upon request.
5. Clinical facilities require a criminal history record check and/or drug screen as a condition for placement. All nursing students will be required to provide proof of the background checks and drugs screens prior to clinical placement. Associated costs for the background checks and drug screens are the responsibility of the students.

Classroom and clinical policies are to be always followed in the practical nursing program. Failure to follow policy will result in disciplinary action. See below for further information on disciplinary action.

Disciplinary action for violation of professional behavior guidelines including clinical policy and classroom guidelines will result in a review of the issue by the program team (program director, clinical coordinator, and Dean of Health Technologies).

1. Failure to follow the professional guidelines listed above will require a meeting with the program team. The team depending on the violation may choose to provide a written warning, disciplinary probation, restitution, suspension or dismissal from the program. Some violations are covered in other areas of the handbook.
2. Failure to follow the classroom policies listed will first result in a written warning with the exception of bringing a child into class or lab. The student will have to leave with the child as this is against college policy. If cited for a second violation, then a meeting with the program team will occur with further discussion on disciplinary action. Disciplinary action may include disciplinary probation, restitution, suspension from the program, or dismissal from the program.
3. Failure to follow clinical policies is not acceptable. We are obligated to follow the clinical site policies and procedures. Failure to follow all clinical policies will result in a clinical unsatisfactory requiring you to remediate the situation and complete another clinical shift to get your hours. This is not applicable for all clinical policy violations. The following violations will result in automatic dismissal from the program unless deemed different after review of the issue by the program team (program director, clinical coordinator, and Dean of Health Technologies):
   - **IF DISMISSED BY A CLINICAL AGENCY EMERGENTLY OR WITH NOTICE.**
   - **ANY VIOLATION THAT CAUSES A LIFE-THREATENING SITUATION**

4. The faculty reserve the right depending on the violation to alter this disciplinary action if necessary to fit the violation as it is impossible to list everything that could possibly happen. Any alteration will be done with the program team (program director, clinical coordinator, and the Dean of Health Technologies).

Clinical Requirements

Upon admission, students must undergo a complete physical examination by a health care provider and submit the signed physical form and documentation of immunizations with Castle Branch by October 4, 2024. If the student fails to submit this by the due date, the student may be dismissed from the program.

List of Immunizations
Hepatitis B (series of (3) immunizations) It is highly encouraged that you receive. these as you are exposed to blood borne pathogens in clinical. If you choose not to receive these, you must sign a declination form and upload to Castlebranch.
MMR (measles, mumps, rubella) (2 are required)
Varicella (documentation of having varicella or chickenpox or titer)
Td or Tdap within the last 10 years (Tdap is recommended)
Annual Flu immunization
TB Testing: completion of one of the three options listed on the form. Required annually
COVID 19 vaccine series (Most all healthcare facilities require this.). We cannot guarantee that you can meet all of the clinical requirements if you do not have vaccines.

Criminal Background Information:
The nursing law of Virginia addresses criteria for application for licensure. The Virginia State Board of Nursing has the power to deny opportunity to procure license through testing if the applicant has willfully committed a felony/misdemeanor under laws of the Commonwealth of Virginia or of the United States.

Anyone who has been convicted of a federal or state felony or misdemeanor (excluding minor traffic violations) and anyone with a history of drug or alcohol habituation should arrange a conference with the Program Director upon application to the program.
The following is excerpted from the Virginia Board of Nursing Regulations:
"**54.1-3007. (Effective January 1, 2005) Refusal, revocation or suspension, censure or probation.**
The Board may refuse to admit a candidate to any examination, refuse to issue a license, certificate, or registration to any applicant and may suspend any license, certificate, registration, or multistate licensure privilege for a stated period or indefinitely, or revoke any license, certificate, registration, or multistate licensure privilege, or censure or reprimand any licensee, certificate holder, registrant, or multistate licensure privilege holder, or place him on probation for such time as it may designate for any of the following causes:

1. Fraud or deceit in procuring or attempting to procure a license, certificate, or registration.
2. Unprofessional conduct.

