NOTE

This Nursing Student Handbook has been reviewed and revised
August, 2019
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Nursing Student Handbook, Part I
INTRODUCTION

Welcome to the Christa A. Overcash Associate Degree Nursing (ADN) Program at Central Piedmont Community College (CPCC) at Charlotte. The profession you have chosen to pursue is very challenging and demanding, yet very rewarding.

Preparation for the role of professional nurse is a shared venture: a collaboration between student and faculty. We are here to facilitate your education through teaching. Learning, which is your input, occurs as you discipline yourself to the study of nursing.

This Handbook is compiled to answer and explain in detail, certain aspects specific to the nursing program. Part I contains the mission/values and philosophy of nursing education and the conceptual framework guiding the ADN curriculum. From these documents, the course objectives and program outcomes are derived. Part II contains college level policies as well as policies specific to the nursing program.

The Handbook is to be used in conjunction with two other college publications – The CPCC Catalog and the CPCC Student Handbook. You will note as you read through this handbook reference made to these other college publications.

We look forward to supporting you during your educational development and hope this will be a wonderful experience.

The Faculty
Central Piedmont Community College
Christa A. Overcash Associate Degree Nursing Program

This nursing program has full approval by the NC Board of Nursing.
North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607
Phone: (919) 782-3211
Fax: (919) 781-9461

This nursing education program is accredited by the Accreditation Commission for Education in Nursing (ACEN).
ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Phone: (404) 975-5000
Fax: (404) 975-5020
## NURSING DIRECTORY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Koehnke, EdD</td>
<td>Dean, Central Campus</td>
<td>Overcash, 210-E</td>
<td>(704) 330-6121</td>
</tr>
<tr>
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<td>(704) 330-6729</td>
</tr>
<tr>
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<td>Director of Nursing Education</td>
<td>Belk 3135</td>
<td>(704) 330-6451</td>
</tr>
<tr>
<td>Nichitia Ethridge (Nickey)</td>
<td>Administrative Secretary</td>
<td>Belk 3137</td>
<td>(704) 330-2722 ext. 3416</td>
</tr>
<tr>
<td>Nazirah Pearson</td>
<td>Admissions Specialist</td>
<td>Belk 1105-D</td>
<td>(704) 330-6284</td>
</tr>
<tr>
<td>Charlene James</td>
<td>Medical Records Specialist</td>
<td>Belk 1105-C</td>
<td>(704) 330-6163</td>
</tr>
<tr>
<td>Glenda Nnaji</td>
<td>Curriculum Coach</td>
<td>Belk 1104</td>
<td>(704) 330-6434</td>
</tr>
<tr>
<td>Cynthia Beesley, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3156</td>
<td>(704) 330-2722 ext. 3426</td>
</tr>
<tr>
<td>Chris Burns, MSN, RNC-OB, CNS</td>
<td>Program Chair</td>
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<td>(704) 330-6124</td>
</tr>
<tr>
<td>Lynee Carter, MSN, RN</td>
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<td>(704) 330-2722 ext. 3471</td>
</tr>
<tr>
<td>Melanie Colson, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3149</td>
<td>(704) 330-2722 ext. 3479</td>
</tr>
<tr>
<td>Crystal Eaker, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3157</td>
<td>(704) 330-2722 ext. 3231</td>
</tr>
<tr>
<td>Emily Gullena, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3139</td>
<td>(704) 330-3417</td>
</tr>
<tr>
<td>Erin Montgomery, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3155</td>
<td>(704) 330-2722 ext.3430</td>
</tr>
<tr>
<td>Ann Moss, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3158</td>
<td>(704) 330-6420</td>
</tr>
<tr>
<td>Kara Off, MSN, RN, PCCN</td>
<td>Faculty</td>
<td>Belk 3141</td>
<td>(704) 330-2722 ext. 3429</td>
</tr>
<tr>
<td>Lynne Ordoyne, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3138</td>
<td>(704) 330-2722 ext. 3439</td>
</tr>
<tr>
<td>Kent Rittenhouse, MSN, RN</td>
<td>Faculty</td>
<td>Belk 3153</td>
<td>(704) 330-6779</td>
</tr>
<tr>
<td>Colleen Russell, MSN, RN</td>
<td>Faculty</td>
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<td>(704) 330-2722 ext. 3478</td>
</tr>
<tr>
<td>Lisa Scott, MSN, RN</td>
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<td>(704) 330-2722 ext. 3438</td>
</tr>
<tr>
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<td>Belk 3146</td>
<td>(704) 330-2722 ext. 3472</td>
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</tbody>
</table>
MISSION STATEMENT

A Model of a Philosophy

Mission

The Associate Degree Nursing (ADN) program supports the mission of the North Carolina Community College System (NCCCS) and the mission of CPCC. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing health-care needs of the surrounding area and to promote the development of qualified students, grounded in theoretical knowledge and the application of critical thinking. The philosophy of the ADN program is derived from statements about the health, quality of life, achievement of potential, the individual, environment, healthcare system, nursing, the practice, and education of the Associate Degree Nurse.

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

The Associate Degree Nurse

Graduates of the ADN program at CPCC are prepared for the professional role of the registered nurse at the entry level and meet the education requirements necessary to take the National Council Licensure Examination (NCLEX). Educational competencies that the graduates are prepared for during their education include competencies defined by the National League for Nursing [NLN] (2000, 2010) and the Nursing Practice Act of North Carolina. The practice of nursing is directed toward meeting the health care needs of individuals throughout their lifespan. The practice role of the ADN graduate is characterized by evidence-based clinical practice with the provision of care for individuals and families in structured settings.

Associate Degree Nursing Education

ADN nursing education is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level nurse. Evidence-based nursing theory and practice, general education, and the sciences are incorporated in an environment conducive to learning. The conceptual design defines the essential elements as the environment, quality of life, achievement of potential, and health. The organizing framework contains content related to the individual, the health care system and nursing. Through these educational experiences, students will have the opportunity to develop critical thinking and problem solving skills.

The ADN program at CPCC provides an education that is flexible, progressive, and sensitive to the changing needs of the individual, significant support person(s), and community. Learning is a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning is an interactive process between teacher and learner. The responsibility of the faculty of CPCC ADN Program is to facilitate the student’s understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and develops the knowledge, skills, and attitudes necessary to provide quality individual centered nursing care.

Graduates of this program are eligible to apply to take the National Council Licensure Examination - Registered Nurse (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Conceptual Framework

The conceptual model provides a mental scaffold or framework to prepare learners for new instruction and motivates by making a meaningful connection for the learner. The conceptual framework and the student learning outcomes for the nursing program encompass three domains: the individual, nursing, and the healthcare system. The learner must master each domain of the conceptual framework to complete the curriculum. The conceptual design defines the essential
elements as the environment, quality of life, achievement of potential, and health. The concept-based curriculum encourages students to actively participate in learning the role of the nurse towards meeting the needs of individuals across their lifespan. This is accomplished through focus on health and wellness, as well as through pathophysiological conditions and illness, with the ultimate goal being achievement of full potential of the individual. Concepts are organized within each of these domains and learning occurs from simple to complex.
CURRICULUM DESCRIPTION

The ADN curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

The curriculum is conceptually based and founded on Knowles’ principles of adult and collaborative learning. Basic assumptions include self-direction, utilizing adult experience, problem-solving and activity-centered learning (Knowles, Holton & Swanson, 2005).

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

Definitions:

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

Healthcare System
The community healthcare system is a macro system and consists of a variety of parts or microsystems. Clinics, hospitals, pharmacies, laboratories, long term care and internet sites are microsystems that are connected by patients and information to improve health.

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

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

Health
Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being and not merely the absence of disease and infirmity, which exists on a continuum from optimal wellness to illness and ending in death. The individual’s needs for healthcare are determined by his/her position on the continuum.

Each individual’s health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of
identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore or maintain wellness, or achieve a dignified death.

Quality of Life
Quality of life involves five domains including physical, functional, psychological, social, and spiritual well-being. The individual’s perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges encountered in the real world. (Ignatavicius & Workman, 2018, p.5).

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

NLN Core Competencies
The core competencies for graduates of nursing programs outlined by the NLN in 2010 are as listed below:

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

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

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

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

QSEN Competencies
The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. Definitions and pre-licensure competencies are listed below:

Patient-Centered Care
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

Teamwork and Collaboration
Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence-Based Practice (EBP)
Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Quality Improvement
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Safety
Minimizes risk of harm to patient and providers through both system effectiveness and individual performance.

