



Nursing Program

2020-2021

Student Handbook

TABLE OF CONTENTS

| | | | |
|-------------|-----------|---|----|
| I. | | Introduction | 4 |
| II. | A. | Administration, Faculty and Staff | 5 |
| | B. | Chain of Command | 5 |
| III. | | General Nursing Program Information | 6 |
| | A. | Mission Statement | 6 |
| | B. | Program Purpose | 7 |
| | C. | Course Information | 7 |
| | D. | VCCS Concept Based Curriculum | 8 |
| | E. | Costs | 12 |
| IV. | | Policies and Procedures | 13 |
| | A. | General | |
| | 1. | Requirement for Continued Enrollment in the Nursing Program | 13 |
| | 2. | Nursing Course Progression | 13 |
| | 3. | Procedure for Readmission to a Course | 15 |
| | 4. | Space availability for Course Slots | 16 |
| | 5. | Transferring Between Tracks | 17 |
| | 6. | Professional Behavior | 17 |
| | 7. | Honor Code | 18 |
| | 8. | Parking | 18 |
| | 9. | Student ID Badges | 18 |
| | 10. | Smoking | 19 |
| | 11. | Children and Family Members | 19 |
| | 12. | Health Requirements and Background Checks | 19 |
| | B. | Classroom Policies and Procedures | 21 |
| | 1. | Attendance | 21 |
| | 2. | Clinical Attendance and Progression | 21 |
| | 3. | Written Assignments | 24 |
| | 4. | Grading | 25 |
| | 5. | Testing Policy | 26 |
| | 6. | American Disabilities Act (ADA) | 29 |
| | 7. | Pregnancy | 29 |
| | 8. | Classroom Outlines, Notes and PowerPoint Presentations | 29 |
| | 9. | Classroom Behavior | 29 |

| | | |
|-----------|--|----|
| C. | Clinical Policies and Procedures | 30 |
| 1. | Orientation | 31 |
| 2. | Dress Code | 32 |
| 3. | Assumption of Risk | 33 |
| 4. | Administration of Medications/Clinical Scope | 33 |
| 5. | Clinical Evaluation | 33 |
| 6. | Laboratory and Clinical Rotations | 34 |
| 7. | Essential Functional Abilities | 35 |
| 8. | Nursing Skills and Simulation Labs | 39 |
| 9. | Computer Availability | 39 |
| 10. | Alcohol, Tobacco and Drugs | 39 |
| 11. | Drug Screening | 39 |
| 12. | Social Media | 41 |
| 13. | Use of Electronic Devices | 41 |
| 14. | Closing and Emergency Procedures | 42 |
| 15. | Nondiscrimination Policy | 42 |
| | Content Disclaimer | 42 |
| V. | Appendix | 44 |
| 1. | Principles of Professional Behavior and Integrity | 45 |
| 2. | COVID-19 Guidelines | 50 |

I. INTRODUCTION

This handbook contains the policies and procedures specific to the John Tyler Community College Nursing Program. It is intended to be used by nursing faculty and students in conjunction with the John Tyler Community College *Student Handbook* and the John Tyler Community College *Catalog*.

Nursing students may find additional information in the John Tyler Community College *Student Handbook* located at www.jtcc.edu/about/publications.

II. ADMINISTRATION, FACULTY AND STAFF

The Nursing Program is an associate degree program within the John Tyler Community College academic organization. The College is a member of the Virginia Community College System.

A. The following describes the administrative structure for the Nursing Program:

1. Administration
 - John Tyler Community College President
 - Vice President – Learning and Student Success
 - Dean – Division of Mathematics, Natural and Health Sciences
2. Nursing Director
 - Full-Time Nursing Faculty
 - Course Coordinator
3. Administrative Staff
 - Nursing – Administrative Assistant

B. Chain of Command

1. Student chain-of-command for course-related issues
 - Student
 - Course Faculty Member (clinical faculty for clinical issue, course faculty for course issue)
 - Course Coordinator
 - Nursing Director
 - Dean, Division of Mathematics, Natural and Health Sciences
2. Student chain-of-command for all other issues
 - Student
 - Course Faculty Member
 - Course Coordinator
 - Nursing Director
 - Dean, Division of Mathematics, Natural and Health Sciences
 - Vice President – Academic Affairs

In the event of disciplinary action, the student has the right to file a grievance or to appeal the action. Grievance and appeal processes are described in the *JTCC Student Handbook* at www.jtcc.edu/about/publications.

III. GENERAL NURSING PROGRAM INFORMATION

A. Mission

The nursing faculty accepts the mission of John Tyler Community College as a basis for the associate degree in Nursing Program. The faculty believes that nursing education should provide “quality educational opportunities that inspire student success and community vitality.” (JTCC Mission Statement). This is further affirmed in the vision of the college: “A success story for every student”.

The nursing faculty fully supports this mission and vision based on a shared commitment to student success and community wellness. Faculty functions as nursing experts, facilitators of student learning, and role models in preparing students for the role of the professional registered nurse. Consistent with the College’s mission and vision statements, the faculty embraces teaching/learning as the central focus of our program to prepare students to fulfill the competency outcomes for health care practitioners. These recommendations support:

- Care for community's health
- Expand access to effective care
- Provide evidence-based, clinically competent care
- Understand the role and emphasize primary care
- Ensure cost-effective and appropriate care
- Ensure care that balances individual, professional, system and societal needs
- Practice prevention and wellness care
- Involve patients and families in the decision-making processes
- Promote healthy lifestyles
- Assess and use communications and technology effectively and appropriately
- Improve the healthcare system operations and accountability
- Understand the role of physical environment
- Exhibit ethical behaviors in all professional activities
- Manage information
- Accommodate expanded accountability
- Participate in a racially and culturally diverse society
- Continue to learn and to help others to learn

B. Program Purpose

The purpose of the nursing curriculum is to prepare students to become registered nurses capable of providing care for groups of clients with multiple health needs as well as providing guidance for auxiliary nursing personnel. Upon completion of the curriculum, the graduate will be eligible to take the examination leading to licensure as a registered nurse. Additionally, John Tyler Community College has articulation agreements with nine area Universities that offer the baccalaureate in nursing and graduates from the John Tyler Nursing Program are eligible for application to these programs for a seamless transition to the BSN.

C. Course Information

The Nursing Program is designed as a five-semester program, with general education courses taken in the first semester and as co-requisite courses with the nursing classes during subsequent semesters. Nursing courses are sequential, build upon content from previous courses (including non-nursing prerequisite college courses), and begin after all prerequisites are completed and the student is admitted to the Nursing Program. The nursing curriculum (courses with NSG prefix) is a four-semester sequence. The traditional and hybrid distance education tracks usually do not include a summer session although some general education courses are offered during this time. Elective nursing courses may be offered in the summer for student enrichment, but these courses are not substitutes for required courses in the nursing sequence.

Clinical assignments in all tracks are contingent upon faculty availability and suitable clinical experiences. Clinical assignments may include day, evening and/or weekend rotations and possibly nights. Students are advised to plan accordingly.

D. VCCS Concept-Based Nursing Curriculum

ADN Student Learning Outcomes and Competencies

Mission of the VCCS Nursing Programs is to provide affordable, community access to quality nursing education. The VCCS nursing programs prepare qualified students to provide safe, competent, entry-level nursing care in 21st-century healthcare environments. Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia.

Philosophy: VCCS nursing faculty ascribe to the core competencies for nursing and nursing education. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient-centered care. Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient-centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Information management essential to nursing care is communicated via a variety of technological and human means.

Student Learning Outcomes:

Students who complete the Associate Degree of Applied Science with a major in Nursing will be expected to:

1. Provide patient-centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
2. Practice safe nursing care that minimizes risk of harm across systems and client populations.
3. Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.
4. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.
5. Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
6. Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.

Student Learning Outcomes with Competencies

1. Provide client-centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
 - a. Coordinate client-centered care delivery with sensitivity and respect.
 - b. Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes.
 - c. Promote client self-determination in making healthcare decisions as a level 4 student.
 - d. Integrate therapeutic communication skills when interacting with clients and the client's support network.
 - e. Advocate independently for diverse individuals, families, and communities across the lifespan.

2. Practice safe nursing care that minimizes risk of harm across systems and client populations.
 - a. Evaluate human factors and safety principles.
 - b. Participate in the analysis of errors and designing system improvements
 - c. Incorporate client safety initiatives into the plan of care.
 - d. Practice safe client care as a level 4 student.

3. Demonstrate nursing judgment through the use of clinical reasoning, the nursing process and evidence-based practice in the provision of safe, quality care.
 - a. Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence.
 - b. Independently prioritize changes in client status and intervene appropriately.
 - c. Apply the nursing process to guide care.
 - d. Prioritize client care using evidence-based practice independently.
 - e. Evaluate existing practices and seek creative approaches to problem-solving

4. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.
 - a. Incorporate ethical behaviors and confidentiality in the practice of nursing.
 - b. Assume responsibility and accountability for delivering safe client care.

- c. Deliver nursing care within the scope of nursing practice.
 - d. Evaluate professional behaviors in interactions with clients, families and healthcare providers.
 - e. Engage in reflective thinking for the purpose of improving nursing practice.
 - f. Develop a plan for lifelong learning in the nursing profession.
5. Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
- a. Evaluate the common quality measures encountered in clinical practice.
 - b. Evaluate use of technology and information management to promote quality.
 - c. Evaluate fiscally responsible client care.
6. Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.
- a. Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes.
 - b. Participate in the interdisciplinary plan of care to promote optimal client outcomes
 - c. Evaluate communication strategies that are inclusive of various communication and cultural differences.
 - d. Evaluate management skills and principles of delegation when working with other members of the health care team.
 - e. Reflects at a professional level on individual and team performance.