3. Willful or repeated violation of any of the provisions of this chapter.
4. Conviction of any felony or any misdemeanor involving moral turpitude.
5. Practicing in a manner contrary to the standards of ethics or in such a manner as to make his practice a danger to the health and welfare of patients or to the public.
6. Use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice.
7. The denial, revocation, suspension or restriction of a license, certificate, registration, or multistate licensure privilege to practice in another state, the District of Columbia or a United States possession or territory; or
8. Abuse, negligent practice, or misappropriation of a patient's or resident's property."

Criminal history record check (background check) and drug screen must be completed according to guidelines and dates provided by faculty. Failure to do so will result in dismissal from the program. The Practical Nursing Program uses Castle Branch as the provider of keeping the background checks, drug screens, physical forms, and other forms. You are required to purchase the PN package from Castle Branch and complete all of the requirements by 10/04/2024.

During the program, the practical nursing faculty will carefully observe and evaluate the student's suitability for nursing.

Other Requirements
1. Be responsible for transportation to classes and to agencies used for clinical rotations.
2. Attain CPR Certification (American Heart Association BCLS Provider and maintain current CPR certification throughout the program.). If you need to take the course at the college, you will need to register for HLT 105. You must have this completed by 10/04/24 to go to clinical.
4. Purchase uniforms, shoes, and accessories as required for clinical experiences per specifications from Scrubs and Stuff.
5. Obtain photo identification (from campus library). This is a part of your clinical attire, without exception. You will also need to get a Ballad ID before you attend. clinical at their facilities. You will be given further instructions on this.
6. Be aware that it is the student's professional responsibility to strictly adhere to the policies of the clinical facilities and of the practical nursing program. Failure to do so will result in a meeting with the program director, clinical coordinator, and the Dean of Health Technologies and dismissal from the program. The program has clinical contracts with facilities that have criteria the program must meet and abide by.
7. Student is required to complete HIPAA training that is included in the Castle Branch package by the due date of 10/04/2024.
8. Student is required to sign and upload the required documents into Castlebranch by 10/04/2024.
9. Students are required to be covered by health insurance. Information and application regarding student insurance available to purchase may be obtained from the

Office of Admissions and Records in Dellinger Hall, room 220. (Excerpted from the student handbook)

Social Networking Policy: Please review the NCSBN video on use of social media at this site. Social Media Guidelines for Nurses | NCSBN

Financial Requirements
In addition to the usual college tuition and fees, the nursing program requires: Uniforms, Books, CPR certification, and Standardized Integrated Tests provided through Health Education Systems Incorporated and a supply package.

Estimated Program Costs (Total): This is just an estimate of entire program costs.
Tuition: $8,964.95 in state
Books: Varies depending on book and resource adoptions
HESI Package: $345 (Estimate and could vary)
Certified Background and drug screen (Castlebranch): $128.75
American Heart Association BCLS course: $169.15 + book is $17.75
Nursing Pin: $70-350 depending on your choice.
State Board & NCLEX fees: $370.00
Class and Clinical Items: $260 (estimate depending on brands)
Physical Exam and immunizations: Costs vary.
Uniform prices included later in handbook.
Laptop computer: Costs vary.

Your uniforms must be purchased from Scrubs and Stuff at 2687 Steelsburg Hwy., Cedar Bluff, VA. They are located in the Steelsburg Plaza between Leonard Automotive and Bellacinos. Their phone number is 276-345-9300. You will need to have time to try on the uniforms when you go. You must have your uniforms ordered by **September 7, 2024!**

Receive a Student Discount of 10% with your Student ID on ALL Uniforms, Socks, Stethoscopes, BP Cuffs, Badge Reels, Scissors, Shoes, and other Medical Accessories at Scrubs & Stuff.

