WAYNE COMMUNITY COLLEGE

NURSING STUDENT MANUAL 2019-2021

Wayne Community is a Tobacco-Free and Drug Free Institution

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WELCOME TO NURSING AT WAYNE COMMUNITY COLLEGE

The nursing faculty welcomes you to the Wayne Community College (WCC) nursing programs! We are happy that you have chosen to begin your nursing education at WCC. You have chosen a very rewarding, challenging, and dynamic career that will offer you many varied opportunities to pursue both your nursing practice and lifelong learning goals. The faculty is committed to helping you to meet your educational goals and to become a highly skilled member of the nursing profession. We wish you success as you begin your journey.

BRIEF HISTORY OF NURSING PROGRAMS

The nursing department at WCC has the unique honor of being the oldest department at the college. In 1957 when WCC was established as the Goldsboro Industrial Center, the school of Practical Nursing, which had been implemented in 1950 as part of the Vocational Education Department of the Goldsboro City Schools, was immediately transferred to the Industrial Education Center. Again in the late 1960s, WCC responded to the need for increased numbers of highly skilled nurses by implementing an Associate Degree Nursing program in the fall of 1971. Since 1965 the Practical Nursing and Associate Degree Nursing programs have graduated a combined total of **2,082** nurses. We look forward to adding you to the list of graduates.

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students participate in assessment, planning, implementing, and evaluating nursing care. Graduates are prepared to provide nursing care primarily in long-term care settings such as nursing homes and acute care settings such as general hospitals. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse.

The Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. The curriculum explores the roles of the nurse as provider of nursing care, as manager of care, as member of the discipline of nursing, and as a member of the interdisciplinary team. Employment opportunities include acute care such as general hospitals, long-term care settings, industry, and community agencies.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse

The Practical Nursing and the Associate Degree Nursing programs are approved by the North Carolina Board of Nursing (NCBON). The NCBON is a valuable resource for information related to nursing education and nursing practice in North Carolina (www.ncbon.org).

The Practical Nursing and Associate Degree Nursing programs are accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). They can be reached at

Accreditation Commission for Education in Nursing, Inc.
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
www.acenursing.org

INTRODUCTION

The purpose of this student manual is to provide information that will be useful to you as a WCC nursing student. Keep it close by and refer to it often as you progress through the program. It includes important information about the program itself and regulations and policies that apply to students in the program. You will find other useful information in the WCC Catalog and Student Handbook and the WCC Website: www.waynecc.edu.

In addition to the policies of WCC, Nursing students are required to follow policies within this manual. This edition of the Nursing Student Manual supersedes all previous Nursing Student Manuals.

The policies provided in this edition of the Nursing Student Manual are not to be regarded as an irrevocable contract between WCC and students. The Nursing Department reserves the right to change any policies or schedules at any time.

It is the policy of WCC not to discriminate against any person on basis or race, color, handicap, religion, age, or national origin in the recruitment and admission of students; the recruitment, employment, training, and promotion of faculty and staff; and the operation of any of its programs and activities, as specified by federal laws and regulations.

It is the student's responsibility to become familiar with WCC and Nursing Department policies, and adhere to them. Any changes in this policy and effective dates will be announced, and addendums provided.

ORGANIZATIONAL STRUCTURE

PRESIDENT
Dr. Thomas Walker

|

VICE PRESIDENT FOR ACADEMIC and STUDENT SERVICES
Dr. Patty Pfeiffer

|

DIVISION CHAIR
ALLIED HEALTH and PUBLIC SERVICES
Janeil Marak

|

DEPARTMENT CHAIR, NURSING
Billy Tart

|

NURSING FACULTY
Marielle Blizzard
Adam Combs
Michelle Garon
Bonnie Gray
Summer Gray
Virginia Raper
Melissa Smiley
Sherry Smith
Jenny Wiggins

|

NURSING STUDENTS

Rev.: 6/98; 6/2000;
7/01; 6/02; 6/03
6/04, 6/05, 7/06
7/07, 5/08, 8/09,
8/11, 8/12,6/13,
3/16, 8/16, 7/17,
7/18, 4/29/19 (Effective Fall/2019)

WAYNE COMMUNITY COLLEGE NURSING CURRICULUM MODEL

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
MISSION, GOALS, OBJECTIVES

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WAYNE COMMUNITY COLLEGE, MISSION, AND GOALS

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INSTITUTIONAL LEARNING OUTCOMES

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WAYNE COMMUNITY COLLEGE NURSING PHILOSOPHICAL FRAMEWORK

Individual   Health   Healthcare   Environment   Nursing   Nursing Education

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MISSION

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PROGRAM LEARNING OUTCOMES

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CONCEPTUAL FRAMEWORK

MAJOR CONCEPTS	Individual	Health	Healthcare	Environment	Nursing	Nursing Educ
Threads:						
Clinical Judgment/Decision Making						
Caring						
Inter/Intra Professional Communication						
Basic Needs						
Teaching/Learning						
Growth & Development						
Pharmacology						
Management/Supervision						
Personal Development						

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COURSE LEARNING OUTCOMES

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MODULE LEARNING OUTCOMES

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SYSTEM OF EVALUATION

Rev: 3/85; 7/88; 9/90; 2/95; 5/00; 5/04; 6/06; 3/07; 2/09; 8/10; 11/11; 3/15; 4/19

WAYNE COMMUNITY COLLEGE
NURSING DEPARTMENT
PHILOSOPHICAL FRAMEWORK

MISSION

The faculty of the department of nursing is committed to the mission, goals, and learning outcomes of WCC. We endorse the concept of open-door admissions to the college. However, we recognize the need for restrictions on the number of students admitted to our nursing programs and for setting admission standards to ensure quality practitioners. The nursing faculty is committed to providing accessible high quality, learner-centered, and outcome-based nursing education to meet the diverse and changing health-care needs of the service area. The nursing faculty is committed to promoting the development of qualified students prepared for the professional roles of practical nurse and registered nurse to perform competently and safely their respective roles within the legal and ethical framework of nursing at the entry level. Within this mission, the goal of the nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life, and achievement of potential for the individual.

Graduates of the nursing programs meet the educational requirements to take their respective National Council Licensure Examinations (NCLEX-PN and NCLEX-RN).

PHILOSOPHY OF THE DEPARTMENT OF NURSING

The philosophy of the nursing department is developed from the faculty's beliefs regarding the individual, health, healthcare, nursing, environment, and nursing education.

Individual We believe the individual is a dynamic, multidimensional, biophysical, psychosocial, cultural, and spiritual being with unique needs who interacts constantly with the internal and external environment in an effort to achieve and/or maintain homeostasis throughout the life span. The individual is viewed as a member of a family, community, and a culturally diverse society.

Health We believe health is a dynamic state of being that moves along a wellness to illness continuum that may culminate in death. Health beliefs, past experiences, biophysical, psychosocial, cultural, spiritual, and environmental factors influence the individual's perception of health and adaptive responses.

Healthcare We believe that quality healthcare should be accessible to all individuals. Professional nurses assume multiple roles in providing healthcare services to persons in settings wherever nursing is required. Nurses adhere to the American Nurses Association Code of Ethics and the professional standards that define safe, competent, and effective nursing practice. Through multifaceted awareness and action, nurses shape the healthcare delivery system.

Environment We believe environment is the sum of all internal and external conditions and elements that influence the development and performance of the individual. The environment is constantly changing and may alter an individual's health and/or well-being and require adaptive responses.

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

Nursing Education We believe nursing education is a continuous and dynamic process shared by students and faculty. The nursing curriculum at WCC provides a foundation of nursing knowledge and practice incorporating concepts from biological and social sciences and general education courses. The curriculum is designed to offer the opportunity for learning through the use of diverse resources, technologies, and varied learning experiences to acquire the knowledge and skills needed to perform competently and safely as entry-level practitioners and as life-long learners. Learning is defined as the process "by which behavior is changed as individuals acquire and apply knowledge, attitudes, and skills" (WCC Educational Philosophy, 2004). The curriculum is founded on adult and collaborative learning principles. Basic assumptions include self-direction, utilizing adult experience, problem and activity-centered learning (Rachel, 2002). Acknowledgment of prior learning and experiences can assist in motivating the student to achieve his/her potential. The student is expected to assume responsibility for learning and thinking critically utilizing the faculty as a resource.

References:

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

Wayne Community College. (2004). *College procedures manual: Educational philosophy 03-0101.* Goldsboro, N.C.: WCC.

Revised:
3/85; 7/88; 9/91; 2/95; 6/97; 5/00; 5/01; 6/03; 5/04; 1/06; 6/06; 2/09 effective 8/10

WAYNE COMMUNITY COLLEGE
NURSING DEPARTMENT
CONCEPTUAL FRAMEWORK

This conceptual framework provides a systematic ordering of facts, concepts, and beliefs that direct the design of the curriculum and that provide a basis on which to evaluate the curriculum. The framework is eclectic and is derived from the philosophy and mission of the nursing program.

The conceptual framework unites the broad concepts of the individual, health, healthcare, the environment, and nursing to provide a conceptualization of nursing education.

Curriculum threads have been identified and developed to form the basis for the nursing programs. They include:

Clinical Judgment/Decision Making	Basic Needs	Pharmacology
Caring	Teaching/Learning	Management/Supervision
Inter/Intra Professional Communication	Growth & Development	Personal Development

The following discussion indicates how these threads are woven within the nursing programs.

CLINICAL DECISION MAKING

The major framework of the curriculum focuses on the development of clinical judgement/decision making utilizing the nursing process as a problem solving methodology. The nursing process is a scientific, problem-solving method used to deliver quality, individualized, safe nursing care to diverse groups of individuals across the age spectrum. Effective utilization of the nursing process incorporates critical thinking, clinical reasoning and integration of evidence-based practice. These concepts are introduced in NUR 101: Practical Nursing I and NUR 111: Intro to Health Concepts and expanded throughout the Practical Nursing and Associate Degree Nursing curricula as a basis for clinical judgement/decision-making and nursing practice. The nursing process utilizes circular steps for planning and providing nursing care. A four-step nursing process is introduced in NUR 101: Practical Nursing I and is expanded throughout the Practical Nursing program as a basis for nursing practice.

The four components are defined as follows:

"Assessment is an ongoing process and consists of participation in the determination of nursing care needs based upon collection and interpretation of data relevant to the health status of a client.

Planning nursing care activities includes participation in the identification of client's needs related to the findings of the nursing assessment.

Implementation of nursing activities consists of delivering nursing care according to an established health care plan and as assigned by the registered nurse or other person(s) authorized by law.

Evaluation consists of participation in determining the extent to which desired outcomes of nursing care are met and planning for subsequent care." (NC Administrative Code, 21 NCAC 36 .0225 Components of Nursing Practice for the Practical Nurse, 2002).

A five-step nursing process is introduced in NUR 111: Intro to Health Concepts and is expanded throughout the Associate Degree Nursing program as a basis for nursing practice utilizing a conceptual approach.

The five components are defined as follows:

"<u>Assessment</u> is an ongoing process and consists of the determination of nursing care needs based upon collection of data relevant to the health status of a client, group, or community.

<u>Analysis</u> is the interpretation of data including formulation of a nursing diagnosis.

<u>Planning</u> nursing care activities includes identifying the client's needs and selecting or modifying nursing interventions related to the findings of the nursing assessment.

<u>Implementation</u> of nursing activities is the initiating and delivering of nursing care according to an established plan.

<u>Evaluation</u> consists of determining the extent to which desired outcomes of nursing care are met and planning for subsequent care." (NC Administrative Code, 21 NCAC 36 .0224 Components of Nursing Practice for the Registered Nurse, 2002).

CARING

The act of caring is the foundation on which nursing is built. Nursing incorporates caring interventions in order to protect and enhance individuals' personal worth and human dignity and enable individuals to meet their basic needs. Caring interventions also contribute to health promotion, enhanced quality of life, and achievement of desired outcomes. Caring is guided by compassion, mutual trust, competence and moral and ethical values. Caring behaviors are universal and vary among cultures.

The concept of caring as a central focus of nursing is introduced in NUR 101: Practical Nursing I and NUR 111: Intro to Health Concepts as student's explore each basic need and begin to develop nursing skills to assist clients to meet individual needs. Caring and caring behaviors are emphasized across the curriculum as students increase their knowledge, gain clinical experience and internalize caring as an integral component of professional nursing practice.

COMMUNICATION:

Communication is the exchange of ideas, information, and the expressions of emotions between individuals. The communication process involves collaborative, social, formal and therapeutic interactions which may be verbal or non-verbal. Students are socialized to interdisciplinary practice through classroom and clinical learning experiences. Interdisciplinary practice promotes collaboration between and among staff in the integration of information to identify and appropriately prioritize client care needs. Working as members of the interdisciplinary team, students have the opportunity to develop needed collaboration and communication skills which in turn better prepares them for practice in a clinical setting.

The principles of therapeutic and non-therapeutic communication are introduced in NUR 101: Practical Nursing I and NUR 111: Intro to Health Concepts. They are expanded and emphasized throughout the program as the student is assisted to develop greater expertise in communication skills. The communication process is enhanced by use of information technology which enables the nurse to access and utilize information for implementing nursing care. The faculty believes that nursing students must be educated in the use of informatics as a tool to review, organize, evaluate and communicate information.

BASIC NEEDS

The concept of basic needs is derived from viewing the individual as a dynamic, multidimensional, biophysical, psychosocial, cultural and spiritual being. The individual constantly interacts with an

internal and external environment in an effort to meet both biophysical and psychosocial needs. Basic needs are introduced in NUR 101: Practical Nursing I and NUR 111: Intro to Health Concepts then advanced from simple to complex throughout the curriculum.

TEACHING/LEARNING

Teaching is a system of activities intended to produce learning. Learning is a purposeful and life-long process which results in changes in cognitive, affective and psychomotor behaviors. In order for learning to take place, there has to be active participation by both teacher and learner.

Principles of teaching/learning are introduced in NUR 101: Practical Nursing I and NUR 111: Intro to Health Concepts. In the Practical Nursing curriculum, emphasis is placed on participation in client teaching/counseling as planned by the registered nurse. In the Associate Degree nursing curriculum, students are expected to assess learning needs, develop, implement, and evaluate teaching for diverse clients/families. Teaching/learning principles are advanced from simple to complex throughout the curriculum.

GROWTH AND DEVELOPMENT

Growth and Development refers to the biophysical and psychosocial changes which occur throughout the life cycle of the individual. Concepts about growth and development are based on Erikson's Stages of Psychosocial Development, Piaget's Theory of Cognitive Development, and age group norms throughout the life span. Other theories are introduced when pertinent. The basic needs of different age groups are introduced in NUR 101: Practical Nursing I and NUR 113: Family Health Concepts. Alterations in basic needs are considered as the student begins to plan and provide individualized nursing care based on the client's present stage of the life cycle. Growth and development concepts are integrated throughout both the Practical Nursing and Associate Degree Nursing curricula.

PHARMACOLOGY

Pharmacology is the study of drugs and their effects on the body and disease. Pharmacokinetics, pharmacodynamics, basic drug classifications, prototypic medications, dosage calculations, and medication administration are studied and applied in the class and laboratory setting. The application of these principles is then transferred to the clinical setting in the Associate Degree and Practical Nursing programs.

MANAGEMENT/SUPERVISION

Management is the process of planning, organizing, directing and controlling human and material resources necessary to achieve client and institutional goals. Supervision is providing guidance for the accomplishment of a nursing task or activity, with initial direction and periodic inspection and evaluation of the actual accomplishment of the task or activity. Management also includes quality improvement. Quality improvement is a problem-solving process in which health problems are identified, analyzed and resolved through the introduction of changes in practice to achieve identified client outcomes. Participating in quality improvement processes allows the student to critically evaluate the knowledge base to support client care, understand the gap between prevailing practice and best practice, and contribute in closing the gap between prevailing and best practice.

