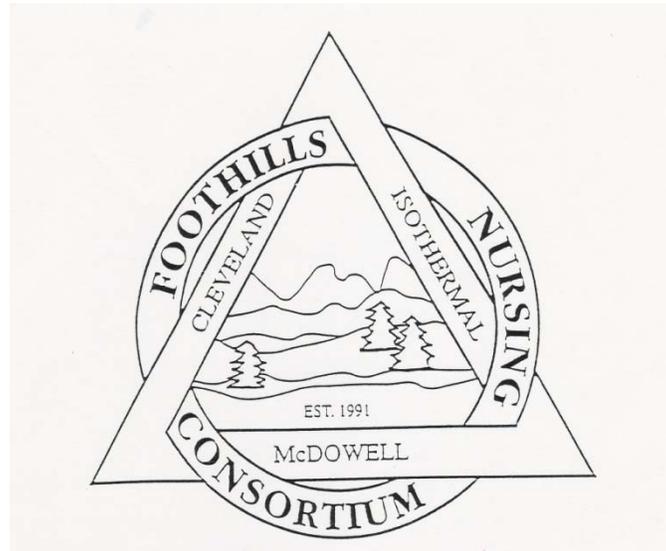


Foothills Nursing Consortium Associate Degree Program



Established 1991

**Cleveland Community College
Isothermal Community College
McDowell Technical Community College**

Student Handbook

Revised: May 2017

Foothills Nursing Consortium
Student Handbook – Table of Contents

	Page
Section I.	Overview of the Foothills Nursing Consortium
	Definition, Purpose..... 1
	Philosophy..... 1
	Definition of Domains of Concept-Based Learning..... 3
	Program Educational Outcomes (1 st & 2 nd Level)..... 4
	References..... 5
Section II.	Associate Degree Nursing Program Requirements
	A. Course Descriptions..... 7-8
	B. Curriculum Plan..... 9
	C. Pre-Nursing Students 10
	D. Academic Standing & Program Requirements..... 10-11
	Complete Criminal Background Check and Drug Screens
	Graduation
Section III.	Program Policies, Procedures, and Expectations
	A. Dismissal Policies..... 13
	B. Readmission of Pre-Nursing Students to Nursing Courses, An Overview..... 13
	C. Referral for Readmission/ Re-Entry Guide..... 13
	D. Withdrawal from Nursing Courses..... 13
	E. Components of Nursing Courses..... 13-15
	F. Course Policies to Address the Achievement of Significant Learning Experiences..... 15-19
	1. Attendance
	2. Student Contract
	3. Chain of Command
	4. Rounding of Grades
	5. Preparation Requirements
	6. Statement of Professional Characteristics/Conduct Requirements
	7. Patient Confidentially
	8. Grading Scale / Evaluation
	G. Faculty & Student Expectations..... 20
	H. Inclement Weather..... 21
	I. Course Evaluations..... 21
	J. Library Resources..... 21
	K. Academic Integrity Statement..... 21
	L. Change of Schedule..... 21
	M. Liability and Health Insurance..... 22
	N. Physical Examination and Health Policy..... 22
	O. Non-Discrimination of Patients..... 22
	P. Communicable / Bloodborne Disease and Vaccine..... 22
	Q. Intra-Consortium Transfer/Re-entry Policy..... 22
	R. Referrals to Faculty Review Committee..... 23
	S. American Disabilities Act Policy of Non-Discrimination of the Basis of Disability..... 23
	T. Purchase of Textbooks/ Course Syllabi..... 23

Table of Contents Continued:

	Page
Section IV. Uniforms	
A. Uniform and Required Items.....	25
B. Dress Code.....	25-26
Section V. Student Related Activities	
A. Student Nurses' Association.....	28
B. Nursing Committees.....	28
C. Class Officers.....	28
D. Nursing Program Pin.....	28
Section VI. General Information	
A. Advising and Counseling.....	30
B. Individual Assistance and Tutorial Services.....	30
C. Student Evaluation of Courses, Faculty, and Facilities.....	30
D. Transportation and Location of Clinical Facilities.....	30
E. Audit of Nursing Courses.....	31
F. Nursing Faculty Committees.....	31-32
G. Due Process.....	32
Section VII. NCLEX-RN Examination Qualifications	
A. RN Examination Application.....	34
B. NCLEX-RN Licensure.....	34
C. North Carolina Board of Nursing.....	34

Appendix

Appendix I. Dismissal, Withdrawal or Failure for Non-Academic Behavior/Due Process..	i-ii
Appendix II. Policy for Bloodborne and Other Communicable Diseases/ Vaccines.....	iii-iv
Appendix III. American Disabilities Act Policy/Essential Functions of a Nursing Student...	v-vi
Appendix IV. Warning Notice/ Contract.....	vii-viii
Appendix V. Second Level Health Update.....	ix
Appendix VI. Learner Declaration of Commitment.....	x
Appendix VII. Definition of Verbs Used in Objectives.....	xi-xii
Appendix VIII. FNC Remediation Guidelines for Re-Entry/ Readiness Plan for Success.....	xiii
Appendix IX. FNC Request for Exam Item Review/Exam Procedure.....	xiv-xvi
Appendix X. Social Media and Foothills Nursing Consortium.....	xvii-xviii
Appendix XI. Drug, Alcohol Policy of Isothermal Community College.....	xix-xxiii
Appendix XII. Nurse Practice Act State of North Carolina.....	xxiv

Section I

Overview of the Foothills Nursing Consortium

Section I: Overview of Foothills Nursing Consortium

Definition

Nursing Consortium

The Foothills Nursing Consortium is defined as a cooperative effort of Cleveland Community College, Isothermal Community College, and McDowell Technical Community College to form one unit for the purpose of providing education for Associate Degree Nursing students through joint support and operation of the nursing education program. This nursing consortium and its programs is the only joint effort of the three above-named colleges and they otherwise remain free and separate members of the North Carolina Community College System with all the rights, privileges, and responsibilities given to them by Statute Law, Chapter 115-D.

Purpose

The purposes of the associate degree nursing program are four fold:

1. The program will produce a maximum number of nursing graduates annually to help meet the needs of the area health care facilities.
2. The program will provide accessibility for area residents to a registered nursing education program which requires a minimum investment of both time and expense.
3. The program will provide the necessary educational opportunities for LPNs to become RNs and still remain in the workforce.
4. The program, by producing more qualified intermediate level health care workers, will help to improve the present health care delivery system and increase the availability of adequate health care to area residents.

Applicants are admitted through one of the member institutions within the Consortium. The arrangement permits coordination and the appropriate use of clinical facilities while contributing towards meeting the nursing manpower needs of the service area.

Associate Degree Nursing Philosophy

Foothills Nursing Consortium Program

The Foothills Nursing Consortium subscribes to the general purpose of Cleveland Community College (CCC), Isothermal Community College (ICC), and McDowell Technical Community College (MTCC). The Consortium also concurs with the overall beliefs of the North Carolina Department of Community Colleges, but has further defined a major philosophical organizing framework and objectives as utilized in the Associate Degree Nursing program.

Mission

The Associate Degree Nursing (AD nursing) program supports the philosophy, purpose, and mission of the North Carolina Community College System and the vision, mission, goals, and values of its Consortium colleges. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing health-care needs of the communities and to promoting the development of qualified students prepared for the professional role of registered nurse at the entry level. Graduates of this program meet the educational requirements to take the National Council Licensure Examination (NCLEX-RN). The

philosophy of the Associate Degree Nursing Program is derived from statements about the health, nursing, the practice, and education of the Associate Degree Nurse. Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life and achievement of potential for the individual.

The Associate Degree Nurse

The graduate of the Associate Degree Nursing Program of Foothills Nursing Consortium is prepared to meet the educational competencies defined by the National League for Nursing and the Nursing Practice Act of North Carolina. The practice of nursing is directed toward meeting the health care needs of individuals throughout the lifespan. The ADN prepared nurse's role is characterized by evidence-based clinical practice with the provision of care for individuals and families in structured settings. The ADN graduate demonstrates the competencies identified by the National League for Nursing (2016) and the Institute of Medicine Core Competencies (2003) to provide nursing care.

Associate Degree Nursing Education

Nursing education at the associate degree level, in the North Carolina Community College System, is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of entry-level nurse. The curriculum is conceptually based and founded on principles of adult and collaborative learning. Basic assumptions include self-direction, utilizing adult experience, problem and activity centered learning (Baltus, 2002; NC Associate Degree Nursing Curriculum Improvement Project, 2008).

It incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning. The conceptual design defines the essential elements as the environment, quality of life, achievement of potential, and health. The organizing framework contains content related to the individual, the health care system and nursing.

The Associate Degree Nursing Program of Foothills Nursing Consortium provides an education that is flexible, progressive, and sensitive to the changing needs of the individual, significant support person(s), and the community. Through these educational experiences, students will have the opportunity to develop critical thinking and problem solving skills.

The Associate Degree Nursing Curriculum is based on concept-based learning.

Concept-Based Learning

The concept-based curriculum began in NC with a directive from the NC community college presidents to design and implement a curriculum for associate degree nursing programs. North Carolina Curriculum Improvement Project (NCCIP) examined the rules for nursing programs using conceptual teaching, improved use of technology, simulation and evidenced-based practices to reflect advances in nursing and health care technology. The concepts were arranged into three classifications: Individual, Nursing, & Healthcare. Exemplars, or best examples of each, were assigned to each classification using *Healthy People 2010* report, the Institute of Medicine (IOM), the Centers for Disease Control and Prevention (CDC), The Joint Commission (TJC), NCLEX-RN Test Plan and others (NC Associate Degree Nursing Curriculum Improvement Project, 2008).

Definitions of Domain Classifications of Concept-Based Learning

Individual Domain

The individual domain refers to the holistic individual, family, and community and addresses the bio-physiological, cognitive, and psychosocial processes and alterations in these processes that lead the individual to contact with nursing. Concepts in the individual domain are throughout the lifespan and take culture, gender, and development into consideration. North Carolina Concept Based Learning Editorial Board (Trakalo, 2015).

The Nursing Domain

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

The nursing domain contains concepts such as assessment, clinical decision making, collaboration and professional behaviors (Trakalo, 2015)

The Healthcare Domain

The healthcare domain contains IOM and QSEN competencies such as evidence-based practices, informatics, safety, advocacy, ethics, and legal issues according to Trakalo (2015).

Additional Resources woven throughout:

NLN Core Competencies

- The four core competencies outlined by the NLN (National League for Nursing, 2016) are:
- Human Flourishing
- Nursing Judgment
- Professional Identity
- Spirit of Inquiry

QSEN Quality and Safety Education for Nurses (QSEN) defines competencies the same as NLN with the addition of **Safety** (QSEN Institute, 2016)

Institute of Medicine Competencies

The five core competencies identified by the IOM for healthcare providers are: patient centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics (Institute of Medicine Competencies, 2003).

Foothills Nursing Consortium Outcomes

Nursing Consortium 1st level Educational Outcomes

1. Develop an understanding of the registered nurse role in advocating for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
2. Under instructor supervision, begin to make judgments that incorporate researching evidence-based best practices to support those judgments. Resulting judgments will lead to safe, quality care that promotes the health of patients within a family and community context.
3. Implement one's role as a student nurse in ways that reflect just culture, integrity, responsibility, ethical practices, and a beginning nurse identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
4. Begin to examine the evidence as a beginning practitioner who can challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Nursing Consortium Educational Outcomes (2nd Level/Program Outcomes)

Graduates will be able to:

1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
2. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context
3. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
4. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities at a novice level.

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Section II

Associate Degree Nursing Program Requirements

A.

**Foothills Nursing Consortium
Course Descriptions**

	Class	Lab	Clinical	Credit
NUR 111 Intro to Health Concepts	4	6	6	8

Prerequisites: Admission to ADN Program as a generic student.

