

ASSOCIATE DEGREE NURSING`

STUDENT HANDBOOK

DURHAM TECHNICAL COMMUNITY COLLEGE

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DURHAM, NC 27703

REVISED – JUNE 2009

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Hours 7:45 am – 4:45 pm

**Messages may be left after hours
on voice mail.**

**In an emergency, messages may also be left
at the switchboard at 919-536-7200**

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**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM**

INTRODUCTION

Dear Student:

Welcome to the exciting world of nursing and the Associate Degree Nursing Program at Durham Technical Community College. We are very glad to have you here and are excited about your joining us in a profession that we love. We want you to succeed. Every lesson plan, assignment, and activity has been developed with your success in mind. We will work together to make this an exciting and productive program.

Nursing courses are different than other courses you have taken. Nursing courses consist of 3 parts; (1) class, (2) laboratory, and (3) clinical. In the classroom portion you will learn about the profession of nursing, and nursing assessment and management of patient care. In the laboratory portion, you will learn how to do psychomotor skills such as physical assessment, medication administration, and sterile technique. You will be expected to demonstrate competency for each skill. In the clinical portion, you will have the opportunity to apply what you have learned in the classroom and laboratory in a clinical setting with the assistance of a nursing instructor. For each nursing course, you will receive 8 to 10 semester hours credit upon successful completion of that course. That is the equivalent of almost 3 regular college courses. This means you need to spend as much time preparing for this one course as you would preparing for 3 college courses.

You will attend class twice a week for a total of 5 hours, lab once a week for three hours and clinical one (1st semester) or two (2nd through 5th semester) days a week. You will be inundated with papers, handouts, notes, readings, and other assignments. We recommend that you get organized early and stay organized. Keep important papers for reference throughout the nursing program. Do not get behind: It is easier "*to keep up*" and almost impossible to "*catch up*."

Each nursing course will assist you to build on your knowledge of nursing and clinical expertise for your future career. It is important that you gain a good foundation in the first nursing course and continue to build on your knowledge as you progress through each course.

Best Wishes

Sincerely,

The ADN Faculty

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM**

INFORMATION ABOUT THE ASSOCIATE DEGREE NURSING PROGRAM

Approved by the North Carolina Board of Nursing, the Associate Degree Nursing (ADN) program at Durham Technical Community College is designed to prepare students for careers in the nursing profession. The five-semester ADN program provides the knowledge and skills necessary to function effectively in all areas of the profession.

The Associate Degree Nursing program graduates may be eligible to take the National Council Licensure examination (NCLEX-RN), which is required for practice as a registered nurse. Program graduates are awarded the Associate in Applied Science degree.

GENERAL PURPOSE OF THE ADN HANDBOOK

The purpose of this handbook is to provide the Associate Degree Nursing student with relevant information regarding the Durham Technical Community College Associate Degree Nursing requirements, professional standards, policies and procedures. These guidelines have been developed by the nursing faculty and are updated periodically.

ACCOUNTABILITY

The Student who fails to read the ADN Handbook, the DTCC Catalog and Student Handbook, the course syllabus, and/or other official college publications will not be excused from any regulation, requirement and/or deadlines set forth in these publications.

DURHAM TECHNICAL COMMUNITY COLLEGE

MISSION AND GOALS OF DTCC

Mission and Purpose

Durham Technical Community College's mission is to enrich students' lives and the broader community through teaching, learning, and service.

As a comprehensive community college serving Durham and Orange counties, Durham Tech follows an open-door with guided placement admissions policy to provide adults an opportunity to better themselves through education and training. Offerings include technical and occupational programs leading to a degree, diploma, or certificate; the first two years of a four-year degree; general education for personal growth and development; a wide variety of corporate and continuing education courses for workforce preparation and broadening personal horizons; and adult basic skills instruction that includes GED preparation, the Adult High School diploma, and English as a Second Language classes.

DTCC 2009 Strategic Plan and goals

Guiding Principles: Demonstrating Efficiency and Accountability

- We will create a culture where all institutional actions are focused on improving student learning and success and leading to student goal completion
- We are committed to a philosophy of continuous improvement by researching best practices and establishing benchmarks for performance
- We will engage in integrated and ongoing planning
- We will provide opportunities for continuous improvement of faculty and staff through vigorous professional development

Strategic Initiative: Focusing on learning and student success

- Ensuring that the college's graduates acquire the knowledge and master the skills necessary for future academic, technical, and career success.
- Providing college activities that encourage effective communication, critical thinking and problem-solving, ethical decision-making, an appreciation of diversity, academic and workplace readiness, and civic participation and leadership
- Developing new programs that prepare students for success in critical high-demand careers and ensuring that existing programs remain relevant and sustainable

Strategic Initiative: Applying Technology

- Developing and maintaining a flexible and reliable system for admissions, advising, financial aid, registration, and enrollment management that maximizes access to pertinent information
- Utilizing appropriate technology to support and enhance teaching and learning
- Supporting the development and use of information systems that increase efficiency and effectiveness in administrative and support processes

Strategic initiative: Emphasizing Globalization

- Developing an understanding of global issues among our students and encouraging students to experience cultures other than their own
- Supporting the development of a local workforce ready to compete in a multinational environment
- Providing opportunities for international students to enroll in and complete programs.