Description Size Cost Embroidery

Unisex Polo shirts-Navy Youth to Adult XL $22.99 $8.00

2X-3X $22.99 $8.00

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Ladies Top #2500-Navy XXS-XL $24.99 $8.00

1X-3X $27.99 $8.00

4X-5X $30.99 $8.00

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Ladies Warm Up Jacket#5500 XXS-XL $30.99 $8.00

Navy 1X-3X $33.99 $8.00

4X-5X $36.99 $8.00

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Ladies Pant #9560 XXS-XL $26.99

Navy and Pewter 1X-3X $29.99

(Tall Sizes are extra) 4X-5X $32.99

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Ladies Undershirt #4881 XS-XL $17.99

Navy 2X-3X $20.99

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Ladies Warm Up Jacket#5500 XXS-XL $30.99 $8.00

Navy 1X-3X $33.99 $8.00

4X-5X $36.99 $8.00

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Ladies Skirt #CK505 XXS-XL $36.99

Navy and Pewter 2X-3X $38.99

Ladies Lab Coat #5160 XXS-XL $29.99 $8.00

White 2X-3X $32.99 $8.00

4X-5X $35.99 $8.00

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Mens Pant WW140 XS-XL $31.99

Navy & Pewter (Talls Extra) 2X-5X $34.99

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Mens Warm Up Jacket XS-XL $28.99 $8.00

#WW360 Navy 2X-5X $31.99 $8.00

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Mens Top #WW670 XS-XL $27.99 $8.00

Navy 2X-5X $30.99 $8.00

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Mens Undershirt #WW700 XS-XL $22.99

Navy 2X $25.99

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Mens Labcoat #5150 XS-XL $29.99 $8.00

White 2X-3X $32.99 $8.00

4X-5X $35.99 $8.00

If top, jacket, lab coat or polo is not purchases from Scrubs & Stuff the embroidery charge will be $12.00 instead of $8.00. You are required to have black shoes that must be closed toe and closed back. You are also required to wear plain black socks that come over the ankles. Scrubs & Stuff have a size run in shoes available to try on also. Once sized, they will be ordered in the same way your uniform and supplies will be handled.

We also carry scissors, EKG calipers, compression socks, goggles, penlight, watches, stethoscopes, BP Cuffs, Pulse Oximeter, badge reels, student ID holders to go on your badge reels, nursing bags/backpacks and many more items to help you with your clinical studies.

Students will also need a clipboard to use in clinical studies as well as something to carry their supplies and drug book in. There is not a specific bag required but should be one that is big enough to hold their supplies.

Feel free to call or come by with any questions: 276-345.9300 - Store, 276.971.7121 - Cell

www.facebook.com/myscrubstuff www.scrubstuff4u.com

Congratulations and Good Luck

Students must purchase a minimum of one uniform to include navy scrub top, navy scrub pants, polo shirt, pewter scrub pant, white coat, and undershirt if wanted or to cover tattoos. Students should also purchase a warmup jacket. You are not allowed to wear other jackets in the clinical area. Some of these areas are cold at times.

Clinical Supplies:

Surgical masks/N95 masks where required & when required.

Scissors

EKG calipers

Penlight

Watch with a second hand: Lapel watch (preferred but can have wrist watch. No electronic watches)

Stethoscope (Student should try different stethoscopes and purchase the one they hear better out of)

BP cuff

Safety glasses

Pulse oximeter is great for them to have also to use in clinical (optional)

Students will also need a clipboard to use in clinical as well as something to carry their supplies and drug book in for clinical. There is not a specific bag required but should be one that is big enough to hold their supplies. Scrubs & Stuff has clipboards and bags that you can use.

White Coat Ceremony: Before the students begin their second semester, they will receive their white coat. This signifies that the student is ready to begin the next step of

the journey to be a nurse. This special ceremony will be held in the Fall semester in the beginning of December. You will order and be fitted for your white coat when you order your uniforms.