Leveled Student Learning Outcomes for VCCS Concept-Based Curriculum

| | Level I | Level II | Level III | Level IV Graduate Student Learning Outcomes |
|------------------------|--|--|--|--|
| Patient-Centered Care | Demonstrate the use of therapeutic communication, caring behaviors and client self-determination in the provision of basic nursing care. | Assess diverse client values, beliefs, and attitudes as well as community resources related to health in the provision of patient-centered care. | Apply principles of patient-centered care to clients across the lifespan. | Provide patient-centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations |
| Safety | Recognize and report patient safety issues and risks. | Utilize safety measures when caring for clients in the community and health care agencies. | Incorporate factors for improvement in client safety for clients across the lifespan | Practice safe nursing care that minimizes risk of harm across systems and client populations. |
| Clinical Judgment | Summarize the components of clinical reasoning, evidence-based practice and the nursing process. | Demonstrate the use of the nursing process and evidence-based care in making clinical judgments. | Apply the nursing process, evidence-based care and clinical reasoning in making clinical judgments. | Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care. |
| Professional behaviors | Demonstrate professionalism and professional behaviors. | Recognize the impact of personal beliefs, values and attitudes in developing professionalism and professional behaviors. | Explain legal/ethical principles and professional nursing standards in the care of clients. | Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning |
| Quality Improvement | Identify the role of quality improvement and informatics in client care. | Utilize technology and information management tools in providing quality client care. | Examine the impact of quality improvement processes, information technology and fiscal resources in the provision of nursing care. | Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes. |
| Collaboration | Define the roles of the health care team. | Examine the roles of the nurse and the health care team in community and acute care settings. | Participate as a member of the health care team in the delivery of nursing care to clients across the lifespan. | Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care. |

E. Costs

1. Tuition rates and fees are established by the State Board for Community Colleges and are subject to change (visit www.jtcc.edu/tuition for current rates).

2. Students must purchase e-books, e-resources, uniforms, and skills kits for lab, as well as a blood pressure cuff and stethoscope. Students are also required to have an IPAD or similar mobile device for use in class, lab and clinical. The E-book package contains all the books needed for nursing classes. Testing packages and skills kits are smaller expenses purchased separately each semester.

3. Students are required to purchase a standardized testing and remediation package, which includes a comprehensive NCLEX review course in the last semester of the program. The cost of the testing package varies with each semester and is purchased prior to the start of each semester (unless otherwise specified in the course). **Any student repeating a nursing course is required to purchase the products for each semester they are enrolled.**

4. Students enrolled in hybrid and online nursing courses are required to have the following equipment:

- Windows compatible hardware with 600 MHz processor or faster and 128 MB of RAM or greater
- Internet Explorer. Google Chrome and Mozilla Firefox required
- 1024 x 768 or greater screen resolution
- High-Speed Internet is preferred and strongly suggested
- Macromedia Flash Player, QuickTime, Real Player and other media platforms that can be downloaded free from the Internet
- Logitech Comfort Set Clear Chat headphones with inline mute function are preferred and strongly suggested
- Respondus Lockdown
- Web camera 5.

The Nursing Program extensively incorporates technology to support teaching/learning outcomes across the curriculum. All students are required to have a personal computer with the above specifications OR have access to one (on-campus libraries and computer labs, for example). Students are required to have (at a minimum) a headset microphone for access to recorded lectures, study sessions and synchronous web-based activities.

IV. POLICIES AND PROCEDURES

A. General Policies and Procedures

1. Requirement for Continued Enrollment in the Nursing Program

- a. As of Fall 2018, any student currently enrolled in the nursing program must complete the nursing program within 6 semesters of starting the first nursing course (1st attempt at the NSG 100/106/130/200 sequence). Summer semesters are not included in the 6-semester determination.
- b. Students may not step out of the program for longer than two consecutive academic semesters and upon return must be able to complete the remainder of the program within the six semesters as stated above. Summer session is not considered an academic semester in the nursing program. Students returning to the program will be required to complete additional health requirements (drug screening/background check) at the time they reenter the program after an absence of one academic semester or more.

2. Nursing Course Progression

- a. All nursing courses must be taken in sequence. Each nursing course semester must be completed in its entirety in order to progress to the next semester in the Nursing Program.
 1. NSG 100, NSG 106, NSG 130, and NSG 200 must be taken concurrently.
 2. Any student that withdraws from NSG 106 must also withdraw from NSG 100, however can remain in NSG 200 and NSG 130.
 3. Any student that withdraws from NSG 100 can remain in NSG 106, NSG 200, and NSG 130.
 4. NSG 100, NSG 106, NSG 130 and NSG 200 must be completed successfully prior to beginning the second semester of the nursing sequence (NSG 152 and NSG 170).
 5. Any student readmitted to a 1st-semester NSG course and has an overall GPA of less than 2.0, must have at least an overall GPA of 2.0 to be eligible to progress to the second semester in nursing.
 6. NSG 152 and NSG 170 must be completed prior to beginning the third semester of the nursing sequence (NSG 210, NSG 211).
 7. NSG 210 and NSG 211 must be completed prior to beginning the fourth semester of the nursing sequence (NSG 230, NSG 252, and NSG 270).

8. NSG 252, NSG 270, and NSG 230 must be taken concurrently. Any mitigating circumstances regarding NSG 252 and NUR 270 must be approved by the course coordinator/level coordinator. A student may remain enrolled in NSG 230 regardless of their continued enrollment in NSG 252 and NSG 270.
 9. Students must maintain a minimum overall GPA of 2.0 to be eligible to continue in the Nursing Program.
 10. Students may not have more than two attempts at any nursing (NSG) course. A student is considered seated in a course if they remain in the course past the established add/drop period.
 11. Students who fail three nursing courses in the nursing sequence (NSG 100, NSG 106, NSG 130, NSG 200, NSG 152, NSG 170, NSG 210, NSG 211, NSG 230, NSG 252, NSG 270), regardless of the combination in failures, will be dismissed from the nursing program. Withdrawal of a course is not considered a failure. Earning a final grade of “D” or “F” are considered failures in the nursing program. (Please note: this policy is more stringent than the College policy for “Repeating a Course”)
 12. A student who has failed three nursing (NSG) courses and/or been dismissed from the Nursing Program for non-disciplinary infractions, can submit an application for consideration to reenter the Nursing Program as early as the next available application period. If accepted to return to the Nursing Program, these students would start the program from the beginning, in NSG 100, NSG 106, NSG 130, and NSG 200, regardless of where they had initially failed their third course/left the program.
 13. For any student dismissed from the JTCC nursing program due to disciplinary infractions – the student is required to obtain written Nursing Director approval prior to being considered in the application process. If the student is accepted to the JTCC nursing program and is later found out that they were removed from the program for disciplinary infractions and did not receive written approval from the Nursing Director, the student will be immediately removed from the nursing program.
- b. Co-requisite courses not taken prior to admission into the nursing program must be completed (and passed with a “C” or better) as follows:
1. BIO 142 (Anatomy & Physiology II) must be taken and successfully completed either before or concurrently with NSG 100, NSG 106, NSG 130

and NSG 200. If a student does not successfully complete BIO 142, the student will be administratively withdrawn from the nursing sequence pending successful completion of BIO 142. The student will make the appropriate request for course readmission and will be readmitted contingent upon space availability as per the Procedure for Space Availability.

2. BIO 150 (Microbiology) must be taken and successfully completed before or concurrent with NSG 152 and NSG 170.
3. ENG 112 (Composition II) must be taken and successfully completed before or concurrent with NSG 210 and 211.
4. The humanities elective must be taken before or concurrent with NSG 230, NSG 252 and NSG 270.

3. Procedure for Readmission to a Nursing (NSG) Course (following a withdrawal, inability to complete course requirements during the semester, stepping out for personal reasons with successful completion of prior courses, or a course failure).

- a. Students who withdraw within the published dates in the John Tyler schedule must complete the nursing readmission form prior to the semester they plan to return. The request for readmission will be logged in the Readmission book by the division administrative assistant. Readmission to the course will be on a space-available basis and per course readmission policy (see below). Students will be notified by the course faculty just prior to the start of the semester for which the student is reapplying.
 1. Students who fail or withdraw from the first-semester nursing courses may complete a Request for Course Readmission form for the subsequent semester; this readmission is on a space-available basis.
 2. If the first-semester student is not readmitted in the subsequent semester, the student must submit a new application for admission consideration to reenter the Nursing Program from the beginning.
- b. Students who are granted an academic incomplete will have until the end of the following semester to complete course requirements. At this point, they are considered active students. Once the student completes course requirements, he/she will be eligible for progression to the next course sequence.

- c. Students failing a course must complete a readmission form, which will be logged in the Readmission book. Students will be admitted on a space-available basis according to the course readmission policy.
- d. Students who have been seated twice in the same nursing course and have not successfully completed the course are not eligible for a 3rd attempt. A student is considered seated in a course if they remain in the course past the established add/drop period. After 2 seated attempts at a course, the student will be ineligible to progress and complete the program. (Please note: this is different from the College Policy and mitigating circumstances can be determined by the Director of Nursing).

4. Space Availability Procedure for the Nursing Sequence (actual numbers of available spaces for a course are dependent upon faculty and clinical site availability). This policy applies to all JTCC nursing students regardless of the number of semesters they have been out of the program as long as the student meets the requirements for readmission to a nursing course and is within the timeframes specified above.