Corequisites: BIO 168

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: BIO 169

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

NUR 113 Family Health Concepts	3	0	6	5
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Prerequisites: NUR 114, PSY 241

Corequisites: BIO 175

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

NUR 114 Holistic Health Concepts	3	0	6	5
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Prerequisites: NUR 111

Corequisites: None

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

	Class	Lab	Clinical	Credit
NUR 211 Health Care Concepts	3	0	6	5

Prerequisites: NUR 111
Corequisites: BIO 169

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

	3	0	6	5
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NUR 212 Health System Concepts
Prerequisites: NUR 114, PSY 241
Corequisites: BIO 175

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, the student should be able to provide safe nursing care incorporating the concepts identified in this course.

	4	3	15	10
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NUR 213 Complex Health Concepts
Prerequisites: NUR 212
Corequisites: Humanities Elective

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

	3	0	3	4
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NUR 214 Nursing Transition Concepts
Prerequisites: Admission into the AD nursing program as an advanced placement student
Corequisites: BIO 169, NUR 211

***Fast Track students who have completed a concept-based Practical Nursing Education Program (2016 or later)**

Prerequisites for Fast Track: Admission into the AD nursing program as an advanced placement student meeting criteria for Fast Track (all related non-nursing courses listed in AD nursing curriculum prior to summer of admission)

Corequisites for Fast Track: NUR 114

NUR 214: This course is designed to introduce concepts within the three domains of the individual, health-care, and nursing as the LPN transitions to the AD nursing role. Emphasis is placed upon the concepts within each domain including evidence-based practice, quality improvement, communication, safety, interdisciplinary teams, clinical decision-making, informatics, assessment, caring and health-wellness illness. Upon completion the student should be able to provide safe nursing care incorporating the concepts identified in this course.

**B. Foothills Nursing Consortium
Semester Curriculum Plan**

Fall – First Semester		Credit Hours
NUR 111	Introduction to Health Concepts	8
BIO 168	Anatomy and Physiology I	4
ACA 115	College Study Skills <u>or</u> ACA 122 College Transfer Success	1
PSY 150	General Psychology	<u>3</u>
		16

Spring – Second Semester		
NUR 112	Health Illness Concepts (8 weeks)	5
NUR 211	Health Care Concepts (8 weeks)	5
BIO 169	Anatomy and Physiology II	<u>4</u>
		14
*NUR 214	Nursing Transition Concepts	4

Summer - Third Semester		
NUR 114	Holistic Health Concepts	5
ENG 111	Expository Writing	3
PSY 241	Developmental Psychology	<u>3</u>
		11
**NUR 214	Nursing Transition Concepts (after 2016)	4

Fall – Fourth Semester		
NUR 113	Family Health Concepts (8 weeks)	5
NUR 212	Health Systems Concepts (8 weeks)	5
ENG 112	Writing & Research	3
BIO 175	Microbiology	<u>3</u>
		16

Spring – Fifth Semester		
NUR 213	Complex Health Concepts	10
Humanities Elective		<u>3</u>
		13

Approved by Administrative Unit, Fall, 2015

*Advanced Placement Students enter 2nd Semester and take NUR 214, NUR 211 & BIO 169.

**Advanced Placement students who have graduated from a concept-based Practical Nursing program enter 3rd semester and take NUR 214, NUR 114, and PSY 241 (2016 or after).

C. Pre-Nursing Students

Students, who are in the process of applying to the Associate Degree (AD) Nursing Program, are considered pre-nursing students. These students are assigned an advisor, and take general education courses to fulfill academic requirements. They then may be admitted to the nursing program according to admission criteria and process. Students at any level in the program, who are unable to progress in a nursing course, are also considered pre-nursing students.

Pre-nursing students who desire to enter nursing courses are required to meet all admission criteria.

A student who elects to take courses which will apply to the nursing program prior to entrance into the nursing courses will be required to meet the program requirements which are in effect at the time of official admission.

No student will be considered a nursing student of the Foothills Nursing Consortium AD Nursing Program, until official written notification of admission is granted. Only students who have completed admission requirements and earned entry into the program can take nursing courses.

For readmission of pre-nursing students to nursing courses, see re-entry policies/requirements.

D. Academic Standing and Progression Requirements

A 2.0 quality point average overall and in nursing curriculum courses is required.

If a student becomes academically ineligible to continue in the nursing program, that student may not apply for admission/readmission at any other institution within the Foothills Nursing Consortium.

Students who are ineligible to continue in nursing courses or who have not completed progression requirements will be considered pre-nursing students. Pre-nursing student advisors will assist these students with advisement and registration.

Once admitted to the AD nursing program, a student must progress according to the Foothills Nursing Consortium curriculum plan. A student must register for and successfully complete successive semesters until program completion. Any interruption in the sequence of nursing courses or pre or corequisites within the curriculum requires re-entry into the nursing program. Interruption can be due to course withdrawal, course failure, or failure to register.

The nursing student must pass theory, laboratory, and clinical portions of the nursing courses to receive credit. Failure of either portion will mean course failure. Upon failure, the student will not continue in the course-class, lab, or clinical. Theory, lab (if applicable) and clinical must be repeated.

If a student earns a grade less than “C” on any science or nursing course, prefix BIO or NUR, the student cannot progress in the nursing program. It is the student’s responsibility to notify his/her nursing advisor immediately if the student makes a “D” or “F” in a biology class.

A letter grade of less than “C” on any nursing or science curriculum course will require repeating the course.

A student may repeat one nursing course or one science course one time.

In order to re-enter following withdrawal or failure from the nursing program, students must apply to the program director for re-entry before the beginning of the semester prior to the re-entry date.

Courses that are prerequisites in the nursing curriculum plan shall be taken prior to admission or before the semester specified.

When a student fails a non-nursing course which serves as a prerequisite for another course in the ensuing semester, this will require the student's withdrawal from the program.

Prerequisites and corequisites are listed in course descriptions.

Complete Background Checks and Drug Screens

Complete background checks (CBCs) are not required by Foothills Nursing Consortium as a condition of admission. However, clinical agencies have the right to require satisfactory complete background checks (CBCs) and/or drug screenings as a condition for student clinical placement. Therefore they are required for each student prior to the first clinical day. A CBC/drug screening vendor is selected for the students by the Foothills Nursing Consortium Director to assure accurate and reliable results for the clinical agencies and optimal confidentiality for the students. Students will have financial responsibility for these checks and will be guided through the process by faculty and director. A student will not begin the clinical experience until these checks/tests are complete. Students must meet all clinical requirements in order to progress in the Foothills Nursing Consortium Program. Any pending charges must be reported to the Director as soon as a charge is made. Clinical agencies will be informed of pending charges.

Graduation

A student must have completed all required courses and have a cumulative quality point average of 2.0 in required nursing curriculum courses to qualify for graduation.

Institutional graduation requirements as stated in the respective catalogs must be met. Students must apply for graduation at their home college. If allowed by the college, the students are strongly advised to apply for graduation in the 4th semester of study.

Section III

Program Policies, Procedures, & Expectations

Foothills Nursing Consortium Program Policies, Procedures, and Expectations

A. Dismissal

Dismissal shall occur at any point in a course or in the program if it is determined that the student's continuation may jeopardize the safety of patient(s), classmate(s), or others. See Appendix I – IV Dismissal: Non-Academic. Page 11 and 12, Section II.

B. Readmission of Pre-Nursing Students to Nursing Courses, an Overview

Nursing students who revert to pre-nursing student status due to withdrawal, failure, or inadequate grade point average, must after correcting the deficiency, state in writing his/her request to re-enter nursing courses. Re-entry is not guaranteed. A student must satisfactorily demonstrate his/her readiness to re-enter and other prescriptive recommendations by the director, assistant director, or remediation coordinator prior to readmission. Readmission will be based upon fulfillment of deficiencies, previous efforts to move toward success and self-help, evidence of readiness (successful readiness plan), and available space in the program. The director may ask the faculty for input into the re-entry decision. As nursing is continually evolving, a student has two years from the original registration semester to re-take the nursing course.

At the time of course withdrawal, failure, or inadequate progression requirements, it is the student's responsibility to see the student services personnel at the home college to have the major reverted to pre-nursing. Once accepted back into the program, the major can be changed back to nursing.

C. Referral for Remediation

A student may be referred for remediation as a result of course failure, course withdrawal, or any reason that results in the student assuming pre-nursing status. Remediation is facilitated by the remediation coordinator. The Assistant Director functions as the remediation coordinator unless otherwise assigned by the Director. The role of remediation coordinator may be assigned to the Director or other faculty member as necessary.

Only one re-entry is allowed regardless of reason. The success guide for Remediation/Re-entry is located in Appendix XIII. **The exception is NUR 111. See Appendix VIII.**

D. Withdrawal from Nursing Courses

The dates and procedure for nursing course withdrawal is determined by the student's home campus. The student should always complete the "withdrawal" or "drop" procedure utilized by the student services of the home college campus.

E. Components of Nursing Courses (Class, Laboratory, and Clinical)

Class, Lab, & Clinical: Students are responsible for involving themselves in their course work, taking advantage of learning opportunities and resources provided by faculty, and applying what they learn to their professional lives. Faculty is responsible for providing resources, facilities, involvement, and support for students in their learning endeavors.

Cooperative learning is an integral part of nursing courses. The faculty believes that cooperative learning will:

1. Prepare students to work in teams to foster independence in roles and relationships.
2. Strengthen learning
3. Help students to get along better with others
4. Prepare students for the workplace.

Because students have different styles of learning and much of nursing requires actual viewing and/or hands-on performance, the nursing courses are divided into three types of learning activities/sessions: classroom, campus lab, and clinical lab. The student must be successful, or “pass” each of the three learning activities/sessions to pass the nursing course.

Laboratory sessions shall involve laboratory demonstrations, return demonstrations, audio-visuals, dosage calculations, computer programs, required readings, and other forms of student assessment, including written or verbal quizzes. Preparation for and performance of laboratory experiences often involve independent student learning. The Isothermal campus laboratory, located at Rutherfordton Learning Center, Cleveland Community College second floor Bailey Building & McDowell Technical Community College Health Sciences Building, are available during various hours for student practice sessions. **Return demonstrations and lab activities must be successfully accomplished by the second attempt.**

Clinical learning sessions refer to the hours spent providing care at a health care facility. Clinical performance competencies will be discussed with the students at the beginning of the course. The clinical instructor will explain student requirements such as the clinical snapshot, clinical papers, concept maps, teaching plans, medication reviews, evidence-based practice exercises, interpersonal process recordings and other assignments required for the clinical experience. Paperwork should be demonstrated in APA format unless otherwise indicated.

Every student is expected to come to the clinical area prepared to give nursing care to the assigned patients. Clinical preparation includes, but is not limited to 1) appropriate grooming and uniform (pp. 26-28), 2) all required clinical equipment (watch, stethoscope, scissors, etc.), 3) completed clinical preparation tools and 4) arriving at clinical site in advance, ready to receive report. Students who are not prepared for clinical will be excused from the clinical agency and receive an unsatisfactory for the day.

Dismissal shall occur at any point in a course or in the program if it is determined that the student’s continuation may jeopardize the safety of patient(s), classmate(s), or others. See Appendix I.

Students will be given on site orientation to the clinical areas including expectations of the nursing role and written guidelines and/or demonstrations of expected skills. Written clinical assignments will earn a satisfactory or unsatisfactory. In the first year of study, unsatisfactory work must be repeated and satisfactory on second attempt (when indicated by the instructor a student may be placed on contract with an additional assignment). The student must be able to incorporate the instructor’s feedback in subsequent assignments. Repeated inability to incorporate the instructor’s feedback and explanations puts the student at risk for clinical failure. In the second year of study, written clinical assignments must be satisfactory on first attempt. Students must understand the clinical experience cannot be *manipulated* by the clinical instructor to accommodate the individual learning needs of the student. For example, if a student needs improvement in a particular area of study or clinical performance, and if the opportunity does not present in the remaining clinical hours of the current course, the clinical hours in that course cannot be extended nor can the student progress to the next nursing course. The nursing course must be repeated in order for the student to have the opportunity to demonstrate learning. Please refer to specific course syllabi for further explanation of policy and delineation of the first and second year student responsibilities.