In the Practical Nursing curriculum, general concepts of delegation are introduced in NUR 101: Practical Nursing I. Application of these concepts occurs in NUR 102: Practical Nursing II and NUR 103:

Practical Nursing III. Basic principles of supervision are first introduced in NUR 102: Practical Nursing II. Application of these principles continues in NUR 103: Practical Nursing III.

In the Associate Degree Nursing curriculum, principles of organizing and directing (including delegation) are first introduced in NUR 111: Intro to Health Concepts as students plan and organize care for assigned clients. Knowledge and application of these principles are expanded in each subsequent nursing course.

PERSONAL DEVELOPMENT

Personal development is a student-centered thread integrated throughout the curriculum. It begins in the first semester as the student is expected to assume responsibility for learning with the assistance of faculty as a resource. The student's development increases throughout the program as students accept accountability and responsibility for their actions in providing safe, competent care. The student is assisted to act as client advocate and participate in quality improvement processes which include assessment and evaluation of client outcomes. Personal development is fostered through independent study, critical thinking, self-evaluation and evaluation by others. By the end of the program, the new graduate should perceive nursing as a dynamic process that requires life-long learning and continued personal development throughout his/her nursing career.

References:
North Carolina Board of Nursing. (2002). *Administrative Code* 21 NCAC 36 .0224*.* Raleigh, NC: North Carolina Board of Nursing
North Carolina Board of Nursing. (2002). *Administrative Code* 21 NCAC 36 .0225*.* Raleigh, NC: North Carolina Board of Nursing

3/85; 7/88; 7/91; 3/95; 7/97; 5/00; 5/01; 5/04; 1/06; 6/06; 3/07; 2/09 effective 8/10; 3/16

Wayne Community College
Associate Degree Program Learning Outcomes

Upon completion of the Associate Degree Nursing program, the new graduate is expected to:
1. Apply the nursing process, critical thinking skills, and evidence-based practice to provide individualized, safe, competent, and effective nursing care to diverse clients across the lifespan.
2. Demonstrate caring behaviors when implementing nursing care to diverse clients across the lifespan.
3. Use a variety of communication skills to establish and maintain a therapeutic and/or effective relationship with clients, families, and members of the interdisciplinary healthcare team.
4. Utilize resources, informatics and technologies in the delivery of nursing care.
5. Develop and implement teaching plans for clients and families incorporating teaching and learning principles.
6. Utilize basic management skills to implement nursing care and quality improvement processes to evaluate and enhance outcomes for diverse groups of clients and families.
7. Collaborate with client and members of the interdisciplinary team to plan, implement, and evaluate the healthcare plan.
8. Function within the legal and ethical framework of registered nurse practice and demonstrate accountability for own professional growth.

4/85; 7/88; 6/96; 5/00; 5/04; 6/06; 3/07; 2/09 effective 8/10

Wayne Community College
Practical Nursing Program Learning Outcomes

Upon completion of the Practical Nursing program, the new graduate is expected to:
1. Participate in applying the nursing process and quality improvement activities to provide individualized, safe, competent, and effective nursing care in a structured setting under supervision.
2. Demonstrate caring behaviors in implementing nursing care to diverse clients across the lifespan.
3. Use verbal and non-verbal communication skills to establish and maintain effective relationships with clients, families and members of the interdisciplinary healthcare team.
4. Utilize established policies, procedures, practice and technology in the delivery of nursing care.
5. Participate in the teaching and counseling of clients as assigned by the registered nurse.
6. Organize care for groups of clients.
7. Work cooperatively as a member of the interdisciplinary team in implementing the health care plan.
8. Function within the legal and ethical framework of licensed practical nurse practice and demonstrate accountability for personal development.

6/06; 9/06; 3/07; 2/09 effective 8/10

Wayne Community College
Associate Degree Nursing Curriculum

First Semester		Class	Lab	Clinical	Semester
ACA 111	College Student Success	1	0	0	1
BIO 168	Anatomy & Physiology I	3	3	0	4
NUR 111	Intro to Health Concepts	4	6	6	8
NUR 117	Pharmacology	1	3	0	2
					15

Second Semester					
BIO 169	Anatomy & Physiology II	3	3	0	4
PSY 150	General Psychology	3	0	0	3
1st 8 Weeks					
NUR 112	Health-Illness Concepts	3	0	6	5
2nd 8 Weeks					
NUR 211	Health Care Concepts	3	0	6	5
					17

Summer Term					
PSY 241	Developmental Psychology	3	0	0	3
NUR 114	Holistic Health Concepts	3	0	6	5
					8

Third Semester					
BIO 175	General Microbiology	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
1st 8 Weeks					
NUR 113	Family Health Concepts	3	0	6	5
2nd 8 Weeks					
NUR 212	Health System Concepts	3	0	6	5
					16

Fourth Semester					
ENG 112	Writing/Research in the Disc	3	0	0	3
Humanities/Fine Arts Elective **		3	0	0	3
NUR 213	Complex Health Concepts	4	3	15	10
					16

				Total Credit Hours	72

** See Appendix A for list of approved courses.
Nursing Lab and Clinical hours: 3 contact hours = 1 credit hour

Rev: November 2009
Effective: Fall, 2010

Associate Degree Nursing Curriculum
Advanced Standing Alternative for Licensed Practical Nurses

		Class	Lab	Clinical	Semester
Prerequisite/Transfer Credit					
BIO 168	Anatomy & Physiology I	3	3	0	4
BIO 169	Anatomy & Physiology II	3	3	0	4
PSY 150	General Psychology	3	0	0	<u>3</u>
					11
Course Equivalency upon admission into Advanced Standing Alternative for LPN program					
NUR 111	Intro to Health Concepts	4	6	6	8
NUR 117	Pharmacology	1	3	0	<u>2</u>
					10

CRITERIA FOR ADVANCED STANDING

1. Meet admission criteria for Associate Degree Nursing Program.
2. Graduate of an approved practical nursing program and grades of "C" or better in all courses on the Practical Nursing curriculum.
3. Current unencumbered license to practice as a Licensed Practical Nurse in North Carolina which must remain unencumbered while enrolled in the nursing program. The Nursing Department will verify license.
4. The Nursing Department will validate satisfactory competence in NUR courses content.
5. Achieve satisfactory score on the Advanced Standing Alternative for Licensed Practical Nurses placement test.
6. Admission contingent on space available.

		Class	Lab	Clinical	Semester
Second Semester					
1<u>st</u> 8 Weeks					
NUR 112	Health-Illness Concepts	3	0	6	5
2<u>nd</u> 8 Weeks					
NUR 211	Health Care Concepts	3	0	6	<u>5</u>
					10
Summer Term					
ACA 111	College Student Success	1	0	0	1
PSY 241	Developmental Psychology	3	0	0	3
NUR 114	Holistic Health Concepts	3	0	6	<u>5</u>
					9
Third Semester					
BIO 175	General Microbiology	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
1<u>st</u> 8 Weeks					
NUR 113	Family Health Concepts	3	0	6	5
2<u>nd</u> 8 Weeks					
NUR 212	Health System Concepts	3	0	6	<u>5</u>
					16
Fourth Semester					
ENG 112	Writing/Research in the Disc	3	0	0	3
Humanities/Fine Arts Elective *		3	0	0	3
NUR 213	Complex Health Concepts	4	3	15	<u>10</u>
					16
				Total Credit Hours	72

* See Appendix A for list of approved courses.
<u>Nursing Lab and Clinical hours:</u> 3 contact hours = 1 credit hour

Effective Spring-Spring/20
Rev. 6/99' 1/01; 6/02; 6/03; 6/04; 7/06; 8/10, 6/17, 4/19

Wayne Community College
Practical Nursing Program

		Class	Lab	Clinical	Semester
FIRST SEMESTER					
NUR 101	Practical Nursing I	7	6	6	11
BIO 163	Basic Anatomy and Physiology	4	2	0	5
ACA 111	College Student Success	1	0	0	<u>1</u>
					17
SECOND SEMESTER					
NUR 102	Practical Nursing II	7	0	9	10
PSY 150	General Psychology	3	0	0	<u>3</u>
					13
SUMMER TERM					
NUR 103	Practical Nursing III	6	0	9	9
ENG 111	Expository Writing	3	0	0	<u>3</u>
					12
			Total Hours		42

<u>Nursing Lab and Clinical hours:</u> 3 contact hours = 1 credit hour

Effective Fall, 97; Fall 16; 8/97; 6/99; 6/06; Fall/16

IV. POLICIES

A. ATTENDANCE POLICY

The Nursing Department faculty believes that students demonstrate responsibility for and commitment to their educational goals through regular attendance. Attendance and promptness are expected professional behaviors of all nursing students.

1. Class and Laboratory Attendance
   Attendance is checked at the beginning of each class/lab. Students are expected to attend all classes and labs. Students should come to class on time and should not ask to leave early. If student is late, he/she will be counted absent unless he/she asks the instructor after class to have the absence changed to a tardy. When a student has been tardy three times, this will constitute one hour of absence. Students will be counseled for excessive absences. It is the student's responsibility to obtain assignments and materials missed when absent from class/lab.

2. Clinical Attendance
   Clinical experience is an integral part of the program. Students are expected to attend all clinical experiences. It is recognized that absence may be unavoidable (e.g. illness). Students who have been absent from clinical due to health problems may be required to produce a statement from his/her health care provider stating they may return to clinical. Students will not be excused for routine medical and dental appointments or any other personal business. Attendance will be checked at the beginning of each clinical experience. Students are expected to be in the clinical area on time. Each time a student is late, it will be noted in the roll book. When a student has been tardy three times, this will constitute an hour of absence. The number of clinical absences will be reflected on the student's clinical evaluation Progress Report and may influence references for employment. When a student is ill and unable to report to the clinical area, he/she must notify the assigned instructor and the clinical agency within 15 minutes of the time scheduled to report clinical that he/she will be absent.

3. Overall Attendance:
   The Nursing Department believes students demonstrate responsibility for and commitment to their educational goals through regular attendance; therefore, students must attend 88% of the total hours of any class to receive a passing grade. Instructors will excuse no absences under this policy. When absences in a nursing course exceed **12% of the total contact hours** for any one course, the student will be given an automatic "W" if prior to the last day to drop a class or a "WF" if after the last day to drop a class and must withdraw from the nursing program. Students are expected to attend all classes, labs, and clinicals. It is the student's responsibility to obtain assignments and materials missed when absent from class/lab/clinical. You should come to class on time and should not ask to leave early. If you are late, you will be counted absent unless you ask your instructor after class to have the absence changed to a tardy. When a student has been tardy three (3) times, this will constitute one (1) hour of absence.

   In case of extenuating circumstances, exceptions can be made with approval of the Nursing Department Chair and recommendations of the nursing faculty. The College considers course attendance a student's responsibility. Absences do not relieve the student of meeting all the requirements of the course.

B. CODE OF CONDUCT AND ACADEMIC INTEGRITY

The Nursing Department reserves the right to maintain a safe and orderly educational environment for students and staff. Students are expected to conduct themselves in accordance with generally accepted standards of behavior and scholarship as dictated in the WCC Student Code of Conduct and Academic Integrity policies as well as the Code of Ethics for Nurses (Appendix C). See WCC Catalog and Student Handbook for further explanation of the Student Code of Conduct and Academic Integrity policies. Any student violating the WCC Code of Conduct and/or Academic Integrity (i.e., cheating, plagiarizing, or other dishonorable acts) in academic work is subject to disciplinary action up to and including dismissal from the program.

1. Audio/video recording classes/labs is not permitted.
2. Cell phones, pagers (beepers), and walkie-talkies cause unnecessary disruption to the learning/teaching process in the classroom, lab, clinical and library settings. All cell phones, pagers (beepers), and walkie-talkies must be in the off mode and out of sight during instructional times unless instructor provides specific approval for use of device.
3. No social networking will be tolerated during instructional times. Students must adhere to individual clinical facility policies on electronic devices and internet usage during clinical rotations.

C. TRANSFER CREDIT

Requests for Transfer Credit for NUR courses are submitted to the Department Chair for Nursing. Course descriptions and credit hours of the applicant's coursework are compared with that of the WCC Curriculum. Credit is approved at the discretion of the Nursing Department Chair.

D. AUDITING POLICY

In addition to the WCC Auditing Policy (refer to current WCC General Catalog and Student Handbook 2017-2018), the Nursing Department designs individual "Audit Contracts" which identify the specific student responsibilities required to receive a grade of "Au."

E. TESTS, QUIZZES, AND FINAL EXAMS

1. Students who fail to follow policies for tests, quizzes, and exams may receive a grade of "0" on the test.

2. Students are expected to take tests as scheduled. However, students who must be absent on the day of the scheduled test are required to notify the course coordinator prior to the test and make arrangements with the course coordinator for taking the test the first time the student returns to the college campus or the clinical site. The instructor has the option of giving the student an alternate test.

3. Students may only use basic calculators approved by the nursing department during testing unless otherwise stated on the course syllabus. Cell phone calculators are not permitted.

4. All electronic devices including watches and fitness trackers, cell phones, smart phones are to be turned off and placed in book bags in a faculty designated area. If the student wears an electronic device, they need to notify the faculty prior to the test.

5. Faculty may choose to use assigned seating during tests. If space permits, students should have one "seat" between them. Proctors may circulate in the room during testing.

6. Absolutely no talking once the test or quiz starts.

7. If you have a question, raise your hand and wait for the faculty to come to you. Words and content will not be defined. If there is a typo, the faculty will address the correction.

8. Students may not wear hats, hoods, or scarves (except for religious purposes) during examinations.

9. Students may use ear plugs.

10. The Scantron grade sheet constitutes the official test score. Only answers recorded on the Scantron sheet will be graded unless otherwise instructed. It is the student's responsibility to utilize the Scantron sheet correctly. Students must sign the honor code with each test.

11. All personal items will be removed from the testing area and placed along the wall in the back or side of the classroom with the exception of #2 pencils and approved basic calculator.

12. Students are allotted 75 minutes for unit tests and 110 minutes for final exams. Time begins at the start of the roll call for the testing period. All students will remain in the testing area until dismissed by the instructors.

13. After taking a test or exam, students are not to discuss the topics or questions with other nursing students (except during test collaboration). Doing so may result in dismissal from the program.

14. Post-test reviews are scheduled at the discretion of the course coordinator. No notes or recording in any manner will be taken during the test reviews. Students will have 24 hours to seek clarification or rationale for any test question via e-mail or by appointment.

15. Test grades will be posted on-line at the discretion of the course instructor, within 7 days.

16. Final examinations are given during the designated exam period at the end of each semester.

17. Faculty may request to have a conference with individual students following tests. Test counseling appointments should be made according to instructions provided by faculty. Conferences are routinely held with students who have a mid-term grade average below 78%.

18. Students shall report immediately any knowledge of previous quiz or test question in circulation to the faculty. Any student who fails to report issues of academic integrity are in violation of the Academic Integrity Policy.

19. Test questions shall not be copied (written down), photographed, or otherwise recorded.

20. Collaborative testing may be utilized at the discretion of the course coordinator.

REV 4/29/19

F. REFERENCE MATERIALS

Students receive formal instruction during the course ACA 111: College Student Success, in Library services, Academic Skills laboratory, and other resources available to facilitate their independent learning needs. During the program, references of a clinical nature with a copyright date that is more than five years old should not be used without the instructor's approval.

G. TEXTBOOKS

All students are expected to purchase textbooks as specified each semester. These textbooks are to be purchased prior to the second scheduled class meeting. Students should check with the instructor <u>BEFORE</u> purchasing used textbooks.

H. GRADING SCALE

<u>CLASSROOM:</u>

A = 93-100
B = 85-92
C = 78-84
D = 70-77
F   = 0-69

<u>ROUNDING POLICY:</u>   All test and exam grades, or mathematical percentages thereof, are held to the nearest tenth throughout the entire semester. The final course grade is calculated to the nearest whole number with 0.4 or less rounded down to the nearest whole number, and 0.5 or more rounded up to the nearest whole number.