Informatics
Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

The competencies addressed in the table below are derived from the NLN, the NC Curriculum Improvement Project (CIP) and the NC Board of Nursing. The students move from simple to complex levels based on Benner’s novice to expert theory. Level 1 is the Novice learner, level 2 is the Advanced Beginner and level 3 is the Competent learner which are reflective of the practice know how through multiple experiences and a sound educational base (Benner, Sutphen, Leonard & Day, 2010; Uys, 2004; Carlson, Crawford & Contrades, 1989). Nursing students develop skills and understanding of patient care by moving through these levels and building upon a solid knowledge foundation as well as through clinical experiences. The novice learner lacks experience and tends to be more rigid, while the advanced beginner has gained experience in such a way as to meaningfully guide actions, and the competent learner has become more analytical with higher level of thinking in order to plan actions in an organized manner (Current Nursing, 2011).
CENTRAL PIEDMONT COMMUNITY COLLEGE
CHRISTA A. OVERCASH
ASSOCIATE DEGREE NURSING PROGRAM

NLN 2010
- Nursing Judgment
- Human Flourishing
- Professional Identity
- Spirit of Inquiry

QSEN
- Evidence-based practice
- Informatics
- Patient Centered Care
- Safety
- Teamwork & Collaboration
- Quality improvement

CIP - SLO
- Assessment
- Clinical Judgment & Informatics
- Management of care
- Communication
- Caring interventions
- Professional Behaviors
- Collaboration
- Teaching

CPCC-Critical Core
- Critical Thinking
- Communication
- Personal Growth & Responsibility
- Information Technology & Quantitative Literacy
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</thead>
<tbody>
<tr>
<td>Nursing Judgment: Make sound nursing judgments in practice, substantiated by evidence that integrate the science of nursing in the provision of safe, quality care and promote the health of diverse patients, families, and communities.</td>
<td>Nursing</td>
<td>Assessment</td>
<td>Using holistic assessment, articulate all concepts within the domain of the healthy individual.</td>
<td>Using holistic assessment, differentiate between the healthy individual and those experiencing alterations in health.</td>
<td>Incorporate knowledge of the concepts of the holistic individual and the interplay of these concepts to provide an individual-centered assessment in the promotion of health, wellness, and prevention of illness.</td>
<td>#3, 4, 8</td>
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<tr>
<td></td>
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<td>Clinical Decision Making</td>
<td>Introduce principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.</td>
<td>Utilize evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.</td>
<td>Incorporate informatics to formulate evidence-based clinical judgments and management decisions.</td>
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<tr>
<td></td>
<td></td>
<td>Evidence-Based Practice (EBP)</td>
<td>Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals.</td>
<td>Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.</td>
<td>Assimilate all concepts within the domain of nursing to provide safe, therapeutic nursing care to individuals.</td>
<td></td>
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<tr>
<td></td>
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<td>Managing Care</td>
<td>Begin to prioritize care, using appropriate chain of command, while practicing safely and ethically within the healthcare system according to the nurse practice act, healthcare policy, and NPSG.</td>
<td>Coordinate the implementation of prioritized care while practicing safely and ethically within the healthcare system according to the nurse practice act, healthcare policy, and NPSG.</td>
<td>Coordinate and delegate care while practicing safely and ethically within the healthcare system according to the nurse practice act, healthcare policy, and NPSG.</td>
<td></td>
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<tr>
<td></td>
<td>Environment</td>
<td>Communication</td>
<td>Communicate professionally and effectively while providing care to individuals.</td>
<td>Communicate professionally and effectively while safely providing therapeutic care</td>
<td>Communicate professionally and effectively with the interdisciplinary healthcare</td>
<td></td>
</tr>
<tr>
<td>Advocate for patients, families, communities, and nursing in ways that promote self-determination, integrity, and ongoing growth as human beings.</td>
<td>Health</td>
<td>Individual Achievement of Potential Quality of Life</td>
<td>Caring Interventions</td>
<td>to individuals with alterations in health.</td>
<td>team while advocating for the therapeutic care of all individuals.</td>
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<td>Distinguish between the healthy individual within a changing internal and external environment and individuals with simple alterations in health.</td>
<td>Detect changes within the internal and external environment of the individual with alterations in health.</td>
<td>Distinguish through anticipation of risk potential the internal and external environmental factors that impact the health and well-being of individuals.</td>
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<td>Initiate caring interventions while respecting culture &amp; diversity, values, preferences, and expressed needs while developing knowledge of best practices.</td>
<td>Demonstrate caring interventions while respecting culture &amp; diversity, values, preferences, and expressed needs while utilizing best practices.</td>
<td>Adapt caring interventions integrating consideration for culture &amp; diversity, values, preferences, and expressed needs of individuals and groups while incorporating best practices.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Identity:</strong></td>
<td><strong>Implementation of the role of nurse in ways that reflect integrity, responsibility, ethical comportment, EBP, caring, advocacy, safety, and quality care for diverse</strong></td>
<td><strong>Healthcare System Nursing</strong></td>
<td><strong>Professional Behaviors</strong></td>
<td>Receives an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.</td>
<td>Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.</td>
<td>Practice professional nursing behaviors, incorporating personal responsibility and accountability for continued competence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Collaboration</strong></td>
<td>Collaborate with individual(s), families, and the interdisciplinary</td>
<td>Collaborate with individual(s), families, and the interdisciplinary</td>
<td>Collaborate with individual(s), families, and the interdisciplinary healthcare</td>
</tr>
<tr>
<td><strong>patients, families, and communities.</strong></td>
<td>healthcare team to safely provide therapeutic care.</td>
<td>healthcare team to plan and safely implement therapeutic care to individuals and those with alterations in health.</td>
<td>team to advocate for safe, therapeutic care resulting in positive individual and organizational outcomes.</td>
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<td><strong>Spirit of Inquiry:</strong></td>
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<tr>
<td><em>Examine evidence that underlies clinical nursing practice to challenge the status quo, question assumptions, and offer insights to improve the quality of care for diverse patients, families, and communities.</em></td>
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</tr>
<tr>
<td><strong>Healthcare System</strong></td>
<td><strong>Quality Improvement</strong></td>
<td>Introduce basic principles of quality improvement in nursing practice.</td>
<td>Participate in quality improvement processes to measure client outcomes and identify hazards and errors.</td>
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<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td></td>
<td>Manage complex healthcare issues for individuals and groups using cost effective nursing strategies, quality improvement processes, current technologies, and EBP.</td>
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<tr>
<td><strong>Informatics</strong></td>
<td><strong>Introduce information technology to support clinical decision making.</strong></td>
<td>Utilize information technology to support clinical decision making.</td>
<td>Incorporate informatics to formulate evidence-based clinical judgments and management decisions.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Teaching and Learning</strong></td>
<td><strong>Introduce the principles of teaching and learning to facilitate self-care for each individual.</strong></td>
<td>Develop a teaching plan for individuals incorporating teaching and learning principles.</td>
<td>Incorporate and evaluate the principles of teaching and learning to provide individual and family centered education.</td>
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</table>
STUDENT LEARNING OUTCOMES

Upon completion of the ADN Program, the graduate will:

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
3. Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.
4. Use critical thinking, health informatics, and evidence-based practice to make sound nursing judgments to provide safe and effective care.
5. Implement caring interventions incorporating documented evidence based practice for individuals in diverse settings.
6. Develop a teaching plan for diverse patients and families and/or the healthcare team, incorporating teaching and learning principles.
7. Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.
8. Manage health care for the individual using safe, efficient, effective nursing strategies and quality improvement processes.

References:
**PROGRAM OF STUDY ASSOCIATE DEGREE NURSING – ADN (A45110)**

The following plan of study is the standard curriculum for the ADN program. To graduate the student must successfully complete all the required courses with at least a 2.0 program grade point average. This plan of study is subject to change when the college deems such action is necessary.

### Nursing Curriculum

#### First Semester

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Lecture</th>
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<th>Clinical</th>
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<tr>
<td>NUR 111</td>
<td>Intro to Health Concepts</td>
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<td>6</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td>BIO 168</td>
<td>Anatomy and Physiology I</td>
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<td>MAT 143 or 171</td>
<td>Quantitative Literacy or Pre-calculus Algebra</td>
<td>3</td>
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</tbody>
</table>

**Total hours:** 18

Note: the above courses must be completed prior to second semester

#### Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 112</td>
<td>Health Illness Concepts</td>
<td>3</td>
<td>6</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>NUR 114</td>
<td>Holistic Health Concepts</td>
<td>3</td>
<td>6</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>BIO 169</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td></td>
<td>4</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
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**Total hours:** 17

Note: the above courses must be completed prior to third semester

#### Third Semester

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<th>Course Number</th>
<th>Course Name</th>
<th>Lecture</th>
<th>Lab</th>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>NUR 211</td>
<td>Health Care Concepts</td>
<td>3</td>
<td>6</td>
<td></td>
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<tr>
<td>NUR 113</td>
<td>Family Care Concepts</td>
<td>3</td>
<td>6</td>
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<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
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**Total hours:** 13

Note: the above courses must be completed prior to fourth semester

#### Fourth Semester

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<th>Course Number</th>
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<th>Lab</th>
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<tr>
<td>NUR 213</td>
<td>Complex Health Concepts</td>
<td>4</td>
<td>3</td>
<td>15</td>
<td>10</td>
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<tr>
<td>NUR 212</td>
<td>Health System Concepts</td>
<td>3</td>
<td>6</td>
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<tr>
<td>ENG 114</td>
<td>Professional Research and Reporting</td>
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<tr>
<td>HUM Elective</td>
<td>Elective</td>
<td>3</td>
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**Total Hours:** 21

**Total Hours:** 69
NUR 111: Intro to Health Concepts
Prerequisite: Admission to the nursing program. See ADN plan of study for sequencing of required courses. This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112: Health-Illness Concepts
Prerequisite: NUR 111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113: Family Health Concepts
Prerequisite: NUR 111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114: Holistic Health Concepts
Prerequisite: NUR 111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 211: Health Care Concepts
Prerequisite: NUR 111
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212: Health System Concepts
Prerequisites: NUR 111, 112, 113, 114, and 211
Co requisite: NUR 213
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
NUR 213: Complex Health Concepts
Prerequisites: NUR 111, 112, 113, 114, and 211
Co requisite: NUR 212
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health, wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

EVALUATION OF TEACHING PERFORMANCE
It is the right and responsibility of the student to evaluate the teaching performance of the nursing course instructors. The instructor(s) for each nursing course will conduct a course evaluation at the end of the semester. In addition, a student opinion survey is conducted at the completion of each course.

EVALUATION OF PROGRAM
To ensure a quality program, evaluation must take place both during the instruction phase and following graduation. Follow-up studies are ongoing to evaluate the program. Students and graduates are strongly encouraged to maintain a current email address and phone numbers with the Director of Nursing Education to facilitate their participation in the study.

FACULTY/STUDENT COMMUNICATION
Faculty Office Hours
Faculty work schedules are posted for advisement or individual help on the door of each faculty office. Students are encouraged to contact individual faculty when the need arises and also for advisement. It is suggested that the student request an appointment with the faculty member by phone or written communication. This process will ensure appropriate time is made available for the requested conference.