Strategic Initiative: Sustaining the learning environment

- Ensuring a safe and welcoming learning environment
- Developing and sustaining systems that allow for timely, orderly recovery from disruptions to campus operations
- Fostering a commitment to environmental sustainability

Strategic Initiative: Fostering and strengthening partnerships

- Establishing and strengthening partnerships to support student transitions along the educational continuum
- Creating and expanding partnerships that improve access and success for groups historically underrepresented in higher education
- Expanding partnerships that provide service learning for students and that support employee participation in community service
- Forging strong partnerships that foster economic growth and support workforce development

DTCC Values

- Welcoming:** We value a welcoming, vibrant, and safe campus environment
- Learning:** We value learning through rigorous quality instruction, focused support, and appropriate student activities.
- Engaging:** We value an engaging, collegial atmosphere with professional, ethical, and respectful interactions that enhance learning.
- Understanding:** We value the unique experiences of individuals and the diversity of the community.
- Improving:** We value continuous improvement in all areas of the college through encouraging effective innovation, appropriate use of technology, responsible stewardship of financial and human resources, and professional development for faculty and staff.
- Unifying:** We value unity through the common purpose of serving students and the community.

DURHAM TECHNICAL COMMUNITY COLLEGE
GENERAL EDUCATION LEARNING OUTCOMES

Consistent with the college's mission, the Instructional Services Division facilitates and encourages life-long learning throughout the college community.

We define learning as the intentional process of acquiring knowledge or skills. The process requires the engagement of the learner and leads to a demonstrable change in the way the learner relates to his or her environment.

The college ensures that its graduates have acquired the knowledge and (or) skills necessary for future academic, technical or professional success. Graduates will also demonstrate the following attributes:

- The ability to communicate clearly, effectively and respectfully both orally and in writing;
- The ability to recognize cultural differences among peoples, to develop tolerance for differences, and to act appropriately with individuals of varying cultures;
- The ability to contribute positively to the academic and workplace environment by demonstrating expected behaviors (e.g. integrity, demeanor, attendance, punctuality) and by working with others to solve problems;
- The ability to learn how to learn and to possess critical thinking and problem-solving skills necessary in an ever-changing environment;
- The ability to recognize ethical dilemmas and to identify possible solutions.
- The Instructional Services Division believes that as learning occurs, changes begin within the person and transcend to interpersonal relationships, groups, community, and to the greater global environment.

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

PHILOSOPHY

The faculty of the Associate Degree Nursing program are committed to the philosophy of Durham Technical Community College and to the objectives of the North Carolina Department of Community Colleges. The faculty endorses the concept of "open door with guided placement policy" which facilitates successful completion of the program and the ability to perform as an entry-level practitioner upon graduation.

The philosophy of the Associate Degree Nursing program is derived from the faculty's beliefs about person, environment, health, nursing practice, and nursing education. This philosophy provides the foundation and direction for the curriculum and its implementation.

The faculty believes each person to be an individual having physiological, psychological, socio-cultural, spiritual and developmental needs. These needs motivate behaviors intended to assist adaptation to the environment.

The environment is defined by the systems with which the person interacts, such as families, groups, and communities. The ever-changing environment has the potential to cause stress in the individual. These stressors impact on the individual's ability to adapt to the environment and maintain equilibrium. The effectiveness of the individual's response or level of adaptation to stressors will influence the perception of health.

The faculty believes that health is a dynamic state existing on a continuum ranging from high-level wellness to illness and death. The individual has genetic and acquired homeostatic mechanisms which can allow both internal and external adaptation to environmental stressors. The individual is capable of identifying, learning and practicing health behaviors that can promote wellness, prevent illness, restore or maintain wellness, or achieve a dignified death. Furthermore, it is the responsibility of the individual to choose those health behaviors resulting in the promotion of optimal wellness.

The faculty believes that Nursing is an art and science designed to assist the individual's adaptation to a changing environment through caring, teaching and reinforcement of positive behaviors. Therefore, nursing is a process of assisting individuals to reach their maximum health potential through prevention of illness, promotion of wellness, maintenance of health, recovery from illness or injury, coping with existing problems or achieving a dignified death.

Nursing practice is the delivery of nursing care utilizing an organizing structure called the nursing process and the application of the clinical characteristics of the Synergy Model to promote nurse contributions with patient needs (Greenberg, Muenzen, and Smith, 1998). The nursing process is defined as the assessment, analysis, planning, implementation, and evaluation of nursing care to individuals and families. The practicing nurse engages knowledge and skills from the physical and social sciences, humanities and nursing theory enhanced through informatics to fulfill the roles of provider and manager of care. As a member of the Nursing profession, the nurse practices within an ethical and legal framework.

