VALLEY COLLEGE

Practical Nursing Diploma Program

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Student Handbook

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VALLEY COLLEGE

Valley College Practical Nursing Diploma Program

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About the Practical Nursing Handbook.

This handbook is a supplement to the Valley College Student Catalog.

The handbook is distributed electronically.

A paper copy is available upon request from the Program Administrator.

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Valley College Mission Statement:

Our mission is to meet the educational and professional needs of the community by delivering quality degree and certificate programs, which are flexible and career oriented.

Valley College Philosophy:

Valley College believes that its educational programs must be diverse and challenging enough to maintain the interest of all students, yet flexible enough to account for individual learning differences.

Program Philosophy:

The Valley College Practical Nursing (PN) Program is grounded in the driving force of the biological, physical, and social sciences. Building on these scientific foundational elements of the program, the Valley College PN program is based on the notion that our students will need to be prepared to work in a variety of patient based medical settings with a diverse range of health care teams committed to providing patient-centric, personalized, family-based, ethical, and safe medical care to their patients through each stage of the life cycle. As the basis of this approach, Valley's PN philosophical approach is to ensure that a proper balance of practical skills and emotional intelligence is present to ensure patient-centered care.

In order to achieve this philosophical approach, Valley recognizes the need for their PN's to develop several sets of skills and capabilities that are predicated on Concept Based education. First, Valley PN's must be prepared to operate in a team-based environment where they have the essential interpersonal, organizational, coordination, communication, and teamwork-based skills to work with a host of medical professionals. To complement this approach, Valley believes that PN's must also develop the ability to collaborate, problem-solve, and think critically to continually meet the needs of the team and ultimately, the patient.

Building on a philosophy predicated on these interpersonal and professional skills, Valley's PN is program is predicated on the notion of evidence-based practices, processes, and procedures to drive their personalized care approach. As an element of this approach, Valley's PN's are expected to provide quality care within the scope of their practice, make sound judgment, be promoters and communicators of continued health wellness and education, identify and support patient needs and problems, and emerge as an advocate for the ongoing medical and emotional care of their patients. Finally, the Valley College PN program feels that their nurses must be prepared to be adaptive, accountable and flexible enough to function in an increasingly dynamic medical marketplace and as such, should be committed to a continual and unending quest for continued education.

As a result of these guiding philosophical principles, the primary learning objectives that Valley College has produced for their PN program will enable their graduates to become well-rounded nursing professionals capable of consistently meeting the needs of their patients. The primary learning objectives include a balance of practical-competency based skills built on evidence-based practices for patients at various stages or the life cycle, professional and emotional skill development and patient services that revolves around each of the key life stages of a patient. Specific skill focus areas will also include but are not limited to technology, communication, intravenous therapy, compliance, clinical judgment, decision-making, ethics, the human life cycle, and mental health.

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Valley College's PN Diploma Program Learning Objectives:

1. Incorporate Maslow's Hierarchy of Needs Theory to patients/families across the Lifespan in the various health care settings.

2. Demonstrate the ability to execute the nursing process, in order to attain, maintain, or reestablish an optimal level of health for patients at various stages of their life span.

3. Demonstrate professional behavior based on ethical principles and the legal scope of practice for the license practical nurse.

4. Accurately document observations involving patients as it relates to data collection and patient care, while maintaining HIPAA standards.

5. Apply therapeutic communication skills to relate effectively with all patients/families, including culturally diverse patients/families, and other members of the health care team.

6. Apply principles and concepts from natural, behavioral, social, and nursing sciences in order to deliver safe and quality nursing care to patients and families.

7. Demonstrate clinical judgement, problem-solving skills, critical thinking and demonstrate professional behavior based on ethical principles when providing patient/client/family care in the clinical setting.

8. Utilize a combination of both laboratory and clinical experiences, in conjunction with related classroom theory instruction, in order to build confidence, skill, knowledge, and abilities, as the students work with diverse patient/families' populations in various healthcare settings.

9. Demonstrate and apply appropriate and approved level of medication, including IV therapy, in a safe manner that is consistent with the eight (8) rights of the administration of medication.

10. Learn how to effectively communicate, contribute to, and work as a viable member of a healthcare team.

11. Demonstrate competency in performing basic nursing skills, such as taking vital signs, dressing and wound care, inserting and monitoring urinary catheters, and collecting sputum, urine, and other specimens.

Nursing Program Mission Statement:

Valley College Practical Nursing Diploma Program's mission is to develop capable, ethical, and patient-centric Licensed Practical Nurses that deliver Caring Practices to all patients through each stage of the Human Life Cycle.

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Conceptual Framework:

The Valley College Practical Nursing (PN) diploma program has been built using multiple theories to shape the conceptual framework and organizing theme of the program. The theories that make-up this framework focus on the sequence of our classes, the core content used to deliver the PN program to ensure an appropriate medical education program, and the educational theories that will drive our instructional strategies.

Course Sequence:

First, Valley has organized its courses into a sensible sequence of classes that will enable its faculty to establish key foundational skills that begin with Communication, Medical Terminology, Technology, and Mathematical concepts. Building on these key foundational medical professional competency areas, Valley's PN program takes a step forward into our key core Nursing courses that take the student through the patient life cycle and further, provide them with essential pharmacology and intravenous therapy concepts and competencies that they can then apply through each stage of the patient life cycle. Once the student has been exposed to the patient life cycle, the PN program continues with a focus on decision-making, clinical judgment, and the mental health issues surrounding patients that they will encounter in their scope of practice. Finally, Valley's PN program will culminate with a focus on a full transition to the nursing field.

Valley feels that this approach for course sequence leads to a sensible, logical, and organized delivery of content where students can build on key concepts in a progressive manner. Each level of courses are meant to complement one another and place the student in a position where they can apply skills gained in one section of courses immediately to the next level so as to ensure that they are working at a level commensurate with their location of the program and further, to ensure that the student can develop the self- confidence in their knowledge level, effectively communicate with a wide range of patients and co-workers, and develop the clinical judgement and decision-making to effectively work within their scope of practice as a Practical Nurse. In order to successfully complete these requirements and gain the skills to function as a competent Practical Nurse, our students will be focused on Evidence-Based Practice using a well-rounded and student-centric curriculum that incorporates conceptual principles, technology, role-play, and practical based competencies.

Evidence-Based Practice:

Next, when designing the curriculum and core content areas for the PN program, Valley College has subscribed to the theory of Evidence-Based Practice, which can be defined as "a conscientious, problem- solving approach to clinical practice that incorporates the best evidence from well-designed studies, patient values and preferences, and a clinician's expertise in making decisions about a patient's care" (Nurse.com, para. 1, 2019). Since there is no uniform approach, or standardized (Nurse.com), Valley College has completed an exhaustive search to find the curriculum that contains up-to-date information on the field of Practical Nursing and further, contains the instructor and student resources that each can use in the classroom to focus on proven nursing concepts and principles, evidence-based clinical practices and competencies, patient communication and values, and other additional professional standards of practice. Therefore, as part of each course, students will be using curriculum and resources that will allow them to access, study, and practice in a traditional classroom, working lab, and external clinical site under the direct support and guidance of a qualified and capable nursing instructor. In order to effectively deliver the curriculum steeped in Evidence-Based Practice at the Practical Nursing Level, our educational team will deploy the following instructional strategies, which represents the third component of the Theoretical Framework for the Practical Nursing program.

Active-Learning, Problem-Based Learning, and Transformational Learning:

The instructional strategies that will be utilized by Valley College's Practical Nursing faculty will be grounded in the theories that comprise Active Learning, Problem-Based Learning, and Transformative Learning. The Practical Nursing faculty will be trained on the principles that comprise these theories as part of their onboarding efforts. These decisions to utilize these theories is to ensure that our instructors are provided with the classroom strategies that have a direct correlation with the needs of our non-traditional adult students and more specifically, our Practical Nursing students. Based on industry research, feedback from our team, and suggested methods from our Program Advisory Committee, the implementation of these three learning theories will enable our students to participate in an optimum learning environment.