- a. If the number of spaces available for a course is equal to the number of students seeking readmission, all students will be accepted to the course as long as they are eligible to do so.
- b. If the number of returning students exceeds spaces in a course, students will be allowed readmission to the nursing course based on the following order:
 - 1. First Priority: Students who were successful in the previous semester nursing courses and have not attempted the course for which they are applying for course readmission. This includes students who have voluntarily delayed progression to the next course.
 - 2. Second Priority: Students who have withdrawn after the drop period but before the deadline for withdrawal without academic penalty.
 - 3. Third Priority: Students who have withdrawn with mitigating circumstances after the deadline for withdrawal without penalty. (Note that mitigating circumstances now require that the student be passing the course at the time of withdrawal.)
 - 4. Fourth Priority: Students who earned a “D” on the previous course attempt. (Please Note: This is different from College Policy).
 - 5. Fifth Priority: Students who earned an “F” on the previous course attempt.
 - 6. Readmission to NSG 100, NSG 106, NSG 130 or NSG 200 will be determined by the following criteria: When multiple students are competing for the same

spot, students may be ranked by TEAS &/or academic performance (GPA, Course Grade). (Mitigating circumstances for this policy will be determined by the Director of Nursing).

If there are students who fall in the same priority category, preference will be given to the student with the higher GPA in Nursing (NSG) courses.

- c. For any other situation not specified above, the student will be considered last for any available space.
- d. Any student who returns to a course after failure, withdrawal or a delay in progression must provide the course coordinator a plan for success prior to the course start date.

5. Transferring Between Traditional and Hybrid Tracks

Students who start a track are expected to complete the entire program in their chosen track. Students should think carefully about selecting the track in which they will be most successful.

Transfer between tracks can be considered in some circumstances and must be approved by the Director of Nursing. Mitigating circumstances will be determined on a case by case basis.

6. Professional Behavior

One's behavior reflects the qualities of the professional person, which include maturity, knowledge and skill, and a responsibility to self and others. John Tyler Community College Nursing Department aims to support nursing students in the development of professional abilities and attributes through experiences in clinical and academic settings. To provide a foundation for this development, students must adhere to approved standards of conduct/behavior and demonstrate patterns of clinical and academic performance which follow the legal and ethical codes of nursing; promote the actual or potential well-being of clients, other health care providers, and self; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the rights of individuals. In addition, students are expected to obey the law, to show respect for properly constituted authority, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct within the academic environment. Commitment to the education process in the Nursing Program is a responsibility that is accepted by faculty and students. Accepting this responsibility means demonstrating fairness, honesty and dedication to truth. All members of the Nursing Program are obligated to adhere to the standards of ethical practice and conduct that are defined in the Code for Nurses by the American Nurses Association. The Code of Ethics for Nurses was developed as a guide for carrying out nursing

responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.

7. Honor Code

All nursing students are expected to follow the policy for Academic Dishonesty in the JTCC Student Handbook. The JTCC Nursing Student is required to abide by the following Honor Code:

On my honor, I pledge to do my work to the best of my ability without assistance from any external resources unless specifically permitted within the guidelines of the assignment or test/quiz/exam. With individual assignments and test/quiz/exams, I assert that no one else is completing this assignment or test/quiz/exam for me. I also pledge to report any breach of the honor code immediately. I pledge to uphold the ethical standards of the ANA Code for Nurses and the Professional Behaviors/Essential Functional Abilities required of all nursing students.

Matters of integrity are considered very serious in the John Tyler Nursing Program. Due to the gravity of nursing practice regarding the care for patients and families and the potential harm that can result from breaches in moral conduct, the nursing program faculty reserve the right to consider immediate dismissal from the nursing program as an appropriate disciplinary action for students found guilty of academic dishonesty.

Please note: this interpretation and action is more stringent than the college policy as described in the JTCC College Catalogue, because of the serious consequences unethical conduct poses to patient safety and the public. In addition, students are expected to disclose any incidents of honor code violations, not doing so may also result in disciplinary action up to and including program dismissal.

In the event of disciplinary action, the student has the right to file a grievance or to appeal the action. Grievance and appeal processes are described in the *JTCC Student Handbook* at www.jtcc.edu/about/publications.

8. Parking

Refer to the JTCC Student Handbook and Catalogue for more information.

Information for Payment and Appeal Procedures – Refer to the JTCC Student Handbook and Catalogue

9. Student ID Badges

Student ID badges will be available after the first mandatory orientation. Student ID badges must be worn at all times in the Nursing Education Center and for every clinical session. If you do not have your ID badge, you will be sent home by your course instructor or the security officer. Students sent home for non-compliance may accrue a class or clinical

absence. If students are sent home on a quiz day, the quiz may not be made up. If the student is sent home on a test day, the student will make up the test per syllabi requirements and will forfeit collaborative test points.

10. Smoking

Refer to the JTCC Student Handbook and Catalogue

In addition, nursing students are not allowed to smoke while wearing the JTCC nursing student uniform.

11. Children and Family members

Children or family members are not permitted in the classrooms, computer labs, or clinical areas. Children under the age of 18 must be accompanied by an adult when in the College. Family members are not allowed in the clinical area.

12. Health Requirements

a. Students will maintain a certificate in American Heart Association CPR for BLS Healthcare Providers. You may take the classroom portion of the certificate online, but the actual practice must take place in person on a manikin. The student must perform the skills with a certified instructor. The only approved card for CPR is the American Heart Association, BLS Healthcare Provider. There are many sites available in the Richmond area, use your search engine to locate one convenient for you. Sign your card before you submit it to Certified Background.

b. Students must show evidence of a negative two-step PPD (tuberculosis) test or negative T-Spot or Quantiferon gold blood tests upon entry into the nursing program. While in the program, students must continue to maintain an annual one-step PPD or one of the two blood tests. Students who test positive for PPD or the T-Spot or Quantiferon gold tests are required to have an initial chest x-ray that is negative for active TB. The student is required to have her/his primary care provider verify that no signs and symptoms of active TB disease are present annually. The primary care provider must sign the form. If the student shows signs and symptoms of active TB disease, the student is prohibited from attending class or clinical until the primary care provider verifies the absence of active TB disease. If the student is treated for active TB disease, the student will be withdrawn from the course and may return in the next semester in accordance with the return policy when the primary care provider verifies the absence of active TB disease. This will usually involve a chest x-ray showing no evidence of the disease.

c. The CPR and TB requirements must be current and presented to course faculty at the beginning of each semester. If the annual TB requirement or CPR card expires during the clinical time frame for the semester, the student is required to show evidence of renewal prior to the expiration. Students will not be allowed to continue in the course if those requirements are not up-to-date.

d. A negative urine drug screen and a successful background check are also required for admission into the program. The background check and urine drug screening are performed by an independent company not associated with JTCC and is part of the expense students are responsible for while in the program. Please note that students may be required at any time while in JTCC nursing program to complete another background check or urine drug screen if faculty deems necessary based on circumstances. A student must submit to the background check/urine drug screening for continuation in the Nursing Program and it is contingent on successfully passing the background check and urine drug screen. Students who refuse may be dismissed from the JTCC Nursing Program and are ineligible to return to the program. Students are also responsible for notifying faculty of any change in their background check while attending the JTCC nursing program. Students who do not report changes are subject to dismissal from the JTCC nursing program and may not be eligible to return to the program at any time.

e. Students that opt out of the program for any duration must complete a criminal background check and drug screening before being allowed to re-enroll in the nursing program. This is a clinical agency requirement and must be successfully completed before the student may continue regardless of the academic semester the student entered the nursing program.

f. Additional health requirements may be required as student's progress through the Nursing program including but not limited to:

- Physical examination: This must be completed within six months of starting classes.
- Immunizations: Mumps, measles, rubella, tetanus, diphtheria, varicella. Titers may be used to prove immunity. Caution *** this is often the most difficult item for students to complete. Begin early!!
- Hepatitis B: This is a series of three vaccinations. You must sign a declination form if you do not wish to have the series. You must sign a declination form if you are in the process of receiving the three vaccinations but are not yet complete.
- Seasonal influenza vaccine: You must sign a declination form if you do not wish to receive the vaccine. You will be required to follow hospital policy when in clinical if you choose not to be vaccinated. This usually means you will be required to wear a mask when in close proximity to patients. However, some clinical sites require the influenza vaccine. This vaccine will not be available until September or October. Do not obtain the vaccine until that time, as you would be receiving the vaccine for the 2020- 2021 winter season.

B. Classroom Policies and Procedures

1. Attendance

a. Admission to the College requires that registration and the payment of tuition are accomplished within published timeframes. Failure to accomplish these activities may result in the student forfeiting their space in a class.

b. Regular attendance of classes and laboratory sessions is required for all students registered in nursing courses. The Nursing Program adheres to the College's policy concerning class attendance. The policy states, "When absence from a class becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence whenever possible. The student is responsible for the subsequent completion of all study missed during an absence." JTCC attendance policy states the student may not miss more than 20 % of a course; each faculty member has the option of having a more rigorous attendance policy which is stated in the course syllabus. Frequent absences may result in administrative withdrawal from a class and the termination or reduction of veterans' benefits and other programs of financial assistance," (John Tyler Community College Catalog). It is the responsibility of the student to obtain missed content.

Classroom and clinical absences are treated as separate occurrences; the percentage a student can miss is no more than 20 % of each component. For example, the student cannot miss 30 % of clinical and attend all classes to meet the attendance requirement. Course faculty may apply a more stringent attendance policy. Consult your syllabus at the beginning of each class for the attendance policy for that course. Participation and attendance are defined in each course syllabus for students in the hybrid distance education track and all virtual/hybrid courses.

Punctual attendance is required for class and clinical. Tardiness to class, lab and clinical is monitored, and the student will be counseled for consistent and/or repetitive tardiness. Students will accrue absences with excessive tardiness. See course syllabi for the absence and tardy policy specific to each nursing course. Hospitalization and subsequent discharge limitations may force the student to be unable to meet clinical requirements. These will be handled on a case-by-case basis. Students who are incarcerated are immediately withdrawn from the course. Following a resolution of the issue, the student will meet with the Nursing Director to discuss readmission.