The graduate of the Associate Degree Nursing program at Durham Technical Community College is prepared to meet the competencies defined by the National League of Nursing and the Nursing Practice Act of North Carolina. The practice of nursing is directed toward meeting the health care needs of individuals throughout their lifespan within Durham county, Orange county and Research Triangle Park. The graduate's role is characterized by evidence-based clinical practice (Stevens and Cassidy, 1999) with the provision of care for individuals and families in

structured settings. Employing basic principles of leadership, the ADN graduate manages direct patient care, delegates/supervises other personnel, functions as a member of the health care team, and utilizes basic teaching-learning methods to meet the educational needs of clients and families in a cost effective manner. Participating within the framework of the Synergy Model for Health Care Practice (Greenberg, Muenzen and Smith, 1998), the patient, other health care professionals and the ADN graduate assist the patient to maintain, promote and restore optimal states of health, prevent illness and provide rehabilitation. The graduate also assumes responsibility for self-development with continued learning.

The faculty acknowledges the existence of other levels of nursing education and practice. The baccalaureate graduate, in addition to the responsibilities identified in the Nursing Practice Act for the registered nurse, is prepared to conduct research, manage care for communities, and deliver nursing care in unstructured settings. The graduate of practical nurse education provides nursing care for patients who are experiencing common well-defined health problems in structured health care settings and practices under the direction of a registered nurse or other person(s) authorized by law.

Nursing education at the associate degree level is a process that facilitates changes in behavior and the acquisition of knowledge and skills necessary to function in the role of the entry-level nurse. The nursing curriculum is based on a balance of evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning.

The faculty believes that Nursing is a body of knowledge, which may be acquired and applied by the learner. To be capable of acquiring and applying this information, the student must develop the ability to analyze, integrate, evaluate and internalize learning experiences. Believing that the ultimate responsibility for learning rests with the learner, faculty places emphasis upon student participation in the classroom, laboratory and clinical settings and in self-directed activities such as computerized instruction and small group exercises. Basic assumptions of the teaching/learning process are:

1. Learning is an individualized life-long process that involves the integration of knowledge, skills, principles and concepts progressing from simple to complex.
2. The motivation of the learner influences learning.
3. Each learner differs in terms of life experiences, knowledge, skills, goals, culture and ethnicity.
4. The learner must participate actively in the learning process and develop the ability to solve problems by utilizing critical thinking methodology.
5. The physical, social and psychological environments must be conducive to learning.
6. The positive transfer of learning from one situation to another is facilitated by comprehension and practice.
7. The student's learning is promoted through constructive feedback.
8. The learner will have a sense of progress toward goals through self and faculty evaluation.
9. The teaching of nursing behaviors occurs through the use of multiple teaching strategies including role modeling to enhance diverse learning styles.

The nursing faculty is committed to guiding the student in the acquisition of cognitive and affective behaviors, and psychomotor skills of nursing practice. Additionally, nursing education mandates the process of evaluation including that of the student, faculty, curriculum and graduate for the purpose of improving the profession of Nursing.

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

ORGANIZING FRAMEWORK

A Framework for Learning

The organizing structure for the ADN curriculum arises from and is interrelated with the program philosophy and outcomes. This structure, which provides continuity, relevance, sequence and unification, contains six integral key concepts identified to facilitate the application and transfer of knowledge from the classroom into clinical practice. These key organizing concepts distinguish themselves throughout the curriculum as fundamental to the administration of nursing care and are identified and described in the following paragraphs.

I. Roles of the ADN Graduate

The graduate nurse as a Provider of Care is capable of assessing, recording and reporting the client's physical, psychosocial and emotional status. This assessment, involving the utilization of growth and development theory and principles, includes the client's/family's response to illness and the treatment regimen, as well as restoration of health and rehabilitation potential.

As a Manager of Care, critical thinking skills and Evidence-Based Nursing Practice research (Stevens and Cassidy, 1999) assist the ADN graduate to plan, initiate, deliver and evaluate nursing actions that will assist in achieving the mutually-set goals with the patient and family. The graduate collaborates with other health care providers to develop appropriate health care modalities and outcomes for patients and families. Skills for implementing the treatment plans including the prescribed medication regime and prudent judgment are integral parts of the nurse's role. In addition, the nurse supervises, teaches, and evaluates those who perform or are preparing to perform these functions (NC Nursing Practice Act, July 2003).

As a member of the Discipline of Nursing, the nurse graduate is aware of the current trends and issues pertinent to the nursing profession. Valuing the importance of nursing research, informatics and continued education, the graduate appreciates the need for life-long learning. The ADN graduate of Durham Technical Community College is prepared for employment in structured health care settings, teaching, supervising and evaluating ancillary personnel who deliver nursing care.

II. Teaching/Learning

The nurse utilizes the nursing process to assess learning needs pertinent to patients and families. Issues such as illness prevention, health promotion and health restoration are taught in structured and informal settings. Using this process, the nurse also teaches healthcare personnel to perform tasks as deemed appropriate within the parameters of the Nursing Practice Act. To promote learning, the nurse individualizes culturally-sensitive teaching to meet the patient's needs using a variety of instructional strategies. These strategies will reflect application of teaching/learning principles adapted from the classroom and clinical setting.