For example, as opposed to providing a traditional lecture based classroom environment, instructors will be trained and required to create an active and productive learning environment that includes facilitated discussion, group activities, lab work, periodic formal and informal student assessment, and the incorporation of video and other forms of technology into the classroom. Further, using the foundations of Problem-Based Learning, instructors will be trained and expected to create realistic scenarios that require our students to utilize the concepts and theories that were taught in order to solve problems and create solutions that can then be translated into their work as a future Practical Nurse.

Finally, through the utilization of the Transformative Learning Theory, and applying concepts from Active and Problem-Based Learning, instructors will gain the ability to help their students consider new ideas, principles, and suggested course of action that can translate into a flexible and open-minded Practical Nurse that can utilize evidence-based practices and procedures to effectively serve the medical needs of their patients at various stages of the life-cycle. Ultimately, the combination of these three learning theories will enable instructors to create a positive, constructive, and progressive learning environment where our students can gain the necessary skills and mind-set required to function as a Practical Nurse.

Teaching Strategies:

Building on the conceptual framework illustrated above, Valley College's PN program will be provided using the Concept-Based Learning strategy. This approach will enable Valley College to provide a student- centric approach where our PN faculty will have the ability to teach our students subjects crucial to the success of our PN students in a traditional classroom, practical skill-based lab setting, and a clinical experience in a remote site under the supervision of their instructor. Utilizing this approach, students will be in a position to learn a host of concepts and principles, and then, immediately apply them through a series of processes, practices, and procedures that will ultimately enable them to bridge the gap from concept and principle to process and procedure. Further, as an added element of this process, this instructional approach will place our instructors in a position to effectively instruct, coach, and drive critical thinking, decision- making, and clinical judgment in both a lab and external clinical setting. Utilizing this primary approach, Valley College's PN faculty will incorporate a host of additional strategies that include the following subjects:

Practical Nursing Instructional Strategies:

Building on the primary strategy of Concept-Based Learning, the Valley College Practical Nursing (PN) instructors will employ a series of instructional strategies in the classroom, lab, and clinical site. The following list illustrates these strategies with a short explanation on the advantages and use of each strategy. Traditional Classroom Strategies:

- **Presentation and Facilitated Discussion:**

In the traditional classroom, our instructors will present a series of concepts and principles using visual and audio aids and further, will drive the presentation with an assortment of opportunities to incorporate facilitated discussion among the students driven by the key subjects, questions, and various scenarios. The primary advantage is that our instructors will be able to highly involve the students in the lesson, informally assess their understanding on content, drive critical thinking, and help students learn from not only the instructor, but also from one another.

- **Role-Play:**

Students will have opportunities to Role Play through a series of scenarios that will be predicated on their ability to communicate and practice skills that are centered on patient service, various forms of communication, and professionalism. At various points of the classroom, and specifically linked to course content, students and instructors will participate in a series of pre-designed role plays in an effort to place students in hypothetical situations that will hone their soft skills and further, give them a chance to learn how to interact with others in hypothetical situations that ultimately will be translated to their work in the lab and the external clinical site.

- **Technology**:

In correspondence with the first two strategies noted above, Valley will incorporate a series of technology-based additions to the classroom. These topics will include short videos to demonstrate the application of concepts, internet-based games and assessments to help instructors determine the comprehension of key topics, interaction with our internet-based library to help students research and study specific key topics and case studies presented in the class. Here, students will not only be exposed to additional forms of technology periodically in the class, but they will also have an opportunity to read, listen to, and respond to additional medical concepts, evidence supported practices procedures, and assessments to gauge their overall progress.

- **Additional Traditional Instructional Strategies**:

Building on these primary traditional classroom strategies, additional supplemental strategies that will be incorporated into our approach include the following:

Current Events in the Medical Industry, used to analyze the environment that they will be entering and further, focusing on key areas and segments of the medical industry where students demonstrate a strong level of interest and further, are aligned with key course objectives.

Group Learning Activities where students will work in pairs, and groups of three or four depending upon class size on related topics. In these situations, students will be walked through a host of activities and asked to interact and work as a team through a given assignment.

Debate and Discussion on various forms of evidence-based practices will be conducted to determine the depth and meaning of the type and quality of the evidence that was generated, including the settings, to determine the validity of the practice, positives, negatives, opportunities for improvement, etc.

Effective questioning to work through various scenarios and situations will be used to analyze and evaluate the work done in the lab and further, in the clinical setting. Students will be given a chance to de-brief, discuss, and

question their work, how concepts were applied, and how to effectively link topics being presented in the class into upcoming lab and clinical based activities.

Guest Speakers highlighted by members of the medical industry and our PAC. Based on the addition of Guest Speakers, students will be exposed to an assortment of existing professionals to gain first-hand knowledge of the industry, developments in their local community, and interact with these professionals to discuss concepts, processes, procedures, challenges, and trends.

Out of class reading, studying, and assignments. Based on a series of in-class activities, students will have an opportunity to apply, review, and read on the key concepts from that day's educational activities. In this instance, instructors can assess student progress and further, students can continue to reinforce the key topics from the day, given week, or course as a whole.

Process-Mapping and Integration of key content areas into the full practice of Nursing, which will enable students to critically analyze and evaluate a series of topics and learn how to work through and identify key facts, figures, theories, trends, processes, or procedures that are related to a given topic.

Journaling to track, reflect, and discuss overall progress, questions and development. Finally, students will be asked to keep a running journal as a personal tool that they can review with other students and their instructor. However, most important, it will be a private account for the student to gauge their overall progress and develop a written account of their questions, obstacles, goals, and accomplishments.

- **Lab-Based Instructional Strategies:**

Within the lab-based classroom, students will be given an opportunity to apply and conduct a series of procedures and processes that were introduced and presented to them in the traditional classroom. Students will be presented with an opportunity to first be presented with a series of objectives, goals, the procedures to be utilized, soft skills to account from, and ideal outcomes from the lab-based activity. In addition, students will be presented with any essential patient service and communication practices along with HIPAA and privacy considerations.

Building on this initial introduction to the activity, the instructor's primary strategy will be to teach the students how to effectively setup the lab, prepare the equipment, and account for safety and sanitation. Once the area has been prepared, the student will be asked to conduct the lab based activity under the supervision, management, and instruction of the instructor. In correspondence with the setup and ultimate execution of the lab activity, the instructor will also execute a series of corresponding strategies that include the following:

1. Role-Play to incorporate soft skills and communication;

2. Incorporate periodic opportunities to ask questions and interact with the student;

3. Determine Group versus Individual activities;

4. Organize Rotating Stations to both organize the lab and further, keep all groups of students actively work in a controlled setting and further, exposed to multiple lab opportunities so as to optimize the experience;

5. Ask a series of placed/timed questions and/or questions that will help the student identify opportunities to improve, build on strengths, encourage, support, re-direct/correct, assess next steps, determine overall

progress, review how to document the procedure, opportunities for patient education, gain feedback from group members or observing students, and discuss the overall progress of the lab activity.

Finally, instructors will be asked to assess the student performance building on the assortment of questions illustrated in the previous point. The assessment will be conducted using the Practical Nursing Lab Checklist and Rubric. This document will list the lab activities for the students and a rubric will be used to assess their work specific to their execution of the procedure along with any additional skills that were presented to the student as key learning objectives.

