



Ferrum College
BSN Programs
Student Handbook
2024-2025

THE BSN PROGRAM reserves the right to update the policies in this handbook during the program to reflect the changing nature of healthcare and education.

This Handbook supplements the policies and procedure specified in the Ferrum College Catalog and Student handbook. Students are expected to read and adhere to all policies of the College as published in the College Catalog and College Student Handbook

Reviewed & Updated September 2024

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Not self, but others

Welcome to Ferrum College where students enter with promise and leave with purpose!

You have chosen a career where you can make a real difference in the lives of people every day. We are excited that you have chosen our college that is committed to supporting you on your journey towards becoming an extraordinary healthcare professional.

On behalf of the faculty, staff, and administration, we wish you all the best in this new adventure.

Warmest regards,

Dr. Melody Sharp

Dr. Melody Sharp, DNP, RN
Nursing Program Director
Ferrum College

I: Accreditation and Approvals:

Governing Organization Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Status: Accredited

Date of last review: 2021 (approved BSN program 2020)

Next review: 2031

State Regulatory Status

Virginia Board of Nursing

Virginia Department of Health Professions

Perimeter Center

9660 Mayland Dr. Suite 300

Richmond, VA 23233-1463

Status: Conditional Approval

Next review: to be determined by # of NCLEX pass rate

Nursing program established: 2020

Accreditation Commission for Education in Nursing (ACEN):

Effective May 3, 2023, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing (ACEN). This candidacy status expires on May 3, 2025.

Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE,
Suite 1400 Atlanta, GA 30326 (404) 975-5000

<http://www.acenursing.com/candidates/candidacy.asp>

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

II: Program Overview

Overview

The Ferrum College BSN programs uses experiential and innovative teaching practices in a caring and personalized atmosphere to prepare graduates to provide nursing care through the application of knowledge, theory, evidence, and clinical reasoning to manage illness and promote, maintain, and restore health for individuals, families, diverse and rural populations, and global communities across the lifespan. The BSN programs build upon a strong foundation of general education courses. Graduates of the BSN program are prepared to deliver evidence- based interventions, providing patient-centered care while demonstrating clinical competency, critical thinking skills and caring behaviors. The BSN graduate works in a variety of health care and community settings and is prepared to pursue graduate education.

Pre-Licensure BSN:

The pre-licensure Bachelor of Science in Nursing (BSN) program prepare students to be eligible for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Graduates of the pre-licensure BSN program deliver evidence-based interventions, providing patient-centered care while demonstrating clinical competency, critical thinking skills and caring behaviors. Graduates are prepared for baccalaureate generalist nursing practice in the care of individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the escalating complexity, and the increasing use of healthcare resources inherent in caring for patients.

III: Admission & Progression

Pre-Licensure BSN Program
1. Complete a Ferrum College application Any transfer credits must have a minimum of a C or better.
2. Prior Learning Proficiency Credits: Upon acceptance into the pre-licensure BSN program, students who hold a current unencumbered Licensed Practical Nursing (LPN) license number and a minimum of one (1) year direct client care LPN experience will be awarded prior learning proficiency credits for the following nursing foundation courses to include 90 hours clinical. NUR 300 Foundations of Professional Nursing Practice NUR 305C Foundations Clinical NUR 315L Foundations & Pharm Skills Lab <i>NOTE: Currently, we have conditional approval from the Virginia Board of Nursing, therefore we can only accept Licensed Practical Nursing courses as nursing transfer credits. No other nursing courses can transfer at this time.</i>
2. Legal Matters: Some state professional standards prohibit the issuing of a nursing license to a convicted felon. In addition, some healthcare facilities may refuse to allow convicted felons into a clinical setting to obtain clinical experience. As a result, all students seeking admission into the nursing program MUST BE ABLE to complete the following at least 90 days prior to entering the first nursing courses: a. Physical Exam b. Pass a criminal background check c. Obtain a CPR certificate
3. Upon admission into Ferrum College, the student must Declare <u>Pre-licensure BSN</u> as their major.
4. Declared Pre-licensure BSN students must complete an entrance exam prior to starting nursing courses. During the spring semester, you must participate in the Entrance Exam Workshop scheduled by the Carter Center. This will help prepare you for the Entrance Exam. After completing the Entrance Exam Workshop, you must contact the Nursing administrative assistant at entrance examination information. Entrance Exam cost is \$100.00 paid directly to Kaplan online. Entrance Exam is a proctored exam taken on site in the nursing division area. If your entrance exam score is below 60% rank, you will receive a <u>Mandatory Assessment Plan</u> You will be required to: a. attend weekly 1-hour tutoring sessions at the Carter Center b. participate in two (2) monthly Carter Center workshops c. continue with weekly/monthly sessions and retake the entrance exam by spring of sophomore year d. If your retested entrance exam score remains below 60%, you MUST make an appointment to meet with the Nursing Division Program Director to discuss your academic plan of action and/or may be notified to change majors. <i>NOTE:</i> The entrance exam may only be taken three (3) attempts.
5. Participate in a minimum of one (1) nursing department event per year.
4. Maintain a minimum overall GPA of 2.5
5 Students must maintain a 2.5 or better in all prerequisite courses.
6. Students must be within 6 credits of completion for the required liberal arts/general education courses in order to start nursing courses.
7. Students must maintain a C or better in all nursing courses.
57 credits in the Pre-Licensure BSN nursing major.

IV: Mission & Program Outcomes

Ferrum College Mission

We are a dynamic learning community where students enter with promise and leave with purpose.

Nursing Program Mission

To prepare competent, compassionate nurses that embody, "Not self, but others."

Purpose

To prepare principled, professional, scientifically grounded nurses who embrace discovery, value the richness of diversity, and exemplify caring and compassion as they serve within their communities, both global and domestic.

BSN Program Outcomes

1. Educate graduates to deliver safe, patient-centered nursing care to a diverse population with health alterations in structured health care settings.
2. Sixty percent (60%) of students that started nursing courses will complete the program.
3. Eighty percent (80%) of most recent graduates pass the NCLEX-RN as a first-time test taker within 6 months of graduation date.
4. Eighty Three percent (83%) of most recent graduates pass the NCLEX-RN as a first-time test taker and repeaters (Ultimate Pass Rates) within 9 months of graduation date.
5. Eighty percent (80%) of most recent graduates will obtain employment as a registered nurse in a healthcare field within 12 months of graduation date.

BSN Program End of Program Student Learning Outcomes

Effective with students that started nursing classes Fall 2023 through Spring 2025

Students who complete the Baccalaureate of Science Degree in Nursing will be expected to:

1. Use knowledge, theory, evidence, and clinical reasoning to provide nursing care for patients across the lifespan and health-illness continuum.
2. Demonstrate skill in written and oral communication with diverse audiences of patients and peers.
3. Demonstrate skill in the management and leadership of nursing care within interprofessional teams.
4. Practice within the context of professional, ethical, and legal responsibilities.
5. Evaluate and use current healthcare technology and informatics to support quality and safe care.
6. Demonstrate a commitment to evidence-based practice to promote quality and patient safety.
7. Explain how healthcare policy influences the healthcare system and professional nursing practice.
8. Engage in health promotion and disease prevention interventions at the individual and population level.
9. Articulate the value of continued education and intellectual engagement utilizing the practice of nursing.