III. Growth and Development

Individuals are most similar at birth, developing characteristics which distinguish and differentiate throughout the life span. Growth and development is unique to the individual with variations in pattern, although a general sequence can be predicted. Growth and

development is unidirectional, moving from conception to death, with heredity and environmental factors as strong influencing components. Factors which alter or modify this process include stress-inducing illness, situational and maturational crises. Numerous theorists have presented interpretations and stages regarding human growth and development. Exposure to these theorists is threaded throughout the curriculum with Erikson's "Stages of the Life Cycle" as a paradigm for clinical application.

IV. Caring Communication

The knowledge and practice of the therapeutic communication process is the link integrating all components of the nursing curriculum. The expression and reception of communication through client interaction are constructs, which must be taught and consistently utilized in a culturally diverse population.

Inherent in the art of communication is the element of caring which is essential for the creation a meaningful, therapeutic, collegial and collaborative relationship with all who are involved in a health care system. The concept of caring sets up an environment of trust, understanding, support, and personal interest for the provision of nursing care.

Nursing faculty can disseminate and articulate theoretical and behavioral components of human caring by rendering its importance as imperative in delivering holistic care. Together with classroom discussion concerning issues of social consciousness, faculty can role model caring attitudes and behaviors through meaningful interactions and genuine concern with clients, students, and each other. This emulation can set the cornerstone for the intended caring behaviors consistent with a professional role, encouraging personal and emotional development.

V. Human Needs

Maslow's Theory on human needs has three main principles, "The individual is an integrated, organized whole; all humans have needs with behaviors motivated and designed to meet these needs; and lastly, human needs are arranged in a hierarchy with higher level needs emerging only after lower needs have been met." Needs are affected by numerous variables including an individual's culture, age, state of health (or perception thereof), and environment. The nursing process provides the framework to assess a client's needs and assist in meeting those needs until such time that the client experiences resolution or is capable of independent health practices. The assessing of needs is a continuous process as human needs differ with all individuals; more than one need may be expressed at any given time. Nursing interventions are directed towards meeting the needs identified by the client/family and/or health-care team.

VI. Critical Thinking

Critical thinking is reasonable, reflective analysis about what is known and unknown in a given situation. It is an attitude of inquiry, whereby one systematically assesses/considers all perspectives and proposes creative solutions. Critical thinking is "a composite of attitudes, knowledge and skills" (Watson and Glaser, 1964) which can be learned developed and enhanced.

The basis of critical thinking for nurses is the nursing process, which develops and promotes critical thinking skills. The nursing process involves the application of logic, recognition of the difference between data and assumptions, and the consideration of all data prior to

forming opinions. Using inductive and deductive reasoning, the nurse must categorize and organize the data identifying patterns in the client's responses in order to propose a nursing diagnosis. In conjunction with the patient, outcomes are developed and interventions proposed for meeting these outcomes. The nurse then uses criterion-based evaluative methodology to determine if the outcomes were met and whether the nursing care was effective.

While the "expert nurse"(Benner, 1984) characterizes the highest level of critical thinking developed over many years of nursing practice, the graduate nurse is the "novice nurse" with beginning skills in the application of critical thinking to nursing care.

Benner, P. (1984). From Novice to Expert. Menlo Park, Ca: Addison-Wesley

Greenberg, Muenzen and Smith, (1998). Synergy Model to Nursing Practice

Stevens, K. and Cassidy, V. (1999). Evidence-Based Teaching. Sudbury MA: National League for Nursing

Watson, G. and Glasser, E. (1964). Critical Thinking appraisals manual as quoted in Miller, M.A. and Malcolm, N.S. (February, 1993). Critical Thinking in the nursing curriculum, Nursing and Health Care, 11, 67-73

DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING
EDUCATIONAL OUTCOMES

The graduate of the Associate Degree Nursing program of Durham Technical Community College should demonstrate the following competencies as approved by the faculty in May 1994 and the Advisory Committee in June 1994. These competencies were reviewed by faculty and the Advisory Committee in October 2006.

I. PROVIDER OF CARE

The graduate should:

- A. Use the nursing process as a basis for solving nursing problems.
 - 1. Complete a holistic assessment of clients, i.e. physiologically, psychologically, spiritually, culturally, and educationally, utilizing the client, family, health care team, and printed and/ or electronic records.
 - 2. Independently identify deviations from a normal health state and reassess the client's health status as necessary.
 - 3. Collaborate with the client, family, significant others and members of the health care team to establish client-centered outcomes for the maintenance, restoration/rehabilitation and promotion of optimal levels of health or a comfortable and dignified death.
 - 4. Plan, implement and evaluate appropriate nursing care to meet the actual or potential health care needs of groups of clients/families and which encompass client strengths and address cultural, spiritual and developmental needs.
 - 5. Establish and revise priorities of care for individual and groups of clients using evidence-based practice.
 - 6. Collaborate with the client, family, significant others and members of the health care team in evaluating the client's response to treatments and client outcome criteria.
- B. Assess the client's reaction to health-illness in relation to developmental level and ability to meet needs.
- C. Perform nursing measures by employing evidence-based nursing practice research:
 - 1. Deliver safe and appropriate nursing care.
 - 2. Perform nursing skills correctly.
 - 3. Accurately monitor and record the client's response to the therapeutic plan using current technology and current literature.
 - 4. Confirm, administer, and monitor pharmaceutical regimen to groups of clients using current technology.
- D. Demonstrate caring behaviors.
 - 1. Provide an environment of trust, support, understanding and safety.
 - 2. Support the client's right to make decisions regarding care.
 - 3. Use appropriate verbal and nonverbal communication.
 - 4. Demonstrate communication techniques that assist the client to cope with and resolve problems.