Student performance will be examined by both student and faculty and the student will be expected to contribute to the evaluation by performing a self-evaluation. Mid-term clinical performance will be evaluated as satisfactory or needs improvement. The final evaluation must earn “satisfactory” for each item on the final clinical evaluation learning tool to be successful in the course. Clinical evaluation of individual students will be assessed by the clinical instructor on the basis of students’:

- a. clinical attendance
- b. clinical written assignments
- c. clinical performance
- d. clinical self-evaluation

Individual student conferences will be conducted for exchange of the instructor's clinical evaluation of the student and the student's clinical self-evaluation.

Each activity has written objectives and learning activities which the student is expected to achieve. A specific number of course hours is required for each type of learning activities.

F. Course Policies and Requirements to Address the Achievement of Significant Learning Experiences

1. Attendance

Requirements include attendance at all scheduled nursing learning activities, e.g. clinical, classes, laboratory, or special review classes. This policy has been established because of the nature and significance of all nursing content. Group dynamics and group process contributes to the learning environment. Students should check each course syllabus and calendar for specific class and clinical hours required per week. Three tardies for class, lab, or clinical constitute one absence in said class, lab, or clinical. A student is considered tardy if not present for the first 10 minutes of class, lab, or clinical. After one hour the tardy becomes an absence. Clinical and lab experiences may be scheduled in 12 hour blocks of time. Therefore, an absence for lab and/or clinical assignments puts a student at-risk for completion of the course. After two absences a student can be in danger of not achieving the course objectives and failing the course.

Students must follow the attendance policies of their home campus. If a student is absent for greater than 20% of the assigned clinical or campus laboratory hours, the student shall fail the clinical or lab, and thus fail the course. If the student has documented tardies for more than one semester, the student will be put on a contract to improve promptness (Appendix IV).

The contract will extend throughout the nursing program. If tardies continue, the student will not be able to progress in the AD nursing curriculum. This policy arises out of the necessity for promptness and attendance in the professional workplace.

A "No Call, No Show" in the clinical workplace can be considered grounds for failure. A student who does not give notice before missing clinical is not demonstrating professional responsibility.

In the event of anticipated absences or late arrival to class, lab or clinical setting, the student is expected to notify the instructor in advance. Each course syllabus contains the necessary phone numbers needed to contact faculty.

In case of sudden illness or emergency the student should follow the call chain listed below:

For Class or Campus lab

1. Appropriate instructor
2. FNC secretary @ 828-395-1643, and leave the following information: student name, time and location, faculty name, reason for absence/tardy and contact number(s).
3. Leave message with college switchboard where the class is meeting and ask security to notify instructor in appropriate classroom.
4. If the student is initially unable to notify faculty and requires the notification of #2 and #3 above, he/she will then call the instructor as soon as possible. If a student is texting the instructor with the instructor's approval, do not assume the text is received unless the instructor responds with confirmation.

If a student is unable to attend a clinical day, he/she will call:

For Clinical Lab

1. Appropriate instructor
2. Specific unit, clinical facility. Leave message with unit secretary or charge nurse to include the following: student name, faculty name, reason for absence or tardy, when student can be expected (if tardy) and contact number(s).
3. If the student is initially unable to notify faculty and requires the notification of #2, he/she will then call the instructor as soon as possible.

In the event of a clinical absence, an additional assignment will be made. All missed clinical experiences and subsequent assignments will be at the discretion and convenience of the faculty member. When a student misses a clinical day, that learning experience cannot be reclaimed. The student will complete a “make-up” experience. However, the absence still stands.

Unit exams and final exams are scheduled on the course calendar. If a student is unable to take the exam on the scheduled day and/or time, students will notify the faculty member responsible for the exam prior to the exam. Arrangements for the make-up exam will be made at that time if possible. If not, arrangements will be initiated by the student on his/her return to class. If the student fails to contact the instructor in advance of missing a unit or final exam, the student has forfeited the right to a make-up exam.

It is the responsibility of the student who misses any learning experience to contact the appropriate faculty member regarding the missed learning experience on/or before the missed experience for instructions and/or alternate assignments.

In instances when a scheduled exam is missed, the form of the make-up exam will be left to the discretion of the faculty member. For example, the make-up exam may be essay, short answers, fill-in-the-blank, completion and/or matching. Unannounced tests (preparation evaluation) are not repeated.

2. Student Contract

When the instructor or course coordinator determines a student is at risk for not achieving the course objectives, a contract can be initiated. (Appendix IV) The contract will address the specific learning objective(s), experiences, make-up and remedies, as well as other appropriate requirements necessary for the student to meet specified requirements. The student and appropriate faculty will sign the contract. If the contract is not fulfilled, the student will come before the Faculty Review Committee. At that time the committee will make further recommendation(s) including possible dismissal or failure. The director can counsel a student, and that meeting can replace a written contract.

3. Chain of Command

If a possible issue exists with an instructor; a student should go to that instructor to discuss the situation. If that conversation is not successful the student should go to the course coordinator, then the director of the program.

4. Rounding of Grades

There is no “rounding up” of course numerical grades until the final numerical grade is tallied. Numerical grades are carried two decimals until final numerical grade is determined. A numerical grade ending in .50 or above is rounded to the next whole number. (Revisited, May 2015)

5. Preparation Requirement

All students must be certified in cardiopulmonary resuscitation (CPR) prior to clinical experiences, and maintain certification throughout the program. All immunizations must be up to date.

Preparation for class, laboratory activities, and clinical is required in order to receive maximum benefit from planned learning experiences. Each faculty member will review (with course participants) the policy for her/his respective course.

Clinical assignments include student's write-up and demonstration of understanding of information on the patient's illness, drugs, diet, activity level, growth and developmental stage, laboratory and diagnostic testing data, and specified orders. Students will be responsible for understanding the information. The clinical experience requirements involve the student obtaining the necessary information on the assigned patient(s) at the clinical agency as required by the instructor(s) and executing a plan of care for the patient(s).

Students who are unable to demonstrate adequate clinical preparation and/or have consistently failed to meet clinical objectives and/or written requirements are considered to be unsatisfactory in clinical.

6. Statement of Professional Characteristics/ Conduct Requirements

Nursing as a profession is based upon the art and science of caring. In addition to the technical aspects of nursing, the student should impart evidence of caring in his/her execution of technical tasks. This caring is evidenced by empathy, kindness, respect, conscientious and prompt, effective attention to the biopsychosocial (holistic) needs of the patient. The student who does not meet these criteria will not be successful in the clinical portion of Foothills Nursing Consortium nursing courses. Furthermore, the student nurse must learn to cooperate, communicate, and demonstrate tolerance of other health care providers and act as a productive member of a team.

The Foothills Nursing Consortium faculty wishes to assist students in their socialization to professional nursing practice. Classroom behavior is an extension of clinical behavior. The student is expected to demonstrate respect of faculty, peers, patients, families, and other health care workers and professionals. Positive interaction with others is a classroom and clinical expectation. Students should demonstrate growth in ethic and professional conduct and have a positive attitude toward learning, resulting in mature responsible behavior. Students who disrupt, argue, or inflame faculty and/or peers (in class, lab, or clinical) will not be allowed to remain in the learning environment that day. In short, incivility and/or lack of self-control are not acceptable. Students who demonstrate persistent incivility in the learning environment jeopardize the success of other students: neither student nor faculty will be subjected to incivility. Therefore, this behavior will result in corrective action and/or referral to Faculty Review Committee or dismissal by the director.

Students must always report to the team leader for the unit when assigned for clinical practice. Please notify the instructor when you have completed the assignment. Never leave the clinical area without consulting the instructor and obtaining permission.

Avoid making or receiving personal phone calls except in the case of an emergency. No cell phones or pagers are allowed in clinical agencies.

Patient privacy is of extreme importance. No photos, social networking, etc. will relate directly or indirectly to the clinical experiences. (See Social Media, page xviii)

No social "chit-chat" or "visiting" with other nursing students or staff in the clinical areas. Students and instructions are patient-centered in all clinical behavior and verbal exchanges.

Always wear uniforms or attire specified by instructor during learning experiences. A lab coat and name tag must be worn when getting clinical assignments at the health care facility. No jeans, graphic tees, open toe shoes, or revealing clothing of any type is ever appropriate for any nursing school-related experience.

The student is responsible for compliance with the student code of conduct for the Nursing Consortium and current college catalogs. 21 NCAC 36.0320 requires: The nursing program shall publish policies in nursing student handbook and college catalog that provide for identification and dismissal of students who:

- a) Present physical or emotional problems which conflict with safety essential to nursing practice and do not respond to treatment counseling within a timeframe that enables meeting program objectives.
- b) Demonstrate behavior which conflicts with safety essential to nursing practice.
Examples of conduct within the context of the learning environment for which a student will receive disciplinary action and possible dismissal from the program includes, but is not limited to the following:
- c) Untruthfulness, profanity, or other incivility, lack of personal control, dishonesty, including cheating, stealing, plagiarism, providing false information to the school or to any student-related organization.
- d) Misuse of information including slander, libel, disclosure of information from clinical practice or confidences and privileged information of patients and families.
- e) Substance abuse. (see Appendix I)
- f) Any FNC student found to possess or carry, (openly or concealed), any weapon on the premises of any campus or clinical agency will be dismissed from the program. (See policy, each college)
- g) **Student behavior in the clinical setting which (1) indicates difficulty in making clinical judgment or (2) conflicts with patient safety essential to safe nursing practice.** Such behavior is defined as a failure to assess or act appropriately on information that another or a majority of students at the same level would recognize as important to patient health and safety. Any student who requires an inordinate amount of instructor's time in the clinical setting because of safety concerns related to poor judgment, poor decision-making skills, or safety violations will be subject to clinical failure or dismissal from the program.
- h) Any unsafe behavior and/or negligent acts resulting in potential harm to a patient. Students who demonstrate behavior which conflicts with safety essential to nursing practice will be dismissed immediately. "Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy meant that the student creates an environment or anxiety of distress which puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk." Scanlan, Care, Gessler. (2001) Dealing with the Unsafe Student in Clinical, Nurse Educator. 26 (1), 23-27. In addition, unsafe practice includes deliberate or negligent acts or omissions regardless of whether actual injury to the client is established.

Students will provide, during orientation, the name and contact information of a person who should be contacted for transportation in the event a student becomes ill at school or in a clinical facility.

If a student become dizzy, disoriented, demonstrates aggressive behavior, has an unsteady gait or slurred speech pattern, the contact person will be called to take the student to the Emergency Department and home. Any behavior or breath odor consistent with drug or alcohol use, will require testing at the discretion of the clinical agency. In the event a contact person cannot be reached, EMS or police will be called. (Refer to Appendix I)

Students, who are found to be involved in illegal activity or have been involved in illegal activity both on and off campus, shall be subject to consideration for dismissal by the nursing faculty and the college. (Appendix XI) The student shall be issued a warning/contract or be asked to withdraw from the program/college.

Readmission to the program can be considered at a future time, depending upon circumstances. (See Warning Notice/Contract format, Appendix IV).

7. Patient Confidentiality

It is imperative that nursing students maintain the highest level of confidentiality in relation to patients to whom they are assigned. This is basic to ethical practice. Failure to adhere to this policy shall result in dismissal from the program and possible legal action. The patient's right to privacy must be guarded.

Information about an assigned patient may be discussed during clinical conference and in report. Information may never be shared in social settings, elevators, cafeterias, or other settings outside the clinical unit. Information which is not pertinent to patient care shall not be shared. All patient data is on a "need to know" basis.

8. Grading Scale

The grading scale for the ADN program is on a basis of one hundred percent, grades are determined as follows:

- A – 100 – 94
- B - 93 – 87
- C - 86 – 80
- F - 79 or below (Effective 1/1/2007)

The minimum grade of "C" is required to pass the theory portion of the course and grade of "Satisfactory" is required to pass the laboratory and clinical portion. Failure of either portion will mean course failure. A minimum grade of "88" must be made on the pharmacology calculations exam. There will be two opportunities to pass this exam.

Unit exams typically consist of 50 questions. Final exams typically consist of 100 questions. Seminar course/s use essay, discussion, multiple-choice, fill in the blank, and/or matching for exams. Additional graded in-class assignments may be used for seminar-type classes. Nursing exams include multiple-choice and alternate format questions used on the NCLEX-RN examination, such as multiple-response, fill in the blank, and hot spot items.