Effective with students starting nursing courses in Fall 2024

Students who complete the Baccalaureate of Science Degree in Nursing will be expected to:

1. Provide patient-centered, priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process supplemented by an intellectual foundation in liberal arts and natural sciences.
2. Implement factors that create a culture of safety and a just culture.
3. Integrate evidence, clinical judgment, interprofessional perspectives and patient preference in planning, implementing and evaluating outcomes of care across the lifespan and health-illness continuum.
4. Apply the use of healthcare technology that supports clinical decision-making, patient education, error prevention and care coordination.
5. Incorporate effective inter- and intra- professional communication and collaborative skills to deliver evidence-based, patient-centered care.
6. Participate in the use of quality indicators and core measures to evaluate the effect of change in the delivery of care as derived through health policy.

V: Code of Ethics/Performance Standards

Nursing Students are held to the same professional codes and standards as are Registered Nurses, including the ANA Code of Ethics for Nurses as follows:

American Nurses Association Code of Ethics for Nurses:

American Nurses Association (2015) Code of Ethics for Nurses with Interpretive Statements

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and take actions consistent with the obligation to promote health and to provide optimal care.
5. The nurses owe the same duties to themselves as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

VI: Academic Integrity

Adherence to the Ferrum College Academic Honor Code is an expectation. Unless otherwise specified by faculty, all work presented by a student is assumed to be that student's original work, created by that student while working alone. Violations of the Ferrum College Academic Honor Code (e.g., cheating, falsification, plagiarism, lying) will not be tolerated. Plagiarism, cheating in academic work, academic misrepresentation, and multiple submissions of the same work without previous written approval of the instructor(s) are issues which fall under the jurisdiction of the Ferrum College Honor Board.

Definitions:

Cheating - using someone else's work, words, or ideas (hardcopy or digital) without proper documentation; use or purchase of test banks from course adopted text; looking at another person's work/test, sharing work via google drive. Sharing your work with someone else can constitute cheating - unless authorized by course faculty.

Plagiarism - presenting the work of another as your own; not offering documentation of source of information (per APA guidelines).

VII: Minimum Performance Standards

In compliance with the Americans with Disabilities Act, nursing students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives. The Minimum Performance Standards for Admission and Progression include:

Essential Mental Abilities

1. Follow instructions and rules.
2. Maintain reality orientation accompanied by short and long-term memory.
3. Apply basic mathematical skills.
4. Demonstrate safe nursing practice within the defined clinical time period.
5. Display gross and fine motor skills sufficient to provide safe and effective nursing care.
6. Utilize sufficient critical thinking abilities for clinical judgment.

Essential Communication Skills

1. Speak clearly to communicate with patients, families, healthcare team members, peers and faculty.
2. Effectively utilize interpersonal abilities to interact with diverse individuals, families, and groups.
3. Demonstrate communication abilities sufficient for clear interaction with others in verbal and written form.
4. Read and accurately interpret written communications (i.e., test questions, physician's orders, etc.) without assistance.

Essential Physical Abilities

1. Stand and walk for six to twelve hours/day.
2. Walk for prolonged periods from one area to another over an eight-to-twelve-hour period.
3. Bend, squat, and kneel.
4. Assist in lifting or moving patients of all age groups and weights.
5. Perform CPR (i.e., move above patient to compress chest and manually ventilate patient)
6. Work with arms fully extended overhead.
7. Use hands for grasping, pushing, pulling and fine manipulation.
8. Demonstrate eye/hand coordination for manipulation of equipment (i.e., syringes, procedures, etc.)
9. Utilize auditory abilities sufficient to monitor and assess health needs.
10. Demonstrate visual abilities sufficient for observation and assessment necessary for nursing care.
11. Display sufficient tactile abilities for physical assessment.

VIII: Attendance

Consistent class attendance is essential for academic success. Learning activities designed for each module within the courses. As a result, scheduled time for each class component is expected, just as it will be in your career as a nursing professional. It is our policy that faculty will record and report attendance for each scheduled class component. Students are expected to be prepared for all assignments, arrive on time (if a scheduled time) and be present for the entire designated time.

When an absence is necessary, it is the responsibility of the student to inform the faculty instructor prior to the absence via telephone, text, or email to be considered an excused absence. Any assignments missed as a result of an absence due to personal or family emergencies, court dates, death in the family, or extenuating circumstances may be made up if the absences are appropriately documented. Falsification of documentation is considered an honor code violation and will result in dismissal from the program. All other absences are considered unexcused, and assignments/work missed may not be made up. The student will receive a grade of "0" for any missed work including tests and assignments.

Didactic courses – a student may not miss more than one scheduled class session per semester (per course).

Laboratory courses – absence is not acceptable and may cause course failure.

Clinical Courses – absence is not acceptable and may cause course failure. Hours missed for emergency situations must be made up. Since emergencies may occur, prompt communication with course faculty is a requirement for an absence.

Prior to returning from an absence of over three (3) consecutive school days related to illness or disability, students must provide the Program Director and/or faculty with a Medical Release form completed by their attending healthcare provider certifying their ability to meet the minimum clinical performance standards as listed above.

IX. Communication

Pre-Licensure BSN On-Campus Mailboxes

Each Pre-Licensure BSN student has an assigned mailbox in the Division of Nursing. Students are expected to check their mailboxes regularly and are responsible for any messages or content left there. Students are not to remove items from any student mailbox other than their own. Taking items from the mailbox of another student without permission is viewed as theft (synonymous with cheating) and is a violation of the Honor Code.

Email for all BSN students

Students are to use their Ferrum email address for academic, administrative, and cocurricular communications. Students are responsible for monitoring his/her Ferrum College e-mail account frequently (preferably daily).

Special note on email communication: As you begin your preparation for being a member of the profession, you are expected to communicate professionally with the professor and others. Specifically, when emailing in a business/professional manner, including emailing your professors:

- Include a subject in the subject line
- Include a professional salutation (Dear Dr., Ms., Mrs., or Mr. _____,)
- Use complete sentences and accurate capitalization, punctuation
- Avoid misspelled words (use spell check)
- Do not use slang
- Limit the use of emoticons

- Remember that what you say in email stays in email and can be circulated rapidly — consider picking up the phone or stopping by in person if an issue can be misconstrued in email
- Proof-read your emails before you hit send!

Learning Management System (LMS) - Brightspace

The BSN program maintains a Brightspace shell for each course for student use and reference. Important announcements and other information are posted within each course shell. Students are expected to check course shells regularly and are responsible for any announcements posted there.

X: Academic Policies and Procedures

College Academic Policies and Procedures

Ferrum College publishes information regarding established policies in the College Catalog and College Student Handbook. Students enrolled in the BSN programs are subject to these policies and are strongly encouraged to refer to the College Catalog and the College Student Handbook for a complete listing of all policies and procedures.

Students with disabilities who require accommodation should contact the Office of Academic Accessibility (OAA) as early as possible prior to the start of their first academic semester, or upon onset of disability, to initiate the intake and eligibility process. Students who seek academic accommodation must submit disability documentation to the Director of the OAA to request the desired accommodation.

Nursing Programmatic Academic Policies and Procedures

Policies are established in educational settings to assist those who pursue courses of study to meet nursing program criteria. These policies are provided as guides to student behaviors in classroom and clinical practice settings. Policies are provided to students as they enter the nursing program. Changes are communicated to students in writing prior to the implementation of the change. To remain in satisfactory standing, the student must meet requirements established by these policies.

Complaint/Grievance Procedure

Refer to the current Ferrum College Student Handbook

Grading Policy

The nursing program grading scale is as follows for **all** courses with NUR prefix:

- A - 93% - 100%
- B - 85% - 92.99%
- C - 78% - 84.99%
- D - 70% - 77.99%
- F - <70%

****A grade below C is not acceptable for undergraduate Nursing Student program progression ****

Note the above grading scale does not round.