- E. Utilize teaching and learning principles to support and promote healthy lifestyles.

II. MANAGER OF CARE

The graduate should:

- A. Provide appropriate, quality nursing care.
- B. Coordinate the delivery of nursing care.
 - 1. Prioritize and organize care for individuals, groups of individuals and families.
 - 2. Delegate nursing responsibilities to appropriate personnel through use of basic management and leadership principles.
 - 3. Supervise and teach other personnel in the implementation of safe client care according to identified priority needs.
 - 4. Utilize information technology to support and communicate the planning and provision of care.
 - 5. Participate in quality improvement activities to improve client outcomes, identify and prevent errors and develop changes in processes of client care.
- C. Practice in a cost effective manner.

III. PROFESSIONAL

The graduate should:

- A. Practice within a professional, ethical, and legal framework.
 - 1. Practice within the ethical and legal parameters of the Nursing Practice Act.
 - 2. Respect client and workplace confidentiality.
 - 3. Serve as a positive role model to members of the nursing team.
 - 4. Advocate for clients by recognizing and reporting ethical/legal dilemmas in practice to appropriate personnel.
- B. Follow appropriate protocol for communicating nursing care.
 - 1. Independently and accurately analyze, document, and report the results of the nursing assessment to appropriate health care team members to provide for continuity of care.
 - 2. Participate in interdisciplinary teams to achieve positive client outcomes.
 - 3. Communicate relevant, accurate, and complete information in a concise and clear manner.
- C. Assume responsibility for self-development and continued learning.
 - 1. Use constructive criticism and suggestions for improving nursing practice.
 - 2. Demonstrate continued learning.
 - 3. Utilize evidence-based information, collected electronically or through other means, as a resource for continuous learning, professional development and advancing nursing practice.

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

PROGRAM OUTCOMES

Consistent with the mission and goals of the College, the educational outcomes of the program and National League for Nursing Criteria, the following outcomes have been selected by the faculty to assist in measuring the quality and effectiveness of the program:

1. Meets educational needs of eligible nursing applicants in the service areas of the college, primarily Durham and Orange counties.
2. Demonstrates a cohort retention rate at or above the state average for ADN programs
3. Graduates classes that pass the NCLEX-RN with a minimum three year average of 95% of the national pass rate on the first writing.
3. Graduates students who:
 - a. Become employed in nursing.
 - b. Practice registered nursing that reflects the educational outcomes of the program and of the National League for Nursing.
 - c. Verbalize reasonable satisfaction with their program of learning.
 - d. Demonstrate satisfactory nursing practice to their employers.
4. Improves the graduation rate of minority students.
5. Graduates students who contribute to nursing and health care of individuals through employment in local clinical agencies.
6. Graduates students who continue professional development activities.
7. Maintains full approval from the North Carolina Board of Nursing and meets standards of the college and other regulatory agencies such as the Department of Community Colleges (DCC) and the Southern Association of Colleges and Schools (SACS).

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING
ASSOCIATE DEGREE NURSING FACULTY & STAFF**

NAME	OFFICE-TECHNOLOGY BLDG.	PHONE
HELEN AYRES, RN C, MSN, MBA, Ed D Program Director	940A	Extension 8094
DELORES DENNY Program Assistant	940	Extension 8107
PAMELA SONNEY, RN, MSN Instructor	940	Extension 8133
LOIS BALLEEN, RN, MSN, CNM Instructor	922	Extension 8095
JASON BERRY, RN, MSN Instructor	921	Extension 8097
LESLEY CHAFFIN, RN, MSN Instructor	955	Extension 8101
VICTORIA CRILL, RN, MSN Instructor	958	Extension 8105
JOY HANSEN, RN, MSN Instructor	923	Extension 8118
MICHAEL FIRE, RN, PhD Instructor	957	Extension 8108
CATHERINE NELSON, RN C, MSN Instructor	956	Extension 8126
DALE SMITH, RN, M Ed Instructor	962	Extension 8132
SHANA WILLIAMS, RN, MSN Instructor	959	Extension 8092

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

ADMISSION REQUIREMENTS

Students applying for the **Associate Degree Nursing** program must complete the following admissions steps:

- Submit a completed application for admission or fill out a form online.
- Request that your official transcript from high school be sent to Durham Tech. If you have earned the GED, submit an official copy of your test scores (use the Durham Tech "Request for Transcript" form).
- Request that official college transcripts be sent to Durham Tech if you desire an evaluation for transfer credit.