Student Communication
Blackboard (Bb) is a web-based learning management system platform that is used for all posting of course information, announcements and course documents. Please check your Blackboard (Bb) course and CPCC student email daily.

IT Support
Support for informatics technology in the classrooms, simulation lab and computer lab is provided by the Information Technology (IT) department of CPCC. This department has phone and email technical support Monday-Thursday 7:30 a.m. - 9:30 p.m.; Friday 7:30 a.m. - 5:00 p.m.; Saturday 8:00 a.m. - 12:00 p.m. available to students and faculty. An email can also be sent to: CPCC-ITSHelpdesk@cpcc.edu

CLINICAL FACILITIES
The nursing program utilizes numerous facilities in the Charlotte and surrounding areas. Students will be placed at selected facilities during their enrollment in the program. Students are required to complete the health screening exams, criminal background checks as required by the clinical agency. The student must also adhere to the behavioral and clinical dress requirements of the nursing program. It is the student’s responsibility to notify the Course Coordinator if he/she has been fired from a clinical agency and is not eligible for rehire.
Students may rotate between several clinical facilities during each semester and should be able to adjust accordingly. This may impact their transportation and their time schedule. Clinical experiences may be scheduled in the morning or evening depending on facility availability.

**Transportation to These Facilities**
Students are responsible for their own transportation to clinical sites. Students may wish to car pool after they have been assigned to a specific agency.

**CPCC CLASSROOMS AND LABS**
Eating, drinking, or smoking is prohibited in any of the nursing computer labs or during lab sessions. Phones are to be turned OFF during class, clinical, and lab sessions. Cell phones, laptops and tablets are not permitted in the patient care area.

**NAME, ADDRESS, AND TELEPHONE CHANGES**
To ensure proper record keeping, it is required that students make proper notification in regards to name, address and/or telephone changes. The following procedure should be followed to in relation to changes:
1. Go to “Student Records” in the Central High Building to make corrections.
2. Inform your course coordinator of changes.

**Note:** Notification should be given as soon as possible after the change is made to ensure that proper course credit is given and grades or other significant mailings are received.

**ADA COMPLIANCE**
Accommodations:
CPCC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with Disability Counseling Services (cpcc.edu/disabilities). Disability Counseling Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an Accommodations Form, signed by you and your Disability Counselor.

For more information about accommodations, please contact Disability Counseling Services:
http://www.cpcc.edu/disabilities

**TITLE IX COMPLIANCE:**
As a recipient of federal funds, CPCC is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C & 1681 et seq. (“Title IX”), which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Please see https://www.cpcc.edu/about-central-piedmont/title-ix/title-ix-policies-and-procedures for detailed information about the CPCC Policy and Procedures regarding Equal Opportunity and Sexual Misconduct.
CENTRAL PIEDMONT COMMUNITY COLLEGE
CHRISTA A. OVERCASH
ASSOCIATE DEGREE NURSING PROGRAM

ADMISSION/ PROGRESSION/ GRADUATION (APG)
The nursing division has an Admission/ Progression/ Graduation Committee (APG) composed of nursing faculty and CPCC health career professionals. This committee participates in the selection of students admitted into the nursing program. The committee further makes policy decisions related to student progression and graduation.

GRADUATION
Requirements for Graduation:
Graduation application dates are specified in the CPCC course schedule for each term. Students must apply within dates specified. Graduation applications can be obtained at any of the campuses. The Associate in Applied Science Degree-Nursing will be awarded to the student who:

1. Successfully completes with a “C” or better all required courses in the major (NUR) area.
2. Successfully completes with a “C” or better all related and elective course(s) required in the nursing curriculum.
3. Maintains a Program GPA of 2.0 in the nursing program to graduate.

LICENSING ISSUES
Statement Regarding Licensure of Applicants with Prior Convictions and/or Disciplinary Action
After a student completes all the requirements of the ADN Program, an application is submitted to take the National Licensing Examination (NCLEX).

The applicant is required to submit a certified copy of criminal record and FBI fingerprint card to the Board of Nursing. All applicants will be permitted to take the licensing exam as scheduled. The Board of Nursing may withhold the license if these are criminal charges that would endanger public safety. Each case is considered on an individual basis.

Nurse Assistant Requirements and Eligibility
All students must have an active Nurse Aide I listed by the NC Department of Health and Human Services upon entering the program. NA I listing does not need to remain current throughout the program, unless an NA II is desired.

The student who has successfully completed the 2nd semester of the ADN Program is eligible for Nurse Aide II.

The procedure for this certification is as follows:

1. To become a NA II, obtain the forms from second semester faculty. NA II is through the North Carolina Board of Nursing.
2. The NA I listing must be in effect and current in order to apply for the NA II listing.
Nursing Student Handbook; Part II
I. ACADEMIC INTEGRITY
The Christa A Overcash ADN Program supports the Student Academic Integrity Policy of the College. Please read and become familiar with the policy in the CPCC Student Handbook. (Also, refer to each Academic Integrity statement in NUR course syllabus)

Cheating and Plagiarism
Dishonesty of any kind with respect to examinations, written assignments (in or out of class/clinical), falsification or alteration of records, or illegal possession of current examination or keys to examination shall be considered cheating.

It is the responsibility of the student not only to abstain from cheating but in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat.

Courtsey and honesty require that any ideas or materials borrowed from another must be fully acknowledged. “When students use another person’s work, words, or ideas, without properly acknowledging the source, they are plagiarizing and are subject to the discipline of the instructor.” (CPCC student handbook Section IV 1) Plagiarism also includes direct cutting and pasting from an electronic document into a students’ work without using quotes and citing the source.

A faculty member who has evidence that a student is guilty of cheating or plagiarism shall initiate the process of determining the student’s guilt or innocence. No penalty shall be imposed until the student has been informed of the charge and has been given an opportunity to present his/her defense. Appeals may be made by the student using the grievance procedure, as outlined in the CPCC student handbook.

II. CODE OF CONDUCT AND PROFESSIONAL BEHAVIORS
The Christa A Overcash School of Nursing follows the code of conduct as outlined in the CPCC Student Handbook with additional expectations as outlined below.

Professional Behaviors
1. Show consideration and respect for the thoughts and/or feeling of others at all times in the classroom, clinical, and at any venue representing CPCC.
2. Demonstrate effective verbal and non-verbal communication skills in the classroom, clinical, and at any venue representing CPCC.
3. Demonstrate flexibility with others while in in the classroom, clinical, and at any venue representing CPCC.
4. Present in a professional manner (dress, communication) in the classroom, clinical, and at any venue representing CPCC.
5. Speak and behave in a manner that is sensitive to the dignity and worth of others in the classroom, clinical, and at any venue representing CPCC.
6. Show emotional maturity in the classroom, clinical, and at any venue representing CPCC.
Unprofessional Behaviors/Emotional Health

The student is expected to demonstrate emotional health. Emotional health is important to the student’s ability to successfully complete the nursing program. The NC Board of nursing recognizes the negative impact of “incivility” on emotional health. Incivility often results in psychological or physical distress and can result in more violent behaviors if left unattended. Some examples of incivility include, but are not limited to:

1. Spreading rumors
2. Rude or obnoxious behavior
3. Back-stabbing
4. Sabotaging a project
5. Intimidation/Aggressive behavior
6. Setting someone up for failure
7. Undermining another person’s work.


When unhealthy emotional challenges prevent satisfactory classroom behavior and/or satisfactory clinical practicum behavior, the student will be dismissed from the learning environment if there is the perceived threat to self or others.

III. CLASSROOM AND LAB POLICIES

Classroom and Lab attendance

The Nursing Faculty supports the Institution's class attendance policy. The policy, as outlined in the CPCC student handbook, is stated below:

"Absences seriously disrupt a student’s orderly progress in a course, and significantly diminish the quality of group interaction in class. There is also a close correlation between the number of absences and the final grade. Although an occasional absence may be unavoidable, it in no way excuses a student from meeting the requirements of the course. Students are still responsible for preparing all assignments for the next class and for completing work missed. If a student is out of contact for two consecutive weeks, the instructor has authority to withdraw the student officially from the course, as well as authority to determine whether the student shall be reinstated."

Classroom Attendance Requirements

The student is expected to attend all of the scheduled lecture sessions. These sessions facilitate understanding of the theoretical basis of nursing which is necessary for safe and efficient nursing practice. It is the responsibility of the student to make-up any work missed. Any student whose instructors identify as having repeated patterns of absence and tardiness from classroom experiences will be required to meet with the Admissions, Progression and Graduation committee. The Admissions, Progression and Graduation committee will review the student’s attendance and may recommend a remediation plan or, for severe attendance problems, dismissal from the program.

Regular class attendance is required to remain entitled to financial aid and veterans’ benefits. Faculty are required to report irregular attendance to the College which may result in the loss of benefits.

Revised August, 2019
Failure to attend class and/or withdrawal from class may impact your financial assistance. A student who does not attend a class by the census date will be marked as “never attended” and will receive a WN. This may impact financial assistance. For more information go to https://www.cpcc.edu/financial-aid/keeping-your-aid/return-title-iv-funds-polic

**Classroom Tardiness**

Students are expected to arrive on time for scheduled classes, as late entry causes disruption. It is very important that students arrive on time to class on designated test dates, as all nursing tests must be completed within an allotted time. Tardiness on a test date may jeopardize completion of the test and result in a lower test score.

**Nursing Laboratory Attendance Requirements**

The student is expected to attend all the scheduled campus laboratory sessions. These sessions offer basic concepts and principles related to nursing skills and outline nursing procedures. Attendance at these sessions is important in assisting the student to be able to demonstrate safe performance of selected nursing skills and required “validation” prior to performance in clinical setting. Time is provided for demonstration of procedures, as well as, student practice.