- **There will be no rounding up of the final course grade.**
- **Specific grading criteria for each course are stated in the course syllabus.**
- **Pre-Licensure BSN Clinical courses are graded on a Satisfactory / Unsatisfactory basis per the QSEN Clinical Evaluation Tool.**

XI: Nursing Program of Study & Course Descriptions

Effective with students that started nursing classes Fall 2023 through Spring 2025

YEAR THREE (UPPER-DIVISION MAJOR YEAR 1)					
LEVEL 1			LEVEL 2		
NUR 300	Foundations of Prof Nursing Practice	4	NUR 350	Adult Nursing I	3
NUR 305 C	Foundations Clinical (90 hrs)	2	NUR 350L	Adult Nursing Advanced Skills	1
NUR 315 L	Foundations and Pharm Skills Lab	3	NUR 355C	Adult Nursing I Clinical (90 hrs)	2
NUR 320 L	Health Assessment (3) w/ Skills Lab (1)	4	NUR 360	Mother-Baby-Pediatric Nursing	3
			NUR 365 C	Mother-Baby-Pediatric Clinical (45 hrs)	1
			NUR 310	Nursing Pharmacology I	3
			NUR 460	Gerontological Nursing	2
	(total clinical = 90 hours)	13		(total clinical = 135 hours)	15
YEAR FOUR (UPPER-DIVISION MAJOR YEAR 2)					
LEVEL 3			LEVEL 4		
NUR 420	Psychiatric Mental-Health Nursing	3	NUR 370	Research & Evidence-based Practice	3
NUR 425 C	Psych Mental-Health Clinical (22.5 hrs)	.5	NUR 475	Leadership and Professional Issues in Healthcare	4
NUR 440	Community Health Nursing	3	NUR 490	Nursing Informatics & Data Management	3
NUR 445 C	Community Health Clinical (22.5 hrs)	.5	NUR 495 C	Transition to Prof Practice Clinical	4
NUR 450	Adult Nursing II	4			
NUR 455 C	Adult Nursing II Clinical (90 hrs)	2			
NUR 410	Nursing Pharmacology II	2			
	(total clinical = 135 hours)	15		(total clinical = 180 hours)	14
Total program clinical hours = 540					

Effective with students starting nursing courses in Fall 2024

YEAR THREE (UPPER-DIVISION MAJOR YEAR 1)					
LEVEL 1			LEVEL 2		
NUR 300	Foundations of Prof Nursing Practice	5	NUR 350	Adult Nursing I	3
NUR 305 C	Foundations Clinical (90 hrs)	2	NUR 350L	Adult Nursing Advanced Skills	1
NUR 315	Foundations and Pharm Skills	3	NUR 355C	Adult Nursing I Clinical (90 hrs)	2
NUR 320 L	Health Assessment (3) w/ Skills Lab (1)	4	NUR 360	Mother-Baby-Pediatric Nursing	4
			NUR 365 C	Mother-Baby-Pediatric Clinical (45 hrs)	1
			NUR 310	Nursing Pharmacology I	3
			NUR 460	Gerontological Nursing	2
	(total clinical = 90 hours)	14		(total clinical = 135 hours)	16
YEAR FOUR (UPPER-DIVISION MAJOR YEAR 2)					
LEVEL 3			LEVEL 4		
NUR 420	Psychiatric Mental-Health Nursing	3	NUR 480	Research & Informatics	4
NUR 425 C	Psych Mental-Health Clinical (22.5 hrs)	.5	NUR 475	Leadership and Professional Issues in Healthcare	4
NUR 440	Community Health Nursing	3	NUR 495 C	Transition to Prof Practice Clinical	4
NUR 445 C	Community Health Clinical (22.5 hrs)	.5	NUR 465	Adult Nursing III	3
NUR 450	Adult Nursing II	3			
NUR 455 C	Adult Nursing II Clinical (90 hrs)	2			
NUR 410	Nursing Pharmacology II	3			
	(total clinical = 135 hours)	15		(total clinical = 180 hours)	15
Total program clinical hours = 540					

Pre-Licensure BSN Course Descriptions

NUR 300 - Foundations of Professional Nursing Practice

This course introduces the student to foundational theoretical nursing knowledge, ethical and legal considerations, regulatory frameworks, and practical skills that are essential to safe and competent practice. Students will begin integrating knowledge and skills, and will begin to practice clinical reasoning. Learning will focus on safe and accurate practice as students learn to meet the basic physiological needs of patients, across the lifespan. Topics such as abandonment, abuse, and neglect will be introduced as per Code of Virginia §54.1 -3013.1.

NUR 305C - Foundations of Professional Nursing Practice Clinical

Students will apply fundamental knowledge and skills acquired in the classroom and skills laboratory learning experiences. Students will deliver care across the lifespan, factoring in specific needs related to cultural, spiritual, safety, and mental health considerations. Concepts related to confidentiality, access to information, and clinical documentation will be introduced. Abandonment, abuse, and neglect will be introduced as per Code of Virginia §54.1 -3013.1.

NUR 310 - Nursing Pharmacology I

Introduction to the knowledge and interventions related to pharmacologic therapy. Concepts related to maximizing therapeutic effects and preventing or minimizing adverse effects of drug therapy will be presented. Emphasis will be placed on safe application of basic pharmacotherapeutic knowledge in nursing care as well as patient outcomes, and documentation thereof.

NUR 315L - Foundations and Pharmacology Lab

This course provides students application opportunities to integrate foundational and pharmacological knowledge, theories, and skills in the laboratory setting. Faculty-led learning, coupled with multi-media resources create an active and safe learning environment.

NUR 320L - Health Assessment with Lab

Students will be presented with experiential learning situations in order to gain the knowledge and skills necessary to perform health histories, physical examinations, and interpret normal findings as well as common deviations from normal. Abuse, and neglect will be introduced as per Code of Virginia §54.1 -3013.1.

NUR 350 - Adult Nursing I

This course will focus on the concepts of nursing practice related to the care of adults of all ages related to acute and chronic health conditions and complex care needs. Skills and knowledge will be combined to assist patients to meet their needs through promotion, restoration, and maintenance of health. Concepts of preserving dignity and maintaining confidentiality will be reinforced. Skills to assess for abuse and neglect will be reinforced. The role of nurse as advocate and teacher will be incorporated into practice. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 350L - Advanced Clinical Skills Laboratory

This course provides students with opportunities for the application of advanced clinical skill techniques in the laboratory setting.

NUR 355C - Adult Nursing I Clinical

Students will integrate fundamental nursing knowledge, principles of adult health, clinical skills and knowledge within clinical settings. Students will utilize assessment, categorization (nursing diagnosis), planning, intervention, and evaluation skills to care for patients with complex medical conditions. Students will identify gaps in care and resources, scan for signs of abuse, and utilize written and oral communication skills to deliver patient care, work with members of the healthcare team, and document care interactions. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 360 - Mother-Baby-Pediatric Nursing

Focuses on the concepts of reproductive health, pregnancy, birth process, delivery modalities, post-partem care, and care of the family unit. Nursing practice will relate to physical assessment, care planning, problem identification, advocacy, and evaluation for possible abuse and or neglect. A Holistic approach will be utilized in the care of mothers-babies, children, and families. Health promotion, disease prevention, restoration and maintenance for the mother-newborn-pediatric population are highlighted in this course. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 365C - Mother-Baby-Pediatric Nursing Clinical

Students will integrate fundamental nursing knowledge, principles of nursing care for mothers, babies, and families, clinical skills and knowledge within clinical settings. Students will utilize assessment, categorization (nursing diagnosis), planning, intervention, and evaluation skills to care for patients with normal and altered health conditions. Students will identify gaps in care and resources, scan for signs of abuse, and utilize written and oral communication skills to deliver patient care, work with members of the healthcare team, and document care interactions. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 370 - Research and Evidenced Based Practice

This course focuses on the role of research in nursing and health care delivery for the purpose of developing evidence-based practice. Emphasis is placed upon an understanding of the basics of nursing research methods, critical appraisal of research, and the concepts of evidence-based practice. Analysis and comprehension of nursing research to adequately critique and incorporate into evidence-based practice will be explored.

