



Nursing Student Handbook

2020-2021



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Program policies are subject to revision. Nursing students are notified by written notice of revisions.

Revised: August, 2008; July, 2009; June, 2011; September, 2012; May, 2014; May, 2015; August, 2018; February, 2019; July, 2019; June, 2020

Section I

WELCOME NURSING STUDENTS

Congratulations on your acceptance into the River Valley Community College (RVCC) Nursing Program! Whether as a member of our Associate of Science Degree in Nursing or our Practical Nurse Diploma program, you have taken the first step towards a rewarding future as a professional nurse. We are excited that you chose to begin your journey with us.

The RVCC Nursing Program is nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) through 2021. This accreditation ensures that our nursing program meets evidence-based standards of educational quality through continual assessment and evaluation.

The RVCC Nursing Program and the Respiratory Therapy Program share a newly renovated interdisciplinary simulation lab. This provides opportunities for nursing students to practice as clinicians in a life-like healthcare environment with other Allied Health disciplines. Learning through interdisciplinary simulation offers students additional opportunities to observe, learn, and practice/apply teamwork, collaboration, communication, and critical thinking skills. Experiential simulation education is an evidence-based modality that helps students transition to practice after graduation.

The RVCC nursing faculty possess diversity in classroom and clinical expertise. You will meet all of them throughout the course of your education, either through face-to-face interactions, across the screen during simulcast lectures, or in the clinical experience. They all are qualified and credentialed nurse educators and are excited to be involved in RVCC's nursing program. They bring a variety of nursing experiences and years of clinical practice to share with you in your respective educational journeys.

This **Nursing Student Handbook** is an important tool to ensure understanding of the program policies and expectations of nursing students; please review carefully. During the first week of class, we will review these policies and answer any questions you may have. Along with this handbook, please review the **RVCC Student Handbook** for general policies and procedures.

We hope you will engage in student activities not only in the nursing program, but also throughout the college. Some of the opportunities include becoming a member of the Nursing Club and the Student Senate. Through these organizations, you will have opportunities to participate in community service events, health activities, and fund-raising. We are excited you have joined our nursing program, and look forward to supporting you throughout your educational journey.

Best Regards,

Denise Ruby

Denise Ruby MSN, RN

Department Chair, Nursing and Respiratory Therapy

Professor of Nursing

Full-Time Faculty Roster
2019-2020

Denise Ruby Professor Department Chair	ASN – New Hampshire Technical Institute BSN – University of New Hampshire MSN – Norwich University
Sonya Kuykendall Professor Claremont Program Coordinator	BSN – California State University MSN – Indiana Wesleyan University
Eileen Glover Professor LPN Program Director	ASN – New Hampshire Community Technical College MSN – Walden University DNP – American Sentinel University
Aime Reed Associate Professor Keene Program Director	BSN – Franklin Pierce University MSN – Franklin Pierce University
Melanie Whitaker Associate Professor	ASN – New Hampshire Technical College BSN – Rivier University MSN – Norwich University
Connie Powell Professor	BSN - Rivier University; MSN - Norwich University
Cynthia Smith Associate Professor	ASN – New Hampshire Technical Institute BSN – Walden University MSN – Walden University

Adjunct Clinical Faculty

Adjunct clinical faculty are responsible for supervising the nursing students in (their) designated clinical specialty environment. These members of the Nursing Faculty team evaluate the clinical performance of the student, grade clinical assignments, and collaborate with full time faculty and the Nursing Department Chair to ensure that all students are working to their fullest potential.



2020-21 Common Academic Calendar

Fall Semester, 2020	
Monday, August 31	Fall Semester Classes Begin
Monday, September 7	Labor Day Holiday – No Classes and Offices Closed
Tuesday, September 8	Last Day to Add a Course without Instructor Permission
Monday, September 14	Last Day to Drop a Full Semester Course with Full Refund
Friday, September 18	Last Day to Resolve “I” Grades from Summer 2019
TBD	Last Day to Withdraw with “W” Grade from a Full Semester Course (60% point)
Wednesday, November 11	Veterans’ Day Holiday – No Classes and Offices Closed
Thursday, November 12	Registration Opens for 2021 Spring Semester
Thursday, Nov. 26- Friday, Nov. 27	Thanksgiving Holiday – No Classes and Offices Closed
Saturday, November 28	No Classes
Saturday, December 19	Last Day of Classes for Fall Semester
Monday, December 21	Grades Due
Spring Semester, 2021	
Monday, January 18	Martin Luther King Jr./Civil Rights Day Holiday - Offices Closed
Tuesday, January 19	Spring Semester Classes Begin
Monday, January 25	Last Day to Add a Course without Instructor Permission
Monday, February 1	Last Day to Drop a Full Semester Course with Full Refund
Friday, February 5	Last Day to Resolve “I” Grades from Fall 2020
Monday, February 15	Presidents’ Day Holiday – No Classes and Offices Closed
March 15-19	Spring Break – No Classes
Monday, March 22	Registration Opens for 2021 Summer and Fall Semesters
TBD	Last Day to Withdraw with “W” Grade from a Full Semester Course (60% point)
Saturday, May 8	Last Day of Classes for Spring Semester
Monday, May 10	Grades Due

Section II

RIVER VALLEY COMMUNITY COLLEGE MISSION STATEMENT

River Valley Community College transforms lives by providing a quality and affordable education through innovative personal approaches to lifelong learning and career pathways.

Nursing Program Mission Statement

The Nursing Program advances the mission of the River Valley Community College through excellence and accessibility to pre-licensure nursing programs of study. The Nursing Program supports students in achieving their personal and professional goals as responsible and contributing members of the nursing profession and of their communities. Our program is committed to providing innovative, evidenced-based curriculum that prepares students for evolving health care systems, commitment to outstanding patient care, and encourages lifelong learning. This program prepares students to take the national council licensing examination, and enter practice as either practical or registered nurses.

NURSING PROGRAM PHILOSOPHY

The nursing metaparadigm of person, health and wellness continuum, nursing, environment, and teaching/learning are foundational concepts which merge with the values and beliefs of the nursing faculty to create and maintain the nursing curricula. Supported with a foundation of science and liberal arts, the curriculum focuses on health and wellness and nursing concepts. The curriculum focuses on acquisition of prelicensure knowledge, skills, and attitudes of QSEN competencies using the Dreyfus model of skill acquisition and the work of Dr. Patricia Benner. Nursing students begin the program of study at the novice level, and by integrating classroom theory, laboratory and clinical learning experiences, end the program at the proficient level, preparing them for clinical practice as a competent new graduate nurse.

Person: The faculty believes that every person is a holistic being with unique biophysical, psychosocial, intellectual, cultural, and spiritual dimensions. People share common and universal needs for physiologic well-being, safety, love and belonging, recognition and self-esteem, and self-actualization. An individual's needs are influenced by society, culture, genetics, and the environment. People function within their individual context and have the ability and right to make their own health care decisions that maximize their health potential. A person has a perception of health and that perception of health influences their behavior and choices.

Health Wellness Continuum: Health is a dynamic state along a continuum, and includes physical, mental, and social well-being. The World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Maintaining health is a dynamic process and is affected by the developmental stage, the environment and the person's individual beliefs and values.

As nurses, we promote the ability of the individual to achieve optimal wellness. Nursing is a unique combination of the arts and sciences. Nurses are compassionate and competent providers of care who protect, promote, and optimize the health and abilities of people. Nurses take action to prevent illness and injury, alleviate suffering through the diagnosis and treatment of human response, and advocate for the health care of individuals, families, and groups. The nursing process is a highly interactive, problem-oriented model which nurses use to provide holistic individualized care. The goal of the nursing process is to help people with health care needs to achieve homeostasis or to help them die with dignity. The nurse formulates clinical judgments based on evidence from the natural and behavioral sciences and humanities to accomplish this goal. Nurses use nursing presence to develop a therapeutic nurse-patient relationship in order to interact with individuals, families and groups.

Environment: The environment is comprised of the internal and external forces that create the context in which the person interacts and functions. Internal and external environmental factors affect health outcomes. Along with genetics, personality traits, culture and life choices, the environment is a co-determiner of health and illness. Nurses consider biological, psychological, developmental, sociological, and spiritual dimensions in creating the nurse-patient relationship within a healthy environment that prevents illness and promotes health and wellness.

Teaching/Learning: The faculty believes that teaching and learning are cooperative processes with shared responsibility for achievement. Teaching the art and science of nursing requires establishing a partnership between students and faculty. The role of nursing faculty in this process is one of facilitator who provides resources, incentives, and a nonthreatening milieu in which the learner is comfortable to engage with others. The role of the learner in this process is that of preparing prior to class, participating in learning activities, and questioning when unsure.

We believe that nursing skills are developed through clinical practice. On-going faculty evaluation of students and students' evaluation of teaching faculty are integrated in each course. These evaluations are essential assessments for program quality improvement and curriculum development. Core nursing competencies advance from simple to complex and are integrated and assessed at regular intervals in the program.

Learning is a continual, life-long process. The faculty believes that the availability of multiple entrance and exit options in nursing education is necessary for adult learners to meet their career goals. The associate degree in nursing provides a foundation for advancement to higher education and an expansion of nursing skill and career options.