Note: Applicants who submit an official transcript documenting completion of a 2-year or 4-year college degree will not be required to submit a high school transcript. However, the high school attended and the graduation date must be included on the application.

- Attend DTCC Orientation
- Attend Nursing information session
- Take the placement tests. This test is **required** for all students applying for limited number health programs regardless of previous educational experience. If you need testing accommodations, contact the Counseling Services Department by emailing counseling@durhamtech.edu or calling 919-536-7200 EX -1400.
- Meet with program advisor and complete a Comprehensive Education Plan
- Enroll in and complete ACA 122, College Success (if required) your first semester on campus
- Complete all developmental courses that may be required.

RED 070____ RED 080____ RED 090____

ENG 070____ ENG 080____ ENG 090____

MAT 050____ MAT 060____ MAT 070____

- For students for whom English is not their first language, complete the TOEFL test and obtain required scores
- Complete one biology and one chemistry course at the high school level within the past 10 years or have college credit for a biology and chemistry course (no time limit).

BIO 092 _____ CHM 130 _____

and **OR** and

CHM 094 _____ CHM 130A _____

- After completing the above, bring this form and the clinical training form to Iesha Cleveland in admissions, room 1210 in the Wynn Building. Your documents will be reviewed and you will be given the information for completing the Nurse Entrance Test (NET) and further directions for completing the process.
- Schedule an appointment with your nursing advisor to review the results of the NET test and to develop a plan for completing remaining criteria.
- Take the non-nursing courses listed below. Students must maintain a 2.5 GPA for all ADN science and general education courses.

___BIO 168 ___BIO 169 ___ENG 111 ___ENG 112 ___PSY 150 ___SOC 210

*Once the student has obtained a NET composite score of 60, completed the above courses with a GPA of 2.5, the student is Qualified for Admission to the ADN Program. The student **MUST** either bring*

grades for the course(s) in the above list showing successful completion of the course(s) to the nursing admissions counselor or come to the admissions office and fill out a course completion form. This form can only be filled out when the student has **successfully completed** the course. The form should **NOT** be filled out when the student registers for the course.

The following courses can be taken while waiting for admission to nursing clinical courses.

- _____ BIO 275
- _____ PSY 281
- _____ HUM elective

Humanities elective (**choose one**): ART 111, ART 114, ART 115, ART 117, DRA 122, ENG 231, ENG 232, ENG 233, ENG 241, ENG 242, ENG 243, ENG 251, ENG 252, ENG 261, ENG 262, FRE 211, GER 211, HUM 110, HUM 115, HUM 121, HUM 150, HUM 160, ITA 211, MUS 110, PHI 215, PHI 240, POR 211, REL 110, REL 211, SPA 211, SPA 212)

Additional requirements:

- Students must be listed on the NC Registry as a NA I by **June 15** of the year they begin the nursing clinical courses.
- Students must pass the computer competency test OR complete CIS 110 or CIS 113 before graduation.
- Criminal background checks must be completed prior to the first NUR course.
- If you are an international student, you will need to schedule an interview with Durham Tech's international student advisor for a document check. Please call 919-686-3305 for an appointment.
- You will receive a "Notice of Acceptance" letter when you are officially accepted into a program of study.
- You will receive notification of the dates, times, and locations for advising and registration or view this information on the Career Programs and University Transfer Students page of the web site.

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

PROGRAM REQUIREMENTS

HEALTH REQUIREMENTS

The Student Medical Form is required by clinical agencies for students to be able to participate in clinical experiences. Each program will indicate to students when these forms are to be completed. It is expected that the student will submit an honest and accurate record. Omissions, whether intentional or not, are in violation of the College's Academic Honesty policy. Any student found in violation of this policy will not be permitted to participate in clinical and may be dismissed from the college.

Once the Medical Form is completed and submitted to the program, ***the student is responsible for notifying the program in writing of ANY changes to the Medical form within 5 business days of the change.*** Failure to follow these procedures will lead to the student's inability to participate in clinical. Students should follow these guidelines when completing the Student Medical Form:

- This form should be completed no more than 6 months before the student begins the clinical program by the physician/physician's assistant/nurse practitioner who is familiar with the student and his/her medical history.
 - If you are being treated for any medical condition that requires continued treatment or monitoring, you **MUST** have the physician who is treating you complete the medical part of the form.
 - If you are not being treated currently for a medical condition, you may have any physician complete the medical part of the form.
- Be sure that the physician completes the BOX marked *** for students admitted to Health Sciences Programs** and he/she SIGNS (not a stamp) and dates the form.
- The Immunization Record is extremely important. To avoid problems completing this information, first read the Guidelines for Completing Immunization Record in your Medical Form packet. If you have any questions, please refer them to the Clinical Coordinator for your program.
- The **student** is to complete the pages Report of Medical History and Family & Personal Health History. ALL boxes must be checked either "Yes" or "No" and include year or explanation, as indicated.