- **Instructional Strategies - Clinical Sites:**

The focus of our faculty (and Preceptors once student/teacher ratios determine the need to add) at clinical sites will be focused on a host of one to one and small group activities. Students will only be asked to complete clinical activities that they have been trained to complete and further, at the level of instruction that they have provided through their given place in the program. Building on this foundational element of clinical site instruction, students will be given a full description of the clinical activities that they will be expected to provide and further, briefed on a host of activities that the instructor has planned for the day and further, potential unplanned activities that could arise from the day. As part of this process, the instructor will clarify how they will assist the student as a part the overall process and what the student should do if they run into a situation that they are uncomfortable with as part of any clinical activities or activities with staff and personnel that work at the site. Building on these foundational strategies, the instructor will also employ a series of additional strategies.

First, instructors will focus on efforts to ensure that the students are actively involved in the communication, care, and medical support of all patients. This will entail including them into the process, asking questions of the student and asking them to complete a series of activities. As part of this inclusion process, the instructor will also focus on asking detailed questions of both the patient and the student during this process. The methods deployed by the instructor will be based on several key elements. First, instructors will ask these questions in a positive and productive manner that helps the student build confidence and further, feel welcome and inclusive in the care of the patient. Based on the questions and subsequent discussion, instructors will also focus on providing positive, informative, and clear feedback that the student can use to learn from the situation, complete specific activities that are in line with their scope of practice and help shape their clinical judgment and decision-making when working with a patient.

At the conclusion of the clinical activity, student(s) and the instructor will then meet to de-brief to ensure that the student fully understands the work that they completed and areas for improvement. Building on this feedback, students will be given an opportunity to ask questions and further delve into their performance and potential outcomes. At the conclusion of the activity, students will also be asked to participate in the documentation of the clinical activity, next steps, assist with patient questions, and close the activity by charting the activity in the patient file with the instructor. Finally, once the de-briefing session is complete, students will be asked to document their experience, areas to focus on for future clinical activities, positive outcomes, and areas for improvement.

- **Periodic NCLEX Assessments**:

Wrapped around each of these instructional strategies will be periodic and ongoing NCLEX Preparation Assessments. These assessments will be a combination of computer, pencil/paper, procedural, and lab-based activities. Students will be assessed based on key course objectives that are aligned with NCLEX subjects. The goal of these assessments will be to periodically assess student comprehension of key licensing topics and further, provide instructors and students with an opportunity to determine areas of strength and areas of development. In

addition, students will have an opportunity to build the test-taking skills associated with preparing for the NCLEX exam from a preparation and test-taking perspective. These assessment topics and schedule to complete each assessment will be announced at the onset of the class and each NCLEX assessment will be conducted on pre-announced days and times to allow students to adequately prepare both individually and through in-class activities.

Instructional Staff:

Faculty will hold a valid BSN and at a minimum, Teaching Assistants will hold a RN. All faculty and Teaching Assistants will hold a valid nursing license in good standing and will have a minimum of two years' experience as an RN. Preceptors are also used by Valley College at various points of the program. Preceptors may be a RN or LPN with at least two years' experience in the area he/she is supervising the student. These registered professional nurses will meet or exceed the guidelines of the Ohio Board of Nursing. In the clinical area, students will practice under the supervision of the Faculty, Teaching Assistants and Preceptors (who may hold a valid LPN or RN license) and must follow the established guidelines of the Ohio Board of Nursing, facility policies as well as Valley College's Student Catalog.

Non-Discrimination, ADA and Equal Opportunity:

Students at Valley College can expect a campus free of discrimination based on race, color, religion, national origin, sex, sexual orientation, age, political affiliation or belief, veteran status, marital status, ethnic background, or disability. Valley College does not tolerate discrimination towards faculty, staff, students, or any other individuals associated with the company. Students are required to adhere to the campus nondiscrimination policy.

Valley College is committed to upholding the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 (together, the "Disability Laws"), and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Valley College provides equal opportunity for qualified persons with disabilities. Valley College will make reasonable accommodations for a qualifying student with a disability, as appropriate. Accommodations must be formally requested by the student in writing. Such requests, along with supporting documentation, should be directed to the Campus Director. Online students may contact the Director, Online Division.

Valley College does not discriminate against any student or applicant based on race, color, religion, national origin, sex, sexual orientation, age, political affiliation or belief, veteran status, marital status, ethnic background, or disability. The College abides by these policies in the administration of its student admissions, financial aid and scholarships, career placement programs, as well as in all other student-related services and educational programs and opportunities. The Campus Director serves as the campus' Equal Opportunity Officer. Contact information is posted on the campus' Student Bulletin Board.

Rotation Schedules (Class Progression):

The program is divided in "Tiers." The tiers are built to consider any pre-requisites. Most students will complete or have received credit transfers/advanced standing in one tier before they are scheduled for a course in the subsequent tier of classes. If a student must have a modified rotation schedule, the Valley College Registrar determines the best schedule after considering all pre-requisites and course availability. A modified schedule may alter the number of weeks/months a student attends school. The Registrar may also change a student's schedule for optimization due to class size. For blended (hybrid) programs, even though the College has identified specific courses, to be taught

online, it reserves the right to be modify the list of courses that will be taught either online/blended or at the campus on a temporary or permanent basis.

Practical Nursing Schedule and Course Rotation:

The following table represents the Practical Nursing Program Outline. This document illustrates a list of each of each course in the Practical Nursing program along with a breakdown of all instructional hours and credits. HW is out of class assignments (or homework).

Course Number	Tier	Course Name	Lecture	Lab	Clinical	HW	Total	Credits
NUR100	1	Introduction to Practical Nursing/ Medical Terminology	30	30	0	15.0	75.0	2.5
MAT125	1	College Math (On Campus)	30	30	0	15.0	75.0	2.5
NUR119	1	Nursing Anatomy & Physiology (Lecture & Lab)	30	30	0	15.0	75.0	2.5
ENG116	2	College Writing (Online)	60	0	0	15.0	75.0	2.5
NUR115	2	Nursing Fundamentals - Adult Health & Patient Care I	35	28	21	21.0	105.0	3
NUR105	2	Pharmacology/IV Therapy	30	30	0	15.0	75.0	2.5
NUR125	3	Nursing Leadership, Clinical Judgement & Decision Making	30	30	0	15.0	75.0	2.5
NUR130	3	Medical-Surgical Nursing	28	28	28	21.0	105.0	3
ISD205	3	Ethics (Online)	60	0	0	15.0	75.0	2.5
NUR110	4	Maternity and Child Nursing	42	21	21	21.0	105.0	3.5
NUR120	4	Geriatric Nursing	28	28	28	21.0	105.0	3
NUR135	4	Mental Health/Geriatric Psychiatric Nursing	35	28	21	21.0	105.0	3
NUR140	5	Transition to Practical Nursing	0	0	84	21.0	105.0	3
		Diploma Totals	**438**	**283**	**203**	**231**	**1155**	**36**
			Total Inst. Hr.		**924**			

Practical Nursing Program Clinical Requirements:

In addition to the admissions requirements for all students, the Practical Nursing students must also meet the following requirements (at a minimum) to participate clinical experiences in actual medical settings before they start their clinical experiences. Clinical Preceptorship sites do not always have the same requirements and requirements and recommendation of the sites may be subject to change. Valley College strives to provide students with the most up-to-date requirements for clinical sites at Orientation and at different checkpoints during the students' program.

1. Valid photo identification demonstrating United States citizenship or permanent residency status of the United States.