<u>CLINICAL:</u> In all clinical courses, students are evaluated on their performance in the clinical area as either "Satisfactory," or "Unsatisfactory" on all the clinical competencies. One "Unsatisfactory" in clinical performance on the Final Clinical Evaluation Tool will constitute a grade of "F" for the course and the student will not be allowed to progress to the next semester. The descriptors "Satisfactory" and "Un-satisfactory are defined on each clinical evaluation tool. A student who demonstrates unsafe clinical behavior is subject to dismissal from the program.

APPROVED: REV 8/11

I. PROGRESSION POLICIES

Students in the Nursing Programs are required to meet the college's academic standards. (Refer to current WCC <u>General Catalog and Student Handbook).</u> Additional standards are:
1. Maintain a grade of "C" or better in each course in the curriculum.
2. Achieve a "Satisfactory" evaluation on all clinical competencies.
3. Successfully complete all prerequisites to each nursing course before progressing to the next nursing course.
4. Successfully complete all course requirements as so designated in course syllabi
5. Meet clinical agency requirements for student placement.
6. Formal withdrawal from a course or from the College must be made through the Office of Admissions and Records as directed in the <u>WCC Catalog and Student Handbook</u>. Please be aware of the last day to drop a class without penalty. The last day to drop a class is noted in the college calendar for each semester. (See <u>WCC Catalog and Student Handbook</u>).

7. Students who fail to progress in the nursing programs, but remain in school at WCC must complete a "Change of Major" form in the Office of Admissions and Records.

REV 8/11

J. GRADUATION REQUIREMENTS

In order to graduate from the Nursing Programs, the student must:
1. Meet WCC graduation requirements (See current WCC General Catalog and Student Handbook).
2. Earn a grade of "C" or better for each required course in the nursing curriculum.
3. Submit an Application for Graduation as directed in the WCC General Catalog and Student Handbook.

K. READMISSION POLICY

Because of the organization of the learning experiences in the Nursing Programs, the course sequence may be offered only one time per year; therefore, students requesting readmission to the nursing program will not be able to re-enter until the course is offered again. In addition to the Wayne Community College "Readmission Policy," the student is subject to the following:
1. Complete the admission process and submit an updated <u>Student Medical History</u> and Physical Exam Form.
2. Follow a prescribed program of knowledge and skill development based upon identified deficiencies as recommended by faculty and Department Chair.
3. Admission is a competitive process based on total point count and space available.
4. Readmission will be limited to a maximum of one time.

APPROVED: April, 1985; REV. 1991; 5/01

L.   APPEALS/GRIEVANCE PROCEDURE

Student will refer to WCC Catalog and Student Handbook for grade appeal and grievance procedures.
REV: 5/4/15

M. CRIMINAL BACKGROUND AND DRUG SCREEN

Affiliating clinical agencies with which the College has contracted to provide clinical experiences for nursing students require students to submit to criminal background checks, and drug screening prior to participation in clinical experiences at the site. The results of the background check and drug screen may determine if a student is eligible to enter clinical agencies. Students are responsible for the cost of the background check and drug screen.

1. Applicants should be aware that a student must be able to enter and/or remain in all clinical agencies to progress within the program. If a clinical site denies a student placement in the facility, the student would be unable to complete the required clinical component of the course. The student will be withdrawn from all NUR courses and will not be allowed to progress in the program.

2. Currently the nursing program uses an on-line vendor for background checks, sex offender registry checks and drug screening. Information on how to complete the process is included with the letter of acceptance to the program.
3. The background check and drug screening must be completed by the specified date prior to the start of the semester in which the student enrolls. Failure to complete the process as specified will jeopardize enrollment in the nursing program.
4. Nursing students will **REPEAT** a drug screen while enrolled in the program at a specified time directed by the Nursing Department Chair. Students are responsible for the cost. Failure to complete at the specified time will result in dismissal from the program.
5. Any criminal conviction that occurs subsequently to the criminal background check must be communicated in writing to the Director of Counseling Services within 5 days after such conviction has been entered by the court, notwithstanding the pendency of any appeal. A new background check will be requested at this time at the expense of the student.

Applicants to the nursing programs should be aware that if they have pled guilty to or been convicted of a felony or misdemeanor (other than a minor traffic violation), the NC Board of Nursing may restrict or deny licensure. The NC Board of Nursing requires criminal history checks for each person applying for licensure to practice nursing in the state of North Carolina.

REV: 8/11;7/17; 1/19

N. CLINICAL INFORMATION

Nursing students gain experience at a number of clinical sites. Students may be assigned an evening clinical rotation or a clinical experience outside of Wayne County. Students must provide their own transportation for clinical experiences. Students are expected to follow the policies and procedures of each facility to which they are assigned.
1. Clinical rotations are distributed for each course with a clinical component. They are subject to change at the discretion of the faculty only.
2. Students are required to wear approved ID during all clinical experiences as directed by clinical facility. Faculty will arrange for students to have ID badges made (as required by clinical agencies). There is no charge for the initial badge; however, there will be a charge for replacements.
3. Students are expected to be prepared for clinical experiences. This preparation often includes data collection at the clinical site prior to the clinical experience. Students are expected to dress appropriately (see Section R "Dress Code"), and wear name pin and picture ID if appropriate while in the clinical setting. In addition, students should identify themselves to staff in the area, and state the purpose for being on the unit.
4. Students are expected to incorporate prior learning into planning and implementing nursing care. A student who is not prepared to implement safe nursing care may be sent home or off the unit to complete adequate preparation for clinical assignment, and will receive an unsatisfactory for the clinical experience.
5. Students must obtain hand-off communication from appropriate staff before beginning client care assignment, and continue to collaborate with the instructor and appropriate staff during the clinical experience.
6. WCC nursing students shall not act as witness for legal documents such as advance directives, surgical consents, blood product administration, and/or vaccination consent.
7. Students in clinical agencies are not permitted to visit other units. Hospital visiting hours and routines are to be observed when visiting relatives or friends in the agency.

8. Students shall park in the areas designated for student parking as directed by clinical agencies.
9. Students are allowed 30 minutes for lunch on clinical days based on length of clinical day.
10. Students are allowed 15 minutes for scheduled breaks provided their assigned clients have had their personal care and treatments completed. (Breaks are not guaranteed)
11. Students may not leave their assigned areas in the clinical agency without permission from the instructor. Appropriate staff/faculty must be kept advised of your whereabouts.
12. Students are not to make or receive phone calls while in the clinical area. In case of emergency, students should advise family to contact the Wayne Community College Nursing Department.
13. If a student becomes ill while in the clinical facility, they should report immediately to the instructor. Students will not be treated on the units. Should it become necessary to receive emergency treatment, or be admitted to the hospital, all costs involved are the responsibility of the student.
14. Students are not to photocopy, print, or remove copies of client records or other confidential information.

Rev 5/15; 4/19

O. DISMISSAL

Students who demonstrate behavior which conflicts with safety essential to nursing practice will be dismissed immediately. "Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk." Scanlan, Care, Gessler. (2001) Dealing with the Unsafe Student in Clinical, Nurse Educator. 26 (1), 23-27. In addition, unsafe practice includes deliberate or negligent acts or omissions regardless of whether actual injury to the client is established. Any student whose behavior causes concern as to alcohol or drug use will be required to submit to immediate drug screening at his/her own expense. Failure to comply or evidence of drug or alcohol in screening test will result in immediate dismissal from the nursing program. The student may use the Appeals Procedure for WCC. During the appeal process, the student may attend class, but may not attend the clinical portion of the nursing courses.

Approved 1985; REV. 1991, 2001, 2007, 2010

P. BEHAVIORS SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING DISMISSAL FROM THE NURSING PROGRAM

1. Inappropriate or unprofessional behavior including but not limited to violations of the American Nurses Association Code of Ethics (See Appendix C for Code of Ethics) and behaviors and activities listed in North Carolina Administrative Code (21 NCAC 26.0217 Revocation, Suspension or Denial of License) governing the North Carolina Board of Nursing (ncbon.org).
2. Impaired thinking and clinical judgment that impacts on ability to make appropriate clinical decisions and provide safe care for assigned clients/clients. Any student whose behavior demonstrates an inability to think clearly and render safe care will be asked to leave the clinical area and meet with the Department Chair.
3. Unsafe clinical behaviors such as but not limited to:
   a. Lack of accountability.
   b. Falsification of client record.

    c. Medication or treatment errors that threaten client/client safety.

    d. Administering medications or performing procedures without appropriate supervision.

    e. Breach of confidentiality. To ensure confidentiality, students may not remove copies of the client/client record, either duplicated or downloaded from the nursing unit.

    f. Failure to comply with established policy or procedure at assigned clinical site.

    g. Repetitive errors in judgment.

    h. Poor or inconsistent skills in assessment and client care.

4. If a clinical site denies a student access to their facility, the student will not be able to progress in the nursing program.

Q. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Respect for the dignity and confidentiality of others is required. Students in the Nursing Programs will be given instruction on the Health Insurance Portability and Accountability Act guidelines during new student orientation. Students must comply with HIPAA guidelines.

R. DRESS CODE

Students are expected to use good judgment in the selection of clothes, styles, and appearance for the classroom. A WCC-issued nametag should be worn at all times in class, lab, and clinical as indicated. Chewing gum, eating, and drinking are permitted in the designated areas in the clinical setting. Students are to dress in a professional manner any time they are representing the school and Nursing Department. Nursing faculty reserve the right to ask a student to correct their attire/professional appearance at their discretion. The following guidelines shall govern appearance and behavior:

1. When collecting data for pre-clinical assignments, **a clean, unwrinkled nursing jacket and name tags (agency identification) are to be worn over acceptable street clothes**. Unacceptable apparel for pre-clinical assignments includes, but is not be limited to:
   - Jeans
   - Shorts, skorts, or capris
   - Pants or trousers that are not full or ankle length
   - Skirts more than slightly above the knee or which have high slits
   - Shirts revealing necklines, bare midriff tops, strapless, spaghetti straps, shoulder-exposing, halter, tube, backless, tank tops and bearing any kind of unauthorized messages
   - See-through or excessively tight clothing
   - Attire that exposes cleavage
   - Hats
   - Flip flops, slippers, excessively high-heeled shoes (no greater than 3", sandals, open-toed shoes and crocs with holes)

2. The student uniform is to be worn for clinical experience, as well as simulation experiences, and as directed by faculty (See Appendix F for uniform requirements).

   UNIFORM: Must be clean and neat at all times. The uniform skirt should be no shorter than the bottom of the knee. A slip must be worn with skirt uniforms. A plain white crew-neck tee shirt must be worn under the male scrub top.

SHOES:	Must be clean & neat, solid white, black, navy, or brown, closed-toe, closed-heel approved clinical shoe. (No holes or mesh)
STOCKINGS:	Males and females may wear plain white or black trouser socks of mid-calf or higher height; socks may also be the color of the shoes. Support hose are recommended.
NURSING JACKET:	The nursing jacket is to be worn for pre-clinical assignments and during other clinical experiences as designated. A plain white jacket may be worn during clinical (no sweaters are allowed).
NAMETAG:	The Nursing Department issued nametag should be worn during clinical experiences when agency identification is not provided. When an agency provides an identification tag for a student, the student should wear the agency identification tag while in that facility (e.g. The Wayne UNC badge should only be worn while in clinical at Wayne UNC). The Nursing Department issues nametag will have the student's first name and last initial.
COSMETICS:	No perfume, cologne, after-shave, perfumed lotions or the smell of smoke are permitted. Nail polish, artificial/acrylic nails, and excessive makeup are not permitted. Fingernails should be neatly trimmed and short enough to prevent scratching clients.
ACCESSORIES:	Restricted to watch, wedding ring sets, and small stud, pierced earrings. (1 set only in the earlobe). No other visible body piercing is allowed, including but not limited to gauges. Sunglasses are not allowed to be worn inside a building unless prescribed by a healthcare provider.
HAIR:	Hair styles must be professional in appearance and should not interfere with student duties. Hair must be clean and neat. Ponytails are permitted at the discretion of the nursing faculty. Ponytails should be so they do not compromise infection control standards. Headbands and hair ties must match color of hair. Ribbons, clips, or scrunches are not permitted. No extreme styles or unnatural hair colors. (Ex. Hair spiked, Mohawk, unnatural colors such as Green, pink, or Blue). Mustaches and beards must be well-trimmed and well-groomed (short and neat).
TATOOS:	All must be covered. Any exceptions must be approved by the Nursing Department Chair.
PERSONAL HYGIENE:	Good personal hygiene is required.
OTHER:	Eating, drinking, chewing gum, cell phone usage, earphones, headphones, and Bluetooth devices are not permitted in public client care areas (Ex. Nurses Station, hallway, client rooms, etc.)

* Violations of the Dress Code shall be corrected immediately. Failure to correct may result in the student being dismissed from the clinical area to correct.

** Nursing students must abide by all clinical facility dress code requirements when in the facility in the capacity of a nursing student.

Rev: 7/17, 4/19
Effective: Fall, 2019

S. PHYSICAL AND EMOTIONAL HEALTH

The Board of Nursing for Educational Units in Nursing require that there be evidence that the physical and emotional health of the student be such that he/she can be expected to provide safe nursing care to the public.

Each student must submit evidence of satisfactory physical and emotional health prior to admission to the nursing programs.

Nursing faculty will continue to evaluate the student's health and overall behavior throughout the program. If at any time a student's physical or emotional health is interfering with the student's academic achievement, the faculty can require the student to seek and submit appropriate validation that his/her current physical and mental health is such that he/she has the ability to render safe nursing care. Based on evaluation of this data, a decision will be made as to whether or not the student will be allowed to continue in the program. A student who presents problems in physical or emotional health which have not responded to appropriate treatment within a reasonable time will be dismissed from the nursing program in order to protect his/her own health and that of a client to whom he/she is assigned.

<div align="center">Evaluation of Physical and Emotional Health:</div>

Physical Health is defined as being free of disabling or contagious disease, being able to perform fine and gross motor skills, and being able to perform normal weight-bearing activities. Assessment of the physical health of the applicant is made through the use of a physical examination performed by the applicant's health care provider within 12 months prior to entering the nursing program. Observation of the student's physical health continues throughout the nursing program. Tests and immunizations required include: yearly tuberculin skin test, or if a positive converter, completion of the NC Department of Health and Human Services Record of Tuberculosis Screening form; Measles, Mumps, Rubella; Varicella (Chicken Pox); Tetanus booster within last 10 years; and other tests and immunizations as required by associated clinical agencies.

If a physical condition threatens to prevent or prevents satisfactory classroom or clinical performance, the individual in question is counseled and referred to an appropriate professional. The recommendation of the professional is utilized in advising the student in regard to continued enrollment in the program until the identified condition is satisfactorily corrected.

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

Assessment of emotional health of applicants is made through the use of physical examination, interviews, and letters from psychiatrists or therapists if intensive therapy is in progress or has occurred, and psychological evaluations, if necessary.

Throughout the curriculum, assessments of the emotional health of students are made by the use of observations of student behavior and by instructor-student conferences. When emotional conditions prevent satisfactory classroom/lab or clinical performance, recommendations are made on an individual basis, for consultation with the appropriate professional(s). The recommendations of the professional(s) are utilized in advising students with regard to continued enrollment in the nursing program. A person may be denied admission to or continued enrollment in the program until the identified condition is satisfactorily corrected.

T. TECHNICAL STANDARDS

All students in the Nursing Programs are expected to perform assigned skills, class assignments, and clinical activities at the same level, with or without accommodations. It is the responsibility of the applicant/student to read the technical standards carefully and to ask for clarification of any standard that is not understood.

Wayne Community College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Therefore, any disability affecting an applicant's ability to comply with these technical standards must be evaluated by the Disability Services Counselor and the Nursing faculty for an applicant/student with a disability who is otherwise qualified. Demonstration of one or more technical standards may be required.

The following skills/abilities include those cognitive, physical, and behavioral standards required for successful completion of the curriculum.