Approved: February, 2014; Reviewed August, 2018; Revised March 2019

AMERICAN NURSING ASSOCIATION CODE OF ETHICS

Provision 1

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

Provision 2

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

Provision 3

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

Provision 4

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

Provision 5

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

Provision 6

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

Provision 7

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

Provision 8

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

Provision 9

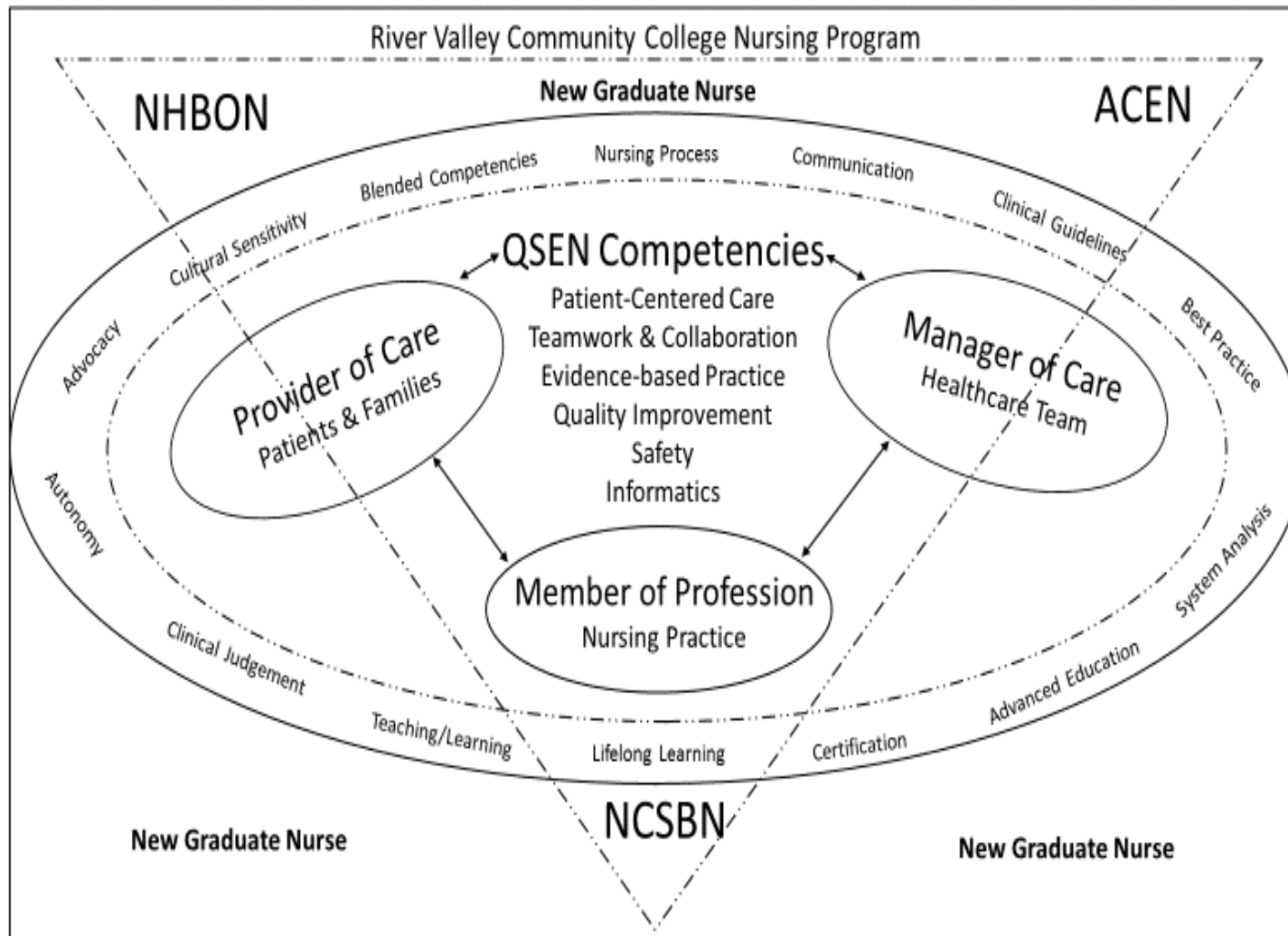
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

To access the ANA Code of Ethics with Interpretive Statements:

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015

RIVER VALLEY COMMUNITY COLLEGE
CONCEPTUAL FRAMEWORK SCHEMATIC



CONCEPTUAL FRAMEWORK

The conceptual framework guiding the nursing program of study is grounded in the work of Dr. Patricia Benner, which utilizes the Dreyfus Model of Skill Acquisition to promote competencies that progress from basic concepts to more complex across the curriculum. At the beginning of the program, individual learners are novice nursing students who, after successfully completing all program requirements, become competent new graduate nurses.

Each course incorporates learning experiences that facilitate student accomplishment of the program objectives related to six areas: patient-centered care, evidence-based practice, safety, quality improvement, informatics, and teamwork/ collaboration. Major concepts threaded throughout the educational experience at River Valley Community College's Nursing Program include the nursing process, the nurse as provider and manager of care, legal and ethical practice, environment, teaching and learning process, the health wellness continuum, person, and professionalism. As a graduate nurse, the individual demonstrates skills, attitudes, and knowledge that are essential for safe and effective nursing practice.

PROGRAM OUTCOMES

1. Eighty percent (80%) of students will graduate from the River Valley Community College Nursing Program within three years of the initial admission into the program.
2. The first-time pass rate for River Valley Community College nursing graduates is equivalent to or exceeds the national pass rate for first-time test takers who are graduates of practical or associate degree nursing programs.
3. Within six months of graduation from the River Valley Community College Nursing Program, ninety percent (90%) of the graduates will be employed as either Practical or Registered Professional Nurses.

Approved: February, 2014; Reviewed May, 2015; Revised August, 2018; Revised March 2019; May 2020

Associate of Science Degree STUDENT LEARNING OUTCOMES

Graduates of the River Valley Nursing Associate of Science Degree curriculum will demonstrate competency in:

Patient-Centered Care

Recognize the patient or designee as the source of control and a full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.

As evidenced by:

- Demonstrating culturally competent, patient-centered care for patients and families across the lifespan in a variety of clinical settings using nursing process as a systematic approach for organizing, planning, implementing, and evaluating care.
- Providing equal and respectful care for patients and families from all socioeconomic backgrounds and cultures.

- Using interpersonal skills and professional values to create a therapeutic, caring relationship with the patient and family.
- Demonstrating collaboration and coordination with patients and families when making clinical decisions regarding nursing care.

Teamwork and Collaboration

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

Collaborate with the patient and family using effective communication to develop patient-centered, goal-oriented, culturally appropriate plans of care.

As evidenced by:

- Demonstrating collaboration with the healthcare team in planning care for patients and their families using ethical, legal, and regulatory frameworks of professional nursing.
- Setting priorities and organizing the delivery of nursing care to individuals and groups that is safe, effective, efficient, and collaborative.
- Demonstrating civility and professional behaviors when communicating and collaborating with patients, families, nurses and other healthcare professionals.
- Using clear, concise, accurate verbal and written communication when interacting with patients, families, nurses, and other healthcare professionals.

Evidence-Based Practice

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

As evidenced by:

- Employing teaching and learning principles to foster patient education, health promotion, illness prevention, or self-management of chronic disease using current evidence-based resources.
- Utilizing current, evidence-based practice guidelines when providing care to patients and their families.
- Incorporating evidence-based research findings into nursing practice.

Quality Improvement

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care.

Use self-reflection for continuous improvement in professional actions, behaviors, and clinical practice.

As evidenced by:

- Researching current evidence on best practices in patient safety, clinical practice, and effective system processes.
- Identifying systems and processes in nursing and healthcare that are unsafe, inefficient, or pose a risk for nurses and/or patient populations.
- Advocating for patient safety by utilizing quality improvements initiatives within healthcare settings.
-
- Practicing self-reflection for personal growth and improvement within the nursing profession.

Safety

Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Integrate knowledge, judgement, and skills to practice nursing safely and competently within structured health care settings.

As evidenced by:

- Setting priorities and organizing the delivery of nursing care to individuals and groups in a way that is safe, effective, efficient, and collaborative.
- Basing clinical decisions and nursing judgement using current best practice guidelines and evidence-based research.
- Demonstrating accountability for nursing care given directly or through delegation.
- Practicing self-reflection of clinical knowledge, skills, and attitudes to enhance individual performance as a nursing professional and clinician.

Informatics

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

As evidenced by:

- Providing clear, concise, complete, and accurate documentation of nursing care for individuals or groups using unambiguous language.
- Maintaining privacy and confidentiality of all health information using professional codes of ethics, agency policies, and state or federal privacy legislation.
- Utilize health records to identify potential health problems, insure safe medication administration, assist in clinical decision-making, and ensure quality nursing care based on objective data, physician orders, and facility policies.

References

- American Nurses Association (2015) *Code of Ethics for Nurses with Interpretive Statements*. Washington, DC: American Nurses Publishing.
- Benner, P. E. (1984) From novice to expert: Excellence and power in clinical in clinical nursing practice. *American Journal of Nursing*, 82(3), 402-407.
- Dreyfus, S. E. (2004). The five-stage model of adult skill acquisition. *Bulletin of Science, Technology, & Society*, 24(3) 177-181
- Institute of Medicine (IOM) (2011). *The future of nursing leading change, advancing health*. Washington, DC: National Academies Press
- National Council of State Board of Nursing (2019) *NCSBN Model rules*. Retrieved from <https://www.ncsbn.org/model-acts.htm>
- Quality and Safety Education for Nurses (QSEN). (2018). *QSEN competencies*. Retrieved from <http://qsen.org/competencies/pre-licensure-ksas/>

Revised September, 2012, February 2014, July, 2018; March 2019



Student Name _____

Student ID# _____

Beginning
Semester _____

Program Map for:

Associate of Science in Nursing

Total Program Credits = 64-65

This **Academic Map** keeps you on track toward completing your program of study. Use it when you register for courses to record your progress toward degree requirement completion.