Students **MUST** list an accurate account of all drugs, medicines, vitamins, minerals and any herbal/natural product (prescription and nonprescription) used and how often they are used.

When the Medical Form is complete, the student should *make a copy* for his/her personal record and SIGN the attached form to be submitted with the original medical form to the program. Please contact the Clinical Coordinator for the program if you have any questions.

I am submitting this completed Medical Form and attest that it is true and complete to the best of my knowledge. I understand that if anything on this form changes while I am a student in the health program, I must notify the program director in writing within 5 business days of the change.

.....
.....
.....

Student Signature _____ Date _____

Student name (Print)

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

ESSENTIAL SKILLS FOR ADMISSION AND PROGRESSION

Physical and Psychological Requirements.

By law, a prospective nursing candidate must demonstrate the physical and psychological ability to provide safe nursing care. With this legal requirement as a guide, every prospective student must assess his or her ability to provide safe and competent nursing care prior to choosing nursing as a career. To understand the physical and psychological qualifications needed for successful nursing, the essential abilities have been listed below.

Qualifications	Standard	Examples of necessary Activities
<u>Critical Thinking:</u>	The nursing student must possess critical thinking ability sufficient for problem solving and clinical judgment.	<ul style="list-style-type: none"> • Identify cause-effect relationships in clinical situations • Assess risks and provide for patient safety • Consider multiple priorities and make effective decisions quickly • Develop and evaluate Nursing care plans.
<u>Interpersonal Skills</u>	The nursing student must possess interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	<ul style="list-style-type: none"> • Establish helping relationships with patients, families, significant others and the interdisciplinary health care team. • Demonstrate caring behaviors
<u>Communication:</u>	The nursing student must possess communication abilities sufficient for interaction with others in verbal and written form.	<ul style="list-style-type: none"> • Communicate relevant, accurate, and complete information in a concise and clear manner both verbally and in writing to patients and health care team members.. • Utilize information technology to support and communicate the planning and provision of care.
<u>Mobility</u>	The nursing student must possess physical abilities sufficient to move from room to room and maneuver in small spaces.	<ul style="list-style-type: none"> • Move around in patient rooms, workspaces, and treatment areas • Administer cardiopulmonary resuscitation. • Stand, squat, reach above head, lift, push, pull • Walk the equivalent of 5 miles daily at work.
<u>Motor Skills</u>	The nursing students must possess gross and fine motor abilities sufficient to provide safe and effective nursing care.	<ul style="list-style-type: none"> • Calibrate and use equipment, e.g. administer injections, insert catheters, manipulate intravenous equipment, and position and transfer patients.
<u>Hearing</u>	The nursing student must possess auditory ability sufficient to monitor and assess health needs.	<ul style="list-style-type: none"> • Hear monitor alarms, emergency signals and cries for help • Auscultate sounds (Blood pressure, breath and heart sounds)
<u>Visual</u>	The nursing student must possess visual ability sufficient for observation and assessment necessary in nursing care	<ul style="list-style-type: none"> • Observe patient/client responses, see a change in skin color, read the scale on a syringe.
<u>Tactile</u>	The nursing student must possess tactile ability sufficient for physical assessment	<ul style="list-style-type: none"> • Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of catheters, palpate a

		pulse.
<u>Weight Bearing:</u>	The nursing student must possess the ability to maneuver/move 40-50 pounds, weekly and sometimes daily.	<ul style="list-style-type: none"> • Position patients and move equipment.
<u>Emotional</u>	The nursing student must possess emotional stability sufficient to maintain composure in stressful situations.	<ul style="list-style-type: none"> • Cope effectively with stress in the workplace • Cope with client and colleague emotions calmly • Receive corrective feedback calmly
<u>Environmental</u>	The nursing student must possess the ability to tolerate environmental stressors.	<ul style="list-style-type: none"> • Adapt to variations in work schedules • Work safely with chemicals used in health care settings. • Work in areas that are close, crowded or noisy

1. These are the essential skills that a student must possess in order to progress satisfactorily through the nursing curriculum. Should a prospective student have a preexisting condition, which prohibits his or her ability to perform one or more of these skills, it is highly advised that the student pursue professional assistance for an evaluation of career suitability. Campus resources are available to assist with this process. For more information, contact the Career Planning and Placement Center in Counseling Services at **536-7207, ex 1400**. Students who have a disability, which may impact upon the ability to provide nursing care, may want to contact the Student with Disabilities Program Coordinator at **536-7207, ex 1400**.
2. To verify a student's ability to provide essential nursing care during clinical training, a physical examination is required of all students. This examination will be documented by a physician/nurse-practitioner/physician's assistant on the form provided by the Admissions Office.
3. Subsequent yearly TB screening is required. Participation in clinical is contingent upon negative documentation and/or appropriate medical treatment and clearance.
4. Students with HIV infection are not restricted from pursuing the Associate Degree or nursing licensure. Student nurses are required to implement Standard Precautions in the care of all patients. However, students with secondary infections or open skin lesions which are the result of HIV infection and which would place clients at risk shall not provide direct care. Students with HIV/AIDS will be provided reasonable opportunities to continue their nursing education or complete required components of their nursing education and clinical experiences.
5. Although it is not required, students are highly encouraged to be vaccinated for Hepatitis B prior to clinical rotation in nursing courses.
6. Occasionally, a student may experience a change in the status of these requirements while progressing through the curriculum. Should this occur, the student is required to notify the clinical faculty. The student will be provided with referrals for professional assistance. Each student will be given the opportunity to meet clinical objectives within a reasonable amount of time as determined by the Program Director in consultation with the helping professional. However, a student may be denied continued enrollment in the Associate Degree Nursing program until any identified issue is resolved. Should the issue remain unresolved after a reasonable period of time, the student may be dropped from the course.
7. Likewise, all students completing the Associate Degree Nursing Program and applying to take the National Council Licensure Examination to become a Registered Nurse (R.N.) must sign an affidavit of physical and mental competency to safely practice nursing in North Carolina. The North Carolina Board of Nursing provides forms.