It is highly recommended that the student print a copy of an updated NCLEX-RN test blueprint from www.ncbon.com beginning on Day One of class and bring to each class throughout the program. As each concept/exemplar is reviewed in or out of class, the student should mark a date and resource for the blueprint items. By the end of the program, all concepts should have a date to remind students of when/how the concepts were addressed. If any concepts are not marked, the student should ask the instructor for assistance/direction to the item.

Evaluation:	Unit Exams	70%
	Final Exam	30%
	Total	100%

Assigned Work: Satisfactory/Unsatisfactory

***Any exam may test pre-requisite knowledge necessary for understanding the concept(s).**

Additionally, ATI templates will be assigned throughout the program to evaluate student progress. ATI Improve remediation/active remediation templates are used throughout program. Refer to syllabi for specific course information. A plan for improvement may be requested from an instructor based on results of ATI weaknesses. If assigned, the plan will need to be completed.

G. Faculty and Student Expectations

Students who complete the Foothills Nursing Consortium Program are expected to be able to function effectively as contributing citizens of our society. Our program is designed to enable graduates to achieve the following general competencies:

- Communicate effectively in speaking, writing, reading, and listening.
- Perform technical skills in the chosen occupation.
- Use information to analyze problems and make logical conclusions.
- Demonstrate positive interpersonal skills in various aspects of life.
- Demonstrate quantitative competencies.
- Demonstrate basic computer skills.

Competencies are further delineated in specific program competencies, course objective, and learning activities. Achieving these competencies require a twofold commitment involving the satisfaction of certain expectations on the part of both faculty and students.

WHAT STUDENTS CAN EXPECT OF FOOTHILLS NURSING CONSORTIUM

In their commitment to learning and to the achievement of a true learning centered community, Isothermal personnel will:

- Meet student needs by demonstrating professional, friendly, and courteous service in all aspects of student life
- Maintain high professional and academic standards
- Serve as role models in the development of leadership skills
- Respect diversity and treat all students fairly
- Be available to students and helpful with student problems
- Communicate clear learning objectives and expected outcomes
- Provide timely feedback in the assessment of learning outcomes
- Stay current in subject mater
- Practice effective teaching/learning strategies that promote critical thinking

WHAT FOOTHILLS NURSING CONSORTIUM EXPECTS OF STUDENTS

In their commitment to learning, students will:

- Accept responsibility for learning
- Attend and participate in all classes
- Complete required exercises and assignments as directed
- Develop a time management plan that includes adequate time for study
- Maintain an open-minded attitude toward learning
- Strive to become independent critical thinkers
- Seek help as needed from appropriate sources
- Be respectful and considerate of others
- Assume responsibility for knowing and adhering to all college policies
- Acknowledge that learning how to learn is the ultimate objective of education
- Recognize that struggle and discomfort often precede the rewards that accompany goal completion and success

With this mutual commitment to learning on the part of both faculty and students, an exciting partnership will develop and thrive, thus **creating a community of learners.**

H. Inclement Weather

Specific guidelines for notifications of cancellations will be provided by the faculty member during orientation of each course. Clinical and class experiences are cancelled based on a decision by the college and/or faculty member. During periods of inclement weather the colleges will either (1) close (2) delay opening (3) have a faculty/staff work day with classes cancelled. Safety is priority in determining class/lab/clinical meeting times during inclement weather.

I. Course Evaluation

Each student is provided the opportunity to evaluate each course, faculty member, and clinical facility utilized.

J. Library Resources

Texts and articles older than five (5) years are considered out-of-date materials and are not to be used as references. Only older materials designated as “classics” are acceptable.

K. Academic Integrity Statement

Foothills Nursing Consortium holds academic integrity as a core value. As such, students, faculty, and directory must seek and maintain honesty and truthfulness in learning and providing care in the clinical setting. No form of academic dishonesty is tolerated in our learning community. Academic dishonesty is broadly defined as attaining academic goals or presenting assignments by deception or unauthorized resources. A student who is aware of another’s cheating is guilty of the same. Cheating and plagiarism are the most common examples in our overall society. Students are expected to rely on their own knowledge when taking exams and completing independent assignments. (All assignments are to be considered independent unless specifically stated “group” or “paired” assignments.) A failure to properly document sources is plagiarism. All sources must be properly documented to avoid plagiarism. Charges leading to loss of academic credit shall result from cheating and/or plagiarism. See Students Rights, Responsibilities, and Judicial Procedures Manual, Section III-A, IV-C, V-C, and the Foothills Nursing Consortium Student Handbook, Section II – E. All sources must be properly documented to avoid plagiarism.

Professional responsibility as part of academic integrity, also involves preparation for class and clinical assignments; therefore, preparation is both expected and required. Each student is required to adhere to the policies for clinical attendance, dress code, conduct and course preparation, as stated in the Foothills Nursing Consortium Student Handbook.

L. Change of Schedule

A calendar is provided for each nursing course the first day of class. It is the responsibility of the student to follow the schedule as planned. The date, time, and location of learning experiences are subject to unavoidable changes. If it becomes necessary to change the schedule, students will be notified of changes by the faculty member as soon as possible.

Due to availability of clinical sites and instructors, students may be scheduled differently for clinical than for class. (Example: a day student may have an evening/week-end clinical.) Evening/Weekend students may have a clinical experience on Saturday, Sunday, or 1-2 week days. Students should expect the last nursing course to be taught with both day and evening sections joining together. (For example, MW 3pm-6pm or 3pm-7pm.) Instructors are unable to accommodate students on the basis of employment schedule(s). Preceptorships may be any schedule of the designated preceptor.

M. Liability and Health Insurance

All nursing students are required to maintain professional liability insurance. A policy is provided through the three colleges.

All nursing students are responsible for their own personal health insurance. Basic accident policies are in place through student services at each college. Students pay for the insurance through college-billed student fees.

N. Physical Examination and Health Policy

Each student is required to have a physical examination, including immunizations, an up-to-date tuberculin skin test, and other items on the Medical History/health evaluation form provided to students by the Foothills Nursing Consortium. Hepatitis immune globulin (HBIG) or ISG is recommended. (Appendix II, Section II).

Physical/Emotional Health Policy

A student who exhibits physical and/or emotional health problems which indicates impairment in ability to provide safe nursing care to the public will not remain in enrolled nursing courses. (See Nursing Practice Act, August, 2009)

Following admission, evaluation of health and overall behavior of the student continues. A student cannot remain in nursing courses if that student: 1) presents problems in physical or emotional health which do not respond to recommended/appropriate treatment and/or counseling within a specified period of time, or 2) demonstrates behavior which conflicts with safety essential to nursing practice. The student may be required to provide documentation of satisfactory physical and emotional health during any time of the program.

O. Non-Discrimination of Patients

The Foothills Nursing Consortium AD nursing student will care for assigned patients regardless of their race, religion, ethnic background, or disease process.

P. Communicable/Bloodborne Disease and Vaccine

In consideration of being allowed to voluntarily participate in the Associate Degree Program of the Foothills Nursing Consortium and its colleges; its students, employees, or agents shall forever be released from all liabilities, losses, damages, claims, actions, causes of action, demands or cost of any nature whatsoever that may arise in connection with bloodborne or any other communicable disease. (See Policy, Appendix II)

Q. Intra-Consortium Transfer/Re-Entry Policy

All requests for re-entry into the nursing program must be received by the Nursing Director and campus nursing advisor before the request can be processed.

Students must remain with the college of entry during the program regardless of residence.

Transfer from one cohort to another (day to evening, for example) can only be accomplished by changing course sections during registration and permission of the director.

R. Referrals to Faculty Review Committee

Any faculty member may refer a student to the AD nursing Faculty Review Committee for problems regarding patient care, student performance, attitude and behavior, ethical, character and conduct, legal issues, probationary status, excessive or questionable absence or tardies (according to program policy), and progression in the program. Students may also request a hearing by the Faculty Review Committee. If appropriate, a contract will be initiated indicating learning and desired outcomes. The contract must be met in order for the student to be successful in the course/program.

S. American Disabilities Act Policy of Non-Discrimination on the Basis of Disability

Foothills Nursing Consortium does not discriminate on the basis of disability in the admission or access to, its program or activities. Essential physical and emotional functions of a nursing student are outlined in the American Disabilities Act Policy. Each college has a designated disability coordinator; however, a disability form must be submitted each semester and through the home college and the college where the course is offered. (See Appendix III)

T. Purchase of Textbooks/Course Syllabi/ Prescriptive Learning

All students are expected to have access to required textbooks. Other textbooks may be listed as optional.

Prescriptive learning cost is added to cost of tuition (ATI). After beginning the first semester of nursing courses, no refund can be provided for the prescriptive learning (AD nursing) fee.

Section IV

Uniforms

Foothills Nursing Consortium Uniform Policy

A. Uniform and Required Items

All students are required to wear the Foothills Nursing Consortium student uniform while participating in clinical activities. Uniform information is provided to the student upon entrance to the program. A uniform representative will be available for the student's convenience. Students must remit the cost of the uniforms when the order is placed, or as required by the uniform company.

All students will need, in addition to the uniform:

- Watch with a second hand
- Bandage scissors
- Littman Classic II Stethoscope or comparable (No excessive adornment)
- Pen light
- Hemostat
- Blood pressure cuff

B. Dress Code

Students are expected to be clean and neat in appearance both in street clothes and in uniform.

The nurse's uniform is meant to be worn complete and only when engaged in nursing activities.

1. Women's Uniform

- Neat, clean, wrinkle-free, no rips or tears.
- Uniform skirt must be below the knee.
- Pants uniform should fit comfortably, not too tight, not baggy.
- All white leather nurse's shoes, freshly polished, with clean shoe-strings.
- White hose or nurse support socks – No visible runs or holes. No regular socks.
- Foothills Nursing Consortium approved name pin at or above eye level.
- If additional clothing is required for comfort, a long sleeve white crew or turtle neck can be worn under the uniform top. Alternately, a uniform jacket may be available from the uniform company specifically for FNC students.

For historical mention:

- Clean cap, secured with white bobby pins.
- Sophomores add a "1/4" black satin band on the cap, right side from the top edge indentation to the bottom edge.
- After graduation from the program, a single 1/4" black satin band is worn 1/2" down from the top edge, around the entire width of the cap.

Note: Caps are not worn in clinical setting but remain a part of your "dress" uniform.

2. Men's Uniforms

- Neat, clean, wrinkle-free, no rips or tears.
 - Pants uniform should fit comfortably, not too tight, not baggy.
 - All white leather nurse's shoes, freshly polished, with clean shoe-strings.
 - Plain white socks, preferably nurse socks.
 - Name Pin is worn on chest or at eye level.
- For historical mention:
- Sophomores add a 1/4" black satin band diagonally on the right shirt collar.
 - After graduation from the program, the black satin band is worn 1/2" above the name pin.

C. Three-quarter length lab coat or required uniform jacket

- Worn over street clothes
- Clean, neat, wrinkle-free
- FNC student identification badge on breast pocket

D. Hair Style

- Clean, neat, away from face, off collar, simple style
- No decorative hair ornament(s)

E. Cosmetics

- Used in moderation; avoid heavy application
- No perfume, cologne, or scented after shave
- No nail polish –short fingernails (not more than fingertip in length)
- No acrylic or artificial nails

F. Jewelry / Body Adornment

- Wedding rings allowed (unless prohibited by policy in certain units).
- Engagement rings permitted at the discretion of the clinical instructor.
- Watch with second hand.
- Body piercing – One small pair of “post” earrings in ears. No other visible jewelry. This includes tongue or other facial jewelry. If a student has ear-gauges too large to be removed, they must be replaced to match the student’s skin color/tone (if clinical agency allows)
- No necklaces or bracelets.
- No visible tattoos while in uniform.
- Hair color must be a “natural” color. No unnatural color streaks- no feathers.