Any student whose instructors identify as having repeated patterns of absence and tardiness from laboratory experiences will be required to meet with the Admissions, Progression and Graduation committee. The Admissions, Progression and Graduation committee will review the student’s attendance and may recommend a remediation plan or, for severe attendance problems, dismissal from the program.

**Nursing Skills Validation**

There are certain skills in the nursing curriculum that require performance validation. Validation of the selected skills is required to promote student competence and patient safety. These selected skills will be identified in each course syllabus. Laboratory class sessions will highlight these skills and give ample time for demonstration and practice prior to the scheduled time of skill validation. The student will receive a “pass” or “fail” performance rating at the time of the skill validation. The student is expected to pass all skills during the validation checkoff. The student will be allowed two (2) attempts to perform the skill correctly and receive a passing score.

The student who receives a “fail” rating for the performance of a skill during the skill validation period is expected to make an appointment with the lab facilitator or course instructor for review of the skill and further practice before requesting the second skill validation attempt. The student who is unable to perform the skill at the “passing” level at the end of second attempt will not be able to progress in the nursing program.

*Any student who is unsuccessful in passing any required skill validation after 2 attempts will receive a failing grade of “F” for the course.*
Classroom Lecture Recording Policy
Faculty consider attendance to be one of the best indicators of mastering class content and achieving course success. Due to concerns regarding content rights, students are not permitted to record lectures. Faculty encourage students to improve retention of content through note-taking, group study, and class involvement through discussion. Faculty will assist students with other resources, as requested.

IV. CLINICAL REQUIREMENTS

Clinical Guidelines
These guidelines are provided to direct clinical activities, to promote professionalism, to facilitate collaboration with the interdisciplinary healthcare team, and to protect the clients assigned to the care of the student. Infractions of these guidelines will require written documentation (Educational Remediation Plan ERP) and could result in dismissal from the nursing program. Students must complete and be current regarding all facility related documentation requirements including but not limited to CPR, PPD, immunizations, etc. Student documents must be in Castle Branch. Any missing information will result in the inability to attend clinical and failure of the course.

General Clinical Guidelines
1. The student must remain within the confines of the clinical facility during meals or breaks.
2. The student must notify the instructor and primary nurse before leaving the unit.
3. The student must notify the instructor of each specialized procedure or treatment before performing.
4. The student must receive a passing score on the clinical evaluation tool at the end of each course in order to progress in the program.
5. The student must adhere to other policies related to the clinical practicum.
6. The clinical experience cannot be manipulated by the clinical instructor to accommodate the individual learning needs of the student. For example, if a student needs improvement in a particular area of study or clinical performance, and if the opportunity does not present in the remaining clinical hours of the current course, the clinical hours in that course cannot be extended nor can the student progress to the next nursing course. The nursing course must be repeated in order for the student to have the opportunity to demonstrate learning. In short, if there is insufficient opportunity for remediation in the clinical setting, that remediation must come following a course failure and re-entry into the program.

Clinical Dress Code for All Clinical Experiences:
1. CPCC nursing students are expected to wear their uniforms for all clinical experiences unless otherwise specified by their instructor. All students are required to purchase specified CPCC Nursing uniforms from PINK UNIFORMS. They have several locations in the Charlotte area. Contact Mary J. McNeil (mary@pinksuniforms.com). Website: https://pinksuniforms.com/
2. Uniforms are to be clean, pressed, and professional fitting for each clinical experience.
3. Program selected name pin and/or nametag must be worn in all clinical agencies.
4. Basic white or black professional shoes or athletic type leather laced shoes. Shoes and strings must be clean and in good condition. No canvas or ballet type shoe permitted. No shoes with holes in them. Socks must be worn and need to be either black or white.

5. Hair must be clean, styled modestly and neatly, and not touching the shoulders. When hair dye is used, it must be a natural color. Hair of shoulder length must be neatly pinned back or up. Plain barrette only. No scarves, decorative headbands or ornamentation of any description. Beard or mustache must be kept neatly trimmed and close to the face.

6. Cosmetics must be natural looking. No heavy makeup. No fake eye lashes. Perfumes and scents are inappropriate in a clinical setting and are not to be worn. Shaving lotions and scents are inappropriate in the clinical setting and are not to be worn.

7. Nails must be clean, short, and well-manicured. No artificial, acrylic or polished nails.

8. Wedding bands are permitted. No other rings to be worn when in clinical attire. No necklaces or bracelets may be worn. Earrings must be small post-like, no dangling earrings and limited to two per ear. No facial, tongue, or other visible piercings are permitted.

9. No visible tattoos, tongue or body piercing or body art.

10. The following equipment must be brought to all clinical experiences:
   - a watch with a second hand
   - stethoscope
   - black ball point pen
   - bandage scissors
   - penlight
   - hemostats

11. Chewing gum is not permitted in the clinical area.

12. No electronic devices are permitted in the patient care area. No texting or use of cell phones during clinical time is permitted.

13. Attire required by a student’s religion will be accommodated if and to the extent accommodation can be accomplished consistent with the interests of CPCC and the participating agency in maintaining appropriate standards of health, safety and patient care.

Clinical Attendance Requirements

The student is expected to attend all scheduled clinical sessions. Clinical absences are unacceptable and tardiness is discouraged. To avoid disrupting clinical pre-conference and to ensure all students are adequately prepared to provide safe, efficient care to assigned clients, students are expected to arrive on time for clinical experiences. Tardy is defined as up to 30 minutes late, based on the start time stated by the clinical instructor. Clinical tardiness and absence issues will be handled as follows for all semesters:

- **First Tardy:** will result in a verbal warning documented on the weekly evaluation tool. The clinical instructor will counsel the student, providing needed resources and appropriate guidance as needed.
- **Second Tardy:** will result in a written educational remediation plan (ERP), which will include dates and amount of time tardy for both the 1st and 2nd offenses.
- **Third Tardy:** will result in the student being dismissed from the clinical unit, a second written ERP, and referral to the APG Committee. The CPCC Nursing Faculty feel that three clinical tardies

Revised August, 2019
demonstrate a pattern that is not consistent with professional behavior. The student may be dismissed from the program.

- If the student is greater than 30 minutes late from the stated time by the instructor on any clinical day, this is considered an absence and the student will be sent home.
- Simulation is a component of clinical. Therefore, the same tardy and absence rules apply.

Absences: The CPCC Nursing Faculty believe attendance in clinical is necessary to acquire competence. When a student misses a clinical day, that learning experience cannot be reclaimed. The Nursing Faculty value instructor led clinical experiences and prefer that missed clinical time be fulfilled at a clinical site. Student clinical make-up may be assigned with an available instructor, on a date and unit that differs from the student’s current clinical site.

When a student in the first through third semester is absent from clinical, the student must contact their clinical instructor prior to the end of the clinical day to not be considered a no call/no show. Each clinical absence will result in a written ERP. Any student with more than one clinical absence will appear before the APG Committee. The student may be deemed clinically unable to progress by the APG Committee, dismissed from the program and receive a letter grade of “F”. When absent from clinical, the student’s make-up time may be assigned with any available instructor on their scheduled clinical day and unit.

No Call/No Show: 1st through 3rd Semester: If a student has not notified the clinical instructor before the end of the clinical day, this will be considered a no call, no show and the student will be required to meet with the APG committee.

4th Semester: If a student is greater than 2 hours late to clinical and has not notified the clinical instructor, this will be considered a no call, no show and the student will be required to meet with the APG committee. During preceptorship, the student must contact his/her clinical instructor, preceptor and the clinical unit at least ½ hour prior to the start of clinical in the case of tardiness or unavoidable absence.

In the case of tardiness, the student must contact the clinical instructor as soon as possible.
In the case of unavoidable absence, the student in the first through third semesters are required to contact the clinical instructor at least ½ hour prior to the start of clinical.

***Students are unable to be excused for routine medical or dental appointments or any other personal business, so please schedule appointments accordingly.

Working and Clinical Performance
Any student who works 11pm-7am, 12am-8am or any other time prior to a clinical day, might suffer from sleep impairment, which could result in unsafe behavior. This behavior could cause the student not to meet performance standards for the clinical experience and result in failure of the course.
Critical Clinical Behaviors:
Any student who displays the critical behaviors listed below will be cited using an ERP by the instructor. The instructor will review the ERP with the student and the student may be required to meet with the Admissions, Progression, and Graduation Committee and may potentially be deemed unsatisfactory. An ERP is not limited to the behaviors listed below.

1. Unacceptable clinical attendance behavior.
   a. No call/no show for clinical day
   b. Two tardies or two absences within the same NUR course
2. Unacceptable physical or mental behavior.
3. Inappropriate interaction with patient, family, interdisciplinary healthcare team, visitor, instructor or peer student.
4. Unsafe clinical practice.
   a. Failure to maintain safety of the client
   b. Failure to verify high alert medication
   c. Medication error
5. HIPAA violations

IV.-A. NURSING PROGRAM ESSENTIAL FUNCTIONS
Core Performance Standards for Admission and Progression
The table below explains the basic essential functions that must be mastered in order to complete and remain in the Associate Degree Nursing Program and become employable. They are provided here to help you assess the appropriateness of this career field for you.

I. Cognitive/Critical Thinking: Ability to measure, calculate, reason, analyze, integrate and synthesize information sufficient for clinical judgment.
   1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
   2. Example: Identify cause-effect relationships in clinical situations.
   3. Example: Concentrate to correctly perform nursing tasks within the scope of practice.
   4. Example: Respond appropriately to constructive feedback.