2. Clinical Attendance and Progression

Attendance in clinical is mandatory. Students are required to adhere to the attendance policy outlined in the syllabus, meet all clinical objectives, complete required assignments, and adhere to professional behavior to receive a satisfactory grade for clinical.

Clinical Grading

For clinical components embedded within a nursing theory/didactic course, the clinical will be graded based on a satisfactory – unsatisfactory method. For a stand-alone clinical course, the clinical will be graded using a letter grade method.

Clinical Hours

Students must complete a **minimum of 500 direct client care clinical hours** to be eligible to graduate from the JTCC Nursing Program and sit for the licensure exam - (NCLEX - RN).

Direct Client Care clinical hours include direct clinical hours performing care for patients either in the hospital or community settings under direct supervision and also may include simulation hours while performing the roles of the registered nurse.

Students are required to attain the indicated number of clinical hours in each course to be eligible to progress to the next semester. Any student who falls below the required direct client care clinical hours in any semester will not be eligible to progress to the next course and will receive a clinical failure.

| Nursing Courses | Direct Client Care Hours Cumulative Total Required to Progress |
|---|--|
| NSG 100 NSG 200 NSG 106 NSG 130 | 45 hours by end of 1 st -semester nursing |
| NSG 152 NSG 170 | 170 hours by end of 2 nd semester nursing |
| NSG 210 NSG 211 | 335 hours by end of 3 rd semester nursing |
| NSG 270 NSG 230 NSG 252 | 500 hours by end of 4 th semester nursing |
| Total Direct Client Care Clinical Hours required to graduate = 500 hours | |

Replacement Clinicals Defined

When clinical hours are affected by unforeseen college circumstances (such as but not limited to college delayed openings, college closings, unavailable clinical faculty) then clinical replacement hours will be provided.

- Every effort will be made to provide replacement clinicals during the semester they occur in.
- Replacement clinicals will be scheduled dependent on the availability of clinical faculty and the availability of clinical sites.
- Student(s) will receive an “incomplete” for the course in the event the replacement clinical hours have to be provided during the subsequent semester.
- Replacement clinicals will be assigned to the student(s) and the scheduled replacement date/time will be considered a regularly scheduled clinical and follow the regulations and requirements for clinicals as per the syllabus.
- If the student does not attend the scheduled replacement clinical date/time then they forfeit the opportunity, which can result in a clinical failure/course failure.
- Any student that does not attend the scheduled replacement clinical date/time will not be eligible to make-up that clinical time with a Make-up clinical.
- Precepting clinicals are unique to NSG 270 and delineated in their requirements in the course syllabus.

Make-up Clinicals Defined

When clinical hours are affected due to student circumstances (such as but not limited to calling out sick, being sent home because of illness/inability to meet essential functional abilities, tardy regulations) then Make-up clinical hours could be a consideration (see eligibility criteria below). A No call/No show to clinical does not fall in this category.

- Make-up clinical hours may not be able to be provided during the semester they occur in.
- Make-up clinicals will be scheduled dependent on the availability of clinical faculty and the availability of clinical sites.
- Student(s) will receive an “incomplete” for the course in the event the make-up clinical hours are to be provided during the subsequent semester.
- Make-up clinicals will be assigned to the student(s) and the scheduled make-up clinical date/time will be considered a regularly scheduled clinical and follow the regulations and requirements for clinicals as per the syllabus.
- If the student does not attend the scheduled Make-up clinical date/time then they forfeit the opportunity, which can result in a clinical failure/course failure.
- Precepting clinicals are unique to NSG 270 and delineated in their requirements in the course syllabus.

The student must meet all of the following criteria to be eligible for Make-up direct client care clinical hours:

- The student cannot exceed a specified number of direct client care hours for Make-up. No greater than 10% of the direct client care clinical hours or no more than the direct client care clinical hours associated with one clinical shift are needed to meet the required number of direct client care clinical hours for the respective course. The maximum number of direct client care clinical hours that can be Make-up will be stipulated in the course syllabus.
- The student must be successfully meeting all of the Student Learning Outcomes/Clinical Objectives at the time of the scheduled make-up clinical.
- When the theory and clinical portions are embedded within one course, the student must be passing the theory portion with a “C” or better.
- Students with a clinical failure are not eligible.
- Students with a No Call No Show are not eligible.

Switching Clinical Groups

Once a student has registered for a clinical group they are expected to remain in that group for the duration of the clinical rotation. Under no circumstances are students to un-enroll themselves in one section and enroll in another section unless authorized to do so by the course coordinator or the Director of Nursing.

Based on the availability of clinical faculty, the availability of clinical agency sites, and in an effort to provide a clinical environment conducive for learning, course faculty have the prerogative to reassign students to clinical lab sections regardless of the registered section.

Students may not request to move to another clinical group to cover clinical absences. Mitigating circumstances must be approved by the Director of Nursing

3. Written Assignments

Unless specified in the course syllabus, the following guidelines will apply:

- a. All written assignments are to be completed in current APA format and are due on the date specified unless prior arrangements have been made with the course coordinator.
- b. All written assignments should be on standard 8 ½ x 11 inch paper. Written assignments must be grammatically correct with no spelling errors. See assignment rubrics for penalties for poorly written work.
- c. Font size will be 12 if computer-generated, double spaced and only on one side of the page. New Times Roman, Arial or Calibri are appropriate fonts in black only.
- d. The source of paraphrased or quoted material must be within text citations. The undocumented use of another’s work is considered plagiarism and constitutes grounds for unprofessional behavior and academic dishonesty.

- e. Written assignments are to be the student’s original work and should be done independently without collaboration unless it is a group project

4. Grading

Grading Scale with NSG courses

| A | B | C | D | F | U | S |
|--------|-------|-------|-------|----------|----------------|--------------|
| 92-100 | 84-91 | 80-83 | 70-79 | Below 70 | Unsatisfactory | Satisfactory |

A point system is utilized to determine course grades. Points correspond to percentages for the award of the letter grade. The following guidelines apply in all nursing courses:

1. Students must earn a minimum grade of “C” in all nursing courses.
2. Nursing Courses where the clinical and theory/didactic portions are embedded into one course:
 - A clinical grade of “satisfactory” is required for all clinical courses and will result in a final grade that corresponds to the theory grade.
 - Students who are successful in both components of the course receive the letter grade earned in the theory portion.
 - Students who pass the theory component of the course but fail the clinical component of the course will earn a final course grade of “D.”
 - Students who fail the theory component of the course but pass the clinical component of the course will earn a final course grade of D if the theory grade is a D, or a final course grade of F if the theory grade is an F.
 - Students who fail both components of the course will earn a final course grade of “F.”
 - Students who fail a course must repeat both clinical and theory portions of the course if eligible to return.
 - Students who stop attending the didactic course but may have completed the clinical component of the course will earn a final course grade of “F.” (Please note: this is different from the JTCC student handbook)
 - When a student receives a grade of “D” or “F” in a course, they receive no clinical hours for the course.
3. NSG 270 is a stand alone clinical course utilizing a grading scale associated with a letter grade. The NSG 270 clinical course syllabus specifically

delineates the grading system used as it relates to points in conjunction with direct clinical care hours.

4. Students who withdraw from a course within the specified time (withdraw without academic penalty date) will earn a grade of “W.”
5. Students who withdraw after the withdraw date with mitigating circumstances must have been passing the course at the time of withdrawing without academic penalty date to be considered for a grade of “W.” In this circumstance, special requirements must be submitted and met by the student.
6. Students who withdraw after the withdrawal period (withdraw without academic penalty date) will earn the grade of “F.”

5. Testing Policy

All unit tests, midterms, and finals will be given in a proctored setting. Quizzes may be given either online or in the classroom (see section on quizzes for details). Students will not have access to their individual scores until after all students have taken the test and test grades have been reviewed by faculty. Test results will be given to students through LMS (Learning Management System) or by course faculty. No test grades will be given over the phone or by e-mail.

a. Test Taking

1. Missing a Test

Students who must miss a test must contact the faculty member either by voice or e-mail prior to the start of the test. Failure to notify the faculty may result in a grade of “0”. Mitigating circumstances will be handled on a case-by-case basis and will be referred to the Course Coordinator.

2. Being Tardy for a Test

Students who are late for a test will not be admitted to the classroom/testing center. The test make-up policy applies.

3. Make-Up Tests

In the event that a make-up test is necessary, this test may be different from the initial test and may consist of multiple-choice, fill in the blank, essay or any combination of testing strategies. Make-up tests must be completed within 7 calendar days of the missed test. Each course has the option of implementing a more rigorous make-up testing policy, see specific course syllabi for details. The student is responsible for contacting the course faculty and setting up a time to take the

make-up test. In the case when collaborative testing is conducted, the student will forfeit the collaborative points for that test. See course syllabus for the number of make-up tests allowed in a specific course.

4. **Quizzes**

Online or in-class quizzes may be given as noted in the course syllabus. These may be either scheduled or unannounced. Course syllabi will contain specific guidelines for quizzes. The student must notify the instructor if he/she has a problem accessing online quizzes. Students are responsible for acquiring a reliable computer before accessing an online quiz. If reliability is uncertain or if dial-up connections are used, it is strongly recommended that the student make arrangements to use on-campus computers. If the quiz for a student needs to be reset more than once, he/she will need to make an appointment with the instructor to take the quiz in a proctored setting. Faculty reserves the right to require proctored testing when students demonstrate a pattern of requesting quiz resets. Faculty also has the right to make a stricter policy. Failure to complete the online quiz within the timeline given may result in a grade of zero.

b. **Computer Testing Policy**

1. **Preparation**

Students are expected to be familiar with electronic testing method. If time is needed for practice, this must be arranged with the instructor prior to testing.