G. Equipment to bring with you:

- Black ball point pen
- Small notebook
- Bandage scissors
- Stethoscope
- FNC student identification badge
- Pen light
- Hemostat (if specified by the instructor)

H. No chewing gum in patient settings. Breath mints at the discretion of the instructor.

I. No smoking or e-cigarettes allowed in clinical facilities or on clinical grounds/ clinical campus.

J. If a clinical agency has a stricter rule than FNC’s dress code or policy, that agency rule will apply.

Students not adhering to the uniform code must be sent home (a clinical absence).

Section V

Student Related Activities

Foothills Nursing Consortium Student Related Activities

A. Student Nurses' Association

The purpose of the Student Nurses' Association (SNA) is to aid in the development of the whole person, his/her professional role and his/her responsibility for the health care of people in all walks of life. Any student enrolled in the Associate Degree Nursing Program is eligible for membership in the SNA. Membership can be at the local, state, and/or national levels. A Foothills Nursing Consortium instructor is the mentor for this group. Degree of activities of the local group is determined by student interest.

B. Student Involvement in Nursing Faculty Committees

Student involvement/membership is welcomed on the Curriculum Committee, Library and Resource Committee, and Evaluation Committee.

C. Class Officers

The first year class will elect officers for day and evening/weekend cohorts in the second semester of study. Another election will be held in the 2nd year of study. Both day and evening weekend cohorts will be represented.

Representatives to serve on faculty committees will be selected by the class and/or nursing officers.

Foothills Nursing Consortium campus clubs will be represented by class and SNA officers and representatives.

D. Nursing Program Pin and Pinning Ceremony

Each student should purchase a pin that designates the student as a graduate of the Foothills Nursing Consortium, Associate Degree Nursing Program. If a Pinning Ceremony is planned, all students should attend.

Section VI

General Information

Foothills Nursing Consortium General Information

A. Advising and Counseling

Each nursing student is assigned an academic advisor based on the student's home campus and year of study. Official advising for course planning is done during scheduled periods prior to each semester. However, advisors are available at any time during the semester for help or referrals.

Counseling is also available to students through Isothermal's (or home college) Student Services.

B. Individual Assistance and Tutorial Services

Individual nursing faculty is available during posted office hours or by appointment, if a student needs additional help in any nursing course. It is the student's responsibility to seek help regarding concepts or assignments that are unclear or for makeup work.

C. Student Evaluation of Courses, Faculty, and Facilities

At the end of each nursing course, students are asked to evaluate the course and its faculty. A form is also available to evaluate the clinical facility used during the course. Student input is valued; therefore it is important for students to respond on these unsigned evaluations in a truthful, mature manner. Evaluations are made available to the Consortium Director, individual faculty members, Dean or possibly the Vice President. Nursing faculty and Director read and assimilate suggestions offered on evaluation forms and attempt to incorporate students' recommendations in their teaching whenever possible.

D. Transportation and Location of Clinical Facilities

Clinical laboratory experience will be located in various hospitals in the area. Students are responsible for transportation to the assigned hospital. Clinical agency assignments periodically require travel out of the students' county of residence. Additional agencies are added periodically.

Clinical Facilities

Cleveland County

Carolinas Healthcare System
Kings Mountain Hospital
White Oak Manor – Shelby
North Shelby School
Hospice of Cleveland County
Phoenix Counseling Center
Cleveland County Health Department
Hospice of Cleveland County

Life Enrichment Adult Day Care Center
Carolinas ContinueCare Hospital at KM

Rutherford – Polk

Rutherford Regional Health System
Autumn Care – Forest City
Rutherford Hospital
White Oak Manor – Rutherfordton
St. Luke's Hospital
Hospice of Rutherford County
Rutherford Internal Medicine
Rutherford-Polk Health Department

Burke County

Broughton Hospital
Blue Ridge HealthCare System

McDowell County

The McDowell Hospital
J. Iverson Riddle Development Ctr.
Autumn Care of Marion
Hospice of McDowell County

Burke County

Carolinas Rehabilitation of Burke

Catawba County

Frye Regional Medical Center
Institutional Medical Services

Henderson County

Mountain Home Health & Rehab-Hendersonville

Selected facilities such as Mental Health Centers, Public Health Departments, physician offices, Hospice Care, Senior Citizen Centers, and nursery schools may also be utilized.

E. Audit of Nursing Courses

A student, graduate nurse, or Registered Nurse who desires to review or audit a nursing course must have permission of the Director of the AD nursing program, and faculty Members teaching the course. A potential re-entry student may be asked by the faculty and/or director to audit a nursing course if these experiences are part of the student's "readiness to re-enter" plan. If a student is auditing as part of his/her "readiness plan" the student must attend 80% of class, specified lab portions, and participate in the course exams/assessments, and may be required to make a passing grade on the final exam.

F. Nursing Faculty Committees

The faculty of the Associate Degree Nursing Program maintains committees. Faculty appointments are made annually by the director. Committees may include student members. Students are recruited through the nursing class officers.

All committees meet a minimum of once a year. Most committee meetings occur within the monthly Foothills Nursing Consortium faculty meetings. The full faculty is responsible for curriculum design, implementation, and evaluation.

1. The Admissions Committee

Purpose: To review admissions criteria and procedures and make policy recommendations to the Operations Committee.

Duties: Considers admission policies, procedures and progression for the AD nursing program. The consortium director serves as Chairperson and Liaison to Consortium Admissions Committee and Operations Committee.

The Assistant Director serves on this committee. Admission advisors/counselors serve on the committee. Faculty review the admission criteria and make recommendations to the committee.

2. The Evaluation Committee

Purpose: Development and implementation of systematic total program evaluation plan. The committee leads the full faculty in course and program evaluation, feedback, student evaluation and specific course and curriculum revision(s).

Duties: Implementation of procedures to evaluate program plans, distribute and make recommendations based on evaluation results. The full faculty assists with evaluation plan reviews. The assistant director is chair. New exams are reviewed by the committee for suggestions for improvement.

3. The Library and Resource Committee

Purpose: Responsible for addition, deletion, and maintenance of the library, facilities, audiovisual holdings, and computer software.

Duties: To review and make recommendations to librarians and program director for relevant program resources.

4. The Faculty Review Committee

Purpose: This committee meets on an as necessary basis to deal with problems and issues relating to students in the AD nursing program. This committee is responsible for reviewing such issues as performance, conduct, behavior, ethics, academic warning status, and absences or tardies.

Duties: This committee can determine student status as to failure, dismissal from the program, contract issues, re-entry of former students, or any discipline policies or violations as deemed necessary by the program director, or faculty member(s), or requested by individual students.

G. Due Process

All students have the right to due process. Any appeals or grievances are directed first to the FNC program director. See Appendix I of this Handbook. Then, refer to procedures outlined in the home College Student Handbook:

Students Rights, Responsibilities, and Judicial Procedures, Appendix A. (Isothermal Community College)

The Academic Bulletin and Student Handbook, Due Process procedures on grievances, General Information Section. (Cleveland Community College)

The College Catalog and Student Handbook, Levels of Discipline and Appeal: Policy and Procedure, Due Process and grievance policy procedure. (McDowell Technical Community College)

Section VII

NCLEX –RN Examination Qualifications

NCLEX – RN Examination Qualifications

A. RN Examination Application

To be eligible to sit for the computer examination for RN licensure, an applicant must provide, with the appropriate fee and by the deadline, evidence of:

1. Completion of a state-approved program in nursing preparing one for a designated examination including classroom and clinical experience in areas designated in the Nursing Practice Act.
2. Satisfactory physical and emotional health, as indicated by the applicant's written statement.
3. Personal identification in the form of two (2) passport-size photographs.
4. Digital finger print cards for a complete background check. Any applicant with a current or past history of criminal behavior or substance abuse will be considered for licensure on an individual basis by the Board of Nursing. The applicant must include with the application, a written description and explanation of all incidents and a certified copy of applicant's court record.
5. In order to sit for the NCLEX-RN examination for licensure as a registered nurse, each graduating student must receive verification of graduation requirements by the director of the nursing program.

B. NCLEX-RN Licensure

1. A score of "P" (Pass) shall be achieved in order to be licensed as a registered nurse. Results of the NCLEX-RN are reported as Pass/Fail.
2. Passing the examination entitles the nurse to practice nursing in the state or states recognized by his/her license.
3. Candidates for North Carolina licensure by examination who fail the NCLEX-RN shall rewrite the examination as often as permitted by National Council State Board of Nursing Guidelines.
4. Applicants who fail the NCLEX-RN examination are permitted to take the NCLEX-PN examination.

C. North Carolina Board of Nursing (www.ncbon.com)

Mission Statement of the North Carolina Board of Nursing:

The North Carolina Board of Nursing is committed to protecting the health and well-being of the public through regulating the delivery of safe, effective nursing care.

The North Carolina Board of Nursing regulates the educational programs and practice of nursing. It defines and interprets scopes of practice for all levels of providers of nursing care. The North Carolina Board of Nursing Education staff provides resources to nursing programs and the general public on education regulatory issues.

Appendices

**Foothills Nursing Consortium
Appendix I**

Dismissal: Non-Academic

It is within the following context that students will be dismissed from the program:

- Any at risk of reckless behavior or potential behavior that threatens or has the potential to threaten the physical, emotional, mental, or environmental safety of a client, their family members, another student, other health care providers and/or the nursing faculty.
- Any at risk or reckless behavior or potential behavior for which a nursing student is not permitted, authorized, prepared, and/or educated to provide at the time of the event.
- Any at risk or reckless behavior or potential behavior which violated the North Carolina Nursing Practice Act Article 9 of the North Carolina General Statutes and the North Carolina Administrative Code.

Unsafe clinical behaviors include, but are not limited to:

- Lack of accountability
- Falsification of patient record
- Medication or treatment errors that threaten patient/patient safety
- Administering medications or performing procedures without appropriate supervision
- Breach of confidentiality (To insure confidentiality, students may not remove copies of patient records from the nursing unit.)
- Failure to comply with established policy or procedure at an assigned clinical site
- Impaired thinking or repetitive errors in judgment that impacts on the ability to make clinical decisions and provide safe care for assigned patient(s).
- Poor and inconsistent skills in assessment and patient care
- Inappropriate or unprofessional behavior including, but not limited to, violations of the American Nurses Association Code of Ethics and behaviors listed in North Carolina Administrative Code (21 NCAC 26.0217 Revocation, Suspension or Denial of License) governing the North Carolina Board of Nursing

Failure to comply with the Foothills nursing Consortium required policies as stated in the Student Handbook including character and conduct requirements and professional characteristics/responsibilities.

Violation of policy(s) as noted in the College Catalog.

Violation of Weapon policy as stated in Student Handbook and College Catalog.

Substance Abuse

Any student found to possess any alcoholic beverage or non-prescribed controlled substance on any Foothills Nursing Consortium Campus or at any clinical facility will be dismissed from the nursing program.

Any student who diverts any controlled substance from a clinical facility will be dismissed from the nursing program.

Any student whose behavior or appearance provides reasonable suspicion that the student is under the influence of alcohol or non-prescribed controlled substances may be required to submit to a breath analysis, urinalysis, or blood analysis at the student's expense. Refusal to offer the breath, urine, or blood sample will be grounds for dismissal from the program, a positive test indicating use of non-prescribed controlled substances or alcoholic beverages will be grounds for dismissal from the program.

(Dismissal Continued) Due Process

Any student dismissed from the program for non-academic reason, should refer to the Foothills Nursing Consortium Student Handbook and college of admissions (“home college”) handbook to review policies. If an appeal is desired, it must be made in writing to the FNC Director within two (2) working days of the dismissal. The Director will have seven (7) working days to complete an investigation and render a decision. If unsatisfied with the decision of the appeal, further appeal must be made within two (2) working days following the Due Process Avenue of the college of admissions (“home college”).

If an academic appeal, for instance a grade appeal (academic), is desired, first make written appeal to the consortium director. If unsatisfied with the decision, follow the policy of the college handbook.

**Foothills Nursing Consortium
Appendix II**

I. Policy for Bloodborne and other Communicable Diseases / Vaccine

All nursing faculty and nursing students are required to adhere to standard precautions, including the appropriate use of hand washing, protective barriers, and care in the use and disposal of needles and other sharp instruments, when providing care to all patients.