2. Age Requirement: A student must be 18 years old or older to participate in the program.
3. Criminal Background Check (BCI) results: Students in the Practical Nursing program are required to submit to a State BCI and/or FBI national criminal background check. If the student is a lifelong resident of Ohio, the student will be subject to the Ohio criminal background check (BCI). If the student is not a lifelong resident of Ohio, the student will be subject to the FBI (national) background check. Some sites may require both the BCI and FBI background checks.
4. **The student is advised to initiate the BCI process by the end of the Start Period (the first twelve calendar days from the class start date).** The student is responsible for all necessary fees associated with the background check. The students must go to a Valley College approved site. The results are sent directly to the school. The school must receive the criminal background check results back prior to start of the first clinical course if the student is scheduled to take. If the background comes back with a record that will disqualify the student from participating in the clinical portion of the program, the student will be dismissed from the program. There are NO REFUNDS for completed course work.
5. Observed drug screen: All students in the Practical Nursing program are required to submit to an Observed rapid 10-panel drug screen prior to the participating in the clinical portion of the program. **The student is advised to initiate this process by the end of the Start Period (the first twelve calendar days from the class start date)**. The student is responsible for all necessary fees associated with the drug screenings. The students must go to a Valley College approved testing site. The results are returned to the school. Valley College must receive an acceptable report prior to the student starting the clinical portion of the program. If the report results disqualify the student from participating in the clinical portion of the program, or the student will be dismissed from the program. There are NO REFUNDS for completed course work. Valley College may refer to the Observed 10-panel rapid drug screen[4] or urinalysis as Observed drug screen in the Student Catalog and other documents.
6. Common communicable disease immunization record: **Students are advised to initiate the process for obtaining the immunizations, titers, and/or boosters by the end of the Start Period (the first twelve calendar days from the class start date).** The student must provide a copy of written documentation from their healthcare provider that all requirements are met prior to start of the first clinical course if the student is scheduled to take. results back. The student is responsible for all necessary fees associated the immunization and other health related requirements.
    - TB (PPD): All students in the Practical Nursing program are required to provide proof of TB test (PPD skin test or chest x-ray) with a negative reading. TB tests are good for one year. If a student's TB test results expire before he or she finishes the program, the student must repeat the test.
    - Proof of (a) a complete (3 injection series) Hepatitis B Vaccination/Booster or (b) a serum titer confirming immunity. Hepatitis B series: **Dose 1:** The student is strongly advised to start the series by the program's start date. The student is to show proof that he/she has initiated the series. **Dose 2:** The second injection is given one month after the first dose. **Dose 3:** The third injection is completed six months after the first **dose.** The student must sign a **waiver** acknowledging he/she may not be fully immunized, if the Hepatitis B series is not complete.
    - Proof of (a) one (1) Measles, Mumps and Rubella Vaccination (MMR) or (b) a serum titer confirming immunity to each disease or (c) proof that the student was born prior to January 1, 1957 (and/or) Proof of boosters if no immunity is shown.
    - Proof of (a) a second Measles Vaccination (may be a part of a second MMR) or (b) a serum titer confirming immunity or (c) proof that the student was born prior to January 1, 1957, (and/or) Proof of boosters if no immunity is shown.
    - Proof of Tetanus vaccination within the last 10 years.

Recommendations: It is recommended that applicants also provide written documentation from their healthcare provider for:

- Proof of Varicella (Chicken Pox) immunity as shown by (a) physician documented history of the disease or (b) documentation of two immunizations or (c) a serum titer confirming immunity and proof of Booster if there is no immunity shown.
- Proof of Influenza immunization (This may be a seasonal requirement).

Furthermore, students who do not provide proof that they have the recommended vaccinations, titers and/or boosters may be required to follow different protocols or procedures while performing certain medical proficiency checkpoints in the classroom or at a clinical site. For example, if you can't get the flu vaccine due to allergic reactions, you may be required to wear a mask and or other PPE deemed necessary by the clinical site throughout your rotation. If a clinical facility has additional specific requirements for their site, failure to adhere to those requirements will lead to the student being dismissed from that site and possibly being administratively removed from the program if another placement is not possible.

The student is reminded that any vaccinations and/or immunizations or additional clinical specific requirements are not included in the Laboratory Fees or tuition on the Enrollment Agreement and must be covered by each student. Graduates from other Valley College programs will be required to complete the Admission Requirements listed above to be considered for entry into the PN program.

Failure to show Proof of Criminal Background Check (BCI/FBI), Drug Screening Results, and/or Immunizations/Titers/Boosters

Students who **fail** to show proof that they have initiated their Criminal Background Check/Federal Background Check, Drug Screening and/or Immunization/Titers/Boosters by the end of the Start Period) may be reclassified as a No-Start status and withdrawn from the program. Please see the Refund Policy.

Valley College may share the results of the background check, drug screening and immunization/vaccination records with the designated contact person at the clinical site. Based on the guidelines of the site, a student may or may not be accepted at their site. If, the student is not accepted by the site or if while the student is participating in clinicals, the assigned site denies the student's participation for any reason, the student will be removed from the site at least temporarily until the situation has been investigated by the College and the issue has been resolved. If the student cannot return to a clinical site and be allowed to make up missed time, the College has no other choice but to terminate the student. The student would have the opportunity to appeal the decision in writing to the campus' Practical Nursing Program Administrator.

Applicants should make an informed decision about whether to participate in a program that requires state criminal background check (BCI) or a FBI national criminal background check, an Observed 10-panel rapid drug screen(s) or urinalysis, and immunizations/tilters/boosters records. In addition, due to the physical requirements (able to lift and/or carry over 50 pounds frequently), attendance and academic standards, Valley College strongly recommends that applicants who have physical limitations (including but not limited to physical disabilities, pregnancy in cases where physical limitations may be advised or prescribed, or other physical constraints), learning disabilities, or any other restrictions that would prevent the student from participating fully and successfully completing the program, not enroll in the program unless they provide documentation from their healthcare provider that states that the individual can complete all of the required class procedures without restrictions.

General Break Schedule:

During a typical five-hour day (8:00 am to 2:00 pm):

- 8:00 – 9:30: Class
- 9:30 to 9:45: First Break
- 9:45 to 11:15: Class
- 11:15 to 11:30: Second Break
- 11:30 to 12:30: Class
- 12:30 to 1:00: Lunch Break
- 1:00 to 2:00: Class

During a typical seven-hour day: (8:00 am to 4:00 pm):

- 8:00 to 10:00: Class
- 10:00 to 10:15: First Break
- 10:15 to 11:45: Class
- 11:45 to 12:15: Lunch Break
- 12:15 to 1:45: Class
- 1:45 to 2:00: Break
- 2:00 to 4:00: Class

Valley College reserves the right to change this schedule. Should a change be made to the schedule, students will be notified prior to the upcoming change.

Student Resource Center and Virtual Library:

The student and staff Resource Center provides access to text materials, reference books, trade journals, periodicals, and Internet research, which may be used as supplemental reading for course work and for general background information. Students are requested to comply with the Resource Center rules on book checkouts and return. Students and staff/faculty also have access to an Internet Library service. The College subscribes to the Gale Internet Library. Log on information is provided to the student at Orientation. All students, faculty and staff have free access to the library. Online training is available for users. Students who have suggestions for additions to the Resource Center or comments on its operation should address their comments to the Campus Director.

Valley College also offers the services of a 24-hour a day 7-day a week Virtual Librarian. The following list of items represent the services provided to Valley College students:

- Act as the qualified Librarian for Valley College students;
- Assist and be available by phone, video or web conferencing for all accreditation activities, meetings and other communications;
- Provide asynchronous 7-day library online reference service by email, live-chat or web meetings, to all students, instructors and staff;
- Give oversight, manage, develop and curate the library, both its e-resources and services, ensuring it will meet all accrediting standards as chosen by the institution;
- Work with the college to ensure the purchase of appropriate e-resources to support the course content;
- Ensure there are library administrative processes, library policies, library budget and faculty and student training and instructional publications provided, and that assessments and improvements occur.

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Tutorial Services:

Tutoring services are available to all students. It is the student's responsibility to seek out opportunities for tutoring services from the classroom instructors.

Emergencies and Illness:

Students are expected to become familiar with all fire and other emergency evacuation routes and procedures. Evacuation routes are diagramed and posted in each classroom. The locations of fire extinguishers are also shown. A discussion of emergency procedures is conducted during class orientation.