2. **Time Limit**

NCLEX-style multiple-choice and alternate format questions on tests and quizzes in the Nursing Program are timed at 1.5 minutes per question. Short answer and essay questions will be timed at the discretion of the instructor. If a student goes over the time limit on a test, one point per minute will be deducted from the test grade. If the student is overtime by 20% or more of the allotted testing time, the test grade will be zero, without opportunity for make-up. See syllabus for specific timeframe of course tests. The specific timeframe for each test will be noted in the test instructions. Faculty reserve the right to use auto-submit.

3. **Honesty**

Sharing of test content outside the testing room of *any* kind and the printing of any test material constitutes a violation of the honor code. Any consultation with another individual during the test is also a violation of the honor code. Violations will result in disciplinary action up to and including expulsion from the Nursing Program. Each test

will contain an item in which the student verifies adherence to the honor policy. See the *JTCC Student Handbook* for Academic Honesty policies and review the ones contained in this document under “**Honor Code**”. Recognize that the nursing program actions regarding honor code violations are more rigorous than the college policy due to the high level of competence required for nursing practice and the danger to patient safety resulting from moral misconduct.

4. Test Availability

Tests will be available only with instructor supervision during the scheduled time. Students should consult the course syllabus for the make-up policy if an absence is necessary.

5. Test Review

Group reviews will be provided at the discretion of the instructor. While student attendance is optional, it is strongly recommended that students attend the review to obtain feedback. Students may make an appointment to review their individual test, quiz or final exam results. Students may make an appointment for up to two weeks following a test or one week following a quiz or final exam.

6. Test Submission

If there is difficulty in submitting a question or submitting the test, students should notify the instructor immediately before exiting the test. Only the answers in the electronic test will be considered for grading.

7. Test Security

Test items may be presented one at a time. Returning to previously answered questions may not be allowed. Grade book access will be limited to the test score only and will be controlled by the course faculty. Simple, basic calculators will be provided for testing. Students are not permitted to use personal calculators or cell phone calculators during testing. Students will not be allowed to leave the room or access the Internet while in the test room. Additional testing security procedures may be implemented at the discretion of the faculty.

8. Collaborative Testing

After taking the individual proctored test the student must sign off the computer and remain in his/her seat until it is time for collaborative testing. The student may not leave the testing room or the computer. Students will be assigned to groups to re-take the test as a group. Students may discuss the questions within the group to arrive at and submit a group answer. No other resources are to be consulted. If the group grade is an “A,” two points will be given to each member of the group. If the group grade is a “B,” one

point will be given. A grade of “C” or lower will earn no points. The lowest collaborative test grade will be dropped. See course syllabi or consult individual faculty for specific course policies. Please note that in certain circumstances, instructors reserve the right to give a paper test. In these testing situations, the above guidelines are applicable.

6. American with Disabilities Act (ADA)

Students who have a documented disability need to register with Disability Support Services at the Midlothian or Chester Campus. Refer to the JTCC Student Handbook for more information. It is the student’s responsibility to provide their IAP (Instructional Accommodations Plan) to course faculty. IAP’s are not retroactive. Students must meet the essential functional abilities with or without accommodation to be admitted to or continue in the Nursing Program.

7. Pregnancy

While it is recognized that pregnancy is a normal condition, there are certain legitimate concerns regarding the pregnant student. If there are limitations, they **must** be documented. Pregnant students are required to meet all the Essential Functional Abilities without restrictions to remain in clinicals. (See **Essential Functional Abilities**). Should delivery or hospitalization occur while actively enrolled, the student must submit a medical release provided by the physician prior to resuming classes and/or clinical.

8. Class Outlines, Notes and PowerPoint Presentations

Class outlines and notes may be available in specific courses. PowerPoint presentations are the intellectual property of individual faculty and may be available in narrated or un-narrated format. This is not a requirement of the faculty. Canvas Collaborate sessions may be archived at the discretion of each faculty and available for student use. See course syllabi or consult individual faculty for specific course policies.

9. Classroom Behavior

Only professional behavior will be accepted in the classroom. Disruptive behavior will result in the student being dismissed from the classroom.

- a. No children or family members are allowed in the class or clinical academic environment (see policy statements above).
- b. Students who are tardy will take the closest seat or wait for the break to enter the classroom to minimize disruption.

- c. Tape recorders are permitted in the classroom only with the expressed approval by the Faculty and all members of the class. Cell phones and pagers are to be muted and on vibrate only. The use of cell phones in classrooms or labs (including texting), unless in emergency situations is a violation of the student code of conduct. Students may be asked to leave the classroom if they are found to be in use during class. Exceptions can be determined by faculty if cell phones are used during learning activities.
- d. Personal computers or tablets can be used in the classroom for course-related educational activities **only**. Electronic devices used in the classroom will be the sole responsibility of the student and must have the “mute” setting activated. No video or audio features on the personal computer or IPADS/mobile devices/cell phones may be turned on in classrooms or labs. Personal computers/ IPADS/ or cell phones will not be allowed in the classroom setting during testing. Students who are found in violation of this policy will forfeit the privilege of using the device and may be asked to leave the classroom.
- e. Students must meet the essential functional abilities requirements for admission to nursing classrooms.

C. Clinical Policies and Procedures

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code for Nursing Students is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of clients
2. Maintain client confidentiality;
3. Take appropriate action to ensure the safety of clients, self, and others;
4. Provide care for the client in a timely, compassionate and professional manner;
5. Communicate client care in a truthful, timely and accurate manner;

6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions;
7. Promote excellence in nursing by encouraging lifelong learning and professional development;
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs;
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care;
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students;
11. Encourage faculty, clinical staff, and peers to mentor nursing students;
12. Refrain from performing any technique or procedure for which the student has not been adequately trained;
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others;
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from clients regarding any form of treatment or research;
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment;
16. Strive to achieve and maintain an optimal level of personal health;
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues;
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

1. Orientation

Clinical faculty is responsible for orienting and coordinating the orientation of students to the facility. Students will complete required training and attestations prior to starting the clinical. Agencies may require initial orientation forms covering patient confidentiality, fire and safety, code of conduct and other facility-specific policies. **Students will provide proof of CPR certification, documentation of an annual flu shot, and current PPD/TST within one year on the first day of each clinical course as required by agencies. Students will not be allowed to enter the clinical area without this documentation. It is the student's responsibility to maintain annual testing and copies of these documents. All student health forms are maintained electronically by a third party provider.**

2. Dress Code

John Tyler nursing students are expected to conform to high standards of personal appearance and hygiene. Attire worn at the College should reflect a sense of dignity and professionalism.

- a. Students must be in full uniform, including their JTCC student ID badge, a watch with a second hand, bandage scissors, penlight and stethoscope during clinical hours in the affiliating agencies. Uniforms are required in the nursing skills lab unless otherwise specified by faculty.
- b. The student uniform consists of a gray uniform top with the JTCC logo embroidered on left upper side with burgundy pants or skirt. All uniforms should be clean and wrinkle-free. Undergarments must be worn at all times, be of neutral color, and cannot be visible. Matching burgundy scrub jackets are also required.
- c. Uniforms must be obtained from Flynn O'Hara Uniforms online at www.flynnohara.com. Other supplies may be ordered, but only uniforms are required from this source. Assistance is provided at 800-441-4122.
- d. Uniforms should fit so that when the student bends forward, the bottom hem of the top covers the pants' waistband in the back. Visible chest cleavage or tight clothing is not permitted.
- e. Students should wear white nurse's shoes or solid white or black **leather** athletic shoes with backs and no open holes. Shoes should be clean; canvas tennis shoes are not appropriate. Colors on the shoes are not acceptable. Sock colors must match shoe color.
- f. Hair must be natural for skin color (not red, blue, purple etc.), clean, neat and off the collar. All hair must be secured off the face and collar with an appropriate band or device and must be of a professional style (no Mohawks, shaved designs, etc.).
- g. Fingernails must be clean and kept short. Nail polish (including clear), gel, acrylic and or any other artificial nails are not permitted.
- h. Jewelry should be kept to a minimum. Wedding rings (band only) are acceptable. A single pair of small stud earrings worn in the lowest hole in the ear lobe(s) is acceptable. All other jewelry, including ear gauges, and spacers in any other pierced areas, is not permitted in the lab or clinical setting.
- i. Miscellaneous:
 1. Perfumes, colognes, aftershave lotions, and other strong fragrances are not permitted while in uniform. Deodorant must be unscented or mild.
 2. All visible tattoos must be kept covered.
 3. Make-up must be discreet and natural in appearance.
 4. All students must be clean, neat and free of odor.
 5. Smoking in uniform is not permitted.
 6. Drinking alcoholic beverages while in uniforms is forbidden.
 7. Unprofessional language or actions while in uniform, class or clinical are unacceptable and can be grounds for dismissal from the program.
 8. Gum is not permitted while in uniform.
 9. Beards, mustaches and sideburns, if worn, must be neat, closely trimmed and meet facility policy for client safety.

- j. The dress code may be modified during maternity, pediatrics, psychiatric, surgical or community rotations if instructed by the course faculty.
- k. When assigned to a clinical agency where the uniform is not required, the following guidelines apply:
 - 1. Street clothes – no jeans, tee shirts, tank tops, spaghetti straps, sweatshirts, provocative clothing, damaged or soiled clothing or stenciled writing. No sandals, flip flops or beach type footwear. The same jewelry and tattoo regulations (above) apply.
 - 2. Students will wear a lab coat/scrub jacket and display their John Tyler Community College Student ID badge.
 - 3. Hair will be neat and simply styled. Long hair must be secured with an appropriate band or device.

Clinical faculty reserve the right to dismiss students from the clinical area who are in violation of the dress code policy. If dismissed, the student accrues a clinical absence.

3. Assumption of Risk

Students are required to practice safely in the clinical and laboratory settings. Each student will read, understand and sign the Assumption of Risk form at the beginning of each semester denoting that the student assumes all of the risks inherent with clinical practice. This form will be maintained in the student file throughout the program.