Pinning Ceremony: The Practical Nursing program finishes in December. In December, before the completion of the semester a pinning ceremony is held. The nursing pin is a symbol with a rich history dating back to the Maltese Cross. The Crusaders wore the cross as a symbol of service to Christianity. Over the centuries various symbols represented service to a ruler or to the community. As a result of Florence Nightingale's influence, the importance of "nurses' training" was recognized and hospitals began developing programs. The Nightingale School of Nursing at St. Thomas's Hospital in London designed and awarded a badge with a Maltese Cross to the nurses as they completed their program.

By 1916, a ceremony awarding the badges was a tradition in England and the United States. The badge symbolized educated women who were prepared to serve the health needs of society. Eventually, each school of nursing designed and awarded a customized pin. In the United States the first pin presented to a graduating class occurred at Bellevue Hospital in New York City, 1880. The pin featured a crane in the center for vigilance. This center relief is encircled by a band of blue for constancy, and an outer band of red for mercy and relief of suffering.

The nursing pin and accompanying ceremony represented a meaningful experience for nursing students.

Reference: Mary W. Rode (1989), The Nursing Pin: Symbol of 1,000 Years of Service, *Nursing Forum*, Vol. XXIV, issue 1, pgs. 15-17.

The students will wear their school uniform and will be pinned with the SWCC practical nursing pin or pin of their choice. The pin must be purchased by the student. The student is expected to participate in this ceremony. Program awards are also given at this ceremony. The awards are the Florence Nightingale Award, and the Dolores Mulkey Award for Academic and Clinical Excellence. For the student to graduate from the program the student must meet the program requirements to be eligible to sit for the NCLEX-PN exam. **The pinning ceremony is not a graduation ceremony.** The graduation ceremony is held in May of each year. Students that complete the program may attend the graduation ceremony in May to celebrate their accomplishments.

Graduation Requirements: In addition to passing all the required courses with a grade of "C" or better, the student must score a minimum of 850 on the HESI Exit Exam in the PNE 295 course and show progression in the simulation labs by meeting objectives, providing satisfactory patient care, and demonstrating knowledge to teach a patient about their disease process, medications, and other pertinent information from the spring semester to the final fall semester to demonstrate beginning competence in patient care. So, if the students are

unsuccessful in this course, they are unable to graduate. Students will have two attempts at the HESI Exit Exam and up to three attempts on the competency simulation.

Licensure Requirements-Commonwealth of Virginia
1. High School Diploma or GED.
2. Has received a diploma from an approved practical nursing program.
3. Has passed a written examination as required by the state board.
4. Has committed no acts which are grounds for disciplinary action set forth as in the Code of Virginia-54.1-3007.

Clinical Evaluations:
Clinical Evaluation consists of completion of each clinical day with a satisfactory score on the CCEI tool. This tool evaluates all the clinical attributes the student should perform in. It includes an area for instructor to make detailed notes. Also, part of the clinical grade is completion of the clinical assignment such as Sim Chart, pathophysiology, and drug cards. Each clinical experience must have a satisfactory score on the CCEI and a minimum score of 80% on the clinical assignment.
Students are expected to adhere to both clinical policies of the program and the clinical policies and procedures of the clinical site. Failure to follow these will result in a meeting with the program director, clinical coordinator, and Dean of Health Technologies. Based on the findings of the meeting, disciplinary action can result in a verbal reprimand to expulsion from the program.

CLINICAL GUIDELINES WILL INCLUDE, BUT ARE NOT LIMITED, TO:
1. Students will have completed all preclinical requirements & have all documents uploaded to Castlebranch site by 10/04/2024
2. Students will **promptly** report to clinical facility as assigned by faculty. Tardiness **WILL NOT** be tolerated.
3. Students will adhere to the clinical affiliate policies and procedures.
4. Students will improve and expand nursing clinical skills through guidance and direct supervision by clinical faculty.
5. Students will respect human dignity, patient rights, families, peers, and faculty at all times.
6. Students will maintain patient confidentiality and HIPAA.
7. Students will neither receive nor make personal telephone calls while in the clinical areas (except in cases of extreme emergencies). Cell phones, electronic watches of any type, and pagers are **NOT** permitted in the clinical area. These are to be left in personal vehicles. (If these items are found to be in the clinical area, the student will be dismissed for the clinical day with clinical unsatisfactory.
8. Students will care for patients and keep the area neat, clean and free of clutter.
9. Students will be in full uniform and be prepared for clinical upon arrival at the facilities.
    If students do not adhere to the dress code, they will be dismissed from the clinical facility. This results in an unexcused absence, an unsatisfactory clinical grade, and possible dismissal from the program if it becomes a repetitive issue.