During Orientation, the students will be instructed that if they feel like they are becoming ill at any time while on campus or at a clinical site, they should inform their instructor or other supervisor (preceptors when no Valley College staff member is present). All cases of illness or injury during school hours should be reported promptly to the instructor. Valley College reserves the right to call for emergency medical assistance or refer the student for medical assistance if an emergency, accident, or illness occurs during class hours. Any expense incurred shall be the sole responsibility of the student and/or parent or guardian. . Valley staff members may also call and an emergency contact number that the student provides to the school at the student request. Faculty and staff members are not licensed to transport students in their personal vehicles. While at a clinical setting, the student is to be seen in the emergency room or follow the employee illness policy of the clinical facility. The cost of health care is the student's responsibility.

Attendance and Make Up Class Assignments and Consequences of Missing Class:

Regular and timely attendance in class/clinical/lab is essential to complete the required course objectives and requirements to achieve success in the Practical Nursing Program. Therefore, students are encouraged to meet with their instructor or (her designee) immediately regarding any concerns that may hinder their attendance and thus their potential for academic success. Taking responsibility for attendance is one of the first steps and student can take to develop professional accountability.

Excused Absence (Planned or Emergency)
On occasion, a student may miss a class/clinical/lab because of unavoidable or extenuating circumstances such as personal injury or illness, death in the immediate family, court appointed dates, and military service. These types of genuine circumstances are considered an excused absence.

- **Bereavement**: **Bereavement**: If a student must miss class to attend a funeral, the student must bring in a document of verification of funeral. Time absent for bereavement may not exceed three days.

- **Court and or Legal Appearance**: When a student is subpoenaed to appear in court, the time missed from class/clinical/lab will be counted as being absent. The documentation may be any paper form of documentation there is/was a court order requirement for that may include, but not limit to, Jury Duty, Order to Appear, Subpoena,

- **Medical Emergencies**: A doctor note demonstrating that the student had to personally see a healthcare provider, or, if a parent, spouse, child, or other dependent required medical care that also required the student's attendance and/or transportation to the medical facility.

- **Work Related Mandatory Training**: If a student is required to attend a work-related mandatory training or event, they will be required to provide documentation from their direct supervisor explaining the reason and date for the mandatory attendance.

- **Military Related Training**: If a student is either in an active or inactive military status and are required to a mandatory military training activity and can provide written documentation attesting to the start and end dates of the training.

- **NUR140 Attendance Requirement**: Students are required to have 840 total attended hours, equally distributed to represent 100% attendance based on scheduled hours in all previous coursework to enter NUR140. If students do not meet these hour requirements, they will be placed on Retake status until hour requirements are met. Hours must be made up in a designated timeframe to ensure that the student is able to complete their program within the required 150% timeframe of SAP. (See Satisfactory Academic Progress.)

- **Other:** If the student misses hours for any other reason, a written explanation may be submitted to the instructor. (Reminder, faculty may exercise their right to deduct points for assignments, quizzes, or tests.)

Importance of submission of written (paper format) documentation: This applies to classroom, lab and clinical portions of the program.
Supporting documentation is due the day that the student returns to school. If the student does not have the paper formatted documentation that day, they may submit an electronic copy of the documentation until the next school day.

Submitting documentation does not automatically guarantee that instructor (or designee) will determine that the absence will be classified as an excused absence. However, failing to provide the documentation will most likely result that the attendance will be classified as an unexcused absence.

PROCESS

- When a student realizes that they will be tardy or absent from class, the student must notify the Instructor or Front Desk as soon as it safe/feasible to do so. (School opens at 7am. Do not use the cell phone to call if you are driving to contact the school.)
- Attendance is recorded at the beginning of each class/clinical/lab as directed by the instructor. The instructors have the right to update the attendance if a student leaves class early (or does not return from a break/lunch)
- When a student is tardy or absent from class, it is the student's responsibility to obtain any missed notes or handouts from a missed class.
- The student is to meet with the classroom (lecture/lab), course instructor (or designee) to discuss the absence, hours and present supporting documentation with the instructor. The instructor and the student will come together on an agreed upon plan to for the student to make-up the hours and missed class work while the course is activity running.
- The student will attend the scheduled make-up hours. It is required that all hours are made up before the student can enter their final course (NUR140). And any missed hours during NUR140 must be made up before the student can qualify for completion for the program. All hours must be made up within designated Satisfactory Academic Progress (SAP) timeframe.

- The student will submit the designated make-up assignments, tests, and/or quizzes.as required by the instructor. Valley College may use simulations as part of the student's (make up work) academic plan.

Consequences for Absences

- Instructors are not required to admit students into the classroom after class has started. Students will be considered late if they arrive more than seven (7) minutes after the start time. For example, if class starts at 9:00 am, at 9:08 the student is considered late.
- Instructors will not admit late students into class during an exam/quiz even if it is within the seven minutes. Students will be required to wait to enter the class until the next break. Time missed will be counted as absent and will be required to be made up. Depending on documentation submitted, the time missed may be counted as unexcused.
- Participation points will be deducted which will likely affect the student's overall grade.
- There may be stricter requirements for missed tests than assignments or quizzes.
- If a student has more than 24 hours of unexcused absence the student may be dismissed from the Practical Nursing Program. (See refund policy)

Attendance Clinical:

(In this section, the general term absences or missed time is used. The instructor or designee will verbally or electronically notify the student if the time off was classified as an unexcused absence.)

- Attending clinical orientation is mandatory. Missing clinical orientation will result in failure of the course. Patient safety is a high priority and a student who misses orientation to the facility misses valuable information needed to provide safe and effective care to their patients and therefore, will not be able to attend clinical.

- When reporting for a clinical, students are expected to come prepared: name badge, proper clean uniform/scrubs, stethoscope, pen, watch with second hand (and/or other items the clinical instructor deems necessary for that clinical site) and any homework that might be due. .Students who show up unprepared or late will be sent home and this will count as an unexcused absence. Students will have to make up the missed hours and assignments.

- Student must arrive to clinical on time and stay the duration of the entire clinical. Students will sign in and out of the clinical just like they do in the classroom. Being late or leaving a clinical early will be considered a missed clinical day and the student may fail the course. Clinicals are set up well in advance and Valley cannot guarantee clinical make-up time. The student must follow the same protocols for contacting the instructor and/or school if he/or she knows they will be tardy or absence from the clinical experience.

- Excused absence from a clinical must have proper documentation or it will be considered unexcused. Even with excused documentation students must make-up clinical time for successful completion of the class/program.

- **Clinical assignments**: Clinical assignments are important for administering safe nursing care to the assigned patients and are necessary to measure student's attainment of the course and clinical objectives. Failure to hand in these clinical assignments when due may result in an unsatisfactory clinical grade and potential failure of the course.

- If the student fails the clinical aspect of a course, for any reason, the student must repeat the theory and clinical component to successfully pass the course. After two failures of any of the nursing courses, the student will have failed the Practical Nursing Program. There are NO REFUNDS for completed course work.

- **Bereavement**: **Bereavement**: If a student must miss class to attend a funeral, the student must bring in a document of verification of funeral. Time absent for bereavement may not exceed three days.

- **Court and or Legal Appearance**: When a student is subpoenaed to appear in court, the time missed from class/clinical/lab will be counted as being absent. The documentation may be any paper form of documentation there is/was a court order requirement for that may include, but not limit to, Jury Duty, Order to Appear, Subpoena,

- **Medical Emergencies**: A doctor note demonstrating that the student had to personally see a healthcare provider, or, if a parent, spouse, child, or other dependent required medical care that also required the student's attendance and/or transportation to the medical facility.

- **Work Related Mandatory Training**: If a student is required to attend a work-related mandatory training or event, they will be required to provide documentation from their direct supervisor explaining the reason and date for the mandatory attendance.