4. Administration of Medications by Students in Clinical Practice

- a. In the clinical setting, all medications will be administered in accordance with the policies of the clinical facility.
- b. No medication administration to be done first semester.
- c. Students will be supervised by the clinical faculty or preceptor when preparing and administering medications.
- d. Students may not administer blood, blood products, or chemotherapy. Students may not obtain nor witness informed consent. Students may not take verbal or telephone orders.

5. Clinical Evaluation

- a. Student performance in the clinical area will be formally evaluated each semester. See course syllabus or consult individual faculty for specific course policies.
- b. Students are evaluated daily during clinical/lab. Students may receive an unsatisfactory for unacceptable professional behavior such as (but not limited to): being tardy, not pre-assessing (if required), not in correct uniform, not being prepared for clinical/lab. See specific course syllabus for details.

- d. A student may be denied continued enrollment in the course if, after reasonable accommodation, the clinical faculty concludes that he/she is unable to perform safe clinical practice.
- e. A final grade of “satisfactory” in the clinical area is required to pass the course for nursing courses where both the clinical portion and theory/didactic portion are jointly embedded within one course. Further, students who are unable to perform the essential functions described below will be unable to attend clinical.
- e. If a student is absent from clinicals to the extent that the clinical faculty member cannot determine satisfactory achievement of the student learning outcomes/clinical objectives, then the student will be categorized as unsatisfactory in meeting the student learning outcomes/clinical objectives.
- f. Being rested and well-prepared for clinical is essential to patient safety. Students are not allowed to work the prior 8 hours before the beginning of a clinical rotation. See specific course syllabus for details.

6. Laboratory and Clinical rotations

The student will receive clinical/lab experiences in a variety of settings. The hours and scheduling of clinical throughout the program may be adjusted according to faculty, clinical site, and preceptor availability. Clinical schedules may include day, evening, and nights, and/or weekend hours for any of the core nursing courses. Clinical courses may also include alternative clinical experiences, simulations, and community service projects. Please refer to course syllabus for specific information regarding clinical hours, clinical preparation, and assignments and other important information.

Exposure Guidelines

- a. Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.
- b. Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor. Students exposed to body fluids shall follow this protocol:
 - 1. Wash the area immediately with a disinfectant agent; for eye splashes rinse the area with clean water.
 - 2. Report the incident to the clinical instructor.
 - 3. The student should go to an Emergency Department, Employee Health (if available), or Urgent Care to seek triage and treatment. The student is responsible for all costs related to exposure, triage, and treatment.
 - 4. The clinical instructor and student will notify the agency department supervisor and Nursing Program Director and Dean.
 - 5. The student, with faculty assistance, will complete an agency site occurrence report and the John Tyler Personal Injury Form.
 - 6. Information from the U.S Department of Labor, Occupational Safety & Health Administration (OSHA) is available at <http://www.osha.gov/SLTC/bloodborne pathogens/index.html>.

Please note students are responsible for any and all medical expenses related to any exposure or incident while in class, skills lab, simulation, or clinical.

7. Essential Functional Abilities

All individuals who apply for and are students in the Nursing Program, including persons with disabilities, must be able to perform essential functions included in this document either with or without accommodations. These essential functions are congruent with the Virginia State Board of Nurse Examiners expectations of any individual seeking initial licensure as a registered nurse.

Essential functions are the basic activities that a student must be able to perform. Any student applicant who has met the necessary prerequisites and who can perform the essential functions of the Nursing program, either with or without reasonable accommodations, will be considered for admission. A candidate must be able to perform the identified essential functions in a reasonably independent manner. The use of trained intermediaries is not permissible, in that the candidate's judgment would be mediated by someone else's power of observation and selection.

Essential function statements, which apply to students in the nursing program, are considered generic and applicable to all academic programs at JTCC, which are delineated by the nursing faculty of the Nursing Program reflecting the functional abilities essential for nursing practice identified by the National Council of State Boards of Nursing, Inc. (1996). The program objectives and "essential functions" of the Nursing Program are congruent with the following:

- The Criteria and Guidelines for the Evaluation of Baccalaureate and Higher Degree Programs in Nursing established by the National League for Nursing (NLN). The Nursing program is accredited by ACEN.
- The Standards of Clinical Nursing Practice established by the American Nurses Association and adopted by the faculty as standards for the Nursing program.

The "essential functions" are the basic cognitive, psychomotor, and affective activities that are essential to successful completion of the nursing curriculum leading to initial licensure as a registered nurse. Essential functions are identified as gross motor skills, fine motor skills, physical endurance, physical strength, mobility, hearing, visual, tactile, smell, reading, arithmetic competence, emotional stability, analytic thinking, critical thinking, clinical reasoning, interpersonal skills, and communication. These functional abilities are identified as essential for a registered nurse, and they form the basis for the John Tyler Nursing Program essential functions.

- a. Critical-thinking ability sufficient for clinical judgment.
- b. Interpersonal abilities sufficient to interact professionally with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.
- c. Communicate in English, orally and in writing. The use of an interpreter or translation device is not acceptable.
- d. Mobility to move from room to room and maneuver in small spaces.
- e. Motor skills, gross and fine, sufficient to provide safe and effective nursing care, administer medications and regulate intravenous devices.
- f. Hearing ability sufficient to monitor and converse with patients and families, and assess health needs and parameters.
- g. Visual ability sufficient for observation, assessment, reading and writing in relation to patient-care activities.
- h. Tactile ability sufficient for physical assessment activities.

Essential Functional Abilities (representative examples)

Gross Motor Skills

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

Fine Motor Skills

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eyedropper)

Physical Endurance

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)
- Physical strength
- Push and pull 25 pounds (e.g., position clients)
- Support 25 pounds of weight (e.g., ambulate client)
- Lift 25 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative client

- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a client)
- Squeeze with hands (e.g., operate fire extinguisher)

Mobility

- Twist, bend
- Stand
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

Hearing

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g. client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

Reading

- Read and understand written documents in English (e.g., policies, protocols)

Smell

- Detect odors from client (e.g., foul-smelling drainage, alcohol breath)
- Detect smoke
- Detect gases or noxious smells

Arithmetic Competence

- Read and understand columns of writing (e.g., flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System

- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

Emotional Stability

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., client going bad, crisis)
- Focus attention on task, including in distracting/chaotic environment
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

Analytical Thinking

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long-term memory
- Use short-term memory

Critical Thinking

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills

- Negotiate interpersonal conflict
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with coworkers
- Communication skills
- Teach (e.g., client/family about health care)
- Explain procedures

- Give oral reports in English (e.g., report on client's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone
- Influence people
- Direct activities of others in English
- Convey information through writing in English (e.g., progress notes)

8. Nursing Skills and Simulation Lab

The nursing skills laboratory provides the student an opportunity to practice nursing skills before caring for a patient in the clinical setting. Students can make an appointment with their course instructor for individual needs that require the use of the lab. Students are not permitted in the labs without faculty or staff in attendance. No food or drink is permitted in any of the labs.

9. Computer Availability

Computers are provided in the Chester and Midlothian libraries for student use.

10. Alcohol, Tobacco and Drugs

Alcoholic beverages, unlawful drugs, or other illegal substances shall not be consumed, used, carried, or sold on campus and surrounding property or any affiliated clinical site. Students suspected of being impaired will be dismissed from the class/clinical site and required to provide a medical release prior to returning to the nursing program. If warranted, they may be required to arrange for safe transportation off-site. Students failing to comply may be dismissed from the nursing program.

11. Drug Screening

Definitions:

- Drug Screen: A urine sample provided at a contracted facility that is tested for recognized drugs of abuse
- Impaired: Under the influence of alcohol, any drug, or the combined influence of alcohol and any drug or substance to a degree that renders the person incapable of safely operating a vehicle and/or performing the cognitive and physical functions of a student nurse resulting in risk to the safety of self or others.

Expectations:

1. The John Tyler School of Nursing requires a 10-panel urine drug screen on all nursing students upon admission to the School of Nursing and any time a student has been out of the program for one semester. Then, randomly thereafter, if behavior warrants another screening during the student's tenure in the Nursing Program.
2. Behavior that may warrant further drug screens including but is not limited to:
 - Failure to comply with facility protocols while working in clinical settings
 - Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; such as but not limited to, unusual slurred or rapid speech; noticeable change in appearance and hygiene; impaired physical coordination; inappropriate comments, behaviors or responses; trembling hands; persistent diarrhea; flushed face; red eyes; unsteady gait; declining health; irritability; mood swings; isolation; decreased alertness; and/or pupillary changes
 - Suspected of being impaired by clinical faculty and/or clinical staff
 - Suspicion of drug use during school and abnormal conduct or erratic behavior on the clinical unit or classroom setting to include absenteeism, tardiness or deterioration in performance;
 - Evidence of tampering with a drug test;
 - Information that the individual has caused or contributed to an incident in the clinical agency;
 - Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while enrolled in the nursing program.
 - Suspicion of alcohol consumption (odor/smell).
3. Admission and continuing status in the nursing program is contingent upon satisfactory results of initial and subsequent drug screens. Failure to submit to a requested drug screen may cause immediate dismissal from the nursing program.
4. If a faculty member or clinical agency staff member observes or suspects such behavior, the faculty member must dismiss the student from the educational or clinical setting immediately and contact the Director of Nursing. The Director of Nursing will determine if there is reasonable suspicion to screen the student.
5. If the decision is made to screen the student, the Director of Nursing will direct the faculty member to make arrangements to have the screening performed immediately. The student will be responsible for obtaining transportation to the designated lab for screening; the student will not be allowed to drive to the designated lab.