NUR 410 - Nursing Pharmacology II

Continued and advanced exploration of effects of chemicals used in the prevention, diagnosis, and treatment of disease including genetic implications of pharmacology. Continued emphasis on safe application of pharmacotherapeutic knowledge in nursing care. The concepts of addiction and abuse will be introduced.

NUR 420 - Psychiatric Mental Health Nursing

In this course students will learn about various mental health disorders and focus care on the mental health needs of the individual and family. Biological, psychological, emotional, and communication systems will be emphasized as applicable to providing nursing care. The concept of severity of illness will be utilized to highlight why some individuals are able to remain functional and active in society despite a mental health diagnosis, and some are not. Assessment for abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 425C - Psychiatric Mental Health Nursing Clinical

Application of knowledge, theories, and skills related to mental health nursing will occur in this clinical course. Students will interact with individuals with altered mental status and focus care on the mental health needs of the individual and family. Attention will center on maintaining dignity and protection of this vulnerable population. Assessment for abuse and neglect will be reinforced as per Code of Virginia §54.1 – 3013.1. Therapeutic communication techniques will be utilized.

NUR 440 - Community Health Nursing

In this course, the nursing process is used to develop, implement, and evaluate care for individuals, families, and groups in the community setting. Concepts of population health are explored and utilized to frame opportunities to serve patients outside the confines of an acute care setting. Interprofessional collaboration is a cornerstone of community health and students will interact with experts in the field as they learn about assessing communities and populations, resource utilization, eligibility, and unique practice opportunities. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1. Additionally, an emphasis on rural health will be threaded through the course.

NUR 445C - Community Health Nursing Clinical

Application of knowledge, theories, and skills related to community, population, and rural health nursing will occur in this clinical course. Students will interact with individuals and families from all demographics and assessment and care will focus on identified needs of the individual and family. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 450 - Adult Nursing II

This course will focus on the advanced concepts of nursing practice related to the care of adults of all ages related to acute and chronic health conditions and complex care needs. Skills and knowledge will be combined to assist patients to meet their needs through promotion, restoration, and maintenance of health. Concepts of preserving dignity and maintaining confidentiality will be reinforced. Skills to assess for abuse and neglect will continue to be threaded through practice. The role of nurse as advocate and teacher will be incorporated into practice. The role of nurse as leader and manager are introduced and practiced. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 455C - Adult Nursing II Clinical

Application of advanced knowledge, theories, and clinical reasoning in the clinical setting while caring for adults of all ages experiencing complex alterations in health. Students will incorporate total care management strategies for patient care, delegation components, medication administration, collaboration with other professionals such as physicians, case management, pharmacy, and ancillary therapies. Abandonment, abuse, and neglect will be reinforced as per Code of Virginia §54.1 -3013.1.

NUR 465 – Adult Nursing III

This course will focus on higher level advanced concepts of nursing practice related to the care of adults of all ages related to acute and chronic health conditions and complex care needs. Skills and knowledge will be combined to assist patients to meet their needs through promotion, restoration, and maintenance of health.

NUR 475 - Leadership and Professional Issues in Healthcare

This course focuses on leadership theories and principles applied to nursing practice with an emphasis on developing skills and strategies for innovative and creative approaches to healthcare challenges. The delegation process is also a focal point and how it applies in practice. Students will examine the past, current and future impact of selected themes/trends related to health care and nursing practice. Emphasis is on cultural assessment and providing culturally competent nursing care from an inclusive/intercultural caring perspective. Students explore how healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice.

NUR 480 - Research and Informatics

This course focuses on the role of research in nursing and health care delivery for the purpose of developing evidence-based practice. Emphasis is placed upon an understanding of the basics of nursing research methods, critical appraisal of research, and the concepts of evidence-based practice. Analysis and comprehension of nursing research to adequately critique and incorporate into evidence-based practice will be explored as well as exploring the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications.

NUR 490 - Nursing Informatics and Data Management

In this course students explore the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Effective cyclical planning is critical skill in nursing, and is dependent on the accuracy of data. Teaching strategies will be utilized to allow students to navigate these processes.

NUR 495C - Transition to Professional Practice Clinical

This course serves as the capstone for the program. Students will clinically apply and synthesize

prerequisite knowledge, skills, and clinical reasoning acquired throughout the program. Focusing on transition into professional nursing practice, students will increase their responsibility and accountability in professional nursing roles. Utilization of delegation skills and principles, along with management and leadership skills, emerge in a greater way throughout this rotation. Through culminating learning experiences, students and faculty will assess the required competencies as the final program outcomes. Abandonment, abuse, and neglect remain a focal point of practice as per Code of Virginia §54.1 -3013.1.

Credit Hours

Didactic 1 credit = 15 hours per semester (1 :1 ratio)

Lab - 1 credit = 30 hours per semester (2:1 ratio)

Clinical - 1 credit = 45 hours per semester (3:1 ratio)

XII NURSING POLICIES

Nursing Course Withdrawal:

A student who withdraws from any nursing course (NUR prefix) will be removed from the nursing program progression. Students may elect to return to the nursing program. The student must submit a letter of reentry to the Nursing Program Director. Acceptance back into the program is not automatically granted and may be based on space available.

NUR courses must be taken in the prescribed sequencing order. Pre-Licensure BSN curricula are carefully organized so that general education courses serve as a foundation for nursing courses, and lower-level nursing courses serve as a foundation for upper-level courses. **Students who register for courses out of sequence without approval may be administratively withdrawn from those courses.**

Nursing Program Progression:

“Declared” nursing major students (Freshman and Sophomore level students): must maintain a minimum overall GPA of 2.5 and maintain a “C” or better in all prerequisite courses. Students will not be admitted into nursing courses until all program entrance requirements are met.

Nursing Students fully accepted into the nursing courses (Junior and Senior level students): must maintain a minimum overall GPA of 2.5 and maintain a “C” or better in all nursing courses.

Nursing students that receive a grade below a “C” in **one** nursing course will be removed from the nursing program progression. Students may elect to return to the nursing program when the “failed” nursing course is offered again. The student must submit a letter of reentry to the Nursing Program Director. Acceptance back into the program is not automatically granted and may be based on space available.

Nursing 1st semester:

If there are any failures in the first semester of nursing courses the student MUST repeat all nursing courses in the first semester.

Nursing 2nd Semester:

If there is a nursing course failure in any of the following courses: NUR 350, NUR 350L, NUR 355C, all three courses must be repeated.

If there is a nursing course failure in NUR 360 or NUR 365C both courses must be repeated.

If there is a nursing course failure in NUR 310 or NUR 460, the failed course must be completed along with NUR 355C.

Nursing 3rd Semester:

If there is a nursing course failure in any of the following courses: NUR 450, NUR 455C, NUR 410, all three courses must be repeated.

If there is a nursing course failure in NUR 420 or NUR 425C both courses must be repeated.

If there is a nursing course failure in NUR 440 or NUR 445C, both courses must be repeated.

Nursing 4th Semester:

If there is a nursing course failure in any of the following 4th semester courses, the student must repeat the failed course along with NUR 495C.

Nursing Program Probation:

“Declared” nursing major students (Freshman and Sophomore level students): must maintain a minimum overall GPA of 2.5 and maintain a “C” or better in all prerequisite courses. Students will not be admitted into nursing courses until all program entrance requirements are met.