COURSE #	COURSE NAME	PRE/COREQUISITES	CREDITS	SEMESTER	GRADE EARNED	TRANSFER
BIOL 201R	Anatomy & Physiology I	High School Chem.	4			
PSYC 101R	Intro. to Psychology		3			
ENGL 102R	College Composition		3-4			
ADNR 105R	Nursing Seminar I	ADNR 116R	1			
ADNR 116R	Nursing Care I	ADNR 105R All Above Courses	7			

Semester #1**Semester #2**

COURSE #	COURSE NAME	PRE/COREQUISITES	CREDITS	SEMESTER	GRADE EARNED	TRANSFER
BIOL 202R	Anatomy & Physiology II	BIOL 201R	4			
PSYC 114R	Human Development		3			
MATHxxxR	Math Elective		3 or 4			
ADNR 117R	Nursing Care II	ADNR 116R, ADNR 105R, All Above Courses	9			

Semester #3

COURSE #	COURSE NAME	PRE/COREQUISITES	CREDITS	SEMESTER	GRADE EARNED	TRANSFER
BIOLxxxR	Microbiology Elective		4			
ADNR 220R	Nursing Care III	ADNR 117R; ADNR 105R, All Above Courses	9			

Semester #4

COURSE #	COURSE NAME	PRE/COREQUISITES	CREDITS	SEMESTER	GRADE EARNED	TRANSFER
XXXXxxxR	Humanities/Fine Arts/Language Elective		3			
ADNR 235R	Nursing Seminar II	ADNR 105R, ADNR 220R	1			
ADNR 230R	Nursing Care IV	ADNR 220R All Above Courses	10			

SUCCESS STRATEGIES

- ◆ Take advantage of **Tutoring Services**.
- ◆ Meet with your **Academic Advisor** every semester.
- ◆ Consider **Summer courses** to catch up or get ahead.
- ◆ Check your **student email** daily.
- ◆ Explore **Transfer** opportunities.

Practical Nursing Student Learning Outcomes

Graduates of the River Valley Practical Nursing curriculum will demonstrate competency in:

Patient-Centered Care

Recognize the patient or designee as the source of control and a full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.

As evidenced by:

- Demonstrating culturally competent, patient-centered care for patients and families across the lifespan in a variety of clinical settings using nursing process as a systematic approach for organizing, planning, implementing, and evaluating care.
- Providing equal and respectful care for patients and families from all socioeconomic backgrounds and cultures.
- Using interpersonal skills and professional values to create a therapeutic, caring relationship with the patient and family.
- Demonstrating collaboration and coordination with patients and families when making clinical decisions regarding nursing care.

Teamwork and Collaboration

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

Collaborate with the patient and family using effective communication to develop patient-centered, goal-oriented, culturally appropriate plans of care.

As evidenced by:

- Demonstrates self-awareness of strengths and limitations as a team member
- Initiates plan for self-development as a team member
- Acts with integrity, consistency, and respect for differing views
- Functions competently within the Licensed Practical Nurse scope of practice as a member of the health care team
- Assumes the role of team member or leader based on the situation
- Initiates requests for assistance when the situation warrants it
- Acknowledges areas of overlap in role or responsibility as a member of a team
- Uses the contributions of others when assisting patients to achieve health goals

Evidence-Based Practice

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

As evidenced by:

- Participates in data collection and/or other research activities
- Collaborates with other professionals to provide individualized care based on best current evidence, patient values, and clinical expertise
- Locates evidence reports related to clinical practice topics and guidelines

- Participates in the integration of new evidence into standards of practice, policies, and nursing practice guidelines

Quality Improvement

Collects data to monitor the outcomes of care and uses data to continuously improve the quality and safety of health care systems.

As evidenced by:

- Actively seeks information about quality initiatives in individual care settings and organizations
- Participates in quality improvement processes to make processes of care interdependent and explicit
- Participates in the use of quality indicators and core measures to evaluate the effect of changes
- Participates in the use of quality improvement tools to assess performance and identify gaps between local and best practices

Safety

Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

As evidenced by:

- Participates in error analysis and systems improvement
- Contributes to the development of effective patient safety plans
- Uses appropriate strategies to reduce reliance on memory and interruptions to reduce the risk of harm to self and others
- Demonstrates effective use of technology and standardized practices that support safe practice
- Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others
- Participates in collecting and aggregating safety data
- Uses organizational error reporting system for “near miss” and adverse event reporting
- Communicates observations or concerns related to hazards and errors involving patients and/or members of the health care team
- Prepares timely data collection to facilitate safe, effective transfer of patient care responsibilities during care transitions
- Demonstrates the use of debriefing strategies to reduce psychological and physical harm to patients
- Utilizes established safety resources to ensure safe and effective practice

Informatics

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

As evidenced by:

- Accesses needed information accurately and efficiently
- Utilizes sources of data that reflect current standards of practice
- Utilizes appropriate technologies in the process of assessing and monitoring patients
- Uses information effectively to improve nursing practice
- Uses information technology to enhance own nursing knowledge



Student Name _____

Student ID# _____

Beginning
Semester _____

Program Map for:

Practical Nursing Program

Total credits = 36

Pre-requisites:

This **Academic Map** keeps you on track toward completing your program of study. Use it when you register for courses to record your progress toward degree requirement completion.

Semester #1

COURSE #	COURSE NAME	PRE/COREQUISITES	CREDITS	SEMESTER	GRADE EARNED	TRANSFER
BIOL 201R	Anatomy & Physiology I	Prerequisites: Successful completion of high school Chemistry (per high school grading criteria); or CHEM 030R Intro to Chemical Principles (completed with "C" or higher); or Previous college level chemistry courses (completed with "C" or higher) AND Accuplacer Reading Score of 250 or higher; or SAT EBRW Score of 500 or higher; or Permission of Department Designee; or Minimum of previous Associate degree"	4			
NURS 105R	Professional Concepts in Nursing	NURS 110R, BIOL 201R	1			
NURS 110R	LPN Nursing Care I	NURS 105R , BIOL 201R	7			

Semester #2

COURSE #	COURSE NAME	PRE/COREQUISITES	CREDITS	SEMESTER	GRADE EARNED	TRANSFER
BIOL 202R	Anatomy & Physiology II	BIOL 201R	4			
PSYC 101R	Intro to Psychology		3			
NURS 120R	LPN Nursing Care II	NURS 105R, NURS 110R, PSYC 101R, BIOL 202R	7			

Semester #3

COURSE #	COURSE NAME	PRE/COREQUISITES	CREDITS	SEMESTER	GRADE EARNED	TRANSFER
NURS 230R	LPN Nursing Care III	NURS 120R, PSYC 101R, PSYC 114R	7			
PSYC 114R	Human Development		3			

SUCCESS STRATEGIES

- ◆ Take **English** and **Math** in your first two semesters.
- ◆ Meet with your **Academic Advisor** every semester.
- ◆ Consider **Summer courses** to catch up or get ahead.
- ◆ Maintain an **overall minimum GPA of 2.0** to graduate.

- ◆ Take advantage of **Tutoring Services**.
- ◆ Check your **student email** daily.
- ◆ Explore **Transfer** opportunities.

Section III

NURSING PROGRAM POLICIES

The following policies directly relate to processes and expectations of students in the nursing program. It is the student's responsibility to read this handbook and be familiar with these policies. Failure to do so does not negate any student responsibility related to violation of any of the policies. Failure to comply with any of the policies in this Handbook may result in a conference with the nursing faculty involving in the instruction and/or Department Chair of the Nursing Program with the student developing an action plan for behavioral change. Behaviors that are addressed with the student by the full-time or adjunct faculty but result in no change of behavior may result in an Administrative Failure (AF) and dismissal from the course or River Valley Nursing Program. An Administrative failure (AF) in one section of the course, results in failure of the entire nursing course. Safety or privacy violations during work-based clinical learning may result in the student being removed from the clinical setting, an Administrative Failure (AF) from the course, and dismissal from the nursing program.

STUDENT CODE OF CONDUCT

Civility in Nursing

Civility is a critical principle, behavior, and attitude of professionalism in healthcare. Civility is a behavior that: 1) shows respect toward another; 2) causes another to feel valued; 3) contributes to mutual respect, effective communication, and team collaboration. All students are expected to behave with civility when interacting with other students, faculty, and other individuals involved in the teaching-learning process.