To assure safe and competent care to consumers, faculty and nursing students who have open or exudated lesions or weeping dermatitis must refrain from all direct patient care experiences and from handling patient care equipment and devices used in performing invasive procedures until the condition resolves. A release from a licensed primary care provider will be necessary before the student or nurse can resume direct patient care experiences.

The student will be made aware by the program of the potential risks associated with patient care, and the student should, at all times, follow recommendations regarding positive HIV/HBV for health care workers from the affiliating clinical agencies.

Any currently enrolled student in the Foothills Nursing Consortium program who has a known HIV or Hepatitis B infection or other bloodborne disease will be individually evaluated and all progression decisions concerning the individual student shall be based upon a consideration of the following factors:

1. the potential harm that the individual poses to other people.
2. the ability of the individual to perform the objectives of the program.

All students who have known bloodborne disease will be routinely assessed by a licensed primary care provider in keeping with the current standards, requirements, and recommendations of the Center for Disease Control and in keeping with the provisions of this policy.

The evaluation of a currently enrolled student with a known bloodborne disease will include a licensed primary care provider's statement of the individual's health status as it relates to the individual's ability to adequately and safely perform the (essentials) objectives of the curriculum.

The statement must also indicate the nature and extent of the individual's susceptibility to infectious and/or communicable diseases often encountered when performing the objectives of the nursing curriculum.

The event a nursing student is exposed to a patient's blood or body fluids, the student must immediately report the incident to the clinical instructor, the patient's physician, and the student's physician. The procedure of reporting applies to ALL students regardless of their HIV/HBV status. A student must undergo testing for a blood pathogen when clearly exposed to a patient's blood. The student will follow agency policy for exposure. The student or student's health insurance will be billed by the clinical agency.

Procedures and financial expenses for post exposure evaluations and follow-up is the responsibility of the nursing student. A nursing student is ethically obligated to undergo testing for a bloodborne pathogen when a patient has been clearly exposed to the nurse's blood or body fluids.

Nursing students should comply with current guidelines for disinfection and sterilization of reusable devices used in invasive procedures in clinical agencies.

**Foothills Nursing Consortium
Appendix II**

II. Hepatitis B Vaccination Protocol

The Foothills Nursing Consortium faculty believes that our students are at a high risk to be exposed to Hepatitis B primarily because they are just beginning to master clinical skills and techniques. Therefore we have determined that it is in the best interest of the students to recommend the Hepatitis B vaccine for all students in the program. As a result we have developed the following protocol.

- A. All students will be provided with information concerning Hepatitis B and the Hepatitis B vaccine. The information will be provided during the students' orientation.
- B. All students in the AD nursing program are strongly recommended to have the vaccine.
- C. A form from the student's primary care provider indicating that an existing medical condition precludes the student from having the vaccine, or that they have immune status will be acceptable.
- D. If the student has already had the vaccination they must complete the form indicating the location and date of the vaccination.
- E. If it has been more than seven years since the student received the vaccine it will be strongly recommended that they have a titer completed to determine their immunity.
- F. The student will be required to pay for the Hepatitis B vaccine.
- G. The Program Director will maintain a file on each student which will indicate the status of the student's Hepatitis B vaccination.
- H. If a student leaves the program for any reason before the vaccination series is complete they will assume all responsibility for completing the series.
- I. Any student may elect not to have the Hepatitis B vaccine. However, should they choose not to have the vaccine they must sign a waiver indicating this decision.
- J. All students are issued a Foothills nursing Consortium informed consent, declination, assumption of risk, release of liability and hold harmless agreement document.

**Foothills Nursing Consortium
Appendix III
American Disabilities Act Policy**

Essentials Functions of a Nursing Student

The practice of nursing involves non-academic skills and performance requirements that are essential to participation in an educational program. These are cognitive, sensory, affective, and psychomotor performance functions. Therefore, the essential eligible requirements for participants in a nursing program shall be further defined according to the following standards:

Physical and Emotional Standards

Nursing students should possess and be able to demonstrate the following:

1. **Critical Thinking:** critical thinking ability sufficient for clinical judgment. For example, student must be able to identify cause-effect relationships in clinical situations; collect and analyze data to aid in problem solving; develop or participate in the development of nursing care plans. The student must be able to read and apply information in the clinical setting.
2. **Interpersonal Skills:** interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural and intellectual backgrounds. For example student shall establish rapport.
3. **Communication Skills:** communication abilities sufficient for interaction with others in English verbal and English written form. Must be able to read a patient chart and apply information to the clinical setting. Must be able to spell medical terms. For example: explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
4. **Mobility:** physical abilities sufficient to move from room to room and maneuver in small spaces. Able to tolerate a busy 12 hour clinical experience. For example: frequent trips from work station to the patient's rooms, moves around the patient's room, work spaces and treatment areas.
5. **Motor skills:** gross and fine motor abilities sufficient to provide safe and effective nursing care. For example: calibrate and use equipment, document care, position and move patients/clients, administer cardiopulmonary procedures, and perform skill procedures.
6. **Hearing:** auditory ability, sufficient to monitor and assess health needs, and identify a change in patient condition. For example: hear monitor alarms, emergency signals, auscultatory sounds, and cries for help. Hear, understand, and apply English language.
7. **Visual:** visual ability sufficient for observation and assessment necessary in nursing care. For example: observe patient/client responses, specimen color, distinguish between the colors, as in determining stages of healing.
8. **Tactile:** tactile ability sufficient for physical assessment. For example: perform palpation, functions of physical examination and/or those related to therapeutic intervention, insertions of catheters, taking pulses, and change in temperature.

- 9. Olfactory: discern various odors from patients and environment. For example: foul smelling drainages, burning materials, gases, and spoiled food.
- 10. Weight-Bearing Strength and Mobility: ability to lift and manipulate/move 45-50 pounds daily. For example: position patients/clients, move equipment.
- 11. Cognitive Abilities: ability to be oriented to time, place and person, organize responsibilities, and make decisions. For example: student shall assess patient/client complaints, provide prioritized patient care, and implement appropriate plans. The student must be able to provide follow-up evaluative care.
- 12. Temperment and Emotional Control: Must be able to be patient, calm, and react to perform in a high stress situation. For example: cardiac event, shock, hemorrhage, and high stakes testing.
- 13. Professional Behaviors: behaviors consistent with forming a safe and effective therapeutic relationship with patients. For example: conveying a caring, respectful, sensitive, tactful, compassionate, empathetic, and tolerant attitude toward patients, family and members for the interdisciplinary team. Handle multiple tasks concurrently. Provide nursing care in an appropriate time frame. Accept responsibility, accountability, and ownership of one’s actions.

Upon admission, an applicant who discloses a disability can request reasonable accommodations. Applicants will be asked to provide documentation of the disability in order to assist with the provision of appropriate reasonable accommodations. The Associate Degree Nursing Program will provide reasonable accommodations but is not require to substantially alter the requirements or nature of the program to provide accommodations that inflict an undue burden on the program. In order to be admitted, the applicant must be able to perform all of the essential functions with or without reasonable accommodations. A change in the student’s health during the program of learning so that the essential functions cannot be met with or without reasonable accommodations, may result in withdrawal from the nursing program. The nursing faculty reserves the right at any time to require an additional medical examination at the student’s expense in order to assist with the evaluation of the student’s ability to perform the essential functions.

EXAMPLES ARE NOT ALL INCLUSIVE: Requests for accommodations should be directed to Alfreda Lindsey, Disability Services Coordinator at 828-395-1732, Isothermal Community College. Requests for accommodations at Cleveland Community or McDowell Technical Community College should be directed to the Disability Services Coordinator on the home campus. A disability form must be resubmitted each semester of the program at the home school as well as the school where the class is being held.

**FOOTHILLS NURSING CONSORTIUM
ASSOCIATE DEGREE NURSE EDUCATION PROGRAM
Essential Functions Student Statement**

I have reviewed the Essential Functions for the Associate Degree Nursing Program and I certify to the best of my knowledge that I have the ability to perform these functions. I understand that admission, progression, and graduation are contingent upon the ability of each individual to demonstrate the essential functions delineated for the Associate degree Nursing Program with or without reasonable accommodations

Signature _____

Date _____

Printed Name _____

Foothills Nursing Consortium

Warning Notice/Contract

Instructor Name: _____

Student Name: _____

Course Name: _____

Counseling Date: _____

Type of Warning: Verbal _____

Written: _____

Academic: _____

Behavior: _____

Reason for Counseling _____

Description of Behaviors: _____

Report of Health Evaluation Update
Second Level

Tuberculin Skin Test (required yearly): Date _____ Reading _____ By _____

Chest x-ray (if skin test positive): Date _____ Report _____

Flu Vaccine Date _____

This form must be completed in full and submitted to the instructor on the first day of class, NUR 113, 2nd year. Students will not be permitted to attend the class without this completed form.

To the student:

Are you receiving medical or emotional care for any health problem at this present time?

Yes ____ No ____ If yes, please explain, (include prescribed medications) _____

Have you declined the flu vaccine? Yes ____ No ____

If yes, please explain, (requires Physician/PA, or NP signature) _____

If Yes, Physician / Certified Nurse Practitioner (NP) Exam / Physician’s Assistant (PA) Exam

To be signed by a Licensed Physician or certified NP/or a PA approved for practice in North Carolina, other than a relative. Examination must have been within ninety (90) days of the first day of class, NUR 113/NUR 212.

This certifies that _____ was examined by me on this date and was found to be in good physical and mental health for student nursing clinical practice.

By: _____ M.D.

_____ N.P.

Name: _____
(Type or Print)

Date: _____, 20 _____ Address: _____

_____ City State

Foothills Nursing Consortium
Appendix VI
Learner Declaration of Commitment

Student's Name: _____
Course _____
Level I _____
Level II _____
Instructor(s) _____

I am responsible for reviewing the syllabus for each course and I certify that:

1. I understand that I am responsible for assignments, lecture notes, exams and all other requirements in the course.
2. I understand the required writing component (s) for this course.
 - a. The assignment MUST be turned in to my instructor by the next clinical day.
 - b. Care studies that are turned in late must be re-written on a different patient and turned in by the date assigned by the instructor.
 - c. Clinical papers are due on the morning of the next clinical day in pre-conference.
3. I understand the grading system for this course.
4. I further understand that I am responsible for learning the stated objectives of this course.
5. I have read and understand the academic integrity statement, the attendance policy, and course objectives.
6. Travel to colleges and clinical locations outside of the county of my residence is expected.

PROGRAM / College Expectations:

A student representing the Foothills Nursing Consortium is expected to display professional behavior at all times. This behavior is defined in the Student Handbook and includes, but not limited to such things as: attendance policy requirements, student conduct, dress codes, and adherence to requirements set forth in the Nurse Practice Act.

The clinical nursing student is further expected to enhance their communication skills in the following manner: Support and interact appropriately with the hospital team leader; communicate within the chain of command, seek help as needed, and report the changes in patient conditions.

The Foothills Nursing Consortium has defined level expectations which are incorporated into each evaluation tool. Nursing students are expected to evaluate their progress toward the accomplishment of these Learner objectives frequently with their instructor.

I have read the Learner Declaration of Commitment statements and the aforementioned documents relative to the Foothills Nursing Consortium. I further agree to adhere to the requirements set forth in these documents.

Signature: _____ Date: _____

Foothills Nursing Consortium**Definitions of Verbs Used in Objectives**

Analyze:	Examine carefully and in detail; separate into parts with meaning.
Calculate:	Determine answer by using arithmetic.
Choose:	Select from a number of alternatives, concepts, or ideas.
Cite:	To refer to in support or conformation; to quote.
Compare:	Show the likenesses between two concepts.
Contrast:	Show the differences between two concepts.
Correlate:	To place in or bring into mutual relation.
Define:	Make clear the meaning of; give a definition.
Demonstrate:	Show by doing; use critical behaviors if this is a nursing skill or technique.
Describe:	Verbally draw a picture of the concept(s); give an account of in words.
Determine:	To find out exactly.
Develop:	To gradually unfold; to advance from one stage to another.
Differentiate:	To discriminate; to show the difference(s) between two concepts, ideas or objects.
Discuss:	To investigate by reasoning or argument; to present in detail.
Distinguish:	To recognize the uniqueness between two or more concepts, ideas or objects.
Elaborate:	To give more detailed treatment.
Explain:	To make clear and understandable.
Formulate:	To put in a precise and systematic statement.
Identify:	Select among objectives or alternatives.
Interpret:	Explain the meaning of, clarify and restate with understanding.
List:	Put down; enumerate.
Observe:	To come to know through one or more senses.
Organize:	Arrange in a logical sequence.
Outline:	To give the main features of; to sketch verbally.