“Declared” Nursing major students that receive an overall GPA of below 2.5 in a semester will be put on nursing program probation and receive a nursing program probation letter. The program probation letter will state what actions will be required for the student to pass a course or maintain position within the program.

Nursing Students fully accepted into the nursing courses (Junior and Senior level students): must maintain a minimum overall GPA of 2.5 and maintain a “C” or better in all nursing courses.

While in nursing courses, the first semester below 2.5 will be a “warning” probation letter, the second semester will be a “program” probation letter. Nursing program dismissal may be considered after two semesters below 2.5 GPA.

Severe instances of unprofessional conduct may result in program dismissal. Some examples of severe misconduct may include repeated concerns about patient safety, student safety due to substance impairment, repeated issues with academic integrity, or failure to act upon the advisement given by faculty.

Students who do not adhere to the nursing program rules regarding professional behavior, maintenance of passing grades, or cumulative GPA are subject to Nursing Program Probation. The program probation letter will state what actions will be required for the student to pass a course or maintain position within the program.

Nursing Program Dismissal:

Nursing Program dismissal may occur for any of the following reasons:

1. Cumulative grade point average remains below 2.50 for two (2) semesters while in the nursing courses.
2. Accumulation of two (2) final grades of less than "C" in professional nursing courses. This includes all courses with a NUR prefix.
3. Severe instances of unprofessional conduct may result in program dismissal. Some examples of severe misconduct may include concerns about patient safety, student safety due to substance impairment, issues with academic integrity, honor code violations, or failure to act upon the advisement given by faculty.

NOTE: *A student who successfully retakes an NUR course in which a grade of less than "C" was initially earned, the initial grade of less than "C" will count in the overall accumulation of two nursing course failures.

Readmission after Nursing Program Dismissal:

Readmission to the Pre-Licensure BSN program requires that a student must first complete the College's general admission procedure for readmission to the College if student attendance has lapsed 12 months or more.

Following nursing program dismissal, application for program readmission is required. The student must notify the Director of Nursing in writing of the desire to be readmitted to the pre-licensure BSN Program. The student

must be in good academic standing at Ferrum College. Readmissions are granted on a space available, competitive basis. **If readmission is approved following program dismissal, the pre-licensure students are required to repeat all nursing (NUR) courses from the beginning of the upper division curriculum.**

Extenuating Circumstances Policy:

If there are documented extenuating circumstances surrounding a course failure or withdrawal, students may apply for an exception. In the event of documented extenuating circumstances, students may apply for readmission. Petitions for exception or readmission must be made in writing to the Nursing Program Director and must be accompanied by a letter and supporting documentation from a physician or other licensed professional. The letter and supporting documentation must validate that the extenuating circumstances contributed to the failure, withdrawal or dismissal. Documented extenuating circumstances will be stringently reviewed and readmission is not guaranteed.

Transfer Credit:

The Nursing Program Director and the registrar's office evaluates courses considered for **general elective** transfer credit and determines that they are equivalent in content to the courses being replaced.

Currently, we have **conditional approval** from the Virginia Board of Nursing, therefore we can only accept Licensed Practical Nursing courses as transfer credits into the pre-licensure BSN program. No other **nursing courses** can transfer at this time into the pre-licensure BSN program.

XIII. Classroom & Laboratory Policies and Procedures

Classroom Attendance

Students are expected to make the nursing program a priority over a work schedule or other obligations. College policy dictates that attendance is required at a minimum of three fourths of all class meetings to receive credit in the course no matter the final course grade earned. The policy governing the remaining one quarter of class meetings is established by the individual professor. Students must adhere to individual NUR course syllabi requirements related to attendance.

Students are held accountable for all material covered in the classroom, skills lab, and clinical setting. When absence is necessary, it is the responsibility of the student to discuss the absence with course faculty prior to the absence. The student is responsible for all work and material missed during an absence. Absence from course and clinical orientations may result in administrative withdrawal of the student from that course.

Civility in the Classroom Policy

Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Refrain from extraneous conversations or other activities that disrupt the learning environment.

Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the academic setting and may risk serious consequences as outlined in the Civility policy.

Class Preparation

Students are expected to be prepared for each class (having completed all assigned readings and exercises), ready to actively engage in learning activities, and work together as a learning group. Reading assignments are designed to prepare students to apply information — therefore they must be completed prior to class. See course syllabi and weekly postings in Brightspace for any pre-class work.

Cell Phones and Laptops in the Classroom

Phones must be turned off or set on vibrate/silent prior for any in class activities either in-person or via on-line. Students who disrupt the learning environment by violating this policy will be asked to leave the class. Students may use personal laptops for note taking. Students who disrupt the learning environment by using laptops for social media, email, or other non-class related materials will be asked to leave the class.

On-Campus Testing Policies

In the event a student cannot take a scheduled test or the final exam on the established date/time, proactive communication with the course faculty is required before the missed exam to establish make-up test arrangements. Said notification must occur prior to the class start time. Make-up tests may include questions different from the original test administered to the class at large. Make-up tests must be scheduled with the instructor within five (5) business days of the original scheduled test time unless evidence to support an "extenuating circumstance" claim exists. Failure to complete a make-up test in 5 business days will result in a score of zero. A late penalty of five (5) points will be deducted from the test grade each business day. Tests missed without prior instructor arrangement will not have a make-up option, and a score of zero will be recorded.

*Extenuating circumstance is defined as: Motor vehicle collision, severe illness of the student or immediate family member with a health care provider excuse, or death of an immediate family member with supporting evidence such as an obituary notice.

An opportunity for test review will be provided following each test. For any grade change to be made, the student must clarify any questions regarding test items with the instructor within five (5) business days after the review. Any challenges to test answers must be submitted to the instructor in writing and supported with evidence from current professional nursing literature within five (5) business days after the review.

In all NUR courses, students will only use calculators provided by the nursing department for all quizzes/tests containing math and dosage calculation questions.

Late Assignments

Generally speaking, **late work is not accepted**. The instructor must be contacted prior to the due date/time to discuss any emergency/extenuating circumstance preventing the on-time completion of an assignment. Grade penalties may apply to late work. Review NUR course syllabi for grade penalties related to late assignment submissions.

Written Assignments

Students are required to use the most current edition APA (American Psychological Association) style manual in the preparation of all written work unless otherwise specified in the assignment. Any grade challenges on written assignments must be submitted to the course instructor in writing and supported with evidence from current professional nursing literature within five (5) working days after the grade is posted.

Plagiarism is a serious violation of the academic integrity policy at Ferrum College. All written assignments will be subject to plagiarism detection via Turn It In (TII) which is built into Brightspace. For undergraduate writing assignments, a "source match" of 35% or less is considered acceptable. See NUR syllabi for further details related to course-specific writing assignments.

XIV. PRE-LICENSURE BSN SKILLS & CLINICAL INFORMATION

Skills Laboratory

By the end of the first semester of nursing (NUR) courses, students are required to have passed selected psychomotor skills proficiency tests to progress to the next sequence of courses. At the beginning of each clinical course, students are expected to review previously learned skills, utilizing Open Skills Lab hours as needed. Any student unprepared for skills performance will be required to leave the clinical area and schedule time in the

Nursing Skills Lab for practice. Clinical hours missed as a result of poor preparation will be considered clinical absence and no make-up opportunity will be offered.

Students are expected to utilize the Nursing Skills Lab for needed practice of psychomotor skills likely to be required in the assigned clinical area or experience. Utilization of Open Skills Lab hours allows for faculty availability.