Uncivil Behavior Examples

Examples of uncivil behavior which are discouraged include but are not limited to:

1. Demeaning, belittling or harassing others.
2. Rumoring, gossiping about or damaging a classmate, instructor, clinical agency, or clinical agency employee's reputation.
3. Habitually interrupting or undermining faculty instruction.
4. Lack of attention to instruction or college communications, including not checking and responding to email communication.
5. Sending emails or posting information online or via social media that is inflammatory in nature.
6. Yelling, screaming, or demonstration of inappropriate displays of temper at instructors, peers, clinical agency staff, or any RVCC nursing program staff.
7. Threatening others, including physical threats and intimidation, verbal/nonverbal threats, and implied threats of any kind of harm (physical, emotional, reputational).
7. Consistently arriving late to class.
8. Knowingly withholding information needed by a peer, preceptor, instructor, clinical agency staff, or nursing program staff.
9. Discounting or ignoring input from instructors or preceptors regarding classroom and/or clinical performance or professional conduct specific to the profession and standards of nursing and expectations of the college.

Student Responsibilities and Professional Behaviors

The following are guidelines of the general academic responsibilities and professional behaviors that are expected of all RVCC nursing students. Students will receive verbal or written warnings of violation of expected behaviors by faculty or the Department Chair. It is then the student's responsibility to modify the

behavior for which the warning was given. **Failure to comply to any noted code of conduct violations may result in an Administrative Failure (AF) in the course and possible dismissal from the nursing program.**

Academic Responsibilities

- Adhere to the college policies/procedures, nursing program policies/procedures, and healthcare facility policies/procedures as noted in current handbooks, CCP modules, orientation modules, and as instructed by nursing faculty.
- Acknowledge that learning is accomplished through faculty facilitation, self-directed learning, and interaction with others.
- Nursing courses must be taken in sequential order with a minimum grade of “B-“ (80%) achieved in each nursing course to progress to the next course.
- Students may request transfers of general education courses taken at other college with a “C” grade achieved or better. See rules for transfer of credits in the RVCC student handbook.
- Students should work no more than 20 hours per week and be available for all classes on scheduled class days and times.
- Arrive on time to class, lab, and clinical and be engaged in the learning.
- Attend all nursing classes, lab sessions, and work-based clinical learning experiences.
- Complete homework and other assignments on time and submit according to instructions.
- Complete all work using academic integrity and following the direction of the instructor.
- Check their school email every day when school is in session and every week during vacation time.
- Take personal responsibility for submitting and maintaining current required documents.
- Take personal responsibility for engaging in learning and success in the nursing program.

Personal and Professional Behaviors

- **Attentiveness** – Students are required to regularly attend class. The student is consistently on time for lectures, labs, and clinical experiences and stays until the conclusion of presentations or activities. The student is alert and demonstrates attentiveness during the presentation.
- **Demeanor** – The student has a positive, open attitude toward peers, instructors, and others during all interactions. He/she functions in a supportive and constructive fashion in group situations.
- **Maturity** – Students must possess the emotional maturity and stability to engage in professional interactions with faculty, staff, professionals, the public, and other students under a wide range of circumstances, including highly stressful situations. The ability to be flexible and adaptive in demanding situations is imperative. The student functions as a responsible, ethical, law-abiding adult. He/she is accepting of, and makes good use of, feedback and evaluations.
- **Cooperation** – The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, freely giving and accepting in the interchange of information.
- **Moral and Ethical Standards** – The student respects the rights and privacy of all individuals, is knowledgeable and compliant with the American Nursing Association Code of Ethics, and abides by all HIPPA and privacy policies per the RVCC nursing program, CCP orientation module, and the healthcare facility.
- **Personal/Professional Boundaries** - The student maintains separate personal and professional boundaries with faculty. Some examples of professional boundary violations include excessive self-disclosure on the part of the student, or students addressing faculty in an unprofessional manner.
- **Responsibility** – Students are required to submit documents prior to admission to the nursing program as well as updating such documents as they become due. The student needs to take full responsibility for insuring all documents are current and submitted when due.

- **Accountability** - Students must demonstrate a willingness and ability to examine and adapt his/her behavior when behavior interferes with productive and harmonious professional relationships.
- **Safety** - Students are expected to provide safe care in all domains to patients they encounter during clinical experiences and to maintain fitness for duty throughout all clinical experiences. Students must be prepared to provide care to patients in a rapidly paced, physically and emotionally demanding environment.
- **Academic Integrity** – The student completes academic work honestly and in accordance with instructions. Plagiarism, unauthorized work sharing, use of unauthorized devices or reference materials, cheating or other failure to adhere to instructions for examinations or assignments is a violation of the nursing program professional standards.
- **Personal Appearance** – The student's personal hygiene and dress is expected to reflect the high standards of the nursing profession.
- **Provision of Care** - Faculty or on-site clinical supervisors who determine there is a potential or clear concern that the student is unable to maintain the provision of safe care to patients, or that the student's actions or behaviors are detrimental to the functioning of the healthcare environment, shall remove the student from the clinical area. Depending on the reason for removal, appropriate college resources will be consulted. If an immediate concern is identified, a meeting with the Department Chair will be scheduled as soon as possible.
- **Chain of Command** – In nursing, like many other professions, concerns and conflicts are managed by movement along a "chain of command." The chain of command in its simplest definition is the line of authority and responsibility along which decisions are made. Nursing Program students are expected to resolve concerns/issues by following the chain of command: immediate theory, lab, or clinical instructor, nursing advisor, Nursing Program Coordinator, Department Chair. Students should **never** attempt to resolve concerns by contacting clinical agency personnel directly.
- **Verbal/written communication** – all communication with RVCC faculty, staff, and students should adhere to acceptable, professional standards. All RVCC Nursing Student policies and expectations apply to the use of verbal and writing communication.
- **Social Media** – all RVCC Nursing Student policies and expectations of behavior apply to the use of social media. Students are prohibited from using social media to share confidential information about fellow students, patients, or clinical affiliations.

Revised March 2019; May 2020

ATTENDANCE POLICY

Regular attendance in the classroom, laboratory, and clinical is necessary for students to meet the stated objectives of the program and hours required by the New Hampshire Board of Nursing. Absences may make it impossible for a student to meet course objectives and time requirement. Excessive absences may result in an Administrative Failure (AF) in the course. Please refer to course syllabi to ensure you are familiar with the attendance requirements for each course.

Absences

A. Classroom/Lab Absences

Greater than two (2) absences from a class and/or lab learning session will be considered excessive and result in a meeting with the Department Chair and Academic Advisor to discuss repercussions of future absences. An academic warning will be given to the student for notification that any further absences may result in an Administrative Failure (AF) in the course.

B. Clinical Absences

One (1) Day/Week Clinical Rotations

Greater than one (1) absence from a clinical learning session will be considered excessive and result in a meeting with the Department Chair and Academic Advisor to discuss repercussions of future absences. A clinical warning will be given to the student for notification that further absences may result in an Administrative Failure (AF) in the course.

Two (2) Day/Week Clinical Rotations

Greater than two (2) absence from a clinical learning session will be considered excessive and result in a meeting with the Department Chair and Academic Advisor to discuss repercussions of future absences. A clinical warning will be given to the student for notification that further absences may result in an Administrative Failure (AF) in the course.

C. Absences within an Academic Week

Absences of greater than one (1) day in an academic week may be counted as one absence if a physician note or other documentation is provided. If the illness or injury results in an absence of greater than one (1) academic week, students must contact the Department Chair and Academic Advisor in order to discuss repercussions from future absences.

D. Absence from Physical Injury

Students with absences resulting from physical injury must submit documentation from their healthcare provider clearing them to safely attend clinical. Any injury that prevents a student from attending clinical will result in an absence being given. If the injury will result in an absence of greater than one (1) clinical week the student must contact the Department Chair and Academic Advisor in order to discuss repercussions from excessive absences.

E. Make-Up Learning Sessions

Students are encouraged to develop a plan to make up classroom, lab, and/or clinical learning sessions where possible. Requests to attend an alternate lab should be addressed with the instructor teaching the lab. Requests to attend an alternate clinical should be discussed with the clinical instructor. Requests for make-up learning sessions should be limited to one (1) time each semester. The instructor has the right to deny the request. All make-up sessions should fall within the academic semester that the course is scheduled.

PROFESSIONALISM POLICY

Punctuality

A. Class/Lab Punctuality

Students are expected to arrive at least five (5) minutes prior to the scheduled class or lab in order to be prepared for the learning session to begin. Students not arriving by the scheduled time will be considered tardy with a notation being made on the attendance record. Greater than two (2) tardy arrivals will result in a meeting with the Department Chair and Academic Advisor with an academic warning being given.

B. Exam Punctuality

Students are expected to arrive at least five (5) minutes prior to a scheduled exam in order to be prepared for the exam to begin. Students not arriving by the scheduled time will be refused admission to the testing room. Students must arrange to take the exam at the next available time. There will be a penalty of 5% reduction in the grade for late testing. Exams must be taken within one (1) week of the scheduled exam date or an additional penalty of 5% reduction in the grade will occur.

B. Clinical Punctuality

Students are expected to arrive to clinical and be prepared for the clinical learning session at the time designated by the clinical instructor. Any student not arriving on the clinical unit by the scheduled time will be considered tardy and may be dismissed from the clinical facility, resulting in an absence for the clinical day.

C. Assignment Punctuality

Students are expected to submit assignments according to instructed deadlines. If a student has outstanding assignment(s), it will be at the discretion of the instructor whether that student will be allowed to attend class, lab, or clinical. Any learning sessions missed due to outstanding assignments will be considered absences until the time with which the assignment(s) are submitted.