WAYNE COMMUNITY COLLEGE
NURSING PROGRAMS TECHNICAL STANDARDS

Standard	Examples of Necessary Behaviors (not all-inclusive)
Critical thinking ability sufficient for clinical judgment.	Identify cause and effect relationship in actual or simulated clinical situations; analyze data; develop or participate in the development of nursing care plans.
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Establish rapport with clients/clients, families and colleagues.
Communication abilities sufficient for interaction with others in verbal and written form.	Collect assessment data; explain treatment procedures, initiate health teaching, document and interpret nursing actions and client/client and family responses.
Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in client/client's rooms, workspaces and treatment areas; administer cardio-pulmonary procedures.
Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Move, calibrate, use equipment and supplies; lift, transfer, and position mobile and immobile clients/clients.
Auditory ability sufficient to assess and monitor	Hears monitor alarm, emergency signals, auscultatory

health needs.	sounds, cries for help
Visual ability sufficient for physical assessment, performance of nursing procedures and maintenance of environmental safety.	Observe client/client responses such as skin color, facial expression, specimen color.
Tactile ability sufficient for physical assessment and performance of nursing procedures.	Perform palpation, functions, of physical examination and/or those related therapeutic intervention, e.g. insertion of a catheter.
Emotional stability and mental alertness in performing nursing care.	Maintain a calm and efficient manner in high stress situations with clients/clients, families and colleagues.

U. **INFECTIOUS/COMMUNICABLE DISEASE POLICY**
   PURPOSE:

   To contribute to the delivery of safe care to the public by establishing measures to:

   1. Protect clients from exposure to students with infectious diseases.
   2. Protect students from exposure to clients with infectious diseases.

   DEFINITION:

   Infectious diseases, for the purposes of this policy, are defined as those diseases which are considered transmittable in a social environment. Such diseases include, but are not limited to: Diphtheria, Tetanus, Pertussis, Hepatitis B, HIV Positive Serology, Acquired Immunodeficiency Syndrome (AIDS), Chickenpox, Red Measles (Rubeola), German Measles (Rubella), Mumps, Tuberculosis, and Herpes.

   REQUIRED IMMUNIZATIONS

TUBERCULOSIS *(TUBERCULIN SKIN TEST = TST)* **(**Required annually)
  Screening with a **2-STEP** TST is <u>required</u> upon admission (note: must have two TST tests within the same 1-3 week period) within the last 12-months
    OR
  TB Gold Quantiferon Test (must provide lab report)
    OR
  Students who have a history of a positive TST must have documentation of a negative chest x-ray, and symptom screening on the Record of Tuberculosis Screening (DHHS form #3405). Documentation must be completed by a licensed medical professional. DHHS form #3405 is accessible at: https://epi.publichealth.nc.gov/cd/tb/docs/dhhs_3405.pdf

MEASLES, MUMPS, AND RUBELLA *(MMR)*
  Documentation from a licensed medical professional of two MMR vaccines (vaccine must include measles, mumps, and rubella components)
    OR
  Documentation* of a positive MMR titer (titer must include all components including measles, mumps, and rubella)
  **must provide lab report that indicates reference range*

VARICELLA IMMUNITY
  Documentation from a licensed medical professional of two Varicella vaccines

OR

Documentation* of a positive Varicella titer

*must provide lab report that indicates reference range

TETANUS/DIPHTHERIA *(Tdap)*

Documentation from a licensed medical professional of one Adult Tdap

OR if Tdap has been greater than 10-years, then

Documentation from a licensed medical professional of one Adult Tdap <u>and</u> a TD booster within the last 10-years

INFLUENZA (Required annually)

Seasonal Influenza vaccine of the upcoming or current year's influenza strain.

(If current/upcoming year's strain is not available at the time of admission, then deadline to receive will be announced.)

<u>Note</u>: Declination or waiver must meet requirement of medical contraindication or religious belief, and documentation must be provided and approved by the school and clinical agencies.

HEPATITIS B SERIES *(HBV)*

Energix-B **or** Recombivax-B three doses required (0, 1, and 6 months)

OR

Heplisav-B two doses required (0 and 1 month)

OR

Documentation* of a positive Hepatitis B titer

*must provide lab report that indicates reference range

<u>Note</u>: Declination or waiver must be on file at the school (See Appendix D)

Note: Clinical agency contracts may specify additional requirements based on the areas in which students may be placed or regulations established by that agency or health system.

Required immunizations requirements serve as the minimum requirements for student participation in the clinical setting, and are adapted from the Eastern North Carolina Consortium for Clinical Education & Practice (CCEP) Faculty & Student Annual Orientation Checklist. (Latest revision 1/22/19)

STUDENTS MUST ENSURE THEY HAVE THE REQUIRED DOCUMENTATION FOR EACH REQUIRED IMMUNIZATION. STUDENTS ARE NOT ALLOWED TO ENTER CLASSES/CLINICAL IF HEALTH/IMMUNIZATION REQUIREMENTS ARE NOT MET.

Any applicant who has an infectious disease will be evaluated by a physician in keeping with the standards, requirements, and recommendations of the Centers for Disease Control, NC Infection Control Laws (10A NCAC 41A.0201); facility policies, and in keeping with the provisions of this policy.

Once admitted to the program, enrollment decisions concerning the individual shall be based upon a consideration of the following factors:

a.   the potential harm that the individual poses to other people
b.   the ability of the individual to accomplish the objectives of the Nursing program, and

c. whether or not a reasonable accommodation can be made that will enable the individual to safely and efficiently accomplish the objectives and or tasks of the curriculum in question without significantly exposing the individual or other persons to the risk of infection.

Re-entering students must meet all requirements of this Health Policy.

PROCEDURES FOR STUDENTS WHO HAVE INFECTIOUS DISEASE

Any student who develops symptoms of an infectious disease must report this to a faculty member. The faculty member and Program Director will consult with infection control personnel in the clinical facility to determine the student's eligibility to participate in clinical experiences when it has been determined that a significant risk of transmission exists. Students are encouraged to report a positive HIV status to the Program Director as soon as this result is known. Confidentiality shall be maintained by a case number system.

According to 10A NCAC 41A.0206, students who have exudative lesions or weeping dermatitis shall refrain from handling client care equipment and devices used in performing invasive procedures and from all direct client care that involves the potential for contact of the client, equipment, or devices with the lesion or dermatitis until the condition resolves.

The evaluation of an applicant or currently enrolled student with a known bloodborne disease will include a physician's statement of the individual's health status as it relates to the individual's ability to adequately and safely meet the objectives of the curriculum.

A currently enrolled student with a known bloodborne disease will have an ongoing medical evaluation throughout the program, especially as it relates to Standard Precautions.

If it is determined that the individual student's performance in clinical areas does not reflect their ability to safely and adequately meet the objectives of the curriculum, the student shall be terminated from the program.

In each instance, a determination must be made as to an appropriate and limited confidential release of the student's positive bloodborne disease status to the student's instructors in order that the performance may be adequately reviewed and supervised on an ongoing basis. When a student is known to be HIV positive, the student's college-approved physician and the Program Director will carefully evaluate whether or not a designated person at the clinical agency needs to be told of the student's positive bloodborne disease status. The student will be advised of, and must consent to, the release of information.

If the student with a negative TB skin test is exposed to a client with tuberculosis, a baseline PPD must be done immediately, unless a baseline has been done within the last ten weeks. If the student converts from negative to positive, he/she will be referred to his/her private physician or the health department (unless medically contraindicated). Students with prior positive PPD's who are exposed will be given a chest x-ray 10 weeks from the time of exposure.

PROCEDURE TO FOLLOW WHEN A STUDENT HAS EXPOSURE TO BLOOD OR BODY FLUIDS.

IMMEDIATELY TAKE THE FOLLOWING STEPS:
1. The victim of exposure should **immediately** take appropriate precautionary measures. For eye, mouth, and other mucous membrane exposures, flush/rinse the exposed are area

thoroughly with running water for fifteen minutes. For needle sticks, other puncture wounds, or contamination of any body part with blood, scrub with soap and water for a minimum of five minutes.

2. **Report the incident** to the appropriate person immediately following first aid measure.
   A. Instructor
   B. Department Chair
   C. Division Chair
   D. Exposure Control Plan Coordinator
   E. If the exposure victim is an employee, notify the Human Resources Director
   F. If the exposure victim is a student, notify the Student Activities Coordinator
   G. If the exposure victim is a guest of the college, notify the Chief Financial Officer

3. **Source Individual:** If the source individual is known and present, counsel the individual regarding the incident and the need for medical consultation, follow-up and testing to determine if HBV and HIV infectivity is indicated. Testing of the source individual must be done at no cost to him/her. The college medical provider information will be provided by the appropriate Exposure Control Plan Coordinator. If the source of the individual is known but unavailable, contact him/her as soon as feasible to inform him/her of the incident and the need for counseling, follow-up, and testing. If legal consent for testing cannot be obtained, this should be established in the records. When the source individual's consent is not required by law, the source individual's blood, if available, shall be tested and the results documented. If the source individual refuses to be tested or does not report for testing within a reasonable time, the source individual's physician should be contacted; or if the physician is not known, contact the County Health Department Director. When the source individual is already known to be infected with HBV or HIV, testing need not be repeated.

4. **Exposure Victim:** Counsel the individual exposed regarding the need for medical consultation, follow-up and testing. This is at no cost to the exposure victim, and at a convenient time and location, preferably immediately after reporting the incident and completing appropriate reports.

5. Complete the **Incident Report Form** (Appendix E) Additional information should be obtained if the source of the individual is known. It is necessary to report the incident to the appropriate insurance company within forty-eight (48) hours. Employees may be required to complete Worker's Compensation forms, students will need to obtain the student accident insurance policy number and brochure, and all others may be required to file a claim against the college's liability policy.

6. The College will provide the medical provider(s) with documentation regarding the exposure, the route of exposure and circumstances under which the incident occurred, and the identity of the source individual, unless such identification is not feasible or is prohibited by state or local law. (Recorded on Incident Report Form, Appendix E) A description of the duties of the exposure victim if an employee will also be provided as well as copies of any relevant records required to be maintained by the employer, such as vaccination records. The college will also provide the OSHA regulations regarding blood-borne pathogens if the medical provider does not possess a copy of the current regulations.

7. **Baseline blood samples and blood tests should be conducted on both parties on the day of exposure.** If known, the source individual's blood will be tested by a physician for HBV and HIV within two (2) hours or as soon as feasible. If the source individual cannot be identified, the exposure victim's blood will be tested for HBV and HIV within two hours. Blood sample collection and testing is done with the individual's consent. A responsible College employee should request a College vehicle as soon as possible and should transport both parties to the College's medical provider for these tests. Ideally, this should be someone who can provide as much information as possible about the incident to the medical provider, stay with the exposure victim as long as possible if desires, and answer any insurance questions that may be requested. If the exposure victim consents to baseline blood collection, but does not consent to HIV serologic testing at the time of the incident, the sample shall be preserved for at least 90 days. If within 90 days the victim elects to have the baseline sample tested, such testing shall be done as soon as feasible.

8. The College will obtain a copy of the healthcare professional's written opinion regarding the incident and results of the testing. The College will provide the exposure victim a copy of the healthcare provider's written opinion within 15 days of the completion of the evaluation. The written opinion for Hepatitis B vaccination shall be limited to whether the vaccination is indicated and if the victim has received the vaccination. It shall note that the exposure victim has been informed of the results of the evaluation, that the exposure victim has been informed about any medical conditions resulting from the exposure to blood or other potentially infectious materials, which require further evaluation or treatment. All other findings or diagnoses shall remain confidential and shall not be included in the written opinion.

9. Each case will be evaluated individually and test results reviewed. Results of the source individual's tests shall be made available to the exposure victim and the exposure victim shall be informed of the applicable laws and regulations concerning disclosure of identity and infectious status of the source individual.

10. If tests are negative (especially for HIV) they should be repeated at six (6) weeks, twelve (12) weeks, and six (6) months after exposure. Consent for re-testing should be obtained on each occasion. Counseling on the process of the future follow-up and testing should be provided and follow-up testing appointments should be made at the time of the initial testing if possible.

11. Follow-up of the exposure victim will include counseling, medical evaluation of any acute febrile illness that occurs within twelve (12) weeks post-exposure, and use of safe and effective post-exposure measures according to recommendations for standard medical practices.

12. All parties involved will treat the results of the investigation of the exposure confidentially.

The Exposure Control Plan Coordinator maintains all documentation of the incident and medical follow-up.
References:

North Carolina Office of Administrative Hearings (2005). Control Measures- General (10A NCAC 41A .0201). Retrieved from http://ncrules.state.nc.us/ncac/title%2010a%20-

%20health%20and%20human%20services/chapter%2041%20-
%20epidemiology%20health/subchapter%20a/10a%20ncac%2041a%20.0201.html

North Carolina Office of Administrative Hearing (2010). Infection Prevention-Health Care
Settings (10A NCAC 41A .0206). Retrieved from
http://reports.oah.state.nc.us/ncac/title%2010a%20-
%20health%20and%20human%20services/chapter%2041%20-
%20epidemiology%20health/subchapter%20a/10a%20ncac%2041a%20.0206.pdf

Wayne Community College Occupational Safety and Health Plan, Chapter 4: Biohazard Exposure
Control Plan, 5/28/13

V. STANDARD PRECAUTIONS

All students will utilize standard precautions as recommended by the Centers for Disease
Control when providing care to all clients.

1. All clients, their blood and other body fluids, will be considered to be infectious at all times.
2. Whether or not the client is known to have an infectious disease, the faculty and student
   shall:
   A. Wear personal protective equipment when handling client's blood, body fluids, and/or
      items soiled with blood or other body fluids.
   B. Proper hand hygiene must be performed before and immediately after contact with
      clients, their blood, and other body fluids.
   C. Consider sharp items as being potentially infective and handle with extreme care to
      prevent accidental injury.
   D. Dispose of sharp items in puncture resistant containers immediately after use.
   E. Follow infection control procedures at all times.

Revised 3/11/19 (Nursing Faculty Meeting), Effective Fall, 2019

W. MISCELLANEOUS

A. ADVISEMENT/COUNSELING

A nursing department instructor is assigned to each student as his/her advisor. These
instructors assist students with registration, pre-registration, course changes, and any other
academic needs. Each instructor posts a minimum of five hours per week at his/her respective
offices during which time students may make appointments for conferences. Students who
receive an early alert and/or midterm will be counseled by the course coordinator or designee.

Counselors in Student Services are available to all nursing students for personal guidance and
help in all areas. Students are encouraged to seek help when needed. WCC staff is available in
the Career Services Office of the Wayne Business and Industry Center to aid students in
completing resumes, applications, and job referrals. Staff in the Financial Aid Office is available
to assist students who are in need of financial assistance. Applications for loans, scholarships,
and work-study assistance are available.

B. **DISABILITY SUPPORT SERVICES**

WCC is committed to seeing that students with disabilities have equal access to and participation in all programs of study. Disability support services are available for students who require academic accommodations. To determine eligibility, contact the Disability Coordinator in the Student Services offices.

Rev 5/15

C. **ADVERSE WEATHER**

When weather conditions are such that it is not advisable to open the college, announcements are made first via the WayneCC Alert system as well as on area radio, television stations, and other campus systems. Announcements are made in the early morning, and students should not report for **EITHER CLASS OR CLINICAL** assignments if the college is closed because of inclement weather. The college opens at 8 a.m. Any delays will be timed from 8 a.m. For example, if the college is on a two-hour delay, the opening time will be 10 a.m. unless a specific opening time is reported in the announcement. To sign up for WayneCC Alert, visit the following website: https://www.waynecc.edu/mybisonid/waynecc-alert/

D. **CHANGE OF ADDRESS**

Students must notify the Office of Admissions and Records and the Nursing Department as soon as there is a change of name, address, email, or telephone number.

E. **PARKING**

1. CAMPUS: WCC parking decals must be displayed according to school policy (See WCC Catalog and Student Handbook). Park ONLY in designated student parking areas.