II. Communication: Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
   1. Example: Establish and maintain a professional relationship with patients and colleagues.
   2. Example: Demonstrate appropriate impulse control and professional level of maturity.
   3. Example: Effective communication with others, both verbally and in writing.
   4. Example: Document and interpret nursing actions and patient responses in a clear, professional and timely manner.
   5. Example: Listen and respond to others in an accepting and respectful manner.
III. Motor Skills:
   A. Sufficient motor function to execute movements required to perform general nursing duties.
      1. Example: Participate, within reasonable limits, to safely maneuver equipment and patients to perform duties within scope of practice.
      2. Example: Ability to administer cardiopulmonary resuscitation procedures.
   B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
      1. Example: Perform patient care that demonstrates the ability to lift and manipulate 35 pounds.
      2. Example: Participate fully in required activities in clinical setting including extended periods of sitting, standing, lifting equipment and walking briskly as is reflective of the scope of practice in nursing.

IV. Professional Conduct:
   A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
      1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
      2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
      3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
   B. Incorporate professional standards of practice into all activities.
      1. Example: Advocate, uphold and defend the individual’s right to privacy and the doctrine of confidentiality in the use of information.
      2. Example: Work effectively with a team in an academic or health care setting.
      3. Example: Use correct, professional, and appropriate grammar in written and oral communication.
      4. Example: Utilize aspects of cultural sensitivity in all communication.
   C. Demonstrate integrity and accountability in clinical and academic setting
      1. Example: Complete all assignments in a timely manner.
      2. Example: Take all tests and final examinations on time as scheduled.
   D. Present self in a professional manner in clinical and academic settings.
      1. Example: Attend clinical following the dress code policy, including appropriate hygiene with no detectable scents or odors.
      2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
   1. Example: Use blackboard to collect course information.
   2. Example: Utilize multiple computer systems to complete tasks.
   3. Example: Utilize the internet to collect current information from appropriated sources to provide appropriate patient care.
   4. Example: Communicate via e-mail in a professional and ethical manner.

V. Sensory:
   A. Hearing sufficient to monitor and assess health needs
      1. Example: Able to hear monitor alarms, emergency signals, cries for help, and auscultatory sounds.
   B. Vision sufficient for assessment and observation necessary to perform nursing care.
      1. Example: Observe patient responses, assessment data, patient medication and equipment.
   C. Tactile sufficient for physical assessment.
      1. Example: perform palpation, functions of physical assessment and those related to therapeutic interventions (e.g.: insertion of a catheter).

IV.-B. STANDARDS FOR SAFE PRACTICE

Positioning:
- Positions the client to ensure safety and treatment of care.
- Uses safe technique in maintaining or changing clients position.
- Uses proper body mechanics while performing all procedures.

Hygiene:
- Aseptic technique utilized in the treatment and management of patient care.
- Avoids contaminating equipment or using contaminated equipment.
- Follows isolation protocols per institutional guidelines.
- Utilizes standard precautions to protect client, self, and others from potential microorganisms.
- Administers and provides care as ordered on the patient.

Assessment:
- Performs assessment(s) and documents in a timely manner as directed by the faculty member.
- Demonstrates preparation and knowledge for appropriate assessments and documentation on assigned patients.
- Demonstrates increased competency with assessment ability.
- Demonstrates appropriate judgments regarding prioritization of assessments.

Safety:
- Avoids injury in providing treatments to patients.
- Selects appropriate equipment, and proper functioning for patient care equipment.
- Inserts/removes invasive devices without injury, pain or discomfort.
- Selects appropriate access for connections of equipment and identifies correct insertion and withdrawal procedures.
- Utilizes safe technique in administering fluids to patients.
• Uses safe technique in removal and disposal of body fluids.
• Identifies that equipment is safe while attached to the patient’s body.
• Avoids interruption or disconnection with equipment related to patient treatment.
• Provides continuous care to a patient with assessment needs or change of status.

Protection of Patient:
• Protects patient from physical and psychological harm.
• Utilizes side rails as appropriate and leaves bed in safe position.
• Applies restraints as ordered per institutional guidelines.
• Uses protocols of institution to prevent patient from self-injury.

Activities of Daily Living (ADL):
• Provides a safe environment for ADL’s.
• Utilizes staff or appropriate resources for lifting & moving patients.
• Safely manipulates equipment for transport to support the patient.
• Maintains observation of patient activities throughout clinical assignment.
• Provides supervision to maintain patient safety at all times based on patient acuity.
• Demonstrates ability to react in situations that the patient is at risk for injury.

Environmental:
• Protects the patient from bio hazardous and other environmental injuries.
• Protects the patient from injury or harm, takes proper precautions with equipment (safety).
• Follow institutional protocols for application of equipment
• Identifies safety protocols in the institution and adheres to the policies in place (MSDS).

Medication Administration:
• Demonstrates competence and accuracy in safely administering medications.
• Calculates medications with safe, appropriate dosages.
• Verbalizes/or documents in writing information for medications on assigned patients (includes interactions, side effects, contraindications, nursing interventions of each medication administered).
• Adheres to the “Six Rights”: dose, route, patient, medication, time and documentation.
• Documents according to institutional policy.
• Implements identified nursing interventions for each medication administered.
• Identifies and utilizes appropriate resources to administer medications to patients accurately and safely.
• Demonstrates beginning skills in administering IV medications.
• Identifies drug allergies prior to administering medications.
• Follows agency policy for administering medications (identifying pt, time constraints, etc).
• Follows agency policy for administration of high alert medications (heparin, Lovenox, insulin).

IV Therapy/Respiratory Therapy:
• Provides IV therapy to assigned patients in a safe effective manner.
• Regulates IV therapy and maintains accurate rates.
• Identifies and prevents infiltration of IV, tissue damage, phlebitis, and intervenes appropriately.
• Safely administers volume, rates, meds, oxygen or other inhalations as directed.
• Applies principles of aseptic technique at all times with regards to treatments.
• Recognizes and performs CPR (as certified by agency) on patients in critical situation.

Communication of the Student Nurse:
• Communicates effectively with appropriate personnel for patient care issues.

Revised August, 2019
Recognizes and assesses need for accurate information regarding patient care, prior to administering care to patients. 
- Provides a complete detailed report at end of shift to next care provider (written or verbal).
- Clarifies ambiguous orders prior to implementing care to a patient.
- Reports a change in patient status to faculty member and staff nurse responsible for patient, and seeks guidance for positive outcome.

**Integrity/Professionalism:**
- Recognizes own limitation and errors.
- Refrains from initiating care which violates the limits of his/her status.
- Recognizes need for instruction or assistance in unfamiliar situations.
- Recognizes, reports and corrects own errors to faculty and other appropriate resources per institutional guidelines.
- Avoids showing frustration, anger, poor judgment, and impatience in the clinical area.
- Avoids letting prejudice or moral judgment interfere with patient care.
- Deals with uneasiness, discomfort, fear or emotional response in order to give effective care.
- Explains all procedure(s) to the faculty member if questioned and provides patient teaching prior to performing the procedure on the patient.
- Avoids using verbal threat, excessive pressure or physical force in providing medications, treatments or care to a patient.
- Educates the patient how to signal for assistance in time of need.
- Provides a means of communication for the patient who cannot express himself/herself.
- Maintains HIPAA regulations at all times.
- Respects the dignity of the patient at all times.
- Respects and identifies religious needs of the patient as appropriate while administering patient care.
- Refrains from withholding information relative to the patient care or welfare from the other health members.
- Demonstrates professionalism through punctuality.

**Obligation to the Profession, Role of the Student Nurse:**
- Accepts responsibility for actions and personal behavior.
- Verbalizes significance of behavior or omission of behavior.
- Functions in the role of the student nurse.
- Implements care as directed by faculty on the nursing unit.
- Prepares for assignment as directed by faculty member (according to course requirements or clinical guidelines) and can verbalize researched information.
- Demonstrates action through remediation to prevent occurrence of same situation identified as unsatisfactory or critical incident.
- Avoid performing any skill or procedure to a patient without permission from current faculty member.
- Documents and verbalizes truthfully on a patients chart, identifying accurate information and data.
- Recognizes negligence of own behavior or failure to act may jeopardize patient safety.

**NOTE: Deviation from standards for safe practice as well as other unacceptable behaviors as deemed by faculty, may result in removal from clinical and/or program dismissal.**
IV.-C. UNSAFE CLINICAL BEHAVIORS

The student is expected to practice safe patient care in accordance with established standards of patient care. Unsafe clinical practice is any behavior that places the patient or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing harm. Emotional jeopardy means that an environment of anxiety or distress has been created and the patient has been placed at risk. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk for the patient. Examples of unsafe clinical behavior are endangerment of patient welfare, or unprofessional or inappropriate behavior as determined by the instructor and/or the patient and/or the staff. The student will be dismissed from the learning environment, and could be at risk of clinical failure.

Procedure

In the event of student unsafe behaviors in clinical practice, clinical faculty will initiate the Educational Remediation Plan form (ERP) (as shown in the back of this handbook). Examples of unsafe behaviors in the clinical setting includes, but is not limited to, a student’s:

- Inability to recall content knowledge or learned skills and abilities from prior semesters;
- Inability or unwillingness to practice the principles of responsibility and accountability for errors in practice or in clinical judgment;
- Unprofessional conduct and/or attempts at concealing clinical errors including near misses; and
- Failure to act per the standards of nursing practice inclusive of acts of willful negligence.

Once initiated, the ERP will be forwarded to the Admission, Progression, & Graduation (APG) Committee for review. To evaluate student practice errors in the clinical setting, the APG committee will utilize the North Carolina Board of Nursing’s (NCBON) Just Culture Student Performance Event Evaluation Tool (SPEET) as a guideline for remediation and/or disciplinary action. If additional guidance is needed, CPCC’s Director of Nursing Education, solely, will consult with any NCBON Just Culture Consultant(s).