Dress Code for Skills Laboratory Courses

1. The Ferrum College designated scrubs, closed-toed closed-heeled shoes, and student I.D. badge are to be worn in the skills laboratory area. Hair should be clean and under control, worn above the shoulder. Hair should not be able to fall forward into the face. Plain white, black, or clear hair accessories may be used if necessary. (No fancy bows or barrettes)
2. One pair of stud earrings is allowed. A watch with a second hand is required.
3. Fingernails must be kept short and clean with only clear or light neutral, unchipped, polish, if used. Artificial (gel/overlay) nails and nail art are prohibited.
4. No perfume, cologne, or scented aftershave is to be worn.
5. Makeup should NOT be excessive.
6. Students who report for skills laboratory experiences not dressed in Ferrum scrub attire will be dismissed from the skills laboratory area. Review course syllabi for grade penalty information.

Compliance with Dress Code in Skills Lab and Clinical Setting:

While wearing the Ferrum College nursing school uniform, students are expected to conduct themselves in a manner befitting the Ferrum College nursing program, college, and the profession of nursing. Professional behavior and communication are required at all times, Students must comply with all policies, practice, and standards as set forth in the college and nursing program handbooks. Students will be held accountable for their actions. Failure to comply will result in disciplinary action.

Dosage Calculation Proficiency Requirement

All pre-licensure BSN students must demonstrate proficiency in dosage calculations for safe medication administration. At the beginning of each semester, students enrolled in clinical nursing courses are required to pass a dosage calculation proficiency test.

Students enrolled in junior-level NUR courses must score 88.00% or higher and students enrolled in senior-level NUR courses must score 92.00% or higher on required dosage calculation proficiency tests (two retakes are permitted) prior to the drop-with-a-refund date or within two weeks of the beginning of the semester, whichever comes first. If the student fails to achieve the required score, the student will be required to withdraw from nursing courses for that semester.

Clinical Policies and Procedures

In accordance with 54.1 – 3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.

Pre-Clinical Requirements

Background Criminal Identification (BCI) checks are **required prior to confirmation of acceptance into upper division nursing courses.** All students entering the nursing program must submit documentation required by the clinical agencies as listed below. Compliance with this requirement is essential for clinical placement and progression. Documentation of items 2-6 below will be due **no later than July 31st** prior to the fall semester of entry into nursing courses. Failure to submit this documentation on time will prevent the student from entering clinical agencies for their required clinical experiences.

1. Background Criminal Identification (BCI) checks. Clinical agencies require students to have completed BCI checks. Compliance with this requirement is essential for clinical placement and progression.
 2. Drug Screen within 30 days of the start of clinical courses.
 3. Current and up to date American Heart Association BLS CPR Certification
 4. Verification of Health Insurance coverage.
 5. Student malpractice insurance (provided by the college.)
 6. Health Record which includes*:
 - a. Personal Data / Health History
 - b. 2 step Tuberculosis Screening or the QuantiFERON Gold (QFT- G) — it is the student's responsibility to keep the Tuberculosis Screening up to date. This is to be completed yearly.
 - c. Influenza vaccine - it is the student's responsibility to have this completed yearly.
 - d. Covid Vaccine (as per clinical placement requirements)
 - e. Certificate of Immunizations (filed with Ferrum upon admission to the college): Diphtheria/Tetanus and Acellular Pertussis (Tdap); Hepatitis B Vaccine - series of 3 vaccines; Measles, Mumps, Rubella; Varicella Zoster; Polio Virus (IPV) Vaccine
 - f. Meningococcal Conjugate Vaccine
 - g. Physical examination with health care provider signature (MD, DO, NP or PA)
- *Some clinical facilities may have additional health records or other requirements.**

LPN Clinical Hours

Per Virginia Board of Nursing regulations, Licensed Practical Nurses (LPN) transitioning into pre-licensure registered nursing programs may be awarded no more than 150 clinical hours of the 400 clinical hours received in a practical nursing program. The remainder of the clinical hours shall include registered nursing clinical experience across the life cycle in adult medical/surgical nursing, maternal/infant (obstetrics, gynecology, neonatal) nursing, mental health/psychiatric nursing, and pediatric nursing.

Upon acceptance into the pre-licensure BSN program, students who hold a current unencumbered Licensed Practical Nursing (LPN) license number and a minimum of one (1) year direct client care LPN experience will be awarded prior learning proficiency credits for the following nursing foundation courses to include 90 hours clinical.

- NUR 300 Foundations of Professional Nursing Practice
- NUR 305C Foundations Clinical (90 clinical hours)
- NUR 315L Foundations & Pharm Skills Lab

Professional Behavior

Faculty expect BSN students to exhibit professional behavior. The following is a list (not all-inclusive) of expected professional behaviors by students:

- Demonstrate safety in all situations.
- Demonstrate honesty and truthfulness in all situations.
- Incorporate professional and ethical standards, including Patient Bill of Rights, HIPAA and ANA Code of Ethics
- Incorporate agency policies and procedures, standards of care, clinical pathways and practice guidelines as appropriate.
- Demonstrate professional demeanor (e.g., dress code policy per college and agency, respect for others, accepts criticism, cooperative, controls temper, attentive, professional language, and no gum chewing)
- Unless otherwise specified by faculty, all work presented by a student is required to be that student's original work, created by that student while working alone
-

Cell Phones Clinical

Cell phones are not allowed in the clinical care area. Phones are NOT allowed to be out during clinical. Students who disrupt the clinical environment by violating this policy will be asked to leave the clinical.

Clinical Travel

Students are responsible for personal transportation to and from lab and clinical sites. Carpooling should be considered. Clinical experiences are scheduled based upon clinical placement availability within a 50-mile radius of campus. The Clinical Attendance Policy will be enforced for all clinical experiences.

Preceptorship Policy: Ferrum College Division of Nursing adheres to the preceptorship regulations set forth by the Virginia Board of Nursing (18 VAC 90-27-10 et seq. Revised 9/20/2018):

"Preceptor" means a licensed nurse who is employed in the clinical setting, serves as a resource person and role model, and is present with the nursing student in that setting, providing clinical supervision. When preceptors are utilized for specified learning experiences in clinical settings, the faculty member may supervise up to 15 students.

- A. In accordance with S 54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.
- B. Faculty shall be responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the instructor. Skills checklists shall be maintained for each student.
- C. Faculty members or preceptors providing onsite supervision in the clinical care of clients shall be responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student's clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the clients.
- D. Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. A preceptor may not further delegate the duties of the preceptorship.
- E. Preceptors shall provide to the nursing education program evidence of competence to supervise student clinical experience for quality and safety in each specialty area where they supervise students. The clinical preceptor shall be licensed as a nurse or above the level for which the student is preparing.
- F. Supervision of Students:
 - a. When faculty are supervising direct client care by students, the ratio of students to faculty shall not exceed 10 students to one faculty member. The faculty member shall be on site in the clinical setting solely to supervise students.
 - b. When preceptors are utilized for specified learning experiences in clinical settings, the faculty member may supervise up to 15 students. In utilizing preceptors to supervise students in the clinical setting, **the ratio shall not exceed two students to one preceptor at any given time.** During the period in which students are in the clinical setting with a preceptor, the faculty member shall be available for communication and consultation with the preceptor.
- G. Prior to beginning any preceptorship, the following shall be required:
 - a. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience.
 - b. An orientation program for faculty, preceptors, and students.
 - c. A skills checklist detailing the performance of skills for which the student has had faculty supervised clinical and didactic preparation; and
 - d. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

Faculty are responsible for the designation of a preceptor for each student and shall communicate such assignments with the preceptor and student. All of these documents must be turned in for filing ahead of site visit.