- **Military Related Training**: If a student is either in an active or inactive military status and are required to a mandatory military training activity and can provide written documentation attesting to the start and end dates of the training.

- **NUR140 Attendance Requirement**: Students are required to have 840 total attended hours, equally distributed to represent 100% attendance based on scheduled hours in all previous coursework to enter NUR140. If students do not meet these hour requirements, they will be placed on Retake status until hour requirements are met. Hours must be made up in a designated timeframe to ensure that the student is able to complete their program within the required 150% timeframe of SAP. (See Satisfactory Academic Progress.)

- **Other:** If the student misses hours for any other reason, a written explanation may be submitted to the instructor. (Reminder, faculty may exercise their right to deduct points for assignments, quizzes, or tests.)

Grading System:

Generally, all tests and assignments are graded against a 100% score. Sixty percent (60%) is the minimum passing grade. The instructor does have the option of offering the student who fails to obtain 60% score on a test or a major graded assignment the opportunity to complete extra credit work to show that he or she has a better understanding of the course material. All extra credit work must be submitted within two days after it is assigned. Students who fail to achieve a passing grade for the course will be required to repeat the entire course and will incur a Course Retake fee. (See Tuition) The Practical Nursing has a stricter grading scale for certain courses.

For a student to successfully complete a nursing course and progress to the next course, the student will need to achieve an average of 78% on all assessments (tests, quizzes) and homework. Each student will be provided with a

syllabus that illustrates the different types of assessments for each course and they will include a series of activities that could include tests/quizzes, in-class assignments, out-of-class assignments, class participation, lab competencies, and clinical competencies.

In addition, students must pass all skills test-outs with a satisfactory rating within 3 attempts and must pass all Clinicals. The details regarding the grade scale for the clinical/preceptorship is discussed in the Practical Nursing Program Description section found later in the catalog. **To successfully pass a class with a NUR prefix, the students will need to achieve a 78% or better.**

Grade	Pts.	Description	Counts in Calculation for GPA
A	4.0	93 to 100%	Yes
B	3.0	85 to 92%	Yes
C	2.0	78 to 84%	Yes
F*	0.0	Less than 78%	Yes

All other courses follow the traditional grading scale (These courses do not have the NUR prefix)

Grade	Pts.	Description	Counts in Calculation for GPA
A	4.0	90 to 100%	Yes
B	3.0	80 to 89%	Yes
C	2.0	70 to 79%	Yes
D	1.0	60 to 69%	Yes
F*	0.0	59% or less	Yes

Clinical Evaluations:

Students will be evaluated at each clinical. Clinical evaluations are graded as follows:

- P+ (Pass Plus): The student performance exceeds expectations for passing
- P (Passing): The student performance demonstrated safe, accurate and organized performance based upon previously learned skills that has increased over time
- I (Improvement Required): At risk performance where passing has not been reached. Performance at this level for more than 2 clinicals requires a meeting with the Program Director and clinical instructor.
- F (Failing): Unsafe performance criteria for passing consistently unmet, or unable to demonstrate appropriate behavior/procedure. Upon a second "F" for clinical student is required to meet with Program Director and clinical instructor and is at risk for dismissal from the program.

Laboratory Evaluations:

All Lab Skills Test Outs are graded on a pass/fail basis. Students will be given 3 attempts to pass. If student does not pass by the 3rd attempt, student will fail the course. Practice is essential before testing out and peer to peer practice is highly recommended. Students must pass the lab skill test out prior to performing the skill at clinical.

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Policy for Testing (Exams):

- Students need to follow the syllabus and class schedule for each course
- Once an exam has begun students will not be allowed in the room and must wait until the exam is over or the next break, at which point student must follow the make-up procedure
- Quizzes may not be a part of the syllabus and may or may not be announced in advanced
- It is the student's responsibility to come prepared to take exams and quizzes
- If an exam is missed due to an absence the student must be prepared to take the exam on the first day of return to school unless alternative arrangements have been made with the instructor. Students may be required to provide documentation regarding absence: failure to do so may result in a zero for the exam
- Students are expected to keep record of their exams, quizzes, and homework grades to calculate their academic standing
- There will be no extra credit points on exams, quizzes or final exams awarded in NUR classes
- Students must study material in a way conducive to retaining learned knowledge as content may be retested on at any time during the program
- Students may be requested by the instructor to move or be reassigned to a particular/different seat for testing
- During the exam/quiz's students will not be allowed to leave the room
- For MATH exams/quiz's students must show their work or no credit will be given
- Instructors will not review exams/quizzes until all students have taken the exam/quiz
- Cell phone use during any exam/quiz or review of exam/quiz will be considered academic dishonestly and student will receive a zero for that exam/quiz.
- Students are required to score an 850 on the HESI NCLEX Prep Exam in order to successfully pass the NUR140 course.

Student Code of Conduct:

Valley College's Code of Conduct can be viewed in its entirety in the Catalog (Valley College website at https://www.valley.edu).

The College expects mature behavior. Regulations governing student conduct and activities are based on the premise that attending class in an environment conducive to learning is the right of each student. A student is subject to suspension or termination for conduct that disrupts the teaching or administrative activities of the College or interferes with the rights of the campus community. Examples of conduct considered unsatisfactory under these standards include but not limited to dishonesty, failure to comply with college policies, procedures and regulations, or with the directions of College officials acting in performance of their duties, harassment, physical or verbal abuse of any person on campus or at College functions, and theft of or damage to College property or to property on campus belonging to any member of the campus community.

Valley College aims to provide students with comprehensive training and education necessary for entry into professional employment. In accordance with the Valley College Values of Integrity, Effectiveness, Leadership, Teamwork, and Growth, students are expected to adhere to the following code of conduct to ensure a professional atmosphere and positive learning experience.

Rules and regulations governing student conduct are based on the premise that attending class in an environment conducive to learning is the right of each student. The Student Code of Conduct is the set expectations regarding professionalism, attitude, appearance, academic integrity, attendance, classroom conduct, and course expectations. Students have the right to a professional, non-discriminatory, non-violent, harassment free,

and drug, alcohol, and tobacco free environment. Adherence to the Student Code of Conduct is expected of all students, and any violation will be subject to disciplinary action.

Students are expected to interact with colleagues and peers in a polite and respectful manner. Students are expected to display characteristics such as respect, organization, prioritization, efficiency, and positivity. Students are also required to follow classroom rules established by their instructor. These rules could address but may not be limited to communication, format and structure of assignments, formal assessments, remote learning guidelines, and conduct. Abiding by the following rules and meeting the required expectations will result in the professional appearance and conduct required at Valley College.

Classroom Rules:

In addition to the statements above, each instructor will distribute or post specific class rules and expectations for their class. For courses with require more specific lab-based activities and assignments (skill-based procedures), the instructor will distribute or post more specific standard operation procedures or safety procedures that must be followed. In remote learning settings, the instructor may distribute or post rules specific on any live sessions, Programs that have clinicals or externships have more specific student handbooks that discuss the Code of Conduct expectations that must be followed when the student is off campus and at those sites.

Classroom Rules and Expectations that are commonly observed in all Valley College campus' programs include:

Students are expected to:

- Be present for the entire class.
- Keep cell phones off or on vibrate.
- Beverages and food are not permitted in any lab classes.
- Beverages may be allowed in lecture rooms as long as they are in a container with a lid.
- Tobacco usage is restricted in the classrooms and at all school events except for in designated smoking areas at each campus.
- Take all personal, valuable items when leaving the room.
- Refrain from profane or obscene language and any unprofessional verbiage in the classroom, lab or clinical setting.
- Follow verbal and written instructions in the classroom, lab and clinical settings.
- Communicate and exhibit a positive attitude, good judgment, and respect for faculty, staff, and peers.
- Display professional behavior and demeanor when offsite on school sponsored functions such as field trips, community service activities or other school functions.
- If in a remote learning setting and participating in a live session, the student must be in an environment conducive to learning. The student cannot be at work, driving a car, or otherwise not fully participating in class.