All documentation inclusive of the ERP and SPEET forms will be signed by the student and faculty and retained in the student file.

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IV.-D. CLINICAL SIMULATION LEARNING CENTER

The nursing program has a clinical simulation learning center in which student will have access to various simulation manikins-low fidelity-stationary manikins, moderate fidelity- vital sim manikins, and high fidelity-computerized manikins that provide heart and lung sounds, communication abilities and real life situations.

These technologies are designed to enhance clinical training, promote critical thinking and prepare the student for real life situations that may be encountered, in a safe environment. The simulation labs are in as realistic of an environment as possible. The use of simulation technology may also identify gaps in student learning.

It is of utmost importance that students understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. Students are expected to uphold the
requirements of the Health Insurance Portability and Accountability Act (HIPAA) and agree to report any violations of confidentiality to the lab coordinator.

All patient care scenarios will be video/audio recorded and viewed during debriefing. These recordings are for learning purposes only and are stored on a private server; Sim View. These recordings are deleted 2 years from date of simulation.

The lab coordinator will arrange times for students to become oriented to the simulation manikins and will facilitate and coordinate simulation activities. Attendance for simulation lab is considered clinical time and a tardy or absence will result in a clinical tardy or absence.

V. MEDICATION DOSAGE CALCULATION PROFICIENCY EXAMINATION

A medication dosage calculation proficiency examination will be given during the first nursing course. A method of review will be provided before the exam. The expected level of achievement on the medication dosage calculation proficiency examination is 90%. The student will be required to complete workbook activities in addition to remediation until mastery. The student will be allowed two (2) attempts to complete the medication dosage calculation proficiency examination at a 90% mastery level. Any student who fails to attain 90% mastery level in two attempts will be unable to pass medications in the clinical area. Any student who is unable to pass medications in clinical will be given an unsatisfactory in clinical and will not be permitted to continue in the course. If a student does not receive a satisfactory rating for the clinical component of the course, a final letter grade of "F" will be recorded.

VI. GRADING POLICY

Students enrolled at CPCC are graded according to the following grade point system as adopted by college policy.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINT VALUE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

The following grades will NOT be used in computing the grade point average:

- Incomplete - I
- Withdrawal - W
- Satisfactory - S
- Unsatisfactory - U
- Audit - AUD
- Never Attended - WN
- Credit by Examination - X
The following grading policy guidelines have been adopted by the Christa A. Overcash ADN Program:

1. Grades for NUR courses will be determined using the following numerical scale:
   - A - 100-93
   - B - 92-85
   - C - 84-77
   - D - 76-69 (failing: student may not progress without repeating course)
   - F - 68-0 (failing: student may not progress without repeating course)

2. Weighted Total and Exam Composite scores will not be rounded. The student must earn a 77 on the exam composite score and the weighted total in order to pass the course and progress.
   - For example: 76.8 weighted total = 76,
   - 84.3 exam composite = 84.

3. Clinical grades will be recorded as (S) satisfactory or (U) unsatisfactory

4. Nursing course grades will be determined by the theory average and the clinical performance rating.
   - A final letter grade of "F" will be recorded if the student does not receive a Satisfactory rating for the clinical component of the course.

5. Grading percentages for each course will be outlined in each course syllabus.

Passing score on exams
   - A score of 77% or higher on an exam is considered passing.
   - Test Composite Score must be 77% for a course in order to progress.
   - Grades will not be rounded.

Timeframe for posting grades
   - Grades will be posted within 48 hours after the exam is administered.

Non-passing score
   - If a student does not pass an exam, a self-reflection form (available in Blackboard) must be completed by the student and reviewed with course faculty, by appointment.

VII. EXAMS IN THE NURSING DEPARTMENT

Exam Administration

Exam Procedure/Security

All exams are proctored and are done online. Students will be given 75 minutes for a 50 question unit test and 150 minutes for 100 question final exam. All handbags and backpacks must be left at the back of the testing room. No electronic devices are allowed. The student may not have anything at their desk during testing except a writing utensil. No food or drink is allowed at the desk. Students may be given a sheet of paper by the instructor. Students are to write their name on all sheets, which must be returned to the instructor after testing, is complete. If the paper is not returned to the instructor at the completion of the exam, the student will receive a grade of zero (0) for that test. If the student leaves the testing screen and goes to the internet, they will receive a zero (0). Students are not permitted to wear hats, coats, or excessive clothing. All bags, purses, books, notebooks, laptops, tablets, cell phones will be up and away from the student during the exam.
Exam Options
Exams will be set up to deliver questions to the student one question at a time, with questions randomized, without backtracking, and timer set. If a student is late, but chooses to take the exam as originally scheduled, the student will not receive any additional time to complete the exam.

Exam make-up
In the event a student is unable to take a scheduled exam, the student must contact the course coordinator to schedule a make-up time within TWO DAYS or the student will receive a zero for that exam. The make-up must be taken on the first day the student returns to campus or within one week of scheduled exam date, whichever comes first. If the exam is not taken within this time frame, the student will receive a zero for that exam. The student may be given an alternate form of the exam which may be essay, short answer or different multiple-choice exam and may be administered through the testing center. For a make-up exam, 5 points will be automatically deducted from the student’s exam score if an exam is not taken at the scheduled date and time. An additional 5 points will be deducted every day that the exam is not taken, excluding weekends and clinical hours.

Exam Review
Each Exam is developed and analyzed by at least 2 instructors using statistical analysis and educational best practices. Exam grades may be held for up to 48 hours (2 work days) after an exam is given in order to allow course instructors adequate time to perform the analysis. Instructors will review difficult concepts and areas of concern with the class after each unit exam based on statistical analysis of exam. Students may choose to schedule an individual appointment with the instructor to remediate and gain assistance in developing an individualized study plan. There will be no individual student appointments scheduled until after the grades are released. Individual student appointments must be requested within seven calendar days following the release of the exam grade.

Accommodations for Students / Student Responsibilities
A student with a disability who is seeking services from Disability Services, has the responsibility to:
1. Provide documentation from an appropriate professional that includes: The nature of the student's disability that includes the diagnosis or diagnoses, and How the disability affects the student’s learning ability and/or daily living.
2. Meet and maintain the college's fundamental academic and technical standards
3. Notify Disability Services each term the student is enrolled and taking classes at CPCC
4. Request Accommodation Forms from Disability Services at the beginning of each term; these forms are used to notify instructors of any type of accommodation that is needed in the student's class(es)

Faculty will provide exams for the students in accordance with the Accommodation Description received from Central Piedmont Community College Disability Services.
Assessment Technologies Institute or ATI

The Nursing Program at CPCC is using ATI testing for all courses. ATI is an assessment-driven comprehensive review program designed to enhance student NCLEX® success. ATI incorporates multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online testing, online practice test and proctored test are provided and span major content areas in nursing. These ATI tools in combination with the nursing program content assist students to prepare effectively, helping to increase confidence and familiarity with nursing content.

Each semester, the student will be charged for the use of this product. In addition to testing each semester, an end of program review course is provided to prepare students for the NCLEX examination. By signing the Nursing Student Handbook statement, the student understands that it is his/her responsibility to make payments in a timely manner so that he/she can complete mandatory testing in order to progress in each course and throughout the program. Failure to participate in ATI assignments will result in administrative withdrawal from the course. Students have ATI access for two years from the start date of activation.

VIII. WITHDRAWAL/ PROGRESSION/ READMISSION/DISCIPLINE POLICIES

Withdrawals (W)

In accordance with the College’s policy regarding withdrawing, it shall be the policy of the ADN Program to administratively withdraw a student who does not attend scheduled class activities for two consecutive weeks. Please refer to the college policy on withdrawal (w).
https://www.cpcc.edu/509-withdrawal-classes

Any student who does not meet the clinical attendance requirement will be assigned a grade of “F”.

While withdrawing from a course is sometimes necessary, the student is encouraged to discuss this with the Course Coordinator before the student withdraws. A student will receive a W if done before the 35% date of the class. If withdrawing after the 35% date, any outstanding assignments will be given a grade of zero and a grade of D or F will be assigned. Before withdrawing, you should consider the following factors:
1. Will withdrawing jeopardize progression in ADN Program?
2. Will this course be offered in the future?
3. Will withdrawing affect financial arrangements (i.e. scholarships, financial aid, and insurance)?

The Academic Learning Center or Student Support Services are available for students having academic difficulties. Refer to CPCC Student Handbook.

For additional information, go to following links:
https://www.cpcc.edu/about-central-piedmont/policies-and-procedures/education-programs/510-grading-system
Emergency Withdrawal Policy

**Policy:** A student meeting academic and clinical requirements in the nursing program can withdraw due to a significant life event.

**Procedure:** The student must submit a Leave of Absence/Withdrawal (LOA/W) REQUEST Form to the Director of Nursing Education.

To be eligible to apply for an emergency withdrawal, students must meet the following requirements:

- 77 overall course grade
- 77 exam composite
- Meet all course progression requirements
- Satisfactory clinical performance.

Students granted permission for emergency withdrawal must follow college policy and may seek direction from the Course Lead or Director of Nursing Education. The student is eligible to re-enter the program within **1 year of withdrawal**.

A. Students will only be readmitted in good standing as deemed by college and nursing program standards.

B. The Director of Nursing Education will give notification to the Course Lead for approval of withdrawal due to a significant life event. The student will receive a “W” on the academic record.

C. The student requesting to re-enter the nursing program must submit Leave of Absence/Withdrawal (LOA/W) RETURN Form to the Director of Nursing Education. Readmission will be based on approval of eligibility and space availability. A student that has been out of the program for more than one year will be required to submit an application and meet all current admission requirements.