10. If an unavoidable absence is imminent, then the students will notify the clinical instructor 1 hour prior to the beginning of the clinical day. **A no show on a clinical day may result in program dismissal.**

11. Students are not to leave the assigned clinical site prior to completion of clinical day.

12. Students are not allowed to take verbal or telephone orders.

13. Students are not allowed to give any medications without a clinical instructor or preceptor present. **NO EXCEPTIONS!!!!**

14. Students are not allowed to administer cytotoxic medications or blood products.

15. Students should not witness any documents.

16. Students are responsible for attending clinical orientations to facilities.

17. Per the Virginia Board of Nursing Guidance Document 90-21: "In accordance with §54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct patient care tasks to which he has been assigned."

18. Student will complete an Emergency Contact Form each semester that will be kept with each clinical instructor during clinical rotation, in case of an emergency.

19. Students are required to abide by infection control practices and policies of the institution during clinical due to exposure to blood borne pathogens and body fluids. This will include infection control procedures with COVID-19.

20. Students should not come to the clinical if they are not prepared to function. Sleeping, not providing care appropriately, and impaired ability to function are situations where the student will be asked to leave until they are competent to perform patient care. Students should not work the night before clinical. The student, if this happens, will meet with the program director, clinical instructor, clinical coordinator, and Dean of Health Technologies.

All students are required to take a comprehensive math calculation exam prior to medication administration. Dosage and calculation exam questions will be in tests throughout the program. Students will be given (3) opportunities to obtain the benchmark score of 90%. Correct medication dosage calculation is a **CRITICAL SKILL** for all nurses. If the student is unable to achieve the required score, then the student will be considered unsafe for clinical practice and will be dismissed from the program.

CLINICAL DRESS CODE
The uniform for all students will consist of the following:
1. The uniforms are to be purchased through Scrubs and Stuff. They do have a layaway plan and work with the WIOA program with vouchers. The uniforms are specific to the PN Program at SWCC. Students should plan to go and try on the uniforms, so the correct size is ordered. The uniform consists of a navy scrub shirt with SWCC Practical Nursing Program embroidered on it and navy pants or skirt, pewter scrub pants or skirt, navy lab jacket, and white lab coat with SWCC Practical Nursing Program embroidered on it. The white lab coat will be placed on the student during the white coat ceremony. The skirt length will be 2 inches below the knee. Students are advised to listen to the staff at Scrubs and Stuff with

relation to fitting of scrubs. Students are also required to get a navy polo shirt with the logo embroidered on it. Uniforms per the clinical agency should not be tight, show any areas that should not be seen, and should look professional.

2. **Undergarments should be appropriate and cover the buttocks and be of appropriate color preferably a nude color.** For those with visible tattoos or those that would like to wear an undershirt then you should purchase an undershirt that has been approved by the faculty and ordered from Scrubs and Stuff. This will be navy in color and will match the uniform.

3. Socks should be solid black and should be ankle socks. There should not be any pattern on the socks. If you prefer to wear compression hose or stockings, they should be solid black.

4. Black leather closed toe and closed back should be worn to protect the feet from exposure to blood borne pathogens. There should be no mesh or white on the shoe. There should be no wording or symbols on the shoes. No open toed shoes or open back shoes are allowed. Shoelaces should be kept clean and neat.