Cell Phones:

No cell phones are permitted during all learning activities, including class, lab and clinical. Students will be required to put their silenced cell phones in a containment area near the entrance of the classroom. Students may pick them up during breaks and lunch time. If a student is caught using a cell phone at clinical (other than break time) it will result in an unsatisfactory for the day. If a cell phone goes off during an exam the student will receive a zero (0) for that exam and may not make it up.

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Student Dress Code:

Valley College students are preparing for various careers in a workforce. Students are encouraged to reflect the proper image of their future careers by dressing appropriately and should also be aware that excessive visible body piercing and extreme hairstyles may inhibit their career opportunities. Students are expected to wear the appropriate Valley College Uniforms during normal class times. **The Valley College uniform (scrub top and bottom) is light blue in color with a white lab coat. The uniform is purchased through the College during the first weeks of classes.** Failure to adhere to the Dress Code upon warning may be grounds for termination. Questions pertaining to the Dress Code should be addressed to the Campus Director and or the Practical Nursing Program Administrator.

Students are permitted to wear watches, engagement, and wedding rings, and two discreet (pierced) earrings per ear. Any facial piercings must be removed and/or plugged while in the classroom, lab, clinical setting, and any other function organized through Valley College. The plugs must be removed from gauged ears while in the classroom, lab, clinical setting, and any other function organized through Valley College.

- **Classroom:**
  Students will promote a professional atmosphere in the nursing program and will be required to follow the rules:
  - Uniform scrub attire must fit properly so the midriff and buttocks are not shown while engaging in normal activities and exercises. Bottoms should not excessively touch the floor and tops should not expose cleavage.
  - Tennis/athletic shoes (mostly leather) little to no mesh type shoes. No open toed shoes, sandals, flip flops, or high heels.
  - Lab coats/jackets or cardigan/fleece jacket may be worn according to weather conditions. NO HOODIES. Long sleeves at clinical such as lab coats etc.: Must follow policy of site.
  - No head coverings (such as hat, caps, scarves). Head coverings worn consistently for religious reasons are acceptable.

- **Lab:**
  - Follow the above dress code.
  - Students must show up to test outs prepared for the test out: proper uniform scrub, watch with a second hand, stethoscope (when appropriate) or they may not be tested out and this will be considered a failure for that test out.

- **Clinical:**
  - Follow the above dress code.
  - When reporting for a clinical, students are expected to come prepared: name badge, proper clean uniform/scrubs, stethoscope, pen, watch with second hand (and/or other items the clinical instructor deems necessary for that clinical site) and any homework that might be due. Students who show up unprepared or late will be sent home and this will count as an unexcused absence. Students will have to make up the missed hours.

Casual Days:

The Campus Director may allow students to have casual or theme dress days. Safety and professionalism are always a consideration. The wearing of torn or badly frayed jeans, shorts, t-shirts (or other shirts/sweatshirts) with messages, tank tops, and open-toed shoes are never permitted.

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School Identification Badges:
Students are to wear school identification badges, at all times when in the school, lab/classroom and at the clinical setting. Students not wearing a Valley College school identification badge at clinical sites, unless specifically directed otherwise by the clinical site, will be sent home and this will be counted as a missed day.

Tattoos:
In accordance with professional workplace expectations, tattoos not covered by appropriate clothing will need to be covered with either a sleeve, band aid or bandage material so they are not visible in the classroom, lab, clinical setting, or any other function organized by Valley College.

Nails:
The CDC (Center for Disease Control) recommends NO artificial nails or extensions. Valley College Practical Nursing Diploma Program will also adhere to this recommendation. Furthermore, nails must be kept short and not extend beyond the tips of the fingers. Only clear or pale nail polish is allowed with no visible chips.

Jewelry:
A watch with a second hand is required for clinical and lab. Only and engagement/wedding band is permitted in clinical and lab. Earrings: only 1 per ear and studs only for clinical and lab.

Eyelashes:
No false eyelashes are to be worn at clinical.

Perfume:
No perfume or cologne or oils are to be worn at clinical. Please be respectful of perfume, oils and or cologne in the classroom/lab regarding other students with allergies.

Students must also follow the behavior guidelines outlined by the Ohio Board of Nursing as listed below:
The following information represents an excerpt on student behavior guideline. This information can be found on the OBN website at www.nursing.ohio.gov.
OBN rule 4723-5-12 OAC Program Policies:

(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.

(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

(3) A student shall not falsify any patient record, or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.

(4) A student shall implement measures to promote a safe environment for each patient.

(5) A student shall delineate, establish, and maintain professional boundaries with each patient.

(6) At all times when a student is providing direct nursing care to a patient the student shall:

(a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and

(b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;

(8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;

(9) A student shall not:

(a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;

(b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a patient's property or:

(a) Engage in behavior to seek or obtain personal gain at the patient's expense;

(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;

(c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or

(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purposes of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:

(a) Engage in sexual conduct with a patient;

(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purposes of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section 2907.01 of the Revised Code;

(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

(18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A

student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Student Grievance Procedure

Please refer to the Valley College Catalog section "Student Complaint Procedure" to see student grievance procedure.

Title IX Notice of Non-Discrimination and Policy

Title IX Notice of Non-Discrimination and Policy Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in any education program or activity operated by a recipient that receives federal financial assistance. As an educational institution subject to Title IX, Valley College:

- Does not discriminate on the basis of sex, including but not limited to admissions and employment, and is committed to providing an educational and workplace environment that is free from sex-based discrimination, harassment, and retaliation;
- Prohibits discrimination on the basis of sex in its educational programs and activities, as required by law;
- Is committed to promoting fairness and equity in all aspects its operations; and
- Values and promotes the equal dignity of all community members and is committed to the pursuit of just resolutions with respect the rights of all parties involved.

Valley College prohibits retaliation against any individual who in good faith makes a complaint or assists a complainant in the filing of sex discrimination, sexual harassment, or sexual misconduct or participates as a witness in a proceeding under this or any other College policy, it is also a violation of a federal law.

Valley College has adopted Valley College Title IX Non-Discrimination & Grievance Process Policy that can be found on Valley College's website at the following link: http://www.valley.edu/consumer-information/

Valley College's Title IX Coordinator is identified below and may be contacted with questions about Valley College Title IX Non-Discrimination & Grievance Process Policy, to file a report or formal complaint, or to otherwise assist individuals in ensuring equal access to the educational programs or activities in compliance with Title IX.

Title IX Coordinator: Ms. Margaret Stafford
Valley College Administrative Office
287 Aikens Center Martinsburg, WV 25404
T 304-263-0979
Email: mstafford@valley.edu

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Confidentiality Requirements:

Student in the PN program may have access to confidential patient and management information. Students are required:

- To abide by all laws, regulations, and agency policies and procedures relating to the confidentiality of the patient's/client's business and management information
- To use patient/client business and management information only as it relates to their nursing duties
- To continue to maintain the confidentiality of all patient's/client's business and management information after the termination of student clinical placements and refrain from accessing the same records or computer system after the termination of their education
- To sign a Confidentiality Statement for Student Clinical form which can be found in this Handbook.

Completion and Graduation Requirements:

A Candidate for Graduation has achieved the following:

1) Passed all required courses in the student's program.
2) Earned an overall cumulative 2.0 GPA ("C" average) or better on a 4.0 scale
3) Met or surpassed the programmatic attendance requirement
4) Completed the program within the time frame as defined by Satisfactory Academic Progress (SAP)

If a student meets the requirements for graduation, but is delinquent in payments to the college, the student will be considered a graduate but may not be eligible to walk at his or her scheduled graduation ceremony or will not receive their diploma or will not receive an official or unofficial transcript until their account is in good financial standing according to Valley College policies.