2. CLINICAL: Park in designated areas at all clinical sites as per instructor/clinical agency staff instructions.

F. **GUIDELINES FOR SOCIAL MEDIA USE BY NURSING STUDENTS**

The purpose of this policy is to help guide students in the professional use of online communications including web and Internet platforms. The WCC Nursing faculty believe we are accountable for educating students on the use of social media in their personal as well as professional lives. Diligence should be used when using social media to maintain an atmosphere of integrity, honesty, and respect that is free of harassment, exploitation, and intimidation.

The federal rules (HIPAA Privacy Act and beginning in September 2013 the HITECH Act, which modifies HIPAA [Federal Register, Volume 78. Number 17 Friday January 25, 2013/Rules and Regulations) as they relate to clinical practice are expected to be followed by all nursing students.

Guiding Principles for Social Media Use:
1. There are many benefits to using social media including networking, nurturing relationships, dissemination and discussion of nursing related education, research and practice. (ANA Fact Sheet: Navigating the World of Social Media, September 2011).

2. Students are encouraged to utilize social media with knowledge that there are also risks. These risk include the fact that information can take on a life of its own. (ANA Fact Sheet: Navigating the World of Social Media, September 2011).
3. Inaccuracies can become 'fact'. The public's trust in nurses can be compromised and the 'branding' of self can undermine an individual's nursing career. (ANA Fact Sheet: Navigating the World of Social Media, September 2011). You are also negatively branded by the use of slang, inappropriate language and grammar.
4. Content once posted or sent can be disseminated to others.

Guidelines for Online Professional or Personal Activity with Social Media:
1. Carefully consider the criteria for approval of any person you allow access to your site. Remember anyone who accesses your site can read all information posted. (NCSBN Nursing Bulletin, Fall, Volume 7 [number 1] edition 19, 2011).
2. You are legally liable for what you post on your site and your posts on the site of others. Individual blogger has been held liable for proprietary, copyrighted, defamatory, libelous or obscene commentary (as defined by the courts). (Purdue University Nursing Undergraduate Programs, Student Handbook, 2012-2013 page 26).
3. Think archival systems. Search engines can research posts years after the publication dates. Archival systems save information including deleted postings. (Purdue University Nursing Undergraduate Programs, Student Handbook, 2012-2013 page 26).
4. Monitor your mood while posting. It is wise to delay posting until you are calm and clear-headed. (Purdue University Nursing Undergraduate Programs, Student Handbook, 2012-2013 page 26).
5. You will have an opportunity to provide feedback in the appropriate venue on the course and faculty at the end of each course. Therefore social media platforms are considered inappropriate locations to provide this feedback (adopted from Purdue University Nursing Undergraduate Programs, Student Handbook, 2012-2013).
6. You are 'branding' yourself with each posting as well as representing the WCC Nursing Department and the nursing profession. (National Student Nurses' Association, Inc. Recommendations for Social Media Usage and Marinating Privacy, Confidentiality and Professionalism, 2012).
7. Employers and recruiters are looking for social media activity when reviewing résumés for job opportunities. (National Student Nurses' Association, Inc., Recommendations for Social Media Usage and Marinating Privacy, Confidentiality and Professionalism, 2012).
8. Take advantage of privacy settings and seek to separate personal and professional information online. (ANA Principals for Social Networking and the Nurse, September, 2011, Silver Spring, MD).
9. Pause before you post.

Note: These guidelines are applicable to all forms of media (including newspaper, radio, and TV).

(https://www.ncsbn.org/NCSBN_SocialMedia.pdf White Paper: A Nurse's Guide to the Use of Social Media, August 2011).

Approved 5/6/19 (Nursing Faculty Meeting) Effective Fall/20

G.   Nursing Student "DO NOT PERFORM" Skills List

WCC Nursing Faculty have determined that <u>students SHALL NOT perform the following skills</u>:
1. Administer IV chemotherapy agents, rejection medications, epidurals, or experimental drugs and thrombolytic agents (tPA, etc.)

2. Remove epidural catheters, thoracotomy tubes.
3. Insert an IV on preceptor, faculty, or another student or patient without a providers order.
4. Titrate continuous IV infusions of vasoactive medications or medications which alter level of consciousness (such as sedatives or narcotics).
5. Withdraw blood from central (PICC included) or arterial lines.
6. Discontinue or insert PICC, central IV lines, or arterial lines.
7. Access or remove access of implantable ports or portacaths.
8. Administer medications into the reservoir of an implanted pump.
9. Insert and/or manipulate intraosseous and intrathecal medication or fluid administration.
10. Perform arterial blood punctures.
11. Administer, restart, or otherwise verify blood products to be administered.
12. Measure or perform cardiac outputs or pulmonary wedge pressures.
13. Manipulate or remove arterial catheters, sheaths, dialysis catheters, or any invasive monitoring lines or pacing wires.
14. Access dialysis devices (no dialysis needle insertion) or manipulate any dialysis therapy and/or continuous renal replacement therapy.
15. Perform or manipulate peritoneal dialysis.
16. Insert, tape, extubate, or manipulate endotracheal tubes.
17. Manipulate respiratory ventilator equipment.
18. Accompany transport via helicopter or land transportation.
19. Accompany or transport patients off unit independently (with the exception of discharge).
20. Serve as an interpreter (unless certification is held).
21. Serve as a sitter for a patient.
22. Perform procedural or conscious sedation.
23. Perform defibrillation or cardioversion.
24. Take verbal/telephone orders.
25. Transcribe provider orders off the chart or electronic medical record.
26. Access narcotics or controlled medications (without instructor supervision), count narcotics or controlled medications.
27. Use another staff's medication access code. (Staff/faculty must obtain the medication for nursing student).
28. Insert fetal scalp electrodes.
29. Administer IV Pitocin during induction or augmentation of labor.
30. Administer nitrous oxide.
31. Perform any procedure or use any equipment that agency requires certification or specialized training that has not been provided to the student. (examples: lifts or ambulation/transfer devices)
32. Witness legal documents.

Students MAY perform the following skills under DIRECT SUPERVISION of an RN, per agency policy (must be onsite and physically present during the procedure):
1. Perform vaginal examination according to agency policy.
2. Perform IV venipunctures (including obtaining venous blood samples).
3. Administer IV bolus (push) medications via venous (including Midline catheters) or central lines (including PICC lines, and ports that have already been accessed) in accordance with agency policy.
4. Administer IV narcotics to pediatric patients.
5. Hang lipids and hyperalimentation.
6. Flush central lines and PICC lines per agency protocol.

7. Remove or replace narcotics for Patient Controlled Analgesia (PCA) pumps.
8. Adjust or change IV rate of insulin and/or heparin.
9. Change dressings on central lines (including PICC lines).
10. Wound Vac dressing changes.

Special client population considerations:
Any patient considered high risk from a legal, domestic, or safety standpoint should not be assigned to a student. Examples include, but are not limited to:
1. Patients involved in risk management referrals or cases
2. Airborne isolation
3. Pediatric cancer patients on chemotherapy
If a student becomes aware that a client's risk status is high, clarification of the assignment shall be obtained from the clinical instructor or preceptor before beginning/resuming care.

Note: This is not an all-inclusive list. Questions should be referred to the appropriate faculty. Agency policy/procedures can restrict practice, but not expand the scope of WCC nursing students.

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Effective: Fall/2019

H. Drug Calculations Policy for Rounding
RULE
To express an answer to the nearest tenth, carry the decimal point to the hundredths place (two places after the decimal). If the number in the hundredths place is 5 or greater, add one to the tenths place. If the number is less than 5, drop the number to the right of the desired decimal place.

Example 1:
Express 5.46 to the nearest tenth.
Answer:
5.5 (The number in the hundredths place is 6, so the number in the tenths place is increased by one. 5.4 becomes 5.5)

Example 2:
Express 2.43 to the nearest tenth.
Answer:
2.4 (The number in the hundredths place is less than 5, so the number in the tenths place does not change. The 3 is dropped.)

RULE
To express an answer to the nearest hundredth, carry the division to the thousandths place (three places after the decimal). If the number in the thousandths place is 5 or greater, add one to the hundredths place. If the number is less than 5, drop the number to the right of the desired decimal place.

Example 1:
Express 0.188 to the nearest hundredth.
Answer:
0.19 (The number in the thousandths place is 8, so the number in the hundredths place is increased by one. 0.18 becomes 0.19.)

Example 2:
Express 0.694 to the nearest hundredth.
Answer:
0.69 (The number in the thousandths place is less than 5, so the number in the hundredths place does not change.)

RULE
The WCC Nursing Department requires utilization of The Joint Commission (TJC) Official "Do Not Use" List of Abbreviations. Students must follow these rules in all testing, assignments, and clinical experiences.

TJC Official "Do Not Use" List

Do Not Use	Potential Problem	Use Instead
U, u (unit)	Mistaken for "0" (zero), the number "4" (four) or "cc"	Write "unit"
IU (International Unit)	Mistaken for IV (intravenous) or the number 10 (ten)	Write "International Unit"
Q.D., QD, q.d., qd (daily) Q.O.D., QOD, q.o.d, qod(every other day)	Mistaken for each other Period after the Q mistaken for "I" and the "O" mistaken for "I"	Write "daily" Write "every other day"
Trailing zero (X.0 mg)* Lack of leading zero (.X mg)	Decimal point is missed	Write X mg Write 0.X mg
MS MSO$_4$ and MgSO$_4$	Can mean morphine sulfate or magnesium sulfate Confused for one another	Write "morphine sulfate" Write "magnesium sulfate"

This list applies to all orders and all medication-related documentation that is handwritten (including free-text computer entry) or on pre-printed forms.

*Exception: A "trailing zero" may be used only where required to demonstrate the level of precision of the value being reported, such as for laboratory results, imaging studies that report size of lesions, or catheter/tube sizes. It may not be used in medication orders or other medication-related documentation.
https://www.jointcommission.org/facts_about_do_not_use_list/

1. Liquid Medications (PO and IM)
    In the clinical setting, the equipment you have will often help you determine how many places to carry out your decimal when calculating dosages.
    While most syringes found on Medical-Surgical units are marked in tenths, other units have syringes that are marked in hundredths.

Most calculation problems require that you show at least two decimal places (hundredths place) and round off to the nearest tenth.

NOTE
In some instances, it may be necessary to compute decimal calculations to thousandths (three decimal places) and round to hundredths (two decimal places).
WCC Nursing Faculty require that you calculate to the hundredth place, and round to the tenth place unless otherwise directed in the problem.

2. IVs
   a. Gravity – You CANNOT count part of a drop.
   All IV solutions being administered via gravity will be rounded to the nearest whole number.
   b. Pump – The IV pump is in milliliters per hour (mL/hr) ONLY.
   Most IV pumps will deliver to the tenth place and some to the hundredth place.
   The faculty will include in the problem if the student is to include any decimal point in the answer.

3. SubQ Insulin
   Policies for SubQ insulin vary at facilities. For the purpose of the WCC Nursing Department, SubQ insulin will always be rounded down.

   Example 1:
   20.5 units = 20 units

   Example 2:
   0.7 units = no insulin given

4. Never round in the middle of a calculation. Rounding should occur at the end of the calculation ONLY.
   Example:
   The patient weighs 145lbs. The provider orders 2 mg/kg of a medication. Available is 20 mg/mL. 145 lbs. = 65.90909 kg. Work with 69.90909 kg. To work the rest of the problem 65.90909 kg X 2 mg/kg = 131.81818 mg to be given.
   131.81818 milligrams = 20 milligrams
   X milliliters 1 milliliter
   This gives you 6.590909 mL. You round at this point and give 6.6 mL.

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I.   Professional Ethics and Responsibilities

Professionalism is an integral aspect of any healthcare profession. As responsible healthcare providers, nursing professionals are obligated to practice in a manner that conveys respect for their profession and the public they serve. This is best demonstrated through proper professional conduct or behavior, known as "professionalism". Professionalism encompasses the concepts of responsibility and accountability. Responsible nursing practice requires skills in order to deliver client centered, culturally competent, holistic care. These skills are demonstrated through caring, empathy, use of ethical principles, and the development of a therapeutic relationship with the individual and significant support person(s).   The Nursing Department has developed student guidelines for professionalism which

integrates the American Nurses' Association (ANA) Code of Ethics and the WCC Nursing Department standards of professional responsibility and conduct.

All students must develop competence in professionalism. Standards for professional behavior and appearance will be taught and evaluated on an ongoing basis in the laboratory, clinical, and classroom settings. Measurable criteria are utilized for evaluation, and these criteria are listed and described in this document.

Additional program-related professionalism responsibilities will emerge as a student progresses through the nursing curricula. Each student is expected to be proactive in identifying these responsibilities and responding appropriately. Many of these additional responsibilities are stated and described throughout the Nursing Student Manual within specific areas of clinical protocols/procedures. In reading and reviewing this written information, a student should be able to meet all responsibility expectations.

Procedure:
1. On the first day of Fall and Spring semesters, and the Summer term, students will have 100 professionalism points.
2. Faculty in consultation with the Nursing Department Chair will determine if professionalism points and the number of points that will be deducted based on behaviors identified that students are expected to exhibit.
3. Students that fail to maintain at least 1 point during the semester/term will not be allowed to progress in the nursing program, and will receive a grade of F for the course.
4. Students that have repeated behaviors within the same category of expected professional behaviors in the same semester/term may have double points deducted. (Example: A student does not follow the dress code policy and loses 10 points for the infraction, may lose 20 points if the same violation occurs within the same semester/term.
5. Nursing faculty will meet with students, and provide a written counseling statement on any occasion that professionalism points are deducted.
6. It is the student's responsibility to be aware of the number of professionalism points they have. Nursing faculty will also maintain a log of points that are deducted.
7. Students may request a review of point deductions (via email) to the Nursing Department Chair within 7 calendar days of receiving notice of any point deduction. The Nursing Department Chair will review the point deduction, and will notify the student of the disposition of the points.

The following represents the professional behaviors that nursing students are expected to exhibit. This will serve as the basis for the evaluation of professionalism throughout the curriculum.

Expected Professional Behaviors Points Categories

1. **Dresses as a nursing professional. Adheres to the College and Departmental dress code in the classroom, lab, and clinical areas. Or, when representing the College or Department in any capacity. (up to -10 points)**

   Rationale: A nursing professional will dress in a manner that promotes a favorable image to client's and co-workers. A professional appearance or image conveys respect. Personal appearance is a pre-requisite for each class/lab/clinical/simulation session and is an essential part of the professionalism component. Instructors have the option of dismissing a student from the

classroom/lab/clinical/simulation areas if appearance guidelines have not been met. Refer to the Code of Conduct/Clinical Information/Dress Code sections of the Nursing Student Manual.

2. **Respects clients, classmates, faculty, and interprofessional team members at all times. Maintains civility in all professional interactions. (up to -20 points)**

    Rationale: Nursing is a service-based profession and to be successful in delivering care, a nursing professional must remember a basic tenet of interpersonal interaction which all humans deserve to be respected and treated with courtesy. Being respectful includes being culturally competent. Students are expected to establish a professional rapport with classmates, faculty, and clients including any member of the interprofessional team through respectful interaction that honors individual dignity. If and when interpersonal conflicts arise, students are to remain civil and courteous. Outbursts of anger, rage, and/or covert disrespect will not be tolerated at any time, and such incidences may result in referral to the College's Director of Counseling Services for further action. Refer to WCC Student Catalog and Handbook section Disciplinary Procedures or the Behaviors Subject to Disciplinary Actions section in the Nursing Student Manual.