**Definition of Verbs Used in Objectives
(continued):**

Predict:	Make an educated guess based on investigation or known data.
Prepare:	Make ready for a specific purpose.
Recognize:	Acknowledge the existence of.
Relate:	To form or show a connection or relationship.
Solve:	Find the answer to.
Specify:	To state explicitly; to designate in detail.
State:	Set forth a concise description of.
Trace:	Follow by means of designated signs.
Utilize:	Incorporate into one's behavior; use.

Foothills Nursing Consortium (FNC)

Remediation Guidelines for Re-Entry/Readiness Plan for Success

Referral for Remediation

- 1) A student may be referred for remediation as a result of course failure, course withdrawal, or any reason that results in the student assuming pre-nursing status. Remediation is facilitated by the remediation coordinator. The Assistant Director functions as the remediation coordinator unless otherwise assigned by the Director. The role of remediation coordinator may be assigned to the Director or other faculty member as necessary. Re-entry is not guaranteed. Only one re-entry is allowed into the program regardless of the reason for exit (providing adequate space, director/faculty agreement, and successful remediation). **FNC policy for readmission into NUR 111 is as follows:**

FNC's policy for remediation into NUR 111 (first) nursing course. A student who exits NUR 111 for any reason is not guaranteed re-entry into the subsequent course offering. Students must reapply and compete for admission into the next cohort. Students must reapply based on a competitive comparison with the current applicant pool of the following:

1. Ranking Points on Rubric
2. PSB Score
3. Cumulative GPA including the NUR 111 credits (taken at any of the 3 consortium colleges). Student must have a GPA of 2.5 to apply to reenter NUR 111.

Remediation for Re-entry Process & Guide for Success

- 2) Apply, in writing, to the director for re-entry with a copy to campus pre-nursing advisor or counselor **within two semesters prior to the re-entry time**. State in the letter the reason that led to being unsuccessful and the plan for success upon re-entry. Additionally, state the course NUR ---that needs to be retaken and the cohort from which student came (Day/Evening-Weekend). It is likely that students re-entering will be placed into the Evening/Weekend cohort upon re-entry due to clinical availability. State any prohibiting factors to the possibility of Evening/Weekend placement to be considered.
- 3) Remember this is the **final entry**, therefore, if not an LPN already, consideration of applying to a Practical Nursing Program and entering as advanced placement would allow the process to begin again (with two possible attempts). Additionally, FNC is now offering a fast track option of completion in three semesters after Practical Nursing Licensure if students graduated from a concept-based curriculum (after 2016).
- 4) The request for re-entry must be made in excess of one semester before the re-entry date. This time frame allows for remediation which may include auditing a prior course.
- 5) Students must have a 2.0 minimum GPA.
- 6) Once the letter is received and considered, the director will assign a remediation coordinator to help the student plan and demonstrate an individualized "readiness to re-enter" contract, or deny re-entry based on consult with faculty. Director and faculty consider other re-entry criteria which include:
 - 1) consistent efforts to learn and remediate during the semester of failure or withdrawal and
 - 2) receptiveness to the instructor's recommendation(s) while in the program.
- 7) The **student is responsible for contacting the remediation coordinator assigned**. The remediation coordinator will direct the student in formulating a plan for successful re-entry. Performance in all courses leading up to the failed nursing course will be considered. Comprehensive review of previous courses will be addressed.

Appendix VIII Continued:

- 8) Remediation may include, but is not limited to, ATI tutorials, practice/proctored exams, ATI active template remediation, ATI Improve remediation, Pearson reviews and Lab skills, and NCLEX-RN review resources are frequently utilized in remediation. Note cards, narrative writing, created charts, and voice recordings may be included. The student may be directed to prepare and sit for proctored ATI exams in areas of deficiency. In cases when proctored exams are used, a Level II score must be achieved. Proctored exams are used in most instances. An exception to the use of proctored exams is re-entry into the first nursing course. Re-entry into the last nursing course involves more extensive demonstration of comprehensive competency and a complete total program review under the direction of the assistant director/or assigned remediation coordinator if in the second year of study.
- 9) The student may be required to take and pass each final exam prior to the last course attempted.
- 10) Auditing prior NUR courses may be required. Auditing of previous courses (attendance and testing will be specified by the remediation coordinator), may be included in remediation.
- 11) The re-entry contract will subsequently be accomplished by the re-entry applicant if all deadlines and assignments are completed successfully; definition of success will be defined in the contract. The remediation coordinator will help with this process. The remediation coordinator will/will not make recommendation to the Director for re-entry based on successful completion of re-entry contract.

**Foothills Nursing Consortium Associate Degree Nursing Program
Test Procedure**

Assessment Development Criteria:

Assessments including tests or exams will be NCLEX-RN format. Other assessments such as presentations, etc may be done in an alternate format. Primarily four-option, multiple choice questions which consist of three distracters and one correct answer (NCLEX-RN Detailed Test Plan) should be used. A select number of NCLEX-RN format alternative questions such as multiple response, matching, fill-in-the-blank, order response, and hotspot (identifying an area on a picture) types may also be used. All questions may include charts, tables or graphic images.

Unit test should have 50 questions, (testing times is 1 hour). The final exam should have a maximum of 100 questions (testing time is 2 hours).

Each test will be keyed with: Name and number of course, test name, version, if appropriate, semester and year.

Test questions for first year nursing students should range from knowledge level (no more than 10% of all questions) to analysis level. Test questions for second year nursing students should be at the application, analysis, and synthesis level. There should be minimal knowledge level questions for second year nursing students on any assessment. The course coordinator and assistant director is responsible for monitoring the tests to assure standards are met.

All tests will be reviewed and approved by the Evaluation Committee led by the assistant director prior to administration.

Assessment Administration Criteria:

Students may not wear hats during testing. Calculators may be used by students if the instructor deems appropriate. If a student is absent from a scheduled exam, the student must contact the appropriate instructor prior to missing the exam. Failure to contact the appropriate instructor prior to exam time will result in a grade of zero. The make-up exam will be scheduled by the instructor and will be different from the originally scheduled exam. There is no make-up for pop quizzes.

Students will record answers on a Scantron answer sheet, where appropriate. It is the student's responsibility to utilize the answer sheet correctly. The answers marked (or omitted) on scantron answer sheet determines the test grade. Tests and quizzes will be reviewed at assigned times. It will be the responsibility of the student to review answer sheets at that time for errors in grading. There will be no further opportunities to make changes due to human or machine error. If a student is absent, it is the student's responsibility to make arrangements with the instructor to review the exam as soon as possible after the originally assigned date and prior to the next scheduled exam. Students will not be allowed to review multiple exams at the end of the semester.

Grading Criteria:

Test grades are calculated by the nursing faculty. A point value will be determined by dividing the number of correct answers by the total number of questions on the assessment. The numerical grade is carried out two decimal places. Numerical grades that end in 0.4 or less will be rounded to the next lower whole number. When calculating course grades, no rounding will be done until the final step. Numerical grades that end in 0.5 or higher will be rounded to the next higher whole number. A final course grade of less than 80 will result in failure of the course.

Appendix IX Continued:

The nullification of test questions will occur only after analysis and agreement by all appropriate nursing instructors. If a question(s) is omitted, the point value will be adjusted accordingly.

Following careful test analysis by nursing instructors and course coordinator, the faculty member administering the test will enter grades in the grade book in ink and/or on Moodle.

Any test item missed by 75% of students is eligible for consideration for nullification by instructor. Support of analyzing items missed by 85% is widely accepted in the nursing literature (Oermann, M. & Gaberson, K. (2014). *Evaluation & Testing in Nursing Education*). Therefore, eligibility at 75% is generous. The decision to nullify is the instructors. Multiple answers will not be accepted or points will not be added.

The exam grade (percentage) is determined by number of correct answers divided by the total number of questions times 100.

If a question is nullified, the students with a correct answer for that question, has a grade that is not affected by nullification. If a student misses the nullified question, the number of correct answers do not change, but the total number of questions decreases by one.

Foothills Nursing Consortium Social Media and Nursing

The FNC Student Handbook and New Student Orientation introduce awareness and correct use of social media as a critical professional characteristic/conduct requirement of the AD nursing program. Patient privacy is of supreme importance. No photos, social networking, etc. will relate directly or indirectly to the clinical experience or clinical facilities. No photos of any type will be made in a clinical setting.

The American Nurses Association (ANA)'s Principles for Social Networking are introduced early in campus lab and class:

<http://nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Fact-Sheet-Navigating-the-World-of-Social-Media.pdf>

Navigating the World of Social Media

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

FNC Social Media Policy

SOCIAL MEDIA POLICY The creation of any Internet based social media account, page, or site that represents the College or a College related organization or group and is separate from the College's official domains (isothermal.edu, **clevelandcc.edu, or mcdowelltech.edu**) must be approved in advance by the Online Content Manager and Public Information Officer at the respective college. Additionally, the Online Content Manager and/or the Public Information Officer must have administrative access to same. Questions, comments, suggestions, or request to the College's social media presence should be directed to the Online Content manager at the specified consortium college. All social media accounts, pages, or sites that represent the College or a College related organization or group must contain the following statement: Representatives of Foothills Nursing Consortium Community College partners use this site for official communication purposes. Consequently, any communication via this site (whether by a college representative or by the general public) may be subject to monitoring, archiving, and disclosure to the third parties in accordance with North Carolina Public Records Law. Employees, students, and friends of the College are encouraged to follow the College on its official web site as well as on various social media sites such as Facebook and twitter. When joining social media sites, employees and students should make sure that they read and follow the term of use, privacy policies, etc for each site. Additionally, employees and students should consider the following regarding the use of social media sites: *You should treat everything you post on the Internet as though it were available to the general public. While your postings may be restricted to those who have access to your page (commonly referred to as "friends"), you cannot control what those people do with your postings—i.e. reposting, forwarding through email, etc. 20. * Most social media sites require you to supply an email address when joining. When joining social media sites, you should join using your personal (not work) email account,

or create separate accounts for personal and professional use. Most people will find that their use of social media sites will evolve to include numerous personal contacts making work related email inappropriate for this use, (Be aware that Facebook's terms of use prohibit maintain more than one account. It is strongly suggested you use a personal email account when joining Facebook.) * Use common sense when posting information, comments, photos, etc. Everything you post reflects on you both as an individual, and in many cases as an associate of the Colleges. Use the same amount of restraints as you would use if you were posting the information on a bulletin board in a public space. * Use the privacy settings to ensure that you do not compromise your personal information and/or safety. Do not post information online that you do not want made available to the general public. * Use College computing resources for College related purposes. Employee access to social media sites during the workday should be reserved for business related purposes. Access for personal reasons should take place during personal time. * Make sure your access to and use of social media sites does not violate existing College policies. *Remember, College related social media sites may be subject to monitoring, archiving, and disclosure to third parties in accordance with North Carolina Public Record Law.

Social media sites, such as Facebook, Instagram, Twitter, etc., while appropriate for basic informal communication, are not forums to discuss clinical experiences for students in the nursing program at any Foothills Nursing Consortium college partners. You are legally liable for what you post on your own site and the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

Information posted on such sites regarding clinical assignment, no matter what the nature of such a post, is considered HIPAA violation; including but not limited to any possible patient identifying information, disparaging remarks, or naming of the unit, hospital, or clinical facility where the student attends clinical. Any such information posted will result in dismissal from the Foothills Nursing Consortium nursing program.

In addition, the clinical site involved will be notified of the breach of patient confidentiality, and may refuse to allow a student to return to clinical at that site. If a nursing student is prohibited from participating in any clinical agency based on a social media violation, the student will not be eligible to return to the nursing program due to an inability to complete the clinical portion of the nursing courses.