A candidate for the Pinning Ceremony has met the above completion and graduation requirement. The successful student will receive a Valley College Certificate of Completion and pin.

NCLEX Prep Classes:

Students are encouraged to review the Saunders NCLEX-PN Examination book throughout their student career during the Practical Nursing Diploma Program. Specific assignments will be given during NUR140 Transition into Practical Nursing preceptorship. Students will also be offered a 2-day NCLEX review course at the end of the program.

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Requirements for Application for LPN Licensure:

- Once a student has completed the above completion and graduation requirements the Program Administrator must then submit a Letter of Completion to the Ohio Board of Nursing.

- For each applicant who has successfully completed an Ohio nursing education program approved by the Board, the Board must receive a written notification of the applicant's completion of the program, submitted directly by the education Program Administrator or designee to the Board. Rule 4723-7-02, Ohio Administrative Code (OAC).

- The Program Administrator is responsible for certifying to the Board, in a format prescribed by the board, for each student who is an applicant for licensure in Ohio that each applicant successfully completed the requirements of a program and the date the applicant completed the program requirements. Rule 4723-5-09 (B) (9), OAC.

- The student is then responsible to obtain the Criminal Records Checks Required for Licensure. Directions may be found at www.nursing.ohio.gov

- The process of taking the NCLEX exam can be broken down into eight steps, covering registration and scheduling, eligibility, identification requirements, and results processing. This information (The eight steps of the NCLEX-flyer) can be found on the Candidate Bulletin and Information page of NCSBN's web page. (ncsbn.org). National Council of State Boards of Nursing.

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APPENDIX

The Appendix contains forms that the student must complete and submit to Valley College.

- PN Student Handbook Agreement
- Confidentiality Statement for Student Clinical Experience
- Technology Agreement
- HIPAA STATEMENT

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Appendix

Valley College Practical Nursing Diploma Program

PN STUDENT HANDBOOK AGREEMENT

I have received a copy of the latest PN program Student Handbook in addition to the Catalog provided to me prior to my enrollment and understand all the rules and expectations. By signing this statement, I agree to abide by all the regulations, policies and procedures contained in the Handbook, including any amendments that may occur from time to time.

I understand that Valley College will periodically review its policies and procedures in order to serve the needs of the students and faculty, as well as to respond to the regulatory mandates of the legislature, the Ohio Board of Nursing, the federal government, and other regulatory and accrediting agencies. Valley College reserves the right to change, rescind, or include additional regulations, policies and procedures in its PN Student Handbook. I understand that such changes may occur without notice and that I agree to periodically check the Student Handbook for the latest version.

Signed: _____ Date _____
(Student signature)

Print Name _____

By signing, I recognize that this is a binding contract of responsibility and accountability, which is then integrated into my permanent file. I have been provided time to ask questions and receive responses to these questions.

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Appendix

Valley College Practical Nursing Diploma Program

CONFIDENTIALITY STATEMENT FOR STUDENT CLINICAL EXPERIENCE

I,_____, understand that in the performance of my duties during all my clinical experiences and preceptorship wherein I have clinical experiences and opportunities, while attending Valley College Practical Nursing Diploma Program, I have access to and or am involved in the processing of patient information and data, I understand that:

- I have a legal obligation to hold confidential all information including computerized data information from charts and records to which I may have access and will only discuss this information with those individuals who require this information in order to carry out their job responsibilities and facilitate the educational process.
- I will not intentionally attempt to gain access to areas that are not needed for the performance of my clinical experience.
- Passwords, if assigned, are unique to me and is not transferable.
- I am solely and fully accountable for any information entered into the system under my password. I will notify my clinical instructor/preceptor/supervisor and or the system manager immediately if I suspect that someone has gained unauthorized access to my password or documentation.
- I understand that I am required to maintain the confidentiality of all patient/hospital data, at all times during, after, and following my clinical/preceptor experience and there remains a legal compliance expectation without ending.
- I understand that I do not have any right and will refrain from taking photos, videos, or recording of anything or anyone, including but not limited to, patients/clients/staff/peers/children at the clinical environments.
- I understand that a violation of these confidentiality considerations will result in termination of the clinical experience, possible legal action, and dismissal from the Practical Nursing Program

Signature _____ Date _____

Name (Please Print) _____

This confidentiality Statement is applicable to ALL clinical/preceptor sites connected to Valley College Practical Nursing Program and will become a part of the student's personal file.

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Appendix

Valley College Practical Nursing Diploma Program

Technology Agreement

Valley College has a significant investment designed to enhance the education and training of students in its various programs. Due to this, it is deemed necessary to clarify expectations for those using equipment and supplies here at Valley College.
Therefore, I understand and agree to the following:

- No equipment (such as computers, printers, drives, CD-ROM players etc.) shall be altered in any way. (This includes Lab equipment such as beds, pumps etc.)
- No equipment may be moved without the direct permission of the instructor charged with the responsibility of the equipment.
- No file, program, graphic, game, etc. may be installed on, or copied to, or deleted from any system server without permission of the network manager.
- No file, program, graphic, game, tec. May be installed on, or copied to or deleted from any computer or hard drive without permission of the instructor charge with the responsibility of that computer.
- Unauthorized personal enhancements to a computer such as screensavers, Windows © wallpaper, graphics, etc. are not permitted on Valley Colleges' equipment.
- The addition of (purposeful or otherwise) of a virus, worm, time bomb etc. to any system at Valley College is prohibited.
- Misuse or abuse of email is strictly prohibited.

Violations of any part of this agreement will result in consequences including, but not limited to: restriction from use of equipment, removal from the class or program, expulsion from Valley college and or potential legal action.

Student Signature _____ Date _____

Student Name (Please Print) _____

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Appendix

HIPAA STATEMENT

Dear Practical Nursing Student:

Confidential information includes protected health information (PHI) as defined by the federal Health Insurance Portability and Accountability Act (HIPAA). Protected Health Information ("PHI") under HIPAA is defined as information that is received from, or created or received on behalf of Valley College or its affiliated health care organizations and is information about an individual which relates to past, present or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual.

PHI includes medical records, student records, and financial or billing information relating to a patient's or student's past, present or future mental or physical condition; or past, present or future provision of healthcare; or past present or future payment for provision of healthcare and contains any of the following identifiers that may be used to identify the patient or student in relation to PHI.

- Names
- Geographic subdivisions smaller than a state
- Telephone/fax numbers
- E-mail addresses
- Social Security Numbers
- Medical Record Numbers
- Health plan beneficiary numbers
- Account numbers
- All elements of dates related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89
- Certificate/license numbers
- Vehicle identifiers and serial numbers including license numbers
- Device identifiers/ serial numbers
- Biometric identifier (voice, finger prints)
- Full face photo image
- Any other unique identifying number, characteristic, or code

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Appendix

I understand that Valley College and its affiliated health care organizations have a legal and ethical responsibility to maintain and protect the privacy and confidentiality of protected health information (PHI) and to safeguard the privacy of patient and student and Valley College and its affiliated health care organizations' information. I understand that any PHI or confidential information that I access or view at Valley College and its affiliated health care organizations does not belong to me.

Below is the web link to a notification of privacy practices in accordance with the Health Insurance Portability and Accountability Act (HIPAA). It is your responsibility as a student in the PN Diploma Program to read, understand, comply with and be able to define the HIPAA regulations. You should be able to describe how the regulation affects you in your position as a future Practical nurse (and current nursing student). Please read the HIPAA notification thoroughly and keep it with your other PN Diploma Program references that you carry with you at your job or preceptorship site.

PN Program Administrator, Valley College

HIPAA Statement

I _____ have read and understand the HIPAA regulations.
(please print you name)

Signature _____ Date _____

Notice of Privacy Practices for Protected Health Information:

- https://www.hhs.gov/sites/default/files/ocr/privacy/hipaa/understanding/coveredentities/notice.pdf