5. Accessories: You must have EVERY clinical day
　　Name badge (Photo Identification)
　　Watch with second hand (We prefer the lapel watch that can be purchased at Scrubs and Stuff due to infection control)
　　NO ELECTRONIC DEVICE WATCHES
　　Medical bandage scissors
　　Small notebook/ Black ink pens (no felt tip)
　　Stethoscope
　　Blood pressure cuff
　　Pen light
　　Drug Reference book

7. You are required to purchase a navy polo shirt from Scrubs and Stuff that is embroidered with SWCC Practical Nursing Program to wear to mental health clinical and other areas as specified by faculty. These will be worn with your pewter scrub pants and black shoes.

Grooming guidelines while in uniform for all students.

1. All uniforms are to be clean, neat, and wrinkle free; with color appropriate undergarments (preferably nude). Uniform pants should not be too long. If they are they should be hemmed. Skirts if worn should be 2 inches below the knee per clinical agency policy.

2. Shoes should look professional, and shoelaces are to be kept clean.

3. Hair is to be kept clean, neat and off the collar. Hair color should be. professional, not offensive to patients, and adhere to the policies of the clinical agencies. Hair color should be a natural color. (No pink, green, blue, etc)

4. Perfume/Cologne/ body sprays/body lotions will not be worn while in uniform but the use of deodorant is a **MUST.** Your uniform should not be saturated with the smell of smoke, as this can trigger respiratory distress. (Per clinical agency policy).

5. Mustaches and beards are to be kept short, neat, and well-trimmed at all times.

Otherwise, the student should be cleanly shaven each clinical day.

6. Jewelry that is allowed is one stud earring in the lobe of each ear, and wedding bands or bands may be worn. If you must have something in place to keep the piercing open, then you should place the clear studs in. Per the hospital clinical guidelines gauges are not encouraged, but gauges must only be ¼ inch.

7. Tattoos should be covered if possible. Tattoos per the clinical facility that may be offensive to others are not allowed. If you have tattoos on fingers, then. please see the program director and clinical coordinator to discuss options.

8. Fingernails will be kept clean and well-trimmed. Fingernails per hospital policy should not be longer than ¼ inch for patient safety. No forms of artificial nails are allowed for anyone due to infection control policies and hospital polices. Students may wear clear color nail polish only.

9. No gum chewing in the patient care areas.

10. Smoking or any use of any tobacco products or Vaping is NOT allowed at any clinical facility per hospital policy. There is to be no use of tobacco products. on the clinical facility grounds. Students are not permitted to go to their cars to use any form of tobacco products during clinical hours.

Southwest Virginia Community College Practical Nursing Program
Student Agreement for Confidentiality and HIPAA

As a student at the Southwest Virginia Community College Practical Nursing Program, you will have access to highly sensitive information about all patients. This includes information that is protected by HIPAA. The policy of the healthcare agencies with whom we do clinical in, and professional ethics binds you to keep this information confidential. Psychiatric patients have specific rights regarding confidentiality that are protected by law, and you are obligated to respect them. Basically, all information pertaining to patients is considered privileged and may not be released, disclosed, or discussed with anyone other than hospital staff involved in the care of the patient, instructor, and must occur in the proper settings such as clinical post conference. You are to use discretion and common sense to avoid discussing patient cases in settings where you could be overheard. If you have any questions about the confidentiality law or how to apply it in specific situations consult with your instructor or nursing staff. If you violate this statement in any way, disciplinary action or dismissal from the program may result. Violations of confidential information and HIPAA can also result in legal action against you.

Southwest Virginia Community College Practical Nursing Program
Guiding Principles for Use of social media

I acknowledge that I have reviewed the NCSBN social media guidelines pdf and watched the video provided to me in the program student handbook. This document provides a framework for nurses to use. This document provides guidance on applying professional values and personal judgement in the nurses' use of social media. Failure to adhere to the guiding principles for use of social media can result in disciplinary action and can include

dismissal from the program. You also could be legally liable if you violate laws that protect the patient.

I agree to and will abide by the guidelines set forth in the NCSBN Social Media Guidelines.