Engagement

A. Participation

Classroom/Lab

Students are expected to actively engage in all learning sessions and environments. Engagement includes participating in discussion, learning activities, caring for live and simulation patients, and remaining attentive throughout the learning session. Preparation for classroom and lab learning includes pre-class assignments as noted in Canvas. Any student who is unwilling or unable to engage or is unprepared for the class/lab, will be dismissed from the learning session, resulting in an absence for that class/lab.

Clinical

Students in the clinical setting must be alert, prepared, and engaged in the learning experience in order to safely care for assigned patients. Any student arriving to clinical demonstrating cognitive impairment, lack of clinical preparation/preparedness, or lack of engagement in the learning will be dismissed from the clinical setting, resulting in a clinical absence. Students should not work within the 10 hours preceding the clinical experience or risk being sent home if the clinical instructor deems them unfit to practice.

Revised: May, 2002; May, 2004; August, 2005; May, 2006; September, 2007, June, 2008; September, 2002; May, 2014; May, 2016; May, 2017; August, 2017; August, 2018, March, 2019

PROFESSIONALISM GRADE RUBRIC

The professionalism grade is worth 5% of the total course grade. Each section is worth 25 points. The assignment and attendance sections are designed to improve success in the course and meet the requirements of our accrediting bodies. The professional behaviors and community service sections are designed to prepare for clinical practice in the nursing profession.

Professionalism Grade Rubric					Criteria Points
Students will start out with 100 points. Points will be deducted per the rubric below.					
Assignments					25
25 pre-class assignments worth 1 point each.					
Attendance					25
2.5 point deduction		5 point deduction			
Each absence from class, lab, or two day/week clinical.		Each absence from a one day/week clinical.			
Students unprepared for lab or late for clinical may be dismissed, resulting in an absence. Students making up a lab or clinical may receive full or partial points back.					
Professional Behaviors					25
Civility		Incivility			
Demonstrating respect for others which causes another to feel valued. Polite and courteous behavior to others.		Bullying, rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them.			
<u>A – 1 point (each occurrence)</u> <ul style="list-style-type: none">• Inappropriate cell phone use• Disruption of class• Late arrival• Leaving class without prior permission• Late assignment submission to lab or clinical	<u>B – 3 points (each occurrence)</u> <ul style="list-style-type: none">• Rude or disruptive behavior• Gossiping about another student<ul style="list-style-type: none">○ Grades○ Performance○ Personal life• Repeated behaviors from column A	<u>C – 5 points (each occurrence)</u> <ul style="list-style-type: none">• Argumentative with faculty• Disrespectful with peers or faculty• Disrespectful with nursing staff or support staff at clinical sites• Bullying or disrespect shown in public or on social media			
Community Service					25
25 points	20 points	15 points	10 points	5 points	
<ul style="list-style-type: none">• Leadership position within RVCC• Upper Valley community volunteer• Developing a community service project	<ul style="list-style-type: none">• Leading a project within RVCC plus participating in a project• Leading multiple projects	<ul style="list-style-type: none">• Participating in 2 projects• Participating in 1 project and membership in a nursing organization	<ul style="list-style-type: none">• Participating in one project• Membership in a nursing organization	<ul style="list-style-type: none">• Attending multiple nursing club meetings• Attending a NHBON meeting	
Community service opportunities include the food pantry, nursing bulletin boards, pinning ceremony, tutoring, and informational sessions. Other opportunities will be considered. Please contact Professor Whitaker to discuss. .					
Students receiving \geq a 10-point deduction in an area will be required to meet with the instructor and Department Chair, develop a plan for improvement, and receive a warning.					100 Points Total

WORK-BASED LEARNING CLINICAL EXPERIENCES

Work-based learning (WBL) is an educational opportunity for students to apply learning to the professional workplace environment, preparing the nursing student for practice as a new graduate nurse. Work-based learning clinical experience have specific requirements per the healthcare facility. These requirements may be related to immunizations, background checks, drug testing, written documentation and/or orientation modules. These requirements must be fulfilled by the student by the deadline set by the healthcare facility or RVCC nursing program. Failure to meet these requirements in a timely manner may result in a student being unable to attend clinical until the requirements are met and a clinical absence. Continued non-compliance with meeting the clinical requirements may result in an Administrative Failure (AF) in the course per the excessive clinical absence policy.

- Clinical experiences are arranged in local health care facilities in New Hampshire and Vermont, and may be scheduled on days, evenings or weekends, with times beginning at 6:30am and ending at 10:00pm.
- Clinical agencies may require social security numbers in their entirety or in part for clinical requirements.
- Clinical placements are subject to availability and may require travel. Students are responsible for their own transportation.
- Illness/Injury within a clinical facility
 - Any student with an ill and/or injured during a clinical experience will receive treatment by and be billed for services by the clinical facility. Faculty will document the incident and report it to the Nursing Department Chairperson.
- Students will be required to complete background checks and drug screenings at the entrance to and throughout the duration of the nursing program. Background checks and drug screenings may have differing timeframes, locations, requirements and costs, depending upon individual clinical agency requirements.
 - Costs of background checks and drug tests are of the responsibility of the student.
 - Failure to complete background checks and/or drug screenings by RVCC and/or clinical agency-specified timeframes will result in a student being denied access to the work-based learning clinical resulting in an Administrative Failure (AF) in the nursing course.
 - Students with a positive drug screen will be denied access to the work-based learning clinical resulting in an Administrative Failure (AF) in the nursing course.
 - If a healthcare agency refuses to allow the student to participate in a work-based learning clinical experience based upon a criminal background check result or behavioral concern, an Administrative Failure (AF) will result.

Required Documentation

The following documents are required by July 1st for all students entering the ASN nursing program in the fall semester, and November 30th for entering the LPN program in spring:

- Verification of current health insurance (photocopy of card)
- Current, unencumbered LNA licensure.
 - Students must maintain throughout program and submit updated documentation accordingly.
- American Heart Association BLS for Healthcare Providers (photocopy of both sides of card).
 - Students must maintain throughout program and submit updated documentation accordingly.

- Criminal background check.
 - Castlebranch background check received prior to admission and as required by clinical agencies.
- First-year and transfer nursing students: verification of a two-step TB skin test (with 1-3 weeks in between first and second test) or a QuantiFERON Gold blood test for initial screening.
 - If either the TB skin test(s) or the QuantiFERON Gold blood test is (are) positive, a student must have a negative chest x-ray and medical screening to rule out active pulmonary tuberculosis and also to determine if treatment is necessary for either active tuberculosis disease or latent tuberculosis infection.
- Returning senior-level students will either need a one-step TB skin test or QuantiFERON Gold blood test.
 - If either the TB skin test or QuantiFERON Gold blood test is positive, a student must have a negative chest x-ray and medical screening to rule out active pulmonary tuberculosis and also to determine if treatment is necessary for either active tuberculosis disease or latent tuberculosis infection.
- Completed health history physical exam form with the following:
 - Completed vaccine series OR immunity to the following diseases:
 - Varicella (Chicken Pox)
 - Measles, Mumps, Rubella (MMR)
 - Tetanus, Diphtheria, Acellular Pertussis (TDaP)
 - Hepatitis B
 - Students may elect to sign a waiver to decline Hepatitis B vaccination only.
 - All nursing students are required to have an annual influenza vaccine by October 1 of each calendar year or as designated by the Nursing Department Chair.

Students should keep a personal copy of all above documents as the nursing department does not keep any student medical records on file.

MEDICATION POLICIES FOR NURSING STUDENTS

Medication Math Proficiency

Students must demonstrate medication math proficiency of 100% at the expected level of learning for the nursing course prior to administering medications in the clinical setting. Students will be given three (3) opportunities to achieve a 100% score on the exam. Students who fail to achieve proficiency after three (3) attempts will receive an Administrative Failure (AF) in the nursing course.

Students will be provided a sample math exam with expected conversions, abbreviations, and sample math problems at the beginning of each semester.

- Students scoring 100% proficiency on Math Exam #1 will be able to administer medications in clinical once medication administration competency skills are demonstrated in lab.
- Students scoring less than 100% proficiency on Math Exam #1 will be required to complete the following remediation:
 - Review Math Exam #1 with faculty to identify incorrect answers.
 - Complete 25 math practice problems and submit to faculty within 1 week.
 - Schedule to take Math Exam #2 prior to the next scheduled clinical day.***Remediation must be completed prior to taking the subsequent math test.***

- Students scoring less than 100% proficiency on Math Exam #2 will be required to complete the following remediation:
 - Review math exam #2 with faculty to identify incorrect answers
 - Meet with faculty advisor to discuss learning needs and implications of not achieving 100% on Math Exam #3.
 - Meet with mathematics tutor, if available, in any of the RVCC Academic Centers.
 - Complete 50 math practice problems and submit to faculty within 1 week.
 - Schedule to take Math Exam #3 prior to the next scheduled clinical day.

Remediation must be completed prior to taking the subsequent math test.

Students scoring less than the 100% proficiency on Math Exam #3 will receive an Administrative Failure (AF) in the course.

Administration of Narcotics

Students must administer controlled substances/narcotics under the supervision of the nursing clinical faculty and/or Registered Nurse who must co-sign the administration records per policy of the individual clinical site.

Administration of All Medications by Student

Students will check and administer all medications under direct supervision of the nursing faculty and/or Registered Nurse per policy of the individual clinical site.

Administration of I.V. infusion and bolus medications by Student ASN

Beginning in the second semester, nursing students may administer IV infusion and IV push meds under direct supervision of nursing faculty and/or Registered Nurse per policy of the individual clinical site. This skill is not included in the LPN curriculum.