3. **Communicates openly and honestly with clients, classmates, faculty, and members of the interprofessional team. Uses tact and avoids miscommunication. (up to -20 points)**

    Rationale: A nursing professional is expected to establish effective lines of communication with clients, faculty, classmates, and other professionals. To prepare for this workplace expectation, students must cultivate and practice good communication skills. The use of clear, tactful words, both spoken and written, will help foster effective communication and minimize the likelihood of miscommunication. Active listening is a critical part of good communication and occurs only when complete focus is given to spoken communication by listening carefully and then re-stating what has been said, before responding. Attention to non-verbal communication is also important, as negative body language can undermine the authenticity and intent of verbal communication. A "pleasant" demeanor should underlie all communication, and students should readily use a positive tone of voice or manner of speaking. A nursing professional is expected by employers and the public speak in an educated, professional manner.

4. **Works as a team member, and is supportive of all team-based processes. (up to -20 points)**

    Rationale: The ability to work with peers as a member of a team to solve problems and complete tasks is an integral part of the nursing team concept and work environment. Students will be expected to fully demonstrate, at all times, the ability to work as part of a team. Students should readily understand and appreciate that nursing care is dependent on many individuals collectively working together in a spirit of cooperation and professional collaboration. There will be numerous opportunities within lecture classes and lab sessions for students to participate and gain experience with teamwork. In team-based activities, students will work to develop leadership skills. This will also help students gain an understanding of the roles of leaders and followers. Similarly, within the Nursing Simulation Lab and clinical setting, students will be expected to work together in a team-based approach with peers (classmates) and supervising faculty to provide care services to clients.

5. **Engages in the instructional process, and accepts ultimate responsibility for one's own learning. Functions well within the academic environment, and abides by all College-wide and Departmental policies. (up to -45 points)**

Rationale: Following all policies, procedures, and protocols as set forth by WCC and the Nursing Department for student behavior is essential for ensuring a positive academic experience while enrolled in the Nursing Program. Students are expected to be fully knowledgeable of all policies and to demonstrate active compliance at all times.

Didactic learning and skill development can only be accomplished through full participation and active involvement in all regularly scheduled class/lab/simulation/clinical sessions. Such engagement is best demonstrated by the following observable behaviors:

- Attendance of all regularly scheduled classes, labs, and clinical sessions in accordance with the Departmental Attendance Policy. Attendance includes punctuality in arrival and remaining present for the entire duration of class/lab/simulation/clinical. Refer to the Departmental Attendance Policy within the Nursing Student Manual for complete policy information.
- Bringing to class/lab/simulation/clinical any and all required books, notes, and/or equipment/supplies as specified by the course instructor at the beginning of each semester.
- Advanced preparation for the tasks or activities which are to be completed prior to or during a class/lab/simulation/clinical. Does not rely on classmates and/or supervising faculty for review of previously given instructions.
- Ability and willingness to follow any directions given by faculty during class/lab/simulation/clinical.
- Ability to focus on instructional activities and avoid distractions.
- Ability and willingness to support teaching efforts by faculty and support learning efforts of self and classmates. Maintains a positive attitude and does not behave in a way that is disruptive to the teaching/learning process.
- Receptiveness to instructional feedback from faculty.
- Ability to self-assess learning progress and recognize need for improvement. Is capable of self-directed learning.
- Submits required course/clinical work on time. Attends to timely completion of clinical requirements and practices effective time management within clinical sessions.

Responsibility for client care and personal professional behavior is learned and practiced by nursing students. Responsibility relates specifically to the main objective of the clinical program which is, Quality Client Care. Since clinical nursing practice directly affects decision making and client care, **nursing skills will be practiced correctly and evaluated for effectiveness**. Retention of knowledge is very important. Students should recognize that **"forgetting" certain basic principles is inexcusable because the error might seriously harm a client**. Taking "short cuts" in providing client care is also inexcusable because quality of care will be compromised. Additionally, being over-reliant on others (instructors and classmates) for obtaining procedural information and guidance is unacceptable, as each student must be accountable for having the skills and knowledge necessary to ensure client safety.

6.   **Responds positively to the expressed and perceived needs of clients, classmates, faculty, and the interprofessional team. Is adaptable to change. (up to -10 points)**

Rationale: A nursing professional must be flexible and responsive to the needs of the clients who are being served and to the fellow interprofessional team members with whom they work. The context and circumstances of client care are dynamic and subject to changes. Sometimes, such changes can be extreme, and the skilled nursing professional must react with compassion and

understanding while maintaining objectivity. The ability to adapt to change, anticipate and accommodate the needs of others is a character trait that must be cultivated and perfected. Throughout the nursing curricula, students should be willing to accommodate the needs of others in completion of all learning activities.

7. **Demonstrates clinical judgement and information processing skills consistently. (up to -45 points)**

   Rationale: The ability to process information by analyzing and integrating multiple concepts, ideas, and facts is inherent to nursing practice. Clinical judgement is an essential skill that must be developed and perfected during the academic experience. All instructional activities will employ various modes of clinical judgement, and students are expected to gain proficiency through their active participation. It is expected that with the development of clinical judgement, students will progressively become more independent in researching and determining solutions to problems. Students will be expected to transfer didactic learning from all courses to clinical application.

8. **Exercises ethical reasoning, and makes sound judgments. (up to -45 points)**
   Rationale: Every nursing professional must demonstrate ethical integrity when making clinical judgments that influence client care. In recognition of this, ethics will be taught in the nursing curriculum along with reasoning skills. Students will be expected to develop ethical reasoning skills and will have numerous opportunities, especially with client clinical care to demonstrate their understanding and appreciation for ethical principles and the integration of ethics in decision making.

9. **Practices safety in all client care and infection control procedures. Does not harm self, clients, classmates, faculty, or interprofessional team members. (up to -45 points)**

   Rationale: Safety in nursing care is imperative, and there are serious legal and life endangerment concerns that emerge with unsafe client care practices. All students must be considered "safe" with respect to operating in lab/simulation and clinical areas. Carelessness and/or unsatisfactory performance that endanger self, classmates, clients, interprofessional members, and faculty must be prevented. Faculty is charged with the responsibility of ensuring safety in all classroom, lab/simulation and clinical activities.

10. **Maintains equipment, supplies, and the physical environment of the classroom, lab/simulation, and clinical areas. Effectively manages use of equipment and supplies for clinical care. (up to -25 points)**

    Rationale: Equipment will only function properly when it is cared for and well maintained. **Students are expected to assume responsibility for regular care of equipment** in accordance with specific guidelines indicated in the WCC Nursing Student Manual/Simulation Policy & Procedure Manual. Furthermore, **students will be expected to use supplies wisely, and avoid waste.** Proper equipment and supply maintenance are standard professional responsibilities in the work place and students must gain proficiency and be held accountable.

11. **Maintains confidentiality. Respects an individual's rights to privacy. (up to -45 points)**

Rationale: Confidentiality is a duty owed to the client by the health care provider. It is a legal right of the health care consumer to expect that information regarding his/her health record and treatment will not be shared with others, unless the individual provides written consent. It is expected that students in the nursing program at WCC will work to ensure this client right. Failure to meet this duty will result in disciplinary action. Confidentiality includes, but is not limited to:

Client records	School health/child care projects
Public health activities	Community projects
Clinical observations	Clinical experiences
Didactic learning activities	Focused Client Care Experience
Preceptor clinical experiences	Pre/post conference discussions
Student presentations	Clinical paperwork assignments

A breach in client confidentiality or privacy will be cited as a violation of   clients' rights, and, as such, will be evaluated as a professionalism infraction and/or dismissal. (See WCC Nursing Student Manual as it pertains to HIPAA).

12. **Accepts personal responsibility for ongoing development of professionalism. Readily self-assesses and seeks constructive feedback for continuous improvement. (up to -20 points)**

Rationale: A conscientious nursing professional will continually strive for an optimal level of professionalism throughout his/her career.   Students will be expected to self-assess their level of professional development, and determine their own need(s) for professional development on a continual basis. Faculty may provide constructive feedback regarding students' needs for professional development. Students are expected to take the initiative and an active role in recognizing and pursuing opportunities for professional growth. Students must internalize an interest and appreciation for ongoing professional development, from the point of program enrollment to completion, and then, as practicing nursing professionals throughout their career.

13. **Shows respect and support for the nursing profession as evidenced by active participation in professional meetings and involvement in activities which develop, advance, and represent the profession. (up to -5 points)**

Rationale: Respect denotes both a positive feeling of esteem for a person or other entity and also specific actions and conduct representative of that esteem. In demonstrating respect, a nurse should strive to support the profession through regular participation in professional meetings and activities throughout his/her career. This serves to advance the profession and promote lifelong learning which is a hallmark of a high standard of care. Such involvement brings credibility to the profession, and facilitates the collective efforts of nursing professionals to better serve the healthcare needs of the public. Students are expected to abide by the WCC Student Code of Conduct, Nursing Student Manual and the ANA Code of Ethics.

14. **Academic Integrity (up to-100 points and Program Dismissal)**

As outlined in the WCC Catalog and Student Handbook, WCC Code of Student Academic Integrity Policy, and per WCC Nursing Student Manual, any student that is determined to have violated the WCC Code of Student Academic Integrity Policy (includes but is not limited to the following

examples: cheating, plagiarizing or other dishonorable acts) in the academic work is subject to disciplinary action, and may not be allowed to progress in the nursing program. Academic Dishonesty as defined by the WCC Catalog and Student Handbook: taking or acquiring or attempting to take or acquire possession of any academic material, test information, research papers, notes, etc.); receiving or giving help or attempting to receive or give help during a test; submitting papers or reports (that are supposed to be original work) that are not entirely the student's own; not giving credit for others' work (plagiarism). In the nursing program there are times that you will work with each other in groups and as partners**,** if you are unsure of what is considered "help" that is allowed please ask the appropriate instructor.

Approved: 5/6/19
Effective: Fall/19

J. Online Services
Nursing students must register with Okta (single sign on application) before various WCC Online services can be accessed. Visit https://www.waynecc.edu/mybisonid/ for instructions on obtaining the MY BISON ID and login instructions. Some of the online services available to WCC nursing students include:

Moodle
Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure, and integrated system to create personalized learning environments. The nursing faculty provide supplemental information to students on Moodle to enhance classroom, laboratory, and clinical learning environments. Nursing students should check Moodle at least daily for updates in course information. Information available to students on Moodle include (but are not limited to) course documents, calendars, module documents, assignments, announcements, grades, and document submission folders (drop boxes).

WCC Email
Students are provided with a WCC Email account that should be used for nursing program related communication. Students should check emails at least daily. Nursing faculty may communicate important information to students via email. Nursing students are expected to use appropriate email etiquette when sending emails. Some examples include:

- Use a professional salutation (i.e. Dear Mr. Smith, Hello Mrs. Johnson, or Hi Ms. Jones)
- Use caution when using humor. Humor may not translate well via email. When in doubt, leave humor out of professional communications.
- Proofread you message for spelling, grammar and message before hitting "send".
- Don't assume the recipient knows what you are talking about. Create messages as a stand-alone note, even if it is in response to a chain of emails.
- Reply to all emails timely and politely even if you do not have an answer at the moment.
- Never send an angry email, or give a quick response. Give messages thoughtful consideration before sending.
- Keep private material confidential. Refer to HIPAA guidelines for communicating patient related information. A basic guideline is to assume that others will see what you write.
- Ensure emails include a signature block with information to contact you (i.e. telephone number and email address)
- Use exclamation points and all CAPS sparingly. The result can appear too emotional or immature.
- Be culturally sensitive. Miscommunication can easily occur because of cultural differences.

<u>WebAdvisor</u>
WebAdvisor gives student access to databases related to financial aid, registration, graduation, grades, and transcripts.

Approved: 5/6/19
Effective: Fall/2019

APPENDIX A

OPTIONAL GENERAL EDUCATION COURSES FOR AAS PROGRAMS

The following courses may be used to meet the General Education course requirements in Humanities/Fine Arts.

For ADN Student to satisfy block 1 of the RN/BSN state articulation agreement take a Humanities/Fine Arts course indicated by a *.

Humanities/Fine Arts Electives

*ART 111   Art Appreciation
*ART 114   Art History Survey I
*ART 115   Art History Survey II
DRA 111   Theatre Appreciation
DRA 126   Storytelling
ENG 231   American Literature I
ENG 232   American Literature II
ENG 241   British Literature I
ENG 242   British Literature II
ENG 261   World Literature I
ENG 262   World Literature II
ENG 273   African-American Literature
HUM 110   Technology and Society
*HUM 115   Critical Thinking
HUM 120   Cultural Studies
HUM 121   The Nature of America
HUM 130   Myth in Human Culture
HUM 211   Humanities I
*MUS 110   Music Appreciation
*MUS 112   Introduction to Jazz
*PHI 215   Philosophical Issues
*PHI 240   Introduction to Ethics
REL 110   World Religions
REL 211   Introduction to Old Testament
REL 212   Introduction to New Testament
REL 221   Religion in America

Appendix B
UNC Colleges and NCCCS RN/BSN Articulate Agreement

Block 1 (23 course credits)
- Consists of certain prerequisite nursing courses that are (or will be) taken as a part of all North Carolina community college AAS nursing programs. The courses are:

Course Category	Transferable courses	Credits
English Composition	Select two: ENG 111, 112, 114	6 (3,3)
Human Anatomy and Physiology with lab	BIO 165&166 or 168 & 169	8 (4,4)
Humanities/Fine Arts	Select one from the following: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240, HUM 115	3
Psychology	PSY150, PSY 241	6 (3,3)

Block 2 (18-19 credits):
- Consists of additional university general education requirements that are not a part of an AAS degree but are required to earn a BSN.
- These general education requirements will be met by completing <u>one</u> listed course in each of the first four categories and <u>two</u> in the last.

Course Category	Transferable courses	Credits
English Literature	ENG 231,232	3
History	HIS 111, 112, 131, 132.	3
Fine Arts	<u>Select one additional course not taken in Block</u> 1 from the following: ART 114, ART 115, MUS 110, MUS 112	3
College Transfer Math	MAT 143 or MAT 171	3 or 4
Sociology	SOC 210 and one of the following: SOC 213, SOC 220, SOC 225, SOC 230, SOC 240	6(3,3)

Block 3 (17-18 credits):
- Consists of additional nursing or other requirements that are not a part of an AAS degree but are required to earn a BSN. These courses are:

Course Category	Transferable courses	Credits
Statistics	MAT 152	4
Microbiology with lab	BIO 175 or 275	3 or 4
Chemistry with lab	CHM 151 or CHM 130 and CHM 130A or CHM 131 and 131A	4
Social Science/ Elective: Select 2 from either category or one from each.	ECO 251, ECO 252, POL 120. Suggested electives include but are not limited to foreign language, speech, culture, and computer science. Electives must be selected from the Transfer Course List in the Comprehensive Articulation Agreement.	6 (3,3)

Note: Individual nursing programs may require a maximum of two courses or six credits to meet school specific degree requirements that are not a part of the RN to BSN AA. In no case will these additional requirements necessitate completing more than 128 credits in order to earn a BSN. Each UNC RN to BSN institution will develop, publish, and maintain on their website a RN to BSN degree plan that identifies specific degree requirements that are not part of the RN to BSN AA.

Block 4 (normally 30-34 credits but may vary depending on credit allocation in block 5):
- Consists of credit awarded by the constituent institutions' for nursing course (NUR) content taken as a part of the AAS degree program.
- These credits are awarded only after an RN student has successfully completed one or two initial nursing courses.

Block 5 (remaining credits, normally 30-34 but may vary depending on credit allocation in block 4):
- Consists of university-based courses that are taken as a part of the RN to BSN program.
- The number of awarded credits in blocks 1 through 5 must total between 120 and 128; the number of credits required to earn a BSN at the UNC constituent institutions' RN to BSN Programs.

APPENDIX C

CODE OF ETHICS FOR NURSES – PROVISIONS

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES (Approved 2015)

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

   Additional information can be found at www.ana.org

APPENDIX D

HEPATITIS B VACCINE DECLINATION   (WAIVER)

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at high risk of acquiring Hepatitis B Virus (HBV) infection.

I have read the Hepatitis B vaccination information. I understand the protection the vaccine could offer and have been given the opportunity to be vaccinated at my expense. However, I am declining Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease.