Students should obey their social media platforms terms of use. Student may not make, or cause to be made communications (including electronically or through social media) to another person in any manner likely to seriously annoy or cause alarm. Social media may not be used to breach privacy, discriminate, harass, or bully. Students may not make, transmit, or attempt to transmit audio or video of any person (s) on College property where there is an explicit expectation of privacy. Any posts or tweets deemed inappropriate on a Foothill Nursing Consortium College social web site or blog will be deleted immediately and may result in having access to the site blocked permanently.

Students posting in an online social network are held to the same standards of conduct and professionalism as outlined in any healthcare privacy act. Students are to maintain confidentiality of patients' information, as well as conduct themselves professionally at all times. At no time should a student make derogatory comments or statements regarding patients, families, clinical staff, classmates, faculty or Foothills Nursing Consortium College partners in the online environment. Students are reminded that what they do outside of the practice setting may affect how they are perceived professionally.

A student that does not adhere to the Policy on Professional Conduct will be asked to leave the class, lab, or clinical area and receive an "unsatisfactory" for the day and may be reviewed for dismissal.

Any personal posts on social media accounts should be in good taste. Foul language, behaviors such as participation in drugs or alcohol use should not be displayed that would convey overuse or abuse, lingerie photos or questionable attire (lack of dressing, display of private body parts, etc.) brought to the attention of faculty or administration by peers, facility representatives or others will result in monitoring of social media accounts. Such activity will be reviewed by the faculty review committee and/or director and may lead to direction to remove such postings, disciplinary action, removal from clinical, or program dismissal. Posts on social media that involve a clinical site, a student in clinical uniform, an agency logo, or FNC nametag that

negatively reflect on FNC, an FNC college, or clinical site will not be tolerated. Such postings will be brought before faculty review committee/director and/or the compliance officer at a clinical site for review and disciplinary action may be taken including program dismissal.

References

Anderson, J., & Puckrin, K. (2011). Social network use: A test of self-regulation. *Journal of Nursing Regulation*, 2 (1), 36-41.

Boyd, S., & Ellison, N.B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer Mediated Communication*, 13 (1), 210-230.

8515 Georgia Avenue, Suite 400

Silver Spring, MD 20910

1-800-274-4ANA

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Reviewed 5/2016

Foothills Nursing Consortium

Awareness and Correct Use of Social Media

The FNC Student Handbook and New Student Orientation introduce awareness and correct use of social media as critical professional characteristic/conduct requirement of the ADN program. Patient privacy is of supreme importance. No photos, social networking, etc. will relate directly or indirectly to the clinical experience or clinical facilities. No photos of any type will be made in a clinical setting.

Consistent with the clinical facility Confidentiality Statements that students sign at the beginning of the Associate Degree Nursing program, it is your responsibility to refrain from any of the following:

- Using of patients' name (any identifier including initials, room numbers, patient age, hospital name, etc.) and personal health information in any way
- Disclosing confidential information about the College, its employees, or its students
- Stating personal opinions as being endorsed by the College
- Using information and conducting activities that may violate College academic policies, or may violate local, state, or federal laws, and regulations
- Posting of embarrassing, threatening or harassing statements on either a personal page or site.

Any of the above behaviors will be grounds for disciplinary action and possible dismissal from the class/college. If you identify yourself as an Foothills Nursing Consortium student online, it should be clear that any views you express are not necessarily those of the institution. In the event that opposing views arise on a social media feed, exercise professional judgment. While the Foothills Nursing Consortium instructors and director do not regularly review content posted to social media sites, it shall have the right to remove any content for any reason, including but not limited to, content that it deems threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal.

The Foothills Nursing Consortium Associate Degree program does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic/work environment. Social media may be used to investigate student behavior. **Violation of any part of this policy may result in a course failure and a dismissal from the college.**

- Adapted from: McDowell Technical Community College Social Media Policy; <http://www.barnesjewishcollege.edu>
- Central Piedmont Community College Nurse Aide Training Program Policy

Additional link- https://www.ncsbn.org/Social_Media.pdf

Policy 601.02.01BP: Drug and Alcohol Policy

The possession and/or use of any non-prescribed controlled substance, as defined in Chapter 90 of the General Statutes of North Carolina and federal laws, is not permitted on the campuses of Isothermal Community College. The consumption of alcohol or the possession of an open container which contains alcoholic beverages is prohibited on the campuses of Isothermal Community College. Exceptions shall be made for the use of alcohol in instructional situations, e.g. cooking classes, laboratory experiments, or in conjunction with events at The Foundation Performing Arts and Conference Center meeting the requirements of the NC State ABC Codes and of the nonexclusive catering services agreement. Appropriate disciplinary sanctions will be determined by the College on a case by case basis and may include expulsion and referral for prosecution. The specifics of this policy are as follows:

1. Isothermal Community College does not differentiate between drug users, drug pushers, or sellers. Any student or guest who unlawfully possesses, uses, sells, gives, or manufactures a controlled substance while on College premises, or as part of any activity initiated by the College, will be subject to disciplinary action up to and including expulsion and prosecution.
2. When there is evidence that a student or guest of the College is impaired by alcohol or another substance (including controlled substances), disciplinary measures may be taken up to and including expulsion and prosecution. Alternatively, the College may require the student to obtain a substance abuse evaluation from a certified or licensed substance abuse treatment professional and successfully complete any drug education counseling and aftercare recommended, consent to regular drug testing at his/her expense, and other conditions and restrictions, including community service, as a precondition for enrollment at the College. Evidence of impairment may be determined by behavior and/or appearance and includes but is not limited to: dilated pupils, a lag in response to verbal request(s), staggering or unsteadiness, the smell of alcohol, and/or incoherent communication. In the event that a situation arises, it is the responsibility of the student to provide contact information for transporting purposes. If no other transportation is available, law enforcement may be called. This section does not apply to law enforcement officers serving the College through the local sheriff's department. Law enforcement officers must adhere to their normal standards when conducting a search.
3. The term "controlled substance" means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally, it means any drugs, which have a high potential for abuse. Such drugs include, but are not limited to heroin, marijuana, cocaine, PCP, GHB, and crack. They also include legal drugs which are not prescribed by a licensed health care provider. Furthermore, any substance taken that may cause impairment, including but not limited to bath salts, inhalants, or synthetic herbs, are also considered a violation of the drug and alcohol policy.

4. If any student is convicted of violating any criminal drug or alcohol statute while on College premises, or as part of any activity initiated by the College, he or she will be subject to disciplinary action up to and including expulsion. Furthermore, students or guests who are in violation of alcohol and drug laws may suffer legal consequences ranging from fines up to incarceration. Alternatively, the College may require the student to obtain a substance abuse evaluation from a certified or licensed substance abuse treatment professional and successfully complete any drug educational counseling and aftercare recommended, consent to regular drug testing at his/her expense, and other conditions and restrictions, including community service, as a precondition for continued enrollment at the College.
5. Each student is required to inform the College, in writing, within five (5) days after he or she is charged with, or, convicted for violation of any federal, state, or local criminal drug statute where such violation occurred while on College premises, or as part of any activity initiated by the College. A conviction means the entry in a court of law or military tribunal of (1) a plea of guilty, nolo contendere, no contest or the equivalent; (2) a verdict of guilty; or (3) a prayer for judgment continued or a deferred prosecution.
6. A student employed by the College is considered to be an employee of the College and is subject to the Drug-Free Work Place Policy.
7. Any student who unlawfully possesses, uses, sells, or transfers alcohol while in the workplace, on College premises, or as part of any activity initiated by the College, will be subject to disciplinary action up to and including expulsion and prosecution.
8. The term alcoholic beverage includes any beverage containing at least .5% alcohol, including malt beverages, wine, spirituous liquor, mixed beverages and any other beverages listed in Chapter 18B of the General Statutes of North Carolina.
9. Visitors and/or guests are subject to College policies and sanctions and state and federal law. Violators will be dismissed from campus and could be referred for local prosecution.
10. Students in certain programs including health sciences may be subject to additional requirements related to drugs and alcohol. Students should be advised that alternative instructional sites and future employers may also require drug testing, criminal background checks, etc.

Note: Drug and Alcohol Policy violations are handled by College Administrators, contracted RutherfordCounty Sheriff's Deputy and/or local law enforcement when necessary.

DISSEMINATION TO STUDENTS AND EMPLOYEES

A copy of the drug and alcohol prevention program will be distributed annually to each student taking one or more classes of any kind for academic credit regardless of the student's program of study.

POLICY REVIEW

The College will review this drug and alcohol program in even numbered years beginning with the year 1992.

COUNSELING, TREATMENT, REHABILITATION, AND RE-ENTRY PROGRAMS

The Office of Learning Support and Retention maintains a list of public and private treatment agencies, many of which are listed below. This list is subject to change. Students may contact College counselors for more information on these services.

Local Help Agencies

Blue Ridge Counseling Services (828) 286-0501

Lifeline Counseling Center (828) 289-0574

*Life Span Psychological Services (828) 894-2300

*New Hope Counseling Center (828) 894-2238

Parkway Behavioral Health (828) 245-5008

*Polk County Community Mental Health & Wellness Center (828) 864-2222

RHA Health Services, Inc. (828) 287-9913

Western Highlands, LME 1-800-951-3792

Woodridge Psychological Associates (828) 287-7806

*Located in Polk County

Hotlines:

Alcoholics Anonymous - Western Piedmont Intergroup (for Rutherford meetings) (704) 865-1561

Alcoholics Anonymous - N.C. Mountain Central Office (for Polk meetings) 1-800-524-0465

Alcohol/Drug Council of NC 1-800-688-4232

Crisis Line 1-800-951-3792

National Drug and Alcohol Treatment Referral Routing Service 1-800-662-4357

ALCOHOL: TYPES AND LAWS

TYPES OF ALCOHOL

As currently defined in Chapter 18B of the General Statutes of North Carolina, “alcoholic beverage” means any beverage containing at least one-half of one percent (0.5%) alcohol by volume, including malt beverages, unfortified wine, fortified wine, spirituous liquor, and mixed beverages.

HEALTH RISKS

Health risks, associated with the use of illegal drugs and the abuse of alcohol, are wide ranging and varied depending on the specific substance involved and individual abuse pattern. These risks include but are not limited to psychologically and physically addictive; respiratory depression; depression of the immune system; increased risk of heart disease, cancer, accidents, hypertension; brain damage; damage to unborn fetus; impotence at high dosage levels; liver disease.

NORTH CAROLINA LAWS: TO PURCHASE, OR ATTEMPT TO PURCHASE; TO SELL OR GIVE

Malt beverages, Unfortified wine, Fortified wine, Spirituous liquor, or Mixed Beverages to anyone under twenty-one (21) years old: Maximum Penalty: Imprisonment for a term not exceeding 120 days or a fine, or both, in the discretion of the court (misdemeanor); however, to possess, consume, attempt to purchase, or purchase by 19 or 20 year old is a Class 3 misdemeanor.

AIDER AND ABETTOR

1. By any person who is under (21) years of age to purchase and who aids or abets anyone to attempt to purchase, or to possess, sell or give shall be guilty of a Class 2 misdemeanor punishable by imprisonment for not more than sixty days and/or a fine up to one thousand dollars (\$1,000).
2. By any person over (21) years of age to purchase and who aids or abets another to attempt to purchase, or possess, sell or give shall be guilty of a Class 1 misdemeanor punishable by imprisonment for not more than 120 days and/or a fine determined by the court.

Additionally, some violations may result in possible Driver’s License revocation.

Effective Date: November 13, 1990

Amended Date: March 21, 2000; July 20, 2006; October 31, 2006; June 14, 2007; May 12, 2009; May 11, 2010; September 11, 2012; November 2014.

Review/Revision: Learning Support and Retention; Biennial

Reference:

Cross Reference: 306-02-04BP

President’s Signature: _____

Nursing Practice Act

State of North Carolina

AUGUST, 2009

(Includes Nurses Aides Registry Act,
Nurse Licensure Compact
and Criminal Background Check)

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<https://www.ncbon.com/myfiles/downloads/nursing-practice-act.pdf>