Incomplete Policy

When a student **misses** the final exam, the student is eligible to receive an (I) incomplete grade and take a make-up final exam if he/she:

1. Has notified the Course Coordinator the day of the missed exam.
2. Has a satisfactory rating for the clinical component of the course.
3. Has met specific course requirements as outlined in the syllabus.

The student’s grade will be recorded as an incomplete (I) until the make-up exam has been taken. The score for the make-up exam will be recorded for the final exam score and used to calculate the final grade. The incomplete must be removed prior to progression to the next NUR course.

Revised August, 2019
Progression Policy

1. The Student must achieve a grade of “C” or better in each nursing course (NUR) and each of the related General Education Courses identified in the Nursing Curriculum in order to progress in the program. The student must maintain a Program 2.0 GPA to remain in the nursing program.
2. The student must purchase and complete all online testing assignments for each course in order to progress to the next course.
3. Any student, who fails or withdraws from any NUR course, will be permitted readmission to the program one time only. Refer to Readmission Policy and the Emergency Withdrawal Policy.
4. The Student who repeats a NUR Course and does not achieve a grade of “C” or better is ineligible to continue enrollment in the ADN Program and is ineligible to apply for readmission to the ADN Program. Refer to Readmission Policy.
5. The General Education courses must be completed by the semester in which they are listed in the curriculum. Refer to ADN curriculum.
6. The student must notify the Course Coordinator when he/she receives an incomplete or grade less than “C” in any of the General Education related courses.
7. The student must notify the Course Coordinator of “withdrawal” from courses.
8. The student will be advised regarding options.
9. Cancellation of courses and/or conflict with course offerings should be brought to the attention of the Course Coordinator.
10. Any student who takes only NUR courses (all general education and other required courses according to the ADN curriculum were taken outside of CPCC) and fails to achieve the required “C” in the NUR course may not be eligible to continue in the nursing program if the student’s Program GPA falls below 2.0.

Procedures for Disciplinary Review

Disciplinary actions are guided by policies stated in the CPCC Student Handbook as well as policies stated in the Nursing Student Handbook. The Department of Nursing’s guidelines for student behavior are consistent with that of the College. In addition, students are expected to adhere to the American Nurses Association (ANA) Code of Ethics for Nurses and demonstrate professional behavior. Students who do not adhere to departmental policies may be subject to formal disciplinary procedures through the Admission, Progression and Graduation Committee (APG).

The APG committee consists of faculty members and others appointed by the Director of Nursing Education. The student will have been apprised of and signed the initial Educational Remediation Plan (ERP) given to them by the nursing faculty. The ERP may be forwarded to the APG Committee along with faculty and student feedback as needed. If a meeting with the student is recommended by APG, an action plan will then be shared with the student.

**A student with two or more ERPs within a NUR course may be brought before the APG Committee and may be deemed unsatisfactory for the respective NUR course for which the student is currently enrolled.**
Dismissal Policy

The dismissal policy is guided by policies stated in the CPCC Student Handbook as well as Policies stated in the ADN. Dismissal from the nursing program may occur as result of clinical or classroom issues. Reasons for dismissal may include but are not limited to the following behaviors:

1. Unacceptable attendance behavior.
2. Unacceptable physical or mental behavior.
3. Inappropriate interaction with patient, family, interdisciplinary healthcare team, visitor, instructor or peer student.
4. Unsafe clinical practice.
5. Inability to master skills or proficiency testing at the satisfactory performance level.
6. HIPAA violations

Dismissal Procedure

1. The instructor documents the incident and advises the Director of Nursing Education and/or the Admissions, Progression and Graduation Committee Chair.
2. The student is advised of the incident that necessitates dismissal.
3. The student is encouraged to document the incident from his/her perspective.
4. The student meets with the instructor, Director of Nursing Education and/or the Admissions, Progression and Graduation committee regarding the incident.
5. The student may grieve the dismissal according to the Grievance Procedure outlined in the CPCC Catalog.

Readmission Policy

- Students dismissed from clinical for behaviors deemed unsafe may not be eligible for re-admission.
- The student will be granted ONE re-entry to the program unless it is an emergency withdrawal (refer to emergency withdrawal policy). Re-entry will be based on space availability. The student must complete the Return Remediation Plan as assigned. If a student does not meet the requirements of the Remediation Form, the student will not be allowed to re-enter into the program. A student that has been out of the program for more than one year will be required to re-apply to the program and meet all current admission requirements.
- The Student who repeats a NUR course and is unsuccessful, is ineligible to continue enrollment and is ineligible to apply for readmission to the ADN Program.
- The student will submit a letter of request for re-admission to the Director of Nursing Education and the Course Lead. The request for consideration to return must be made by the end of three business days following the last day of the course. Letters must include full name, student ID number current address and telephone number.

Progression is based upon the Program of Study, any student who is unsuccessful in related/general education courses (non-nursing courses) only:

1. Complete the related/general education coursework with a grade level of C or greater.
2. Submit a letter or email to Director of Nursing Education requesting re-admission to the Program with designation of semester.

Revised August, 2019
3. Will be notified of re-admission status and specific requirements of re-admission by the advising faculty.
4. Each student in the program must maintain a program of study GPA of 2.0 as calculated by the faculty to continue in the nursing program and satisfy the graduation requirements.

Transfer Policy
At this time, The Christa A. Overcash ADN Program does not accept nursing transfer students.

Grievance Process for Students
Please refer to the Grade Appeal Process in the college catalog. (https://www.cpcc.edu/709-grievance-process-students)

IX. INSURANCE, LIABILITY, HEALTH RECORDS
In accordance with the College policy, students enrolled in health-related programs are required to purchase liability and accident insurance. Additionally, ADN students are required to have Health Insurance coverage. The student satisfies these requirements through any of the following:

1. Submitting completed verification of health insurance form, listing the insurance carrier and policy number.
2. Purchasing Health Insurance through the College. Brochures are available in the Student Success Center located in the Central High Building. Note the college policy on the Insurance Verification Form.
3. Purchase student accident coverage through the College. To purchase accident coverage through the college, the students should check the “yes” box on the registration form that asks, “Do you desire accident insurance?” The accident insurance fee will be added to total tuition. This provides one thousand dollars ($1,000) coverage per semester and covers only school related activities.

Insurance coverage is mandated by clinical agencies and must be in effect each semester.

Students with Medicaid health insurance coverage must submit copies of their continued eligibility status with each renewal. Medicaid eligibility is based on the expiration date noted on the Medicaid card. Students are responsible for knowing when the coverage expires and how far in advance they must reapply in order to maintain continuous health coverage. Should a student lose their Medicaid eligibility, they will be required to immediately obtain medical health insurance and submit proof that they have obtained coverage.

Students who change health insurance carriers/coverage during the course of a semester must submit proof of continued health insurance coverage. Failure to do so can result in the student’s withdrawal from the Health Program and/or removal from classes, laboratory, and/or clinical sessions.

Student Medical Records
Student medical records will be uploaded by each student and maintained by the Castle Branch System. These records become part of the student’s CPCC medical record and may only be accessed by the student, CPCC Medical Records Specialist and the clinical facility in which the student is attending each semester.

Revised August, 2019
Health and Physical Documentation

Students will upload their immunizations, health records, and additional needed information to the Castle Branch System upon entry into the nursing program, prior to the first day of class. Instructions and cost will be provided by the medical records specialist. Castle Branch will maintain student documents and provide alerts when vaccinations/titer/annual PPD/etc. are due. Medical records are reviewed and managed by the Medical Records Specialist located in Belk 1105.

The Clinical Facility will not allow students to attend clinical without documentation of completed health records and background check, according to their accreditation requirements. Any student who is delinquent in the completion of these records will not be allowed to participate in any hospital based clinical. These will be counted as non-excused clinical absences. Persistent inability to complete the documentation in a timely manner or by the assigned date will cause the student to be removed from the program, and will be required to re-apply for future admission.

CPR Requirements

All Students in the nursing program must maintain their CPR certification while in the program. American Heart Association “Healthcare Provider” certification is the required certification.

Drug Screening Policy

All students will be required to complete a 13-panel urine drug screen. The following policy will be utilized for drug screens:

All students undergoing the drug-screening test must have a physician of record. Novant Urgent Care or a family physician can be used for this drug screen test. Results are uploaded into the Castle Branch System as instructed by the Medical Records specialist upon admission to the nursing program.

The facility ordering and receiving the drug screening test and lab test report will notify the student’s physician of record of any positive drug screening results. The student’s physician of record is responsible for advising the student and making any necessary referrals for counseling.

Unless there is a valid diagnosis and treatment plan under the direction of a physician, and/or documentation of the reason for the specific positive drug screen test, a student with a positive drug screen test will not be admitted to and/or allowed to continue in the program. He/she may be eligible to re-apply, please refer to the re-admission policy of the program.

Should CPCC receive a positive drug-screening test result, the Director of Nursing Education will be notified.

The Director of Nursing Education will be responsible for notifying the student that he/she is not eligible for continuation in or admission to the program and that the student may re-apply for admission in the future.
Substance Use/Impairment Policy

CPCC is a drug-free college as stated in Policy 7.01, “Drug-Free College Policy” https://www.cpcc.edu/student-experience/student-support/counseling-services/drug-free-college. Therefore, any faculty or staff member who has reason to suspect that a student is using drugs or alcohol or appears intoxicated in the classroom or lab setting will contact CPCC security immediately. Security will follow College policy 7.00, “Conduct of Students Policy” (https://www.cpcc.edu/700-conduct-students) pending investigation. Drugs include alcoholic beverages, all illegal drugs as defined in the NC Controlled Substance Examination Regulation Act, and misused legal drugs, both prescription and over-the-counter.

Students shall not manufacture, distribute, dispense, possess, use, or be under the influence of illegal drugs or alcohol on college premises. College premises include any property in use by the College including property that is leased, owned, used for College functions, or used by the College in the conduct of any of its courses.