Calculations of I.V. pump or drip rate and medication doses

Students will check all dosage calculations and IV pump rates with nursing faculty and/or Registered Nurse before administering medication or regulating IV infusion therapy.

All IV medication administration by nursing students *MUST* be supervised by nursing faculty or a Registered Nurse.

Revised: May, 2002; May, 2004; May, 2005, May, 2006; September, 2007; June, 2008; May, 2014; August, 2017; August, 2018; February, 2019; May 2020

STUDENT ROLES AND RESPONSIBILITIES

Work-based learning (WBL) is an educational opportunity for experiential learning in a professional workplace. Students are provided with preclinical competencies, a clinical orientation of the facility, and a Clinical Evaluation Tool (CET). It is the student's responsibility to understand the goals, objectives, and evaluation criteria for competencies as well as adherence to all policies, rules, and procedures set forth by RVCC, the academic department/program, and the assigned workplace.

The student in the work-based clinical learning environment is required to utilize professional behaviors, follow all the policies and procedures of the college, nursing program, and clinical agency as well as using clinical judgement to provide safe and effective nursing care to individuals assigned to their care.

Students are *NOT* permitted to:

- Perform delegated medical acts.
- Act as a witness under any circumstances or for any purpose.
- Provide second signature/check for controlled drugs, blood products, and medications listed as requiring independent double-checking, double signing and documentation.
- Provide telephone advice to discharged patients or their families.
- Perform any skill or procedure for which the student has not attained competency without the clinical instructor, preceptor or staff present.
- Take verbal or telephone orders.
- Carry narcotic keys.
- Remove medication from a medication cart / medication station system (e.g. Pyxis) without the supervision of the instructor or preceptor.
- Login to any medication station system, computer system, and/or health record system as anyone other than yourself. This includes logging in as an instructor or preceptor.
- Be left in sole charge of the department, work unit or any patient/resident.
- Transport patients/residents alone when the presence of an RN is required.
- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient/resident.
- Remove a medical record or a printout of the medical record from the work unit.
- Falsify any patient/resident record or any other document prepared or used in the health care organization.
- Eat, drink, and chew gum in patient/resident care areas.

PROHIBITED CONDUCT

Students found guilty of any of the following prohibited conduct will be immediately dismissed from the nursing program.

- Reporting to clinical experience intoxicated or under the influence of alcohol or drugs.
- Use or consumption of alcohol or other intoxicating substances on health care organization premises.
- Selling or distributing illegal substances while on health care organization premises.
- Stealing from patients/residents, the health care organization, or employees.
- Any form of dishonesty.
- Sharing computer or medication station system - (e.g. Pyxis) login information.
- Login in as another person or use someone else's login information.

- Falsifying any patient/resident record or any other document prepared or used in the course of, or in conjunction with, patient/resident care.
- Disorderly conduct, including fighting; acting in an obscene manner or using obscene, abusive or threatening language; or horseplay.
- Smoking while in the role of a student nurse.
- Leaving the healthcare facility without the approval of the clinical faculty.
- Defacing or damaging the health care organization's property.
- Possession or use of firearms, fireworks, or any other weapon on health care organization's property.
- Use of health care organization's telephones or other equipment for personal matters.
- Insubordination.
- Failure to observe health care organization regulations and/or policies.
- Failure to maintain the confidentiality of health care organization matters, including matters relating to patients/residents.
- Any action that destroys good relations between the health care organization and its employees or between the health care organization and any of its suppliers or patients/residents.

UNIFORM DRESS CODE FOR NURSING STUDENTS

Students must present themselves in a clean, neat professional manner, when attending work-based learning clinical experiences within or outside the clinical agency. A student who is inappropriately dressed or presents with an unkempt appearance will be dismissed from the clinical experience and receive a clinical absence.

- Clothing:** All clothing should be conservative and in keeping with the nature of the health care organization image and appropriate to the nature and scope of the position. Clothing should be neat, clean, pressed, well-fitting and in good repair with no holes or wrinkles.
- Uniform:** Royal Blue uniform top and pants for ASN students; Teal Blue uniform top and pants for LPNs. A solid color, short or long-sleeved top may be worn under the top for warmth or modesty. Minimum of one pocket on top and minimum of one pocket on pants.
- Shoes:** Shoes should provide good support and have a *closed toe and heel*. Clogs with a closed toe and heel are permitted. No sandals. Athletic shoes are appropriate if they contain minimal logos or colors. Black and/or white colors are preferred.
- ID Badge:** An identification badge provided by the clinical agency must be worn. If the clinical agency does not provide a badge, the RVCC identification badge must be worn.
- Watch:** Student may use sweep-hand or calibrated digital display.
- Emblem:** The RVCC nursing emblem must be sewn on the left uniform sleeve, 2" from the shoulder seam to the top of the emblem. Emblems are to be applied to each shirt/lab coat.
- Jewelry:** No more than one, plain band ring. No more than two small post earrings in each ear. No tongue piercing. Avoid other visible body adornments.
- Tattoos:** Any body art must be covered while at clinical.

Fingernails: Should not extend beyond fingertips; intact nail polish may be worn. No artificial nails.

Hair: Neatly groomed and pulled back off and away from the face and shoulders.

Make-Up: In moderation. No use of scented cosmetics and toiletries.

Cell Phone: Cell phones may only be used per the school and health care organization policy. Absolutely NO texting, NO pictures, or personal internet use during clinical.

Adapted from Centralized Clinical Placement Orientation Module Student Role and Responsibility <https://www.mass.edu/mcneps/orientation/m1StudentRole.asp>

Revised August, 2018, February, 2019; April 2019; May 2020

TECHNICAL STANDARDS FOR NURSING STUDENTS

All students in the River Valley Community College (RVCC) nursing programs must be able to perform diverse, complex, and specific functions and skills. These attributes include, but are not limited to personal and professional skills, physical agility, medical safety and other requirements that individuals must possess in order to be eligible for satisfactory completion of the program of study as well as for the desired field of nursing.

These attributes must be demonstrated with or without reasonable accommodation as described under the American's with Disabilities Act. The qualifications established by the faculty include but are not limited to the following essential technical standards:

MOTOR SKILLS

- The ability to perform full range of motion of body joints, fine motor movements of the hands, and the ability to stoop and bend.
- The ability to elicit information from patients by inspection, palpitation, auscultation, percussion and other assessment maneuvers.
- The ability to execute movements required to provide general care and treatment to patients in all health care settings including emergency treatment: e.g. transferring, lifting and turning clients, providing hygienic care, assisting patients in activities of daily living and providing cardiopulmonary resuscitation.
- The ability to lift up to 40 pounds of weight on a daily basis.
- The ability to carry objects weighing up to 40 pounds on a daily basis.
- The ability to push or pull an occupied wheelchair, stretcher or patient bed on a daily basis.

SENSORY/OBSERVATION/COMMUNICATION

- The ability to observe a patient accurately at a distance and close at hand. This requires functional use of the senses of vision and hearing.
- The ability to perceive the signs of disease and infection as manifested through physical examination, including from images of the body surfaces, palpable changes in various organs and tissues, and auditory information.
- The ability to closely examine images or other forms of output created by diagnostic equipment. The ability to observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications.
- The ability to use spoken and written English to communicate in a coherent manner with individuals of all professions and societal levels.

- The ability to convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment.
- The ability to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team.

PROFESSIONAL CONDUCT/BEHAVIORAL

- The ability to utilize intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and families.
- The ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances.
- The ability to recognize that one's own values, attitudes, beliefs, emotions, and experiences affect ones perceptions and relationships with others.
- The ability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- The ability to learn and abide by professional standards of practice.
- The ability to engage in patient care delivery in all settings and be able to deliver care to all patient including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.
- The ability to maintain composure when subjected to high stress levels.
- The ability to adapt effectively to changing environments, especially those with high tension levels.
- The ability to respond in an emotionally controlled manner in learning situations and emergencies

Revised September, 2012; February 2014; August, 2018; March 2019

CONFIDENTIALITY OF HEALTH INFORMATION POLICY

The student will safeguard the client's right to privacy by maintaining confidentiality. Such communications may involve verbal discussions, written communication, or electronic communication. Only those people with an authorized need to know should have access to the protected information. Students will not discuss client problems in elevators, cafeteria, and lobby or in other inappropriate places.

Information discussed as an aspect of clinical or classroom teaching must not be discussed or repeated to other individuals. Students are prohibited from reading the medical records of family members and/or friends. Should faculty inadvertently assign the student to a family member or friend/acquaintance, the student is expected to request another assignment.

Disclosure of confidential information may subject the student to liability based on defamation or invasion of privacy, or HIPAA violation as well as immediate dismissal from the nursing program.

All information provided to students for clinical assignments will be "sanitized" by removing the information one could use to identify the patient or clinical setting.

Students are not allowed to remove any personal health information material from the clinical facility beyond what was provided to them by the faculty.

Students will abide by the policies established by the clinical setting. Violation of either college or healthcare facility HIPAA and/or privacy policies can result in disciplinary action up to and including dismissal from the RVCC nursing program.