12. Social Media –

The purpose of this policy is to provide guidelines for the appropriate use of and conduct on social media sites. Examples of social media include but are not limited to Wikipedia, blogs, microblogs, wikis, virtual worlds, Facebook, MySpace, YouTube, Twitter, Snapchat, Instagram, and Flickr. Once you become a student in a professional nursing program, your public visibility options on social media may change. You are subject to scrutiny by a wider audience, including future employers.

Do not post confidential or sensitive information about John Tyler Community College or its community affiliates including patients, other students, faculty or staff. **No pictures of any kind should be taken while wearing your John Tyler Nursing Uniform.**

Do not post comments or use language that could reflect poorly on you, the College, or the Nursing Program. Students who participate in social networking represent not only themselves but also John Tyler Community College and the Nursing Program.

Think before you post. Conduct yourself professionally at all times in all social settings, virtual or otherwise. Use privacy settings when appropriate. You do not have college permission to use the John Tyler Community College name or brand. You do not have permission to discuss faculty, clients or other students. You do not have permission to use images of the Nursing Program, the College or any faculty or staff. What you write, post or display is your responsibility, and so are any repercussions.

The consequences of violating this policy may include disciplinary action up to and/or including nursing program dismissal.

Additionally, students are legally responsible for individual postings and may be subject to liability if individual postings are found to be defamatory, harassing, or in violation of any other applicable law. Students may be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.)

13. Use of Personal Electronic Devices:

1. It is expected that during clinicals and classes use of smartphones/tablets and other devices employed for social media will be used only as authorized by faculty and facility policy.

2. No use of a personal phone for any reason is allowed at any time while in patient/client care areas or on the clinical agency units.

3. No pictures can be taken in the clinical facilities for any reason.

Photographs of patient information with or without identifiers visible is a violation of HIPAA guidelines.

4. At NO time shall patients/clients be videotaped, photographed or voice recorded.

5. Violation of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.

Related References:

JTCC Honor Code: www.jtcc.edu/about/publications.

HIPPA-<http://www.hhs.gov/ocr/privacy/hippa/understanding/index.html>
ANA-<http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Tip-Card—forNurses-Using-Social-Media.pdf>
NCSBN White Paper-https://www.ncsbn.org/Social_Media.pdf

14. CLOSING AND EMERGENCY PROCEDURES

Refer to the JTCC Student Handbook and Catalogue for:

Tyler Alert:

www.jtcc.edu/tyleralert.

Closing and Emergency Procedures:

www.jtcc.edu/safety.

Emergency Evacuation Assembly Areas

SEVERE WEATHER/TORNADO WARNING SHELTERS

15. Nondiscrimination Policy

Refer to the JTCC Student Handbook and Catalogue

Content Disclaimer

John Tyler Community College provides its web site, catalog, handbooks and any other printed materials or electronic media for your general guidance. The College does not guarantee that the information contained within them, including, but not limited to, the contents of any page that resides under the DNS registration of www.jtcc.edu, and the associated social media sites of www.facebook.com/johntylercc, www.twitter.com/johntylercc, www.flickr.com/johntylercc and www.youtube.com/johntylercommcollege is up-to-date, complete and accurate, and individuals assume any risks associated with relying upon such information without checking other credible sources, such as a student's academic program advisor or a member of the counseling office. In addition, a student's or prospective student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract with the College. Further, the College reserves the right to make changes to any provision or requirement within these sources, as well as changes to any curriculum or program, whether during a student's enrollment or otherwise.

Links for references to other materials and web sites provided in the above-referenced sources are also for information purposes only and do not constitute the College's endorsement of products or services referenced.

V. Appendix

Principles of professional behavior and integrity

Responsibility is the foundation of integrity*. We hold ourselves and others responsible for acting with honesty, respect, and fairness.

Honesty is fundamental in learning, teaching, and research. We act honestly and do not tolerate or justify dishonest conduct in any circumstance.

Respect is the foundation of our academic community. We use appropriate speech and behaviors to demonstrate respect for one another and for the educational process.

Fairness is essential for the evaluations that are part of the educational process. We strive to achieve fairness in our standards and procedures as well as in our evaluation of the work of others.

Trust is achieved when all who are involved in the educational process adhere to the principles of integrity.

*The American Heritage Dictionary defines integrity as the “steadfast adherence to a strict moral or ethical code.”

Expectations for Professional Behavior

1. Standards of professional/safe conduct and academic honesty are based on the following:
 - a. Virginia Nurse Practice Act;
 - b. American Nurses Association (ANA) *Code of Ethics*;
 - c. National Student Nurses’ Association (NSNA), *Code of Academic and Clinical Conduct*;
 - d. JTCC Nursing Student Handbook;
 - e. The JTCC Student Catalogue and Handbook
 - f. JTCC College Appeals Policy.
2. Students have the responsibility to study, demonstrate understanding, and adhere to published guidelines.
3. Students have the right to challenge Department of Nursing policies, related regulations, and disciplinary actions according to the established grievance or related policies of the Department of Nursing, and the College as outlined in the College Catalogue and Student Handbook.
4. Department of Nursing faculty and administration have the responsibility and authority to enforce standards of conduct in clinical and academic settings; report and/or document substandard student performance or conduct, dishonesty, and be guided by a commitment to safeguard the well-being of those with whom the student comes in contact while performing student nurse functions.
5. Consequences of a student’s failure to comply with professional standards will be based upon the offense or pattern of deficiencies and may range from a verbal warning to immediate dismissal from clinical or class as determined by the supervising faculty. Faculty may immediately place a student on a temporary suspension if there is reasonable

cause to believe that the student is impaired, or is unable to practice nursing with reasonable skill and safety to clients because of illness, lack of preparation, suspected use of alcohol, drugs, narcotics, chemicals, or any other substances or as a result of any mental or physical condition.

6. Whenever a student's conduct or pattern of deficiency warrants interim suspension, the circumstances will be reported to and reviewed by the Director of Nursing as soon as possible. The Director will review the circumstances and determine by JTCC and nursing program Policies appropriate actions to take. If it is determined that a student should be suspended or removed from the nursing program, the action must be reviewed and confirmed by the Dean of Math and Natural Sciences, Dean of Students, and the Vice President of Learning and Student Success. A student who is on a temporary suspension from the nursing program will not be allowed to participate in remaining clinical or classroom experiences until the dismissal has been reviewed by appropriate personnel and it has been determined that the student may return to the clinical setting and/or classroom. This statement does not apply to students who cannot return to the program because of another policy such as failure of two classes, failure to meet physical requirements, poor academic performance, etc. This refers to disciplinary suspensions or dismissals only.

7. Indicators of unprofessional or unsafe conduct:

- a. Failure to practice within the boundaries of the Virginia Nurse Practice Act, the guidelines of the Department of Nursing, and the rules and regulations of the health care agencies in which students practice.

Examples of unprofessional/unsafe conduct include but are not limited to the following:

1. Arriving for clinical under the influence of drugs and/or alcohol;
2. Failing to follow applicable policies and procedures of JTCC, the Department of Nursing and/or health care agencies;
3. Arriving for clinical too ill, tired, or unprepared to perform safely;
4. Leaving the assigned area without the express permission or knowledge of the instructor and/or nurse which the student is following.

- b. Failure to practice according to the American Nurses Association *Code of Ethics*, *Virginia Nurse Practice Act*, and National Student Nurses' Association, Inc. *Code of Academic and Clinical Conduct*.

Examples of unprofessional conduct include but are not limited to the following:

1. Refusing assignment based on client attributes such as gender, medical diagnosis, race, culture, or religious preference;
2. Misrepresenting one and/or practicing beyond student role expectations;
3. Failing to report unethical, unprofessional, or unsafe conduct of peers and other healthcare team members.

c. Failure to meet safe standards of practice from a biological, psychological, sociological, and cultural standpoint.

Examples of unprofessional practice include but are not limited to the following:

1. Failing to exhibit appropriate mental, physical, or emotional behavior(s);
2. Acts of omission or commission in the care of patients/clients, such as, but not limited to allowing or imposing physical, mental, emotional or sexual misconduct or abuse; exposing self or others to hazardous conditions, circumstances, or positions; intentionally or unintentionally causing or contributing to harming patients/clients; making grievous errors;
3. Failing to recognize and promote patients' rights.

d. Failure to demonstrate responsible preparation, documentation, and continuity in the care of patients/clients.

Examples of unprofessional practice include but are not limited to the following:

1. Failing to respond appropriately to errors in the provision of care;
2. Failing to provide concise, inclusive, written and verbal communication;
3. Failing to report questionable practices by any healthcare worker;
4. Attempting activities without adequate orientation, theoretical preparation, and/or appropriate assistance;
5. Dishonesty and/or miscommunication which may disrupt care and/or unit functioning.

e. Failure to show respect for patients/clients, health care team members, other students, faculty, and self.

Examples of unprofessional practice include but are not limited to the following:

1. Failing to maintain confidentiality of interactions and/or protected client communications;
2. Failing to maintain confidentiality of records including adhering to HIPAA and facility regulations;
3. Dishonesty;
4. Using stereotypical assessments or derisive comments or terms;
5. Disruption of class, lab and/or clinical with audible use of cell phones or other electronic devices.

f. For further clarification and definition of unsafe/unprofessional conduct, refer to the *Virginia Nurse Practice Act*.

8. A student whose performance endangers the safety of a client, peer, health care team member, or faculty, or whose conduct/behavior is determined to be unprofessional, will be removed from the situation and given verbal and written instructions by the instructor. Faculty may immediately institute interim suspension for unsafe or unprofessional conduct. When faculty first identifies indications or patterns of unsafe or unprofessional conduct/behavior, the faculty will:

- a. Discuss concerns with the student, precepting nurse, and/or charge nurse as applicable;

- b. Determine if the student may stay at the site for the day/rotation;
- c. Document concerns, circumstances, plan for remediation and/or disciplinary action.
- d. Determine if the student will be placed with a consulting clinical instructor/mentor for further evaluation;
- e. Discuss concerns with Course Coordinator and Director of Nursing, as appropriate.