Clinical Performance

Clinical Practice of Students: In accordance with 54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those client care tasks to which he has been assigned.

The BSN student's clinical performance will be evaluated based on whether he/she meets the clinical performance criteria and course objectives stated on the Clinical Evaluation Tool. A mid-term and a final meeting with the clinical instructor will occur for purposes of feedback. A final unsatisfactory evaluation of clinical performance will result in failure of the course and will be recorded as "F" for the course grade.

A faculty member may remove a student from the clinical setting if the student does not exhibit professional behaviors. Each student is expected to perform safely in all areas of patient care. Unsafe performance in the clinical area will result in an unsatisfactory grade for the clinical experience. If the instructor perceives serious compromise of patient safety, immediate dismissal may result.

At the time of any unsatisfactory clinical performance, the clinical instructor will counsel the student, and the performance will be documented in writing and placed in the student's record. This record will include:

1. unsatisfactory behaviors
2. clinical criteria/objectives not met
3. necessary behavioral changes for satisfactory achievement of clinical criteria/objectives
4. time frame during which the behavior changes must occur

A student who receives an unsatisfactory for a clinical day for any reason will not be provided a make-up day. Failure to meet clinical objectives by the end of the assigned time will result in course failure.

RN clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. When preceptors are used, faculty are responsible for the designation of RN clinical preceptors and faculty assume ultimate responsibility for periodic monitoring and evaluation. An instructor, QC a preceptor as designated by faculty, will always supervise students when administering medications.

It is left to the instructor's discretion whether to permit the student to perform a skill or procedure in the clinical setting. Prior to performing any procedure in the clinical area, the student must contact the clinical instructor (or the preceptor as designated by faculty.) The instructor will determine the level of direct supervision needed. Students are expected to follow the clinical facility's policies and procedures at all times.

Students are not permitted to take verbal orders or telephone orders from physicians or other prescribing providers. Students may not administer experimental drugs or parenteral chemotherapeutic agents. Students may not insert or remove central IV lines. Students will never take responsibility for administering blood or blood products nor validating blood type with another nurse. Students are responsible, however, for understanding the principles and knowledge related to blood and blood product administration.

Clinical Attendance -

Per the Virginia Board of Nursing 18VAC 90-27-100 (A), A nursing education program preparing a student for licensure as a registered nurse shall provide a minimum of 500 hours of direct client care supervised by qualified faculty. Ferrum College's nursing program has a total of 540 direct patient care clinical hours scheduled across four (4) semesters in a variety of clinical settings.

Clinical space is limited therefore allowing only one (1) make-up day per clinical course. If due to unforeseen circumstances and a clinical day will be missed, or late arrival becomes necessary, it is the student's responsibility to both speak with the clinical instructor and to notify the clinical unit of the absence as soon as possible. A pattern of late clinical arrival is grounds for failure of the clinical course. Any missed clinical time must be made-up via the

make-up day. Failure to partake in the scheduled clinical make-up day may result in a failure for the clinical course. **ALL CLINICAL TIME WITHIN A COURSE MUST BE COMPLETED AND MAY INCLUDE THE ONE CLINICAL MAKE-UP DAY.**

If the student fails to properly notify both the clinical instructor and the clinical unit of the clinical absence or a late arrival, a mandatory scheduled meeting with the nursing program director will occur to discuss if any disciplinary action is necessary.

If the student has missed more than one (1) clinical day within a clinical course due to an **extenuating circumstance**, the student must speak with the nursing program director to discuss the percentage of clinical hours missed within the course. All opportunities for clinical make-up will be reviewed and a schedule made if the clinical space is available. If the clinical hours cannot be made up within the semester, the student will receive an unsatisfactory grade for the clinical course.

Dress Code

The following guidelines are provided for the purpose of defining a professional appearance and promoting nurse and patient safety. Unless assigned to specialty areas requiring uniform modification, the student is expected to dress in accordance with this stated dress code when in the clinical areas. Non-adherence to the dress code is likely to result in dismissal from the clinical unit and will reflect negatively on the student's clinical performance evaluation.

Pre-Clinical Visit Attire (when applicable)

1. Standard lab jacket and Ferrum College I.D. badge are to be worn in the clinical area when the student is not in uniform and should accompany neat, clean, professional-looking attire,
2. Jeans, t-shirts, clothing revealing cleavage, shorts, miniskirts, sweatpants, pajama pants, leggings with a top insufficient to cover the buttocks, and open-toed or open heeled shoes are NOT considered appropriate professional attire for the clinical area.
3. Students who report for pre-clinical dressed in improper/unprofessional attire may be dismissed from the clinical unit by the staff. This action is likely to result in an unsatisfactory for the following clinical day.
4. Failure to follow the pre-clinical visit dress code will be reflected on the student's clinical evaluation.

Basic Uniform Requirements for Clinical Experiences

1. Ferrum College designated scrubs with logo.
2. Clean white or black closed-toe/closed-heel professional shoes.
3. The College student I.D. badge must be visible and worn on the chest at all times when in the student role and may NOT be worn in the clinical facility at any other time when not in the student role.
4. When needed for warmth, a clean Ferrum designated lab jacket may be worn during direct patient care. No fleece jackets or pullovers will be permitted on the patient care unit.
 - a. Ferrum College approved scrubs
 - b. A plain white or black top may be worn underneath for warmth.
 - c. Ankle-length white or black socks (no low-cut sport socks)

Additional Guidelines:

1. Hair should be clean and under control. Hair should not be able to fall forward into the face. Plain white, black, or clear hair accessories may be used if necessary. No long, dangling ponytails, no fancy bows or barrettes, no hanging strands of hair.
2. One pair of stud earrings is allowed.
3. A watch with a second hand is required.
4. Fingernails must be kept short and clean with only clear or light neutral, unchipped, polish, if used. Artificial (gel/overlay) nails and nail art are prohibited.
5. No perfume, cologne or scented aftershave is to be worn.
6. Tattoos do not have to be covered unless required by the clinical site.

7. Makeup should NOT be excessive.
8. Students should refer to specific dress codes provided for specialty rotations (OB, Peds, OR, Psych).

***Failure to follow the clinical dress code will be reflected in the student's clinical evaluation.**

XV: NCLEX-RN Preparation - Standardized Testing

To obtain RN licensure the graduate must first pass the NCLEX-RN Licensure examination. Tests in NUR courses are constructed in keeping with the NCLEX-RN Test Plan and questions are written predominately in NCLEX-RN style. Additionally, standardized tests facilitate preparation for taking the computerized NCLEX-RN licensure examination following graduation. BSN students will be required to take mandatory standardized nursing entrance testing prior to taking any nursing courses.

BSN students are also required to take nationally normed tests periodically throughout the curriculum. Students are responsible for payment of the testing if not included in Student Fees. In the last semester of the curriculum, students will be required to take a standardized comprehensive exit exam that will be included as part of the course grade for NUR 495 Transition to Professional Practice. A required on-site comprehensive NCLEX- RN review is provided just prior to graduation. Attendance at the on-site comprehensive review has been found to enhance probability of passing the NCLEX-RN.