Revised May, 2002; August, 2005; June, 2008; July, 2009; February, 2014, May, 2014; August, 2017; August, 2018; April 2019

RE-ENROLLMENT TO RVCC'S NURSING PROGRAM POLICY

Nursing courses are sequential. Each course requires a letter grade of B- or higher and a minimum score on the Clinical Evaluation Tool in order to pass the course and progress to the next nursing course or graduate. Students who do not meet the minimum grades in the nursing course may apply for re-enrollment to repeat the nursing course. Students are offered one opportunity for re-enrollment. Both the clinical and the class must be repeated. Students must complete the entire nursing sequence of courses within three (3) years from the start of the first course (ADNR116R or NURS110). Re-enrollment is contingent upon space for student in the course and upon majority approval by nursing faculty.

The student must follow these steps to apply for re-enrollment:

- Submit a written request to the Department Chair by October 31 for ASN Spring Semester; February 28 for Fall Semester; LPN - 60 days prior to beginning of semester of re-entry.
- If the student left in good standing, the Department Chair may approve the request **if** the student request can be accommodated.
- If the student **did not** leave in good standing, the Department Chair will schedule a meeting with the Nursing Department Faculty. Prior to the Department meeting, the student will:
- Submit a written action plan for success. The written action plan must include:
 - 1) Factors leading to the lack of progression
 - 2) A corrective action plan to remediate the factors that prevented the student from being successful
- The student will meet with the Nursing Department Faculty/Department Chair to present their case.
- A consensus of > 50% of nursing faculty is required to approve the decision for re-enrollment.
- The Department Chair will communicate to the student the decision on re-enrollment.

Revised: May, 2006; August, 2007; April 2009, August, 2018; April 2019; May 2020

EMERGENCY NOTIFICATION SYSTEM

RVCC students need to sign up for the emergency alert (RAVE) system and will receive notification from the college at the beginning of each semester with instructions of how to complete this action. The RAVE System is River Valley Community College's emergency notification system that will help ensure rapid and reliable mass communication to students, faculty, and staff. The RAVE System is designed to communicate with cell phones (text and voice messages), landlines, and e-mail systems, should a crisis, emergency situation or weather closure/delay occur on the RVCC campus. For more information on RVCC RAVE alerts, visit the college website.

Including the contact information RVCC has already sent to RAVE, you may choose to have up to 6 contacts total per person (such as daycare, family or friends, etc.) who can all be notified when a RAVE Alert is sent. Please visit <https://www.getrave.com/login/rivervalley> for more details.

RVCC administrators are responsible for cancelling classes. For college class cancellation policy, students should refer to the RVCC student handbook. Students must use their own judgment regarding safety in traveling. Missing a class due to inclement weather will be counted as an absence, unless RVCC has cancelled all classes. Students

will be notified by clinical faculty in the event of cancellation of work-based learning clinical due to inclement weather. Clinical faculty will determine if it is necessary to make up RVCC cancelled days in order to meet clinical objectives.

Added: August, 2018

Certification/Licensing Violations

As a professional provider of health care in NH, a student is required to inform the Nursing Department chair of any potential issue related to their current certification/license. This includes any disciplinary action in any state or jurisdiction including reprimand, probation, suspension, revocation, educational or practice stipulations, fines, or voluntary surrender of license or certification. ***Failure to declare any legal violation or certification/licensing issue prior to admission to, or while a current student of, the nursing program may result in immediate dismissal from the program.***

Legal violations or charges pending on a background check may require a student to withdraw from the nursing program until annulment of charges are granted.

Revised: May, 2004; August, 2005; July, 2006; June, 2008; January, 2009; August, 2010; September, 2012; May, 2014; May, 2015; August, 2018, April, 2019; June, 2020.

GENERAL GRADING POLICY FOR NURSING

Nursing faculty will adhere to the College grading policy as defined in the College's Student Handbook. The letter grade for the classroom/laboratory learning in a nursing course will be determined as follows:

1. Grades for quizzes, tests, finals, papers, etc., will be computed on the 0-100 system. When the numerical average of these evaluation tools is taken, the following scale will be applied:

A =	93-100
A- =	90-92
B+ =	87-89
B =	83-86
<u>B- =</u>	<u>80-82</u>
C+ =	77-79
C =	73-76
C- =	70-72
D+ =	67-69
D =	63-66
D- =	60-62

Numerical grades will be carried out one decimal place with ≥ 0.5 rounded up to the next highest grade.

2. The clinical component of each nursing course will be evaluated at the end of the course. Refer to the Clinical Evaluation tool (CET) and the course syllabus for expectations and grading of the Clinical component of the course. Students who do not successfully achieve a minimum score on the CET will receive an Administrative Failure (AF) in the nursing course.

3. In order to receive credit for a nursing course, the student must:
 - a. Achieve at least a minimum grade of B- (80), **and**
 - b. Achieve a minimum score on the expected performance for the level of learning

on the Clinical Evaluation Tool.

4. The faculty will evaluate each student according to course, level and/or terminal objectives.
5. Prerequisite courses must be successfully passed with a grade of “C” in order to continue with either the ASN program of study or PN Certificate program.
6. Students wishing to contest a grade must follow the nursing department chain of command (posted in Canvas) and bring the issue to the supervising faculty within 14 days of the exam/assignment. Contested grades will be addressed by faculty and amended or confirmed as indicated.

Approved March, 2003; Revised: March, 2005; June 2008; May, 2014; May, 2015; August, 2017; April 2019; December 2019; May 2020

VARIANCE REPORT/PERFORMANCE TOOLS/ACADEMIC & CLINICAL WARNINGS

Variance Reports, Performance Improvement Tools, and/or Academic/Clinical Warnings will be used to communicate to students in a formal fashion, any deviances from expected professional behaviors. Issues to be addressed include but are not limited to timeliness for written work, lack of clinical preparation, unsafe clinical practices, and non-professional behavior. Blank examples are listed on the following three pages.

A copy of each document will be given to the student after it is signed. This document will be placed in the student's Academic Folder.

Effective August, 1996. Revised May, 2006; August 2017; August, 2018

**River Valley Community College
Department of Nursing
Concern/Incident/Behavior Variance**



Student Name: Click or tap here to enter text.

Faculty Name: Click or tap here to enter text.

Semester: Click or tap here to enter text. **Course Name and Number:** Click or tap here to enter text.

☐ **Concern** ☐ **Incident** ☐ **Behavior Variance:**

Date: Click or tap to enter a date.

Description of event: Click or tap here to enter text.

Student Response: Click or tap here to enter text.

Faculty Signature: _____ **Date:** _____

Student Signature _____ **Date:** _____

Academic Advisor Notified (date and name of person notified): _____

**River Valley Community College
Department of Nursing
Performance Improvement Tool**



Student Name: Click or tap here to enter text.

Faculty Name: Click or tap here to enter text.

Semester: Click or tap here to enter text. **Course Name and Number:** Click or tap here to enter text.

☐ **Classroom** ☐ **Lab** ☐ **Clinical**

Grade/Skill/Procedure needing improvement: Click or tap here to enter text.

Student written action plan for improvement (with timeline):

In order to improve, I will do the following: Click or tap here to enter text.

Action plan completion date: Click or tap to enter a date.

Faculty Signature: _____ Date: _____

Student Signature _____ Date: _____

Academic Advisor Notified (date and name of person notified): _____

**River Valley Community College
Department of Nursing
Academic/Clinical Warning**



Student Name: Click or tap here to enter text.

Faculty Name: Click or tap here to enter text.

Semester: Click or tap here to enter text. **Course Name and Number:** Click or tap here to enter text.

☐ **Academic** **Grade:** Click or tap here to enter text.

☐ **Clinical** **Failure to Meet Objective/Competency:** Click or tap here to enter text.

Date: Click or tap to enter a date.

Description: Click or tap here to enter text.

Student Action Plan with Timeline:

Action Plan Completion Date: Click or tap to enter a date.

Faculty Signature: _____ **Date:** _____

Student Signature _____ **Date:** _____

Academic Advisor Notified (date and name of person notified): _____

STUDENT ACADEMIC FOLDER POLICY

The student's academic folder reflects the learner's progress toward achievement of course, clinical, and program objectives/outcomes. The academic folder is not considered a permanent part of the student's college record, and, therefore, is kept for a period of five years after completion of final nursing course. The academic folder is then destroyed by the department chair or designee. The content of the academic folder of enrolled students may be accessed by faculty to evaluate student progression.

The academic folders are kept in the nursing department in locked files. These folders shall include, but may not be limited to, the following documents:

1. Final student clinical evaluation tool for each course
2. Copies of Variances, Warnings, and Incidence Reports

The academic folder is confidential. Only the student, the nursing faculty, academic advisor, and the nursing department chair have access to this folder. Students sign an acknowledgement of the academic folder policy.

Students who wish to review the contents of their academic folder may do so with their academic advisor or nursing faculty.

The College policy on confidentiality of students' records is outlined in Student Rights and Responsibilities in the RVCC Student Handbook, and is adhered to by the Nursing Department.

Revised September, 2003; May, 2004; August, 2005; September, 2007; June, 2008, July, 2009; September, 2012; May, 2014; May, 2015; May, 2018; June, 2020.

ACADEMIC ADVISING

All students at River Valley Community College will be assigned an academic advisor. The advisor serves as the student's partner in determining and reaching his/her academic and career goals. Students are encouraged to meet with their advisor on a regular basis. Students can obtain the name of their academic advisor from the Registrar's Office. Special academic advising days are printed on the Academic Calendar.