All nursing students are expected to attend classes, labs, and clinical experiences unhindered by drugs/alcohol. Students may not take any prescription medications that may affect their performance at any time while on campus or during a clinical day. Students may not take any illegal drugs or drink alcohol at any time while on campus or during a clinical day.

Any student who violates this policy is subject to dismissal from the nursing program and disciplinary action by the college that may include suspension or expulsion from CPCC.

During a clinical rotation, if a faculty suspects that a student is under the influence of drugs and/or alcohol, he/she may send the student to the Emergency Department for urine drug screen and/or blood alcohol level.

Clinical partners may exercise their right to ban a student from clinical practice within the facility. Students banned from a clinical facility are unable to meet course requirements, thus unable to complete the nursing program or any other CPCC health program.

Criminal Background Check

A criminal records check is required by our clinical affiliates for all health career students. This action is required due to a Joint Commission (JC) requirement that a criminal background check be conducted on all students who provide care, treatment, or services in hospitals or nursing homes.

The cost of the criminal records checks will be the responsibility of the student. The cost will range from approximately $15 to over $200 and is determined by the number of cities, counties, and states that a student has lived in during the past 7 years. Students will upload the results into the Castle Branch system per instructions provided by the medical records specialist.

In the event of a felony or misdemeanor conviction record, the contents of that report will be shared with the Medical Records Specialist, the Director of Nursing Education, and the Human Resources
Director, or other designee, of the clinical facility or facilities where the student will have clinical learning experiences.
If the clinical facility will not allow a student to enter for clinical experience, they will be unable to complete the clinical component for that course. Inability to complete clinical competencies will result in an unsatisfactory grade for and failure to progress in the program.

Infectious/Contagious Disease
The Nursing Division must enforce and abide by the affiliating clinical facility’s infectious/contagious disease policies. Students are therefore being informed that, in addition to the Division policies, they must comply with the policies set forth by each affiliating clinical facility. Failure to comply with all infectious/contagious disease policies will be grounds for dismissal from the student’s course of study/program.

Latex Sensitivity
CPCC is hereby informing students in all Health Care Programs that they will be exposed to natural latex rubber products and are at risk of developing hypersensitivity reactions to these products. With the implementation of Standard Precautions there has been an increase in the number of reported latex allergic reactions (hypersensitivity). For the health care professions, the impact of latex allergies/reactions is compounded by the fact that a wide variety of products (e.g. medical supplies, instruments, equipment, personal protective equipment, household objects, etc.) contain latex. Although many health care workers report allergic reactions to gloves, most reactions are not serious. However, both dental and medical health care workers share a high occupational risk for developing both delayed and/or immediate hypersensitivity to latex products. Items used in the medical/dental healthcare setting may put healthcare workers at risk for adverse reactions.

OSHA Training and Exposure Incident
Students in Health Programs with laboratory and/or clinical components will receive training in OSHA’s Bloodborne Pathogens Standard, including how to handle an exposure incident. The training session is mandatory; therefore, each Program will schedule and announce the training session in advance of the set date/time. Students failing to attend the training session will not be eligible to attend laboratory and/or clinical sessions where exposure to blood, saliva, body fluids, and other potentially infectious materials is anticipated/likely.

Students are responsible for reporting all exposure injuries, needle stick punctures, cuts, blood/body fluid contact with eyes, mucous membranes, etc., immediately to the appropriate supervisor/the off-campus facility’s Infection Control Coordinator; CPCC’s Director of Nursing Education, and CPCC’s Health and Safety Officer so that appropriate measures may be taken. All medical care/evaluation that may be necessary after an exposure incident will be handled according to CPCC’s Exposure Control Plan. https://www.cpcc.edu/about-central-piedmont/administrative-offices/enterprise-risk-management/strategic/insurance-2
Students may be responsible for the cost of treatment/care.

Decisions made regarding students will be based on physician recommendations; CDC recommendations/guidelines; recommendations from the Director of Nursing Education; CPCC’s Health and Safety Officer, policies and/or requirements established by the affiliating clinical facilities; and recommendations and/or requirements issued by the North Carolina Department of Health and Human
Health Insurance Portability & Accountability Act (HIPAA)
As a member of the clinical facilities workforce (All health care employees, students, volunteers, physicians, etc.), are required to ensure the privacy and security of our patients’ protected health information (PHI) or more commonly referred to as “patient information”. HIPAA is a consumer law which gives the patient control over the use of their health information. Electronic, written, and oral communications can contain patient information, and are protected by the Health Insurance Portability & Accountability Act (HIPAA). The HIPAA law allows us as workforce members to use patient information for treatment, payment or healthcare operations as defined by HIPAA and required by your job/student nurse responsibilities. We must get a patient’s approval before releasing information for all uses with few exceptions outside of treatment, payment, or healthcare operations. Workforce members should use only the minimum amount of patient information necessary to perform their jobs.

Failure to comply with HIPAA requirements as addressed in clinical facilities policies can lead to disciplinary actions, including possible termination of your clinical experience.

Required clinical modules and documentation training must be completed before beginning the clinical experience for NUR 111. Clinical modules must be repeated before the start of clinical for NUR 113/NUR 211 in 3rd semester.

X. INCLEMENT WEATHER POLICY

Dismissing Classes Because of Inclement Weather
(CPCC Policies and Procedure Manual)
The College may be closed or classes canceled due to inclement weather or other emergencies. The decision to close the College or cancel classes will be made by the President or other administrator designated by the President. Such actions will not always coincide with announced closings of local public schools, other local colleges, or local business entities.

Guidelines:
A. When the College is to close or classes are to be canceled, prompt notice will be given to local radio and television stations so that announcements can be made.
B. When the College closes, all classes and clinical sessions at all locations are canceled.
C. When local schools close, all CPCC classes held in those schools are canceled.
D. Late openings will start with classes normally taught at that hour.
E. When school has a delayed opening, classes will resume as scheduled.

XI. POLICY REGARDING USE OF SOCIAL MEDIA
CPCC recognizes that social media sites and personal blogs/websites can be effective tools for exchanging information. CPCC does not prohibit students from joining and participating in online communities as individuals. However, any online behavior on behalf of officially recognized student organizations is subject to College Policies and Procedures, the guidelines listed in this document and the Student Code of Conduct. Students should be aware of the dangers of using social media in
the healthcare environment. Please refer to the following links for information from the board of nursing as well as CPCC guideline for acceptable use of social media:

https://www.cpcc.edu/about-central-piedmont/administrative-offices/communications-marketing-and-public-relations/social

EDUCATIONAL REMEDIATION PLAN

Date of incident: ___________  Student name: __________________________________

Critical Behavior:
☐ Tardy  ☐ Behaviors  ☐ CCT Late
☐ Absent  ☐ CCT Incomplete  ☐ CCT < 7
☐ Other:

Description of incident:
I, ________________________, understand that for the current and remaining semesters I need to follow all of the below critical behaviors in order to complete the remainder of the nursing curriculum in a satisfactory manner. With the signing of this contract I agree that I will: (select and add what is applicable)

1. Requirements

________________________________________________________________________

Student Signature: ___________________________________________  Date: ___________
Nursing Faculty Signature: _______________________________  Date: ______________
Course Lead: ________________________________________________
(Provide student with a copy of ERP.)

SPEET utilized: ☐ Yes  ☐ No
Referred to APG: ☐ Yes  ☐ No

________________________________________________________________________

Student has satisfactorily remediated on this action plan for:
☐ NUR 111  ☐ NUR 112  ☐ NUR 114
☐ NUR 113  ☐ NUR 211  ☐ NUR 212
☐ NUR 213

Course Lead Signature: ___________________________________________  Date: ___________
(Provide student with a copy of completed ERP.)
### RETURN REMEDIATION PLAN

#### STUDENT ACTION PLAN

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NUR Course:</th>
<th>Semester for Reentry:</th>
</tr>
</thead>
</table>

#### REASON FOR RE-ENTRY

- ☐ Low or failing scores
- ☐ Unsatisfactory clinical performance
- ☐ High absenteeism or chronic tardiness
- ☐ Personal/Outside concerns
- ☐ Inappropriate conduct or behavior
- ☐ Other:

#### STUDENT SELF ASSESSMENT

1. What will you do to correct issues noted above?

2. What can the nursing faculty or college do to assist you?

3. Additional concerns:

#### RESOURCES

- ☐ Glenda Nnaji
- ☐ Disability Services
- ☐ Financial Aid
- ☐ Simulation Coordinator
- ☐ Family Resource Center
- ☐ Career Services
- ☐ Library Resource
- ☐ Single Stop
- ☐ Counseling Services
- ☐ Other:

#### RE-ENTRY REQUIREMENTS

**Student will complete assignments designated by instructor to be submitted with return remediation plan.**

**Student will complete ATI Active Learning Templates (ALT) based on the following concepts:**

- ALT to be completed:
- Timeline for completion:

#### ADDITIONAL REQUIREMENTS

Student Signature ___________________________ Date ____________

Faculty Member Signature ________________________ Date ____________
CONFIDENTIALITY AGREEMENT AND VIDEO RECORDING CONSENT

FOR SIMULATION LAB

As a patron of the Simulation Lab, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

I agree to adhere to the following guidelines:

- All patient information is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of policy.
- This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of hospital policy and may be a violation of HIPAA and other state and federal laws.
- The Simulation Lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. Situations simulated in the lab are to be used as a learning tool.
- The simulation manikins are to be used with respect and be treated as if they were live patients.

Video/Audio Recording will be used to facilitate your learning experience:

- I am aware that video/audio recording can take place anytime while in the simulation lab.
- I am aware that the video/audio recording will be used for learning purposes. Recordings will be stored on the SimView server and will be deleted 1 year after date of simulation.