If in the future I want to be vaccinated with Hepatitis B vaccine, I will arrange to obtain the vaccine from my health care provider and notify the Nursing Department Chair and supply promptly the appropriate documentation to include in my health record.

For the following reason, I decline vaccination at this time:

_____1.   Personal reasons.

_____2.   I have previously received the complete series of three Hepatitis B vaccination.

_____3.   Antibody testing has revealed that I am immune to Hepatitis B.

_____4.   For medical reasons, the Hepatitis B vaccine is contraindicated.

I will provide to Wayne Community College medical documentation concerning my prior vaccination, immunity, or medical contraindication to Hepatitis B vaccine.

_____
        Student, Name (Printed)

_____   _____
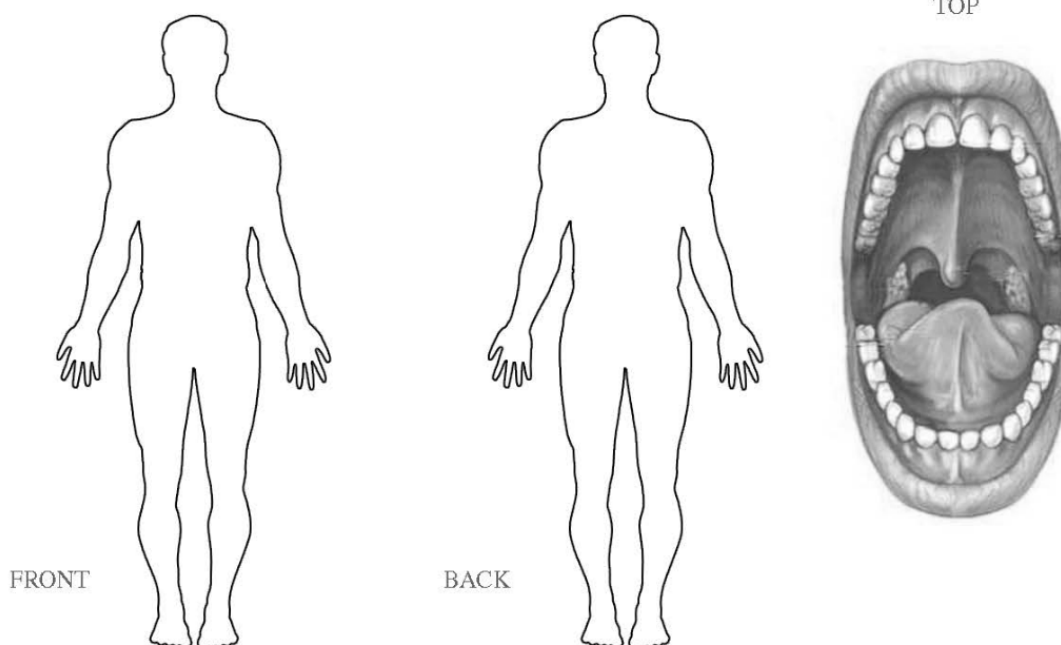   Student, Name (Signature)   Date

_____   _____
        Witness (Signature)   Date

Place in Student File

APPENDIX E

Wayne Community College Incident Report Form

Complete all pages front and back.

1.	Date of Incident:	Time of Incident:	○ A.M. ○ P.M.

2.	Identification of Person Involved: ○ Student	○ Employee	○ Guest	
Name:		Date of Birth:	Datatel #	
Street Address:		City:	State:	Zip:
Mailing Address:		City:	State:	Zip:
Home Phone:		Home e-mail:		
Cell Phone:		Work e-mail:		
Work Phone:		Other e-mail:		

3.	○ Chest Pains	○ Diabetes-related	○ Seizures	○ Exposure Reaction
Known Allergies:				
Other Complaints:				

Please mark the areas of injury on the illustrations below.

TOP

FRONT

BACK

4.	Area Injured:	
	How did the injury occur?	
	Describe all first aid administered:	
	Who administered first aid? List names.	
	Who was the instructor or supervisor?	

Where did the incident occur?	○ Lab	○ Classroom	○ Grounds	○ Other _____

○ On Campus	Location:		Building:	Room Number:
○ Off Campus	Location:		Building:	Room Number:

Was the person transported for medical care? ○ Yes ○ No	Mode of Transportation:

Where was the person transported for medical care? ○ Hospital ○ Immediate Care ○ Health Dept.

The person injured declined: ○ First Aid ○ Medical Services ○ Transportation
○ Baseline Blood Sampling* ○ Blood Testing* ○ Follow-up Services

*Note: If bio-hazard exposure occurs, testing is required to safeguard all parties. If a source individual refuses to be tested, a court order may be obtained by the Wayne County Health Department. If an exposure victim declines testing, they do so at their own risk. We strongly recommend baseline blood sampling, even if blood tests are not performed at the time of exposure. This baseline sample helps to determine if the source was infectious and if the exposure victim was indeed infected.

All initial testing is done at WCC expense.

Signature of Injured Person or Representative: _____

Relation to Injured Person: _____ Date: _____

5.	Nature of Incident:	○ Burn(s)	○ Bite	○ Bio-hazard Exposure*
		○ Sharps	○ Fracture	○ Needle Stick
		○ Laceration	○ Abrasion	○ Allergic Reaction
		○ Chemical Exposure	○ Other _____	

6.	Incident-related issues or complaints:	
	Known Allergies:	
	○ Chest Pains ○ Diabetes-related ○ Seizures ○ Exposure Reaction	

Other Complaints:	
Provide Details:	

By signing this form, the injured person agrees to follow WCC Procedures unless they have specifically declined services as noted above.

7.	Signature of Injured Person:	Date:
	Signature of Representative:	Date:
	Signature of Source Person:	Date:
	Signature of Person Initiating Report:	Date:
	Signature of Supervisor or Department Chair:	Date:

Procedure Summary - What to do, who to notify, where to go after filling out this form:

8.	Injured Person	Procedure
	Employee	1. Notify all appropriate people on the "Emergency Levels" page of the Emergency Response Plan or red emergency cards located across campus. 2. All employee injuries will be filed against Worker's Compensation Insurance. If Worker's Comp claim is denied, the employee's personal health insurance plan may be charged, subject to deductibles and co-pays. Be sure Human Resources gets notified so they can begin this important paperwork. 3. Complete this Incident Report Form in its entirety. This form remains at WCC in the Human Resource Department. 4. Obtain a completed, appropriate healthcare provider authorization form that authorizes the medical provider to treat the injured person and directs the medical provider regarding billing process. Failure to have the appropriate authorization could result in lack of payment by WCC or its insurance carrier.
	Student	1. Notify all appropriate people on the "Emergency Levels" page of the Emergency Response Plan or red emergency cards located across campus. 2. All student injuries will be filed against the Student Accident Insurance Plan as long as the student is covered. The Plan brochure and policy number is available in the Student Activities office. Obtain a copy of the brochure to take to the medical provider. The college's medical provider will accept the Student Accident Insurance Plan. WCC cannot guarantee that any other medical provider will accept this insurance. If not, the student may need to pay for medical treatment and submit a claim to the Student Accident Insurance Plan after the fact. 3. Complete this Incident Report Form in its entirety. This form remains at WCC in the Student Activities Office. If the injury involves bio-hazard exposure, a copy of this form will be forwarded to Human Resources for bio-hazard record keeping. 4. Obtain a completed, appropriate healthcare provider authorization form that authorizes the medical provider to treat the injured person and directs the medical provider regarding billing process. Failure to have the appropriate authorization could result in lack of payment by WCC or its insurance carrier.

continued...

Injured Person	Procedure
Bio-hazard Exposure Source	1. Notify all appropriate people on the "Emergency Levels" page of the Emergency Response Plan or red emergency cards located across campus. 2. All baseline blood sampling and subsequent blood testing conducted with appropriate authorization will be billed directly to Wayne Community College. 3. Complete this Incident Report Form in its entirety. This form remains at WCC in the Human Resources Department bio-hazard record keeping files. The HR Department will approve payment requests made by the medical provider as received in the Business Office. 4. Obtain a completed, appropriate healthcare provider authorization form that authorizes the medical provider to test the bio-hazard exposure source person and directs the medical provider regarding billing process. Failure to have the appropriate authorization could result in lack of payment by WCC.
Campus Guest	1. Notify all appropriate people on the "Emergency Levels" page of the Emergency Response Plan or red emergency cards located across campus. 2. All guest injuries will be filed against the College's liability Insurance Plan. The Plan details, claims forms and claims process are available in the Business Office. These claims will be handled on a reimbursement basis and will only cover out-of-pocket costs. In the event that a campus guest is involved in a bio-hazard exposure incident, the initial testing will be done by the College's medical provider at no cost to the guest and will be billed directly to WCC. 3. Complete this Incident Report Form in its entirety. This form remains at WCC in the Business Office with a copy in the Human Resources Department if related to a bio-hazard exposure. 4. Obtain a completed, appropriate healthcare provider authorization form that authorizes the medical provider to test the bio-hazard exposure source person's blood and directs the medical provider regarding billing process. Failure to have the appropriate authorization could result in lack of payment by WCC.

APPENDIX F

UNIFORM REQUIREMENTS

For student convenience, a vendor will be available for purchase of required uniforms. Uniform orders will be placed on a specified date. Each student is required to have 2 complete uniforms.

Female: 2 Designated skirts or pants
                           2 Designated Uniform tops
                           1 Nursing Jacket

Male: 2 Designated Uniform tops
                           2 Designated Uniform pants
                           1 Nursing Jacket

Additional Requirements:
        Stethoscope (Latex Free)
        Blood Pressure Cuff (Latex Free)
        Bandage scissors
        Watch with second hand
        Penlight

REV 04/19

APPENDIX G

Wayne Community College
Nursing Department
ATI (Assessment Technologies Institute) Policy

ATI products are designed to help students master core content, develop into practice-ready nurses, and succeed on the NCLEX. The Nursing Department utilizes ATI products in both the ADN and PN curricula, as outlined in the ATI Curriculum Alignment Plan (attached).

Students are required to pay fees associated with the use of ATI products, as stated in the Wayne Community College General Catalog/Student Handbook. However, ATI assessments are not used to determine a student's progression or graduation in the ADN or PN program [21 NCAC 36 .0321(p)].

Revised 4/29/19, Effective Fall, 2019

Wayne Community College
Nursing Department

ATI (Assessment Technologies Institute) Curriculum Alignment Plan

Associate Degree Nursing (ADN) Program:
The ATI Concept-Based Curricula (CBC) are used in the ADN program. The CBC correlate knowledge, skills, and competencies across the lifespan, and within various healthcare settings. Concepts correlate knowledge, skills, and competencies across various contexts that place the focus on deep, contextual learning instead of memorization of facts. Included in the CBC are four leveled assessments that are administered across the ADN curriculum, and the ATI RN Comprehensive Predictor test that is given in the final course (NUR 213) to help guide students in preparation for the NCLEX-RN. Practice assessments are also included to assist students with remediation whenever opportunities to improve are identified.

Practical Nursing (PN) Program:
The PN program utilizes the ATI PN Comprehensive Predictor in the final course (NUR 103) of the curriculum. The assessment helps students prepare for the NCLEX-PN by giving a detailed score report that determines content weaknesses, and helps guide NCLEX-PN preparation.

ORIGIN: JBS: 12/13/13; approved retroactive Fall 2013
REVISIONS: BSG/MSS: approved 2/18/19; revised 3/7/19; effective Fall 2019

	Wayne Community College Associate Degree Nursing Program ATI Curriculum Alignment Plan			
Course	Tutorials/Simulations Recommended	Proctored Assessments	Practice Assessments	Notes

NUR 111	• Getting started with ATI
	• Nurse Logic
	• Learning System Quizzes
	• Video Case Studies
		• Critical Thinking Entrance	• Self-Assessment Inventory	• Students are to drop a transcript into the Moodle drop box seven (7) days prior to the final exam to demonstrate completion of assignments.
				• The transcript due date must be included on the course calendar.
				• ATI assignments cannot be required, and are not used to determine progression in the program.
				The incentive for completion of proctored and practice assessments is defined in each course syllabus.
				• For proctored assessments:
				Level 3 – the student will have one (1) point added to the final exam grade for each practice assessment assigned in the course
				Below 3 – the student may have points added to the final exam grade if assigned practice assessments are completed by the deadline and:
				  ❖ One (1) point will be added to the final exam grade for each practice assessment in which the student scores 93% - 100%
				  ❖ One-half (0.5) point will be added to the final exam grade for each practice assessment in which the student scores 85% - 92%.
				  ❖ Zero points will be added to the final exam grade for each practice assessment in which the student scores 84% or less.
				• Rationales will be OFF for all practice assessments.

	Wayne Community College Associate Degree Nursing Program ATI Curriculum Alignment Plan			
Course	Tutorials/Simulations Recommended	Proctored Assessments	Practice Assessments	Notes
NUR 117	None	None	None	
NUR 112	• Nurse Logic • Learning System Quizzes • Video Case Studies	None	None	Advanced Standing LPN to ADN (Transition) students entering NUR 112 will be assigned the Critical Thinking Entrance Proctored Assessment and the Self-Assessment Inventory Practice Assessment.
NUR 211	• Nurse Logic • Learning System Quizzes • Video Case Studies	CBC Level 1	• RN Fundamentals Online Practice A • RN Fundamentals Online Practice B	
NUR 114	• Nurse Logic • Learning System Quizzes • Video Case Studies	CBC Level 2	• RN Mental Health Online Practice 2016 A • RN Mental Health Online Practice 2016 B	
NUR 113	• Nurse Logic • Learning System Quizzes • Video Case Studies	Pharmacology	• RN Pharmacology Online Practice 2016 A • RN Pharmacology Online Practice 2016 B	
NUR 212	• Nurse Logic • Learning System Quizzes • Video Case Studies	CBC Level 3	• RN Maternal Newborn Online Practice 2016 A • RN Maternal Newborn Online Practice 2016 B • RN Nursing Care of Children Online Practice 2016 A • RN Nursing Care of Children Online Practice 2016 B	

Wayne Community College Associate Degree Nursing Program ATI Curriculum Alignment Plan				
Course	Tutorials/Simulations Recommended	Proctored Assessments	Practice Assessments	Notes
NUR 213	- Nurse Logic - Learning System Quizzes - Video Case Studies	- Critical Thinking Exit - CBC Level 4 - RN Comprehensive Predictor	- RN Comprehensive Online Practice 2016 A - RN Comprehensive Online Practice 2016 B - RN Leadership Online Practice 2016 A - RN Leadership Online Practice 2016 B - RN Community Health Online Practice 2016 A - RN Community Health Online Practice 2016 B - RN Adult Medical Surgical Online Practice 2016 A - RN Adult Medical Surgical Online Practice 2016 B - RN Nutrition Online Practice 2016 A - RN Nutrition Online Practice 2016 A	

	Wayne Community College Associate Degree Nursing Program ATI Curriculum Alignment Plan			
Course	Tutorials/Simulations Recommended	Proctored Assessments	Practice Assessments	Notes
NUR 101	None	None	None	
NUR 102	None	None	None	
NUR 103	None	PN Comprehensive Predictor	• PN Comprehensive Online Practice 2017 A • PN Comprehensive Online Practice 2017 B	• Students are to drop a transcript into the Moodle drop box seven (7) days prior to the final exam to demonstrate completion of assignments. • The transcript due date must be included on the course calendar. • ATI assignments cannot be required, and are not used to determine progression in the program. The incentive for completion of proctored and practice assessments is defined in each course syllabus. • For proctored assessments: Level 3 – the student will have one (1) point added to the final exam grade for each practice assessment assigned in the course. Below 3 – the student may have points added to the final exam grade if assigned practice assessments are completed by the deadline and: ❖ One (1) point will be added to the final exam grade for each practice assessment in which the student scores 93% - 100%. ❖ One-half (0.5) point will be added to the final exam grade for each practice assessment in which the student scores 85% - 92%. ❖ Zero points will be added to the final exam grade for each practice assessment in which the student scores 84% or less. • Rationales will be OFF for all practice assessments.