Southwest Virginia Community College Practical Nursing Program
Release of Information

I give permission for the Southwest Virginia Community College Practical Nursing faculty or program administrative assistant to share my personal information including name, date of birth, last 5 numbers of the social security number, and documentation of the health and safety requirements to any of the clinical agencies, with whom we contract with for clinical, that request this information.

I understand that my personal identifying information may be shared with those with whom we have a clinical contract, so they can enter this information in their system for access to electronic medical records and for medication administration systems.

Practical Nursing Program Student Consent of Agreement

1. I have received a copy of the Southwest Virginia Community College Practical Nursing Handbook for 2024-2025. I have read and agree to abide by the rules and regulations set forth in this handbook. In addition, I understand and agree that situations may warrant additional rules and regulations to be implemented into the program. Students will therefore be informed if an addendum is to take effect in the program. I have been given an opportunity to ask questions regarding the Practical Nursing Handbook and program.

2. I have been informed that a recent change in Virginia law may affect an individual's ability to find employment in certain settings as a Licensed Practical Nurse. Effective July 1, 1992, licensed nursing homes and similar organizations are prohibited from hiring persons who have been convicted of certain criminal acts. Any person wishing to enter the nursing program who has committed any legal offenses other than minor traffic violations should discuss these matters with the Director of the Nursing Program prior to application, admission, and start of the program.

3. I am aware of the fact that as a Practical Nursing student I must pass all courses with an overall grade point average of 80% or 400 points or better in order to continue onto the following semester. The student must have

satisfied all clinical requirements, I also understand that I must meet all program requirements to graduate.

4. I understand that The State Board of Nursing has the authority to deny licensure to any applicant who has violated any of the provisions of 54.1-3007 of the Code of Virginia.

5. I am aware that cheating on exams or plagiarism will result in immediate dismissal from the program.

6. I understand that rules and regulations in the 2024-2025 Student Handbook of Southwest Virginia Community College apply to this program.

7. I understand that the clinical affiliates (facilities) of the Southwest Virginia Community College, (Practical Nursing program), may require a criminal background check or a drug screen prior to students' entrance to clinical rotations. I understand if I am unable to attend the clinical time required in the program, I will be dismissed from the program.

8. I understand that the State Board of Nursing and Department of Health Professions rules, regulations, and codes all apply to nursing programs and nursing professions.

9. I release Southwest Virginia Community College, SWCC Practical Nursing Program (including instructors) and clinical affiliates responsible for any personal or professional occurrences and liability issues.

10. I will follow the chain of command of Southwest Virginia Community College's nursing program and college.

*By signing the practical nursing handbook disclaimer and signature form, I am acknowledging that I have been given an opportunity to read and agree to abide by the rules, regulations and statements set forth to me in passages: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 of the Student Consent Agreement. I have also had an opportunity to ask questions and obtain any clarification sought of myself regarding this form.

**The SWCC Student Handbook can be found at
https://catalog.sw.edu/content.php?catoid=10&navoid=581 You are responsible for
going to the website can reading the student handbook as well as this one. When you
sign that you have read this handbook then you are signing that you also have
visited and read the student handbook.**

Academic Calendar

The academic calendar can be found at
https://sw.edu/schedule/

The program handbook may be changed at any time, due to changes the program feels is
necessary and changes that the Virginia Board of Nursing may make. If changes are
made, you will be notified verbally and via an announcement on Canvas.

<u>Program Handbook Disclaimer and Signature Form</u>

This PN Program 2024-2025 Handbook is provided to you as a guide and to ensure that you understand the academic and conduct expectations that the College has for you during your enrollment in the program. There is no mutuality between you and the College concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the college. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.

Your signature on this page is your acknowledgement that you have received and agreed to read this handbook. It acknowledges that you agree to abide by the guidelines, policies, and procedures set forth in the practical nursing program handbook.

_____   _____
Student's name (printed)   Date

_____
Student's Signature

Revised 11/2024.