KAPLAN GRADING RUBRICS

Kaplan Focused Review: Grade + Remediation Points = Total Assignment Score

Raw Score on Assignment	Grade	Points added to score for Purposeful Remediation. Time in minutes
91 - 100	95	No remediation or partial remediation = 0
81 – 90	90	30 min = 1
71 – 80	85	31-45 = 2
61 – 70	80	46 – 60 = 3
51 – 60	75	61 – 75 = 4
40 – 50	70	➤ 75 = 5
30 - 39	65	
20 – 29	60	
10 – 19	50	
Below 10	40	

Kaplan Integrated Tests: Assignment Grade + additional points (A+B) = Total Assignment Score

Note: CAN NOT EXCEED 100

Raw Score	Assignment Grade	Additional Points Awarded
90 – 99	95	A. Complete purposeful, effective remediation of all correct and incorrect questions: 5 points (remediation worksheet submitted)
80– 89	90	B. %Rank 1. 60th percentile rank and higher on Integrated Test = 5 points
70 – 79	85	2. 50th – 59th percentile rank on Integrated Test = 3 points
60 – 69	80	3. 40th – 49th percentile rank on Integrated Test = 1 point
50 – 59	75	4. Below 40th percentile on Integrated Test = 0 points
40 – 49	70	
30 – 39	65	
20 – 29	60	
10 – 19	50	
Below 10	40	

XVI: GRADUATION & RN Licensure in the Commonwealth of Virginia

To be eligible for graduation in the BSN program at Ferrum College, students must have:

1. Fulfilled all of the course and credit hour requirements to include clinical hours of the curriculum as specified in the college catalog.
2. Been approved for graduation by an appropriate college official (Registrar) for graduation.
3. Earned a minimum of a 2.5 GPA.
4. Resolved all financial obligations to the college.

Virginia is a participating state in the Nurse Licensure Compact (NLC) which authorizes Licensed Practical Nurses and Registered Nurses licensed and residing in a compact state to practice in other compact states without the necessity of obtaining an additional license. The NLC facilitates nursing practice among the compact states by requiring the nurse to maintain a license in his/her primary state of residence which grants "multi-state privilege" to practice in other compact states.

The states currently participating can be found at the following web site:

<https://www.ncsbmorg/nurse-licensure-compact.htm>

The application for registered nurse (RN) licensure in the Commonwealth of Virginia includes questions regarding previous licensure as an LPN or RN, violations of the law constituting a felony or misdemeanor, alcohol or chemical dependency and treatment for physical or mental disorders. According to Section 54.1-3007 of the statutes and regulations of the Board of Nursing, Code of Virginia.

The Board may refuse to admit a candidate to any examination, refuse to issue a license, certificate, or registration to any applicant and may suspend any license, certificate, registration, or multistate licensure privilege for a stated period or indefinitely, or revoke any license, certificate, registration, or multistate licensure privilege, or censure or reprimand any licensee, certificate holder, registrant, or multistate licensure privilege holder, or place him on probation for such time as it may designate for any of the following causes:

1. Fraud or deceit in procuring or attempting to procure a license, certificate, or registration.
2. Unprofessional conduct.
3. Willful or repeated violation of any of the provisions of this chapter.
4. Conviction of any felony or any misdemeanor involving moral turpitude.
5. Practicing in a manner contrary to the standards of ethics or in such a manner as to make his practice a danger to the health and welfare of patients or to the public.
6. Use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice.
7. The denial, revocation, suspension or restriction of a license, certificate, registration, or multistate licensure privilege to practice in another state, the District of Columbia or a United States possession or territory; or
8. Abuse, negligent practice, or misappropriation of a patient's or resident's property.

For questions regarding individual situations pertaining to the above, contact: Virginia Board of Nursing, Perimeter Center, 9960 Mayland Dr., Suite 300, Henrico, VA, 232331463. Phone: (804) 367-4515, <http://www.vdh.virginia.gov/nursing/>

Students whose primary residence is not in Virginia are encouraged to take the NCLEX in their home state to minimize barriers to timely licensure and transition to practice.

XVII: Nursing Program Organizations, Activities and Awards

All students are encouraged to become active members of college organizations that are of interest.

Nursing Program Committees

Student input and feedback are integral to ongoing program evaluation that fosters ongoing improvement. Student representatives are requested to serve on specific nursing faculty committees, as well as on selected College committees. Student input is invited, and student participation is greatly appreciated. Participation ensures a mechanism for providing constructive feedback. Student input is used to identify strengths and opportunities for improvements in the BSN program.

Pinning Ceremony

A pinning recognition event will be held annually for all BSN graduates who have completed the program. A student representative will be selected by their classmates to speak on behalf of the class at this event. Family & significant others are invited to attend. Excellence Awards are presented at this ceremony.

Excellence Awards

With each graduating class, the Nursing faculty present several awards to those who have demonstrated consistent efforts that exceed expectations.

The Excellence in Nursing Award is presented to a nursing graduate who exemplifies excellence in academic efforts as well as clinical practice. Each student receiving the Excellence in Nursing Award will have his/her name inscribed on a plaque. The plaque will be displayed in the Nursing Department and a personal plaque will be given to each recipient.

The criteria for this award is:

1. Grade Point Average of 3.50 or above
2. Demonstrated excellence in achievement of program outcomes
3. Demonstrated leadership in the Ferrum College student government, college-wide activities and/or community service.

The Community Leader Award is presented to a nursing graduate who has personified the spirit and embraced the work of community and rural health nursing. Each student receiving the Community Leader Award will have his/her name inscribed on a plaque. The plaque will be displayed in the Nursing Department and a personal plaque will be given to each student.

The criteria for this reward is:

1. Grade Point Average of 3.0 or above
2. Identified a community need and partnered with a local organization to address the need.
3. Demonstrated creativity and innovation while collaborating to serve needs within his/her community.

Program Improvement

Following graduation, alumni will be periodically contacted to provide input regarding program effectiveness. Input will be used to identify strengths and opportunities for improvements in the BSN program and all alumni are encouraged to participate.

Ferrum College Alumni Chapters

Alumni Chapters are established to provide graduates from Ferrum College with opportunities for social activities along with professional and personal networking. In determining where to establish a Chapter, the level of interest and the number of alumni who can organize, manage, and support Association activities are considered.

Official Chapters are organized by region and according to zip codes. All alumni residing within a specific Chapter region are considered to be members of the Association and receive communications regarding events and campus news.

XVIII: THE NURSES PLEDGE

- In full knowledge of the obligations I am undertaking, I promise to care for the sick with all the skill and understanding I possess, without regard to race, creed, color, politics or social status, sparing no effort to conserve life, to alleviate suffering and to promote health.
- I will respect at all times the dignity and religious beliefs of the patients under my care, holding in confidence all personal information entrusted to me, and refrain from any action which might endanger life or health.
- I will endeavor to keep my professional knowledge and skill at the highest level and to give loyal support and cooperation to all members of the health team.
- I will do my utmost to honor the international code of ethics applied to nursing and to uphold the integrity of the professional nurse.

XIX: ANTICIPATED FEES

ANTICIPATED FEES - **Pre-Licensure BSN**
(IN ADDITION TO REGULAR COLLEGE TUITION/FEES)

This document is intended to act as a planning guide for students/families

One-Time Fees (estimated costs)

Entrance Exam	\$100
Criminal Background Check	\$94
Drug screening	\$47
Follow-up Drug Test (positive screening results only)	\$150
CPR certification	\$75
Uniforms/shoes	\$150
Nursing skills lab kit and supplies	\$250
Nursing Pin (optional, at time of graduation)	\$75
NCLEX-RN (immediately <u>after</u> graduation; exam fee and licensure)	\$400

Recurring Fees (each semester)

Textbooks/electronic media (some books will be used each semester)	\$400
NCLEX Resource and Program Fee	\$1775

Miscellaneous

Meals/snacks when in clinical away from College	\$ 150 per semester
Professional liability insurance provided by college	
Physical Examination/immunization updates	

Health Insurance: Each student must show proof of health insurance coverage at the beginning of Junior and Senior years.

Transportation to lab and clinical sites is each student's responsibility. There is no transportation provided by the college or faculty.