9. Students are expected to:

- Attend all class sessions, arriving on time and remaining until dismissed.
- Notify the instructor in advance of anticipated absences, late arrivals, or early departures.
- Refrain from class disturbances.
- Turn off and store away cell phones and all electronic devices unless permission has been otherwise granted.
- Prepare fully for each class.
- Participate in all classes.
- Respect fellow classmates and the instructor
- Complete all assignments and exams honestly, punctually, and to the best of their ability.
- Cite sources appropriately in accordance with the course requirements. Plagiarism is defined as “...unacknowledged appropriation of another’s work, words, or ideas in any themes, outlines, papers, reports, speeches, or other academic work.”
- Refrain from giving or receiving inappropriate assistance.
- Conduct self ethically, honestly, and with integrity in all situations.
- Treat fellow students, faculty, staff, and administrators fairly and impartially.
- Dress appropriately, avoiding clothing that is revealing, provocative, or include offensive language or visuals.
- Make every effort to prevent discrimination and harassment.
- Behave and speak professionally, respectfully, and courteously at all times.
- Use the college’s property, facilities, supplies, and other resources in the most effective and efficient manner.
- Be fair in evaluation of administrators, faculty, staff, and fellow students
- Make good use of time by engaging in appropriate activities, and, when possible, participating in worthwhile organizations and activities on campus and in the broader community.

10. Maintaining patient confidentiality is a critical performance behavior.

- a. No chart copies or computer-generated printouts with identifying information will be removed from the facility.
- b. No patient names are to appear on written work or on any papers carried by the student. Patient names and information are shared in the clinical setting for educational purposes only. This data should not be included in any conversation outside the educational environment or with those not involved in the clinical experience.
- c. Students are expected to use headsets for access to all narrated content. No course content should ever be available to the public, including your families. Specific clinical examples may be used during teaching sessions and these discussions are private and not for public exposure.

11. Professional communication is expected of all students.
 - a. Students will identify themselves appropriately in all forms of communication: telephone messages, e-mails, facsimiles, etc.
 - b. Only the official JTCC e-mail account is to be used for communication with faculty. Students are advised to edit any written communication.
 - c. Unprofessional communication of any kind will result in counseling at a minimum and may result in disciplinary action up to and including program dismissal.
 - d. All unprofessional written content will be included in the student files.

Students can be dismissed from the Nursing Program for unprofessional conduct or if prevented from participating in clinical activities by the affiliating clinical agency. Students in the John Tyler Community College Nursing Program are a reflection of the College in the community. Nursing students are expected to represent JTCC with dignity and professionalism at all times. A respectful, professional demeanor is required in all activities to include the classroom and campus lab/clinical environments, as well as the online environment. Behavior that is respectful to faculty, patients, other students and staff is expected. Unprofessional conduct or unprofessional behaviors in any aspect of the program will result in disciplinary action up to and including dismissal from the Nursing Program.

In the event of disciplinary action, the student has the right to file a grievance or to appeal the action. Grievance and appeal processes are described in the JTCC Student Handbook at www.jtcc.edu/about/publications.

The overall expectation is to be consistent with the ANA *Code of Ethics for Nurses*.

Please refer to the link below for additional information.

<http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx>

COVID -19 Guidelines

Students' initial return to campus (such as initial screening)

Before their first trip to campus:

All students must complete a Student Health Safety Agreement on Canvas (the college's online learning system), acknowledging they understand and will follow the college's COVID-19 safety protocols. The protocols outlined on the form include protocols for face coverings/masks, social distancing, the conditions under which they should not come to campus, self-assessments, and other college guidance.

Once the initial form is completed:

For subsequent trips to college and before they arrive on campus, students should perform a self-assessment by asking themselves the following questions:

- Am I sick?
- Do I have symptoms consistent with COVID-19?
- Have I been tested for COVID-19 and are awaiting test results?
- Have I recently tested positive for COVID-19?
- Have I been exposed to someone who has tested positive for COVID-19?
- Have I returned from international travel within the last 14 days?
- Have I traveled recently to an area with high incidence of COVID 19?

If any of the above questions can be answered with “yes”, the student should not come to campus or should leave if already on site. The student should then contact the Dean of Students (Sandra Kirkland) for guidance. John Tyler Community College does not have campus housing or health services on campuses.

Physical distancing, according to CDC guidance:

According to the CDC, social distancing, maintaining space between people, “is one of the best tools we have to avoid being exposed to this virus and slowing its spread (www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html). Until further notice, everyone on JTCC's campuses will practice social distancing. Individuals should maintain a minimum distance of six feet (about two arms' lengths) from each other in all offices, classrooms, and shared spaces on campus. The number of individuals allowed in classrooms, offices, and other areas on campus will be determined using social distancing measurements and the size of the space. Some areas of the campus may be closed due to spacing constraints that prevent adequate social distancing.

Social distancing considerations outside the classroom:

Face coverings/masks are to be worn unless an exception for medical reasons has been granted, inside all campus buildings. Face coverings/masks are also to be worn outdoors if social distancing cannot be maintained.

In places where lines for services tend to form or where people need to stand in order to get assistance, floor decals will be placed to mark appropriate social distancing spacing between people (minimum distance of six feet). Even when the floor is not marked, students, employees, contractors and visitors on campus should maintain six feet or more between themselves and others whether inside campus buildings or in outdoor spaces on campus.

Members of the college community are advised to avoid stopping to talk when passing by others in smaller spaces such as hallways, stairwells, and restrooms and to be mindful of others when in spaces such as restrooms and elevators. The maximum size of gatherings at JTCC will be based on the current phase restrictions outlined in the Governor's Forward Virginia Blueprint guidelines as long as minimum social distancing standards can be met. JTCC reserves the right to impose lower limits than outlined in the Governor's plan if the size of spaces used for gatherings on campus cannot accommodate minimum social distancing requirements.

Employees and students should only hold face-to-face meetings on JTCC's campuses if minimum social distancing standards between participants can be met. Participants in face-to-face meetings should wear masks unless they've received an exception due to medical reasons from the Dean of Students Office or the Human Resources Office. Virtual meeting formats, such as Zoom, and conference calls are encouraged and should be used when social distancing standards cannot be met.

Everyone on JTCC's campuses will be required to wear a face-covering/mask when inside campus buildings. Face coverings/masks are also required outdoors on campus when near other people and minimum social distancing requirements (six feet between people) cannot be maintained.

- Anyone not wearing a face-covering/mask will not be allowed to remain on campus unless they meet the conditions listed under "Face coverings/masks may be removed" or the "Exceptions to wearing a face-covering/mask" sections listed below.
- Students should be encouraged to wear cloth face coverings in times when at least six feet of physical distance cannot be maintained. Employees, students, contractors and campus visitors should provide their own face coverings/masks. Information about face coverings, including how to properly wear them, clean them, and make them at home, may be found on the Centers for Disease Control's website (www.cdc.gov/coronavirus/2019-ncov/preventgetting-sick/diy-cloth-face-coverings.html)
- If an employee, student, contractor or visitor does not have a mask and/or forgets to bring a mask, a disposable mask may be obtained from the college's security desks located in the Nicholas Center (Chester Campus) or the Administration Building (Midlothian Campus). If disposable face-covering/masks are out of stock, the person requesting a mask will need to leave campus and obtain a face-covering elsewhere.
- Face coverings/masks should cover the nose and mouth.
- In on-campus learning labs, the lab's safety guidelines must be followed. If cloth face coverings/masks pose a safety hazard or do not provide sufficient protection for those learning

and working in these settings, then face shields, respirators or other safety equipment for the face, should be used during performance-based activities in labs. Instructors will provide students with guidance on the rules that apply to their specific lab setting.

Face coverings/masks may be removed:

- While eating or drinking
- When communicating with a person who is hearing impaired and for which the mouth needs to be visible
- When outdoors and social distancing requirements (minimum of six feet between people) can be met
- By employees when in their own office and alone
- By faculty when teaching face-to-face, as long as a minimum of seven feet is maintained between the faculty member and their students

Exceptions to wearing a face-covering/mask:

In certain circumstances, JTCC may grant an exception to wearing a face-covering/mask on campus. These include:

- An individual has a health condition in which a face covering would pose a danger.
- An individual is performing a job in which a face covering would impair their ability to safely work. Before coming to campus, individuals seeking to receive an exception under one of these circumstances must submit their request, in writing, to the appropriate department for review. Additional documentation may be required for the review.

Students seeking an exception:

Must submit their request to the Dean of Students Office to be reviewed. The Dean of Students Office will provide the final decision to the requestor in writing.

Students who do not follow the college's face covering/mask requirements and who have not received an exception, in writing, will be in violation of the or the Student Code of Conduct and will not be allowed on campus.

Nature of reduced campus activity in the event of severe conditions/public health direction or guidance.

In the event JTCC has to close its campuses, the college will remain open and its operations, classes, and student support services will continue.

- Only essential personnel will be allowed on campus, and all other college employees will move to telework
- Classes will move to remote formats
- Student support services will be offered in remote formats

- Student Activities will offer online activities
- Meetings will be moved to remote formats
- Access to the college's Wi-Fi will be available to students and employees in the campus parking lots
- Technology will be loaned to students and employees if needed on a first-come, first-serve basis using a request system and contactless pickup and return
- If conditions warrant, and depending on what phase Virginia is in and the Governor's orders, some faculty and students may be allowed on campus to conduct performance-based learning in skills labs to allow for completion of courses

Note that requirements at the clinical agency facilities may differ from those required by JTCC in the on-campus academic setting. Students will be required to follow the requirements of the respective clinical agency. Any student that is unable to meet/does not meet the clinical agency requirements will not be allowed to attend clinicals.