Revised June, 2016; August, 2018; June, 2020

DISABILITY STATEMENT - NURSING

The nursing department adheres to the River Valley Community College policy on reasonable accommodations and academic adjustments and with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which requires adjustments or accommodations for students with documented disability.

Nursing Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Disabilities Coordinator as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion

Students seeking academic adjustments of accommodations must self -identify with the college Disability Coordinator in Claremont. The Coordinator can be reached at (603)542-7744 extension 5421. Appointments can be scheduled at the Keene Academic Center upon request.

After meeting with the Coordinator, students are ***required*** to meet with their nursing faculty and clinical instructors to discuss their needs, and if applicable any lab safety concerns related to their disabilities.

Revised August 2008; August, 2018.

BY-LAWS FOR THE ASSOCIATE DEGREE IN NURSING CLUB

ARTICLE I – Name

The name of the club may be changed by a majority vote.

ARTICLE II – Purpose

The purpose of this club is to:

- A. Promote interaction between classes of ASN students.
- B. Provide school and community service.
- C. Foster personal and professional growth.

ARTICLE III – Membership

Membership in this club shall include:

- A. All freshman and senior ASN students and faculty are eligible for membership.
- B. All freshman and senior ASN students and faculty listed on the membership roster is considered members.
- C. All persons desiring membership will have their names placed on the membership roster by contacting the club secretary.

ARTICLE IV – Officers

Two officers will be elected from the freshman class to begin club meetings the following year. These officers will not be given a specific title such as president, vice-president, etc. These officers will also not be obliged to stay in the position or take on any other position.

The responsibilities of these two officers are as follows:

- ♦ To ensure the club begins meeting in the early part of the semester
- ♦ To introduce the club to the incoming freshmen class and explain to them what the club is and can be
- ♦ To facilitate the first two or three meetings to elect officers for the school year
- ♦ To ensure the club is recognized by the Student Senate at the beginning of the year.

Duties of the Officers:

- A. President:
The President shall preside at all meetings. He/she shall have and exercise general charge and supervision of the affairs of the club and shall perform other duties as may be assigned to him/her by the club.
- B. Vice-President:
At the request of the President, or in the event of his/her absence, the Vice-President shall perform the duties and exercise the power of the President. He/she shall perform duties as may be assigned.
- C. Secretary:
The Secretary shall be responsible for maintaining such books, documents, and papers as the club may determine. He/she shall perform other duties as may be assigned.

D. Treasurer:

The Treasurer shall be responsible for maintaining such financial books, documents, and papers as the club may determine. He/she shall open an account with the student senate to receive funds for the club. The account shall have the name of the Treasurer and one other officer on the

signature card though only one signature shall be needed to conduct business. The treasurer will provide financial information to the officers and club membership as requested and shall act with the faculty advisor to liaison with official interaction with the college.

ARTICLE V – Administration:

- A. The club shall meet once a month or as scheduled.
- B. A quorum shall consist of those present for a properly publicized meeting.

ARTICLE VI – Committees:

- A. Committees and task forces may be appointed by the club President as necessary.
- B. The club President will be a defacto member of all committees.

ARTICLE VII – Rules and Regulations:

The club shall adopt such rules and regulations as may be necessary to implement more specifically the general principals found within these By-Laws, subject to approval of the club. Such rules and regulations shall be a part of the By-Laws, except that they may be amended or repealed at any regular meeting at which % members representing a balanced group from both classes and one faculty member are present. Such changes shall become effective when approved by the club.

ARTICLE VIII – Amendments:

These By-Laws may be amended by a vote of members present at two consecutive meetings representing a balanced group from both classes and one faculty member. Proposed changes shall be made available to the club membership at least one month prior to the date on which action is proposed and may be made verbally or in written form.

ARTICLE IX – Effective Date:

These By-Laws were established by the AD Program Club on September 1988. By-laws are reviewed and approved by program students, program director, and nursing faculty.

Revised: May, 2004; April, 2005; August, 2008

NURSING PINNING CEREMONY

Purpose: To celebrate passage from student nurse to graduate status. The “Pinning Ceremony” is an institutional College approved ceremony to recognize student completion of the nursing program. It is meant to be developed jointly with the staff and faculty of the College and the individual graduates. A respectful and relevant ceremony that honors the nursing graduates and that is in congruent with the College mission and philosophy should be planned.

- Guidelines:**
- 1. Discussions regarding the pinning ceremony will begin in the first-year fall semester of every year.

2. Participants in the student-nurse club, both first and second level students, will work together to plan, organize and conduct the pinning ceremony.
3. Students will identify a nursing faculty to serve as advisor for the nursing club.
4. The ceremony is scheduled in the last weeks of the final semester of the program and, does not conflict with graduation.
5. By the end of the fall semester, students will develop a time line and budget for the pinning ceremony and submit for review and approval by the ASN Department Chair in January.
6. Pins must be approved by Nursing Club advisor 60 days prior to the scheduled pinning ceremony.
7. Students will be responsible for funding the ceremony. Money for the pinning ceremony is earned by the nursing class through senate approved activities.
8. Monies from the college-operating budget cannot be utilized.
9. The College campus can be used rent free but must be requested ahead of time in writing. If another location is desired, the request and fee for this rental shall be submitted in writing for approval by the senate for funding. The facility chosen should be an easy drive from the College and no more than one hour from the Claremont campus. Arrangements must be made and approved before the end of the fall semester.
10. Students will be responsible for preparing and sending out invitations a minimum of three weeks prior to the ceremony. The Nursing Department Chair must approve the invitations prior to printing.
11. Invitations should be distributed to the College Faculty, College Administration, and Clinical Facilities.
12. Ceremony speaker/s and their topics should be discussed by the nursing class and faculty club advisor.
13. A ceremony plan will be developed and then a program printed for the ceremony a minimum of one week prior to the ceremony date. Students will be responsible for printing the ceremony program.
14. Students will be responsible for “set-up” prior to and “clean-up” activities following the ceremony.
15. Alcohol cannot be available prior to or during the ceremony. The College prohibits the use of tobacco and alcohol on its premises.
16. Students will meet with the Nursing Club advisor during the first month of the fourth semester and prepare in writing a “Written Request” that outlines the plan for the pinning ceremony.

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This request will seek permission to conduct the ceremony and will include the following information:

- a. Request for college room utilization or indicate place of ceremony.
- b. Date and time of ceremony; speakers planned
- c. Identification of faculty advisor
- d. Proposed diagram of room layout (placement of chairs, table, etc.)
- e. Estimate of number of invited guests
- f. Indicate if pins are used in ceremony
- g. Indicate the required attire for the ceremony
- h. Brief summary of program

16. Upon approval, the Nursing Club advisor will forward the plan to the Building Maintenance Supervisor or facility providing ceremony space if applicable.

Revised November, 2004; September, 2007; August, 2008; August, 2014, August, 2017; August, 2018; June, 2020

RVCC Nursing Program – 2020-2021 Student Handbook

Program Policies Attestation Form

I, (print name) _____, read the policy regarding Students' Academic Folders and the confidentiality of health information. I acknowledge the right of program nursing faculty and of the nursing department chair to have access to my academic file, clinical file and my health records.

Signature

Date

Confidentiality/HIPAA Policy

I understand and agree to follow the "Confidentiality of Health Information" policy in this Nursing Student Handbook and understand that intentional or involuntary violation of a client's or agency's confidentiality or HIPAA violation may result in an immediate end of my clinical privileges with affiliate health agencies and may subject me to dismissal from the nursing program, in addition to possible state and governmental fines/penalties levied. Furthermore, course and clinical time missed during the semester college and/or clinical agency's investigation may render the student unable to progress programmatically until an outcome has been resolved.

Student Signature

Date

Technical Standards for Nursing

I reviewed the Technical Standards for Nursing in my Student Handbook. I agree to meet these standards with or without accommodations. I understand that appropriate accommodations may be available to me, if I seek and work with the Disabilities Coordinator at the College.

Student Signature

Date

Nursing Department use of Student Class Work

I give permission for my classwork to be retained within the nursing department and shared with accrediting bodies.

Student Signature

Date

Nursing Student Handbook

I am aware that I have access to the Nursing Student Handbook on Canvas. I understand I am accountable for the information and policies contained in this Handbook.

Student Signature

Date

Agreement to follow the Nursing Department Code of Conduct

I agree to follow the Nursing Department Code of Conduct.

Student Signature

Date

Proof of Medical Insurance, AHA Healthcare BLS Certification, current, unencumbered LNA or LPN

Licensure, or applicable health care certificate and disclosure of social security number for Clinical Agency Requirements

As an RVCC nursing student, I understand that I must maintain medical insurance, AHA healthcare provider BLS certification, and current, unencumbered LNA or LPN licensure, or other applicable certification throughout the duration of nursing program participation. In addition, I understand various clinical agencies require my social security number to be disclosed, either all or in part, for clinical agency usage.

Student Signature

Date

Drug and Criminal Background Testing

I understand a positive result on a drug screen during the semester may result in dismissal from the nursing program. Furthermore, I understand a positive result on a criminal background test may result in inability to participate in clinical rotations, leading to withdrawal from the nursing program. In addition, pending criminal charges may prevent programmatic entry or result in programmatic dismissal.

Student Signature

Date

Student signature above signifies understanding, agreement, and/or permission as stated in the policies above.

Revised February, 2014; February, 2010; September, 2012; May, 2014; May, 2017; August, 2018; February, 2019; June, 2020.