<u>APPENDIX H</u>

NURSING FACULTY INFORMATION

<u>FACULTY</u>	<u>OFFICE/PHONE</u>	<u>E-MAIL ADDRESS</u>
Janeil Marak, CDA, RDH, MS Dean of Allied Health & Public Services	Holly 107, Ext. 6783	janeilm@waynecc.edu
Billy Tart, MSN, RN Department Chair, Nursing	Pine 206, Ext. 6787	botart@waynecc.edu
Marielle Blizzard, MSN, RN Nursing Instructor	Pine 209, Ext. 6789	mablizzard@waynecc..edu
Adam Combs, MSN, RN Simulation Coordinator & Clinical Nursing Instructor	Pine 203, Ext. 6786	akcombs@waynecc.edu
Michelle Garon, BSN, RN Nursing Instructor	Pine 211, Ext. 6788	mlgaron@waynecc.edu
Bonnie Gray, MSN, RN- BC, CNE Nursing Instructor	Pine 205, Ext. 6771	bsgray@waynecc.edu
Summer Gray, BSN, RN Clinical/Lab Nursing Instructor	Pine 211, Ext. 7061	sbgray@waynecc.edu
Missy Smiley, MSN, RN Nursing Instructor	Pine 208, Ext. 6790	mssmiley@waynecc.edu
Sherry Smith, MSN, RN Nursing Instructor	Pine 204, Ext. 6785	shsmith@waynecc.edu
Virginia Raper, MSN, RN Nursing Instructor	Pine 207, Ext. 6791	vdraper@waynecc.edu
Jenny Wiggins, MSN, RN Nursing Instructor	Pine 210, Ext. 6784	jmwiggins@waynecc.edu

APPENDIX I

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act (HIPAA) was passed in 1996 and went into effect April, 2003. The act includes several provisions. The one we are concerned with here is the Privacy Rule.

HIPAA's privacy rule is designed to ensure "that individuals' health information is properly protected while allowing the flow of health information needed" to provide good care. HIPAA concerns all personal patient/client information, referred to as Protected Health Information (PHI). Protected health information:
1.   is any information that can identify and individual which is used or held by a health care provider
2.   covers information stored on paper, in electronic records and oral communications.
3.   protects patients/client from having their personal information disclosed to others without their consent.

What does this Act mean to you as nursing students?
Privacy in the context of medical care holds that no one should have access to private health care information without the client's consent and that clients should have access to records containing his or her own information. Confidentiality relates primarily to the protection of information. Protecting clients' privacy and maintaining the confidentiality of client information have always been core nursing values and are discussed in the American Nurses Association Code of Ethics. Nurses have a "duty of confidentiality", which means they must protect their clients' privacy. When nurses learn personal information about a client, they are ethically and legally required not to disclose it to any person or any agency other than those involved in the client's care or other designated person or agency.
Examples of breaches of confidentiality and privacy include, but are not limited to, the following:

1.   Discussing client information in any public area where those who have no need to know the information can overhear. Find a private room or area when discussing treatments and administering procedures. Do not discuss clients in elevators, cafeteria, or hallways.
2.   Improperly accessing, reviewing, and/or releasing client identifiable information:
     a.   Name
     b.   Address
     c.   All Dates (DOB, Admission/Discharge Dates)
     d.   Telephone numbers
     e.   Fax numbers
     f.   Electronic mail addresses
     g.   Social Security Numbers
     h.   Medical Record Numbers
     i.   Health Plan Beneficiary Numbers
     j.   Medical Status or diagnosis
3.   Improperly accessing, reviewing, and/or releasing client medical information. Access to client information must be limited to what you as a student needs to know to care for assigned clients. It should be obvious that you don't need information about clients you are not caring for. The basic rule to follow when determining appropriate use of PHI is "what is the least amount of information I need in order to do my job?"

4. Discussing client information with people not entitled to the information. If asked about personal client information by a friend, another student or staff member who is not involved in that client's care, you must not share that information.
5. Pressing the client for information not necessary for care planning.
6. Leaving client medical information in a public area.
7. Discarding copies of client information in non-secured trash cans. Dispose of PHI in the proper bins or shred it.
8. Displaying information on a screen (handheld computers, etc.) that is viewed by unauthorized users.
9. Leaving a computer unattended in an accessible area with medical record information unsecured.
10. Failing to log off computer terminal.
11. Sharing or exposing password.
12. Preparing written or oral class assignments about clients without concealing their identity.
13. Interacting with the client's family in ways not authorized by the client.

Concerns about the Privacy Act
1. Concern about violating confidentiality during emergency situations by calling out information about a client when others might hear. The privacy act does not prohibit this.
2. Concerns have been raised about providers (doctors, nurses, other health care providers) sharing client information when asking for consults, or transferring care from one provider to another. Written permission is not required to do this.
3. Discussing clients with physicians, nurses, or family members by telephone is allowed (provided, of course, the client wants family to know of their condition).
4. Health care facilities that use sign-in sheets can continue to do so. Calling a client's name in the waiting room is also allowed.

Penalties for Non-Compliance.

Civil Money Penalties:
$100 per failure to comply with a Privacy Rule requirement.

Criminal Penalties:

1. $ 50,000 and up to one-year imprisonment for knowingly obtaining and disclosing individual HPI.
2. $100,000 and up to five years imprisonment if wrongful conduct involves false pretenses.
3. $250,000 and up to ten years imprisonment if the wrongful conduct involves the intent to sell, transfer, or use individual HPI for commercial advantage, personal gain, or malicious harm.

<u>Scenario</u>

Consider the example of a male client in the waiting room. He's the only male in the room. His health care provider is discussing his condition – medications he's on for the treatment of testicular cancer- with another provider. Everyone in the waiting room can hear the conversation.

What could be done differently to protect this client's privacy?

The caregivers should have tried to find a private room or area where details could not be overheard. Even when the client's name is not specifically used in conversation, remember that details about his or her case or condition can be identifying factors in certain circumstances.

Reference:

1. United States Department of Health & Human Services (2012). *Office of civil rights.* Summary of the HIPAA Privacy Rule. Retrieved on May 8, 2012 from www.hhs.gov/ocr/privacy/hipaa/understanding/summary/- 25k

2. Anderson, F. (2007). Finding HIPAA in your soup, decoding the privacy rule. *107(2)*, p. 66-71. *American Journal of Nursing.*

7/07

Wayne Community College
Nursing Department
Health Insurance Portability and Accountability Act (HIPPA)

I, _____, have received oral and written instruction in the Health Insurance Portability and Accountability Act (see attached). I have read and agree to comply with the guidelines as set forth in the Health Insurance Portability and Accountability Act.

_____
Print Student Name

_____   _____
Nursing Department Chair   Student

_____   _____
Date   Date

APPENDIX J

I**, _____**, have been given a copy of the nursing program policies and information as set forth in the Nursing Student Manual, 2019-2021 for Wayne Community College. I have read these policies and information myself in their entirety and have had my questions answered. I understand and agree that, as a student in the nursing program of Wayne Community College, I am bound and responsible to comply with all these policies. I also understand and agree that I am subject to all requirements, provisions, and procedures contained in these policies.

_____   _____
Student Signature   Dept. Chair Nursing Signature

_____   _____
DATE   DATE

APPENDIX K

Declaration:
I have read and understand the technical standards required for the Nursing Programs. I hereby declare that I am able to meet the above listed essential technical standards as noted in the 2019-2021 Nursing Student Policy Manual.

_____
Name of Student   (Print)

_____   _____
Signature of Student   Date

_____   _____
Witness   Date

APPENDIX L

UNC HEALTH CARE
Confidentiality Statement

It is the policy of the UNC Health Care and its affiliated Network Entities (individually and collectively called "UNC HC" herein) that users (i.e., employees, medical staff, students, volunteers, vendors, outside affiliates, and any others who are permitted access) shall respect and preserve the privacy, confidentiality and security of confidential information ("CI"). In the course of providing services for or at UNC HC, I may encounter these types of CI: (1) patient information (such as medical records, billing records, and conversations about patients, (2) personnel information (payroll, discipline or other information about employees, volunteers, students, contractors, or medical staff, (3) confidential business information of UNC HC, its affiliated Network Entities, and/or third parties, including third-party software and other licensed products or processes, or (4) operations, quality improvement, peer review, education, billing, reimbursement, administration, or research (such as utilization reports, survey results, and related presentations). This information from any source and in any form, including, but not limited to, paper record, oral communication, audio recording, and electronic display, is strictly confidential. I understand and agree that I will only access, maintain, use or disclose CI on a legitimate job-related, need-to-know basis, and that I will limit my access, maintenance, use or disclosure of CI to the minimum amount of CI necessary to accomplish the intended purpose of the use, disclosure or request.

I further agree that:

1. I will protect the privacy, confidentiality and security of UNC HC patient information, including electronic health records ("EHR"), in accordance with federal and state regulations and applicable policies and procedures.
2. I will complete all required privacy and security training for accessing EHR or other CI.
3. I will not maintain CI on a mobile device (laptop, smartphone, tablet, etc.) that is not encrypted and will not electronically transmit CI in an unsecured manner or to an encrypted mobile device.
4. I will not disclose to another person my sign-on code and/or password, and will not use another person's, for accessing EHR or other CI. I will not leave a secured application unattended while I am signed on.
5. I will not attempt to access a secured application or restricted area without proper authorization or for purposes other than official UNC HC business.
6. I will not alter or destroy CI unless alteration or destruction is part of my job or services for UNC HC, in which case I will only alter or destroy CI in accordance with applicable policies and procedures.
7. I will immediately report to my supervisor any known or suspected (a) use of my password by someone other than me, or (b) inappropriate access, use or disclosure of CI.
8. I will safeguard form loss, theft, or unauthorized use/access UNC HC owned equipment/property on which CI is stored or through which CI may be accessed.
9. I will not store or transmit CI via my personal equipment/property unless permitted by and in accordance with applicable policy or procedure.
10. I will not post or discuss CI of any type to social media sites unless pre-approved by UNC HC.
11. I will not take photographs, make videos, or make other recordings of patients, staff, or visitors except in accordance with applicable UNC HC policies and procedures.

12. I understand that my access to CI and to my UNC HC email account may be audited.
13. I will not access or obtain my own, a friend's, or a family member's patient information maintained by UNC HC without appropriate written authorization and under applicable policies and procedures.

I agree that I have read, understand and will comply with the terms of this Confidentiality Statement. I understand that my failure to comply with this Confidentiality Statement may result in termination of access to UNC HC EHR, personal civil or criminal legal penalties, disciplinary action, up to and including termination or employment or student status, or loss of UNC HC privileges or contractual of affiliation rights. AFTER MY EMPLOYMENT OR WORK AT UNC HC ENDS, I WILL NOT TAKE ANY CONFIDENTIAL INFORMATION WITH ME AND I WILL NOT DISCLOSE ANY CONFIDENTIAL INFORMATION.

_____
STUDENT NAME

_____   _____
STUDENT SIGNATURE   WITNESS

_____   _____
DATE   DATE

APPENDIX M

STATE OF NORTH CAROLINA
COUNTY OF Wayne Community College

STUDENT PARTICIPATION AGREEMENT

In consideration for acceptance into the Nursing Education Program, hereinafter referred to as "Education Program," at Wayne Memorial Hospital, hereinafter also referred to as "The Hospital, " I agree that I will certify, abide by and adhere to the following conditions of participation:

I certify that I am covered by personal professional liability insurance in the amount of $1 million per occurrence/5 million aggregate and understand that I must show proof of such coverage to The Hospital.

I understand that my participation in this program in which I will receive structured clinical experience is contingent upon my satisfactory performance and cooperation with the staff, and if at any time I do not abide by the below enumerated conditions, I understand that I may be immediately removed from the program.

I understand that in my training, my practice and my conduct will be in compliance with current policies of The Hospital.

I understand that The Hospital maintains and retains total responsibility for the care of its patients. I am enrolled in an affiliation program and may not independently initiate care for the patients of The Hospital; rather I will receive appropriate clinical precepting when I am involved in direct patient care.

I understand that my clinical participation as it relates to program objectives will be formally evaluated by a clinical preceptor and that I may be dismissed immediately if my performance is not satisfactory.

I understand the issue of patient confidentiality, I also understand that during the course of my clinical instruction at The Hospital, I will receive "protected health information," as defined in the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996 and its accompanying regulations ("HIPAA"), that I will function in a capacity that would otherwise be filled by a paid employee of The Hospital, and that I will function as part of The Hospital's "workforce," as defined in HIPAA, and only for HIPAA compliance purposes. I further agree that I have signed a Confidentiality Statement, and I will comply with the provisions of HIPAA, as they relate to my clinical instruction at The Hospital, and that I will comply with all applicable policies and procedures of The Hospital related to HIPAA, including completing The Hospital's HIPAA training.

I understand that even though I will function as part of The Hospital's workforce for HIPAA compliance purposes, I am not an employee or agent of The Hospital for any purposes and not subject to the benefits of employment of The Hospital, nor the College or University in which I am enrolled.

I understand that, as part of the process under which I may be assigned to the Education Program at The Hospital, a state criminal background check must be conducted on me. Such criminal background check shall be conducted in all states where I lived, worked or gone to school, either within the past ten (10) years, or from the date that I turned eighteen (18) years of age, whichever is shorter. I understand that The College/I must notify The Hospital of my knowledge of or if such background check reveals that I have a criminal record, and that in such event, The Hospital must agree upon my placement before I may participate in Education Program activities at The Hospital under this Agreement. I further acknowledge and agree that The Hospital has the right not to accept me into the Education Program based on my criminal record.

I will not hold The Hospital responsible for my acts or omission of acts while participating in this program.

I understand that my participation in this program shall run from August 2018 to May 2020.

In the event of exposure incidents that my occur during my clinical training within The Hospital, The Hospital agrees to assist in providing appropriate post-exposure evaluation and follow-up as required by OSHA standards. I understand that I am responsible for all costs incurred during any post-evaluation and follow-up that I receive from The Hospital.

I acknowledge and understand the above condition of participation and agree to perform accordingly.

_____
Signature

_____
Printed Name

_____
Date

APPENDIX N

CERTIFICATION BY STUDENT OF PHYSICAL STATUS

       I, _____, a student at Wayne Community College, do hereby certify that I do not, to the best of my knowledge, presently have a communicable disease or communicable health problem that might or could jeopardize patient or employee health at Wayne Memorial Hospital or that I do have such a communicable disease or communicable health problem as listed below. I hereby agree to notify the Nursing Department Chair if I contract or become aware that I have a communicable disease or communicable health problem that might or could jeopardize patient or employee health care at The Hospital.

_____
Signature

_____
Printed Name

_____
Date

Witnessed by: _____
               Wayne Community College
               Nursing Department Chair

Communicable disease or communicable health problem that I have (if any):

_____

_____

_____

APPENDIX O

CERTIFICATION OF PHYSICAL STATUS OF STUDENTS

Wayne Community College does hereby certify that the following students on the attached list, are enrolled in the Nursing Program and do not presently have a communicable disease or communicable health problem that might or could jeopardize patient or employee health at Wayne Memorial Hospital. Wayne Community College hereby agrees to notify Wayne Memorial Hospital if any student on this list contracts or becomes aware that he or she has a communicable disease or communicable health problem that might or could jeopardize patient or employee health care of Wayne Memorial Hospital.

_____
Signature

_____
Printed Name

_____
Title

_____
Date

APPENDIX P

Wayne Community College
Nursing Department
Drug Screen

I, _____, have received oral and written instruction regarding the following. Nursing students will repeat a drug screen while enrolled in the program at a specified time directed by the Nursing Department Chair. Students are responsible for the cost. Failure to complete at specified time will result in dismissal from the program.

_____   _____
Nursing Department Chair   Student Signature

_____   _____
Date   Date