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

PROFESSIONAL BEHAVIOR - STUDENT CONDUCT

At all times, ADN Nursing students are expected to follow the DTCC *Student Code of Conduct* policy as published in the Catalog and Student Handbook.

All students are expected to conduct themselves in a professional manner whether on campus or at a clinical site. Students may be dismissed from the program for violation of the Durham Technical Community College's *Student Code of Conduct* policy.

In addition:

- A. All students are to adhere to the policies of the hospitals, clinical areas, and DTCC as they pertain to the dress code, professional conduct, e.g. smoking and eating is allowed in designated areas only.
- B. Incoming telephone calls or visitors for students shall not be allowed to interrupt a class session or clinical experience unless it is an emergency. Messages may be taken at 686-3414. Cell phones and pagers must be on "silent" mode.
- C. Children may not be brought to class, lab, or to the clinical facilities.
- D. All student grievances will be directed through an identified line of authority. See Grievance Procedure in this Handbook and the Durham Tech Student Handbook.

STUDENT CODE OF CONDUCT

All Durham Tech students are expected to conduct themselves as responsible adults. Behavior that persistently or grossly disrupts the educational process or functioning of the college, whether it occurs on campus or at any college-sponsored activity, may result in disciplinary action. Specific violations of the Student Code of Conduct include the following;

- 1. Academic dishonesty, including cheating and plagiarism as outlined in the college's Academic Honesty Policy;
- 2. Vandalism, damage, destruction, or theft of institutional or private property;
- 3. Abuse or misuse of computing resources as outlined in the college's Appropriate Use of Computing Resources policy;
- 4. Forgery, falsification, alteration, or misuse of college records, documents, or identification;
- 5. Violation of regulations concerning drug and alcohol use as outlined in the college's [Drug and Alcohol Policy](#);
- 6. Possession or use of firearms, knives, explosives, dangerous chemicals, or other weapons, except for legally authorized use either on campus or at any college-sponsored event;

7. Verbal or physical harassment, assault, or battery of a college employee, student, or visitor;
8. Sexual harassment as outlined in the college's [Sexual Harassment Policy](#);
9. Disorderly, lewd, indecent, or obscene conduct;
10. Breach of peace on college property or at any college-sponsored function in a manner that disturbs the privacy of other individuals and/or the instructional program;
11. Failure to comply with the directions of college officials, faculty, staff, or campus police/security officers acting in the performance of their duties;
12. Failure to identify oneself when on college property or at a college-sponsored or college-supervised event upon the request of college officials, faculty, staff, or campus police/security officers acting in the performance of their duties;
13. Violation of college regulations or policies; and
14. Breach of any federal, state, or local criminal law either on campus or at any college-sponsored activity.

Violations of this code of conduct may result in immediate sanctions, including probation or suspension from the college by the President, upon recommendation by the Chief Instructional Officer, or expulsion from the college by the president, upon recommendation by the chief student services officer and the chief instructional officer. Additionally, the college may defer imposition of sanctions pending the outcome of an investigation. Students who wish to appeal any sanction should consult the [Student Grievance Procedure](#).

DRUG AND ALCOHOL POLICY

Problems with substance abuse are extremely complex. Substance abuse on campus can impact the safety and well being of faculty, staff, and students. Therefore, it is the policy of Durham Technical Community College that the unlawful manufacture, distribution, dispensation, possession, or use of alcohol or a controlled substance is prohibited on college premises and is prohibited as part of college-sponsored activities. Any student violating this policy will be subject to disciplinary action. The specifics of this policy are outlined as follows:

1. Any student who possesses, uses, sells, manufactures, gives, or in any way transfers a controlled substance or alcoholic beverage to another person on college premises or as part of any college-sponsored activity will be subject to disciplinary action up to and including expulsion and referral for prosecution.
2. 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, these are drugs which have a high potential for abuse. They include but are not limited to the following: cocaine, heroin, marijuana, PCP, and "crack." They also include any "legal" drugs that have not been prescribed specifically by a licensed physician.

3. If any student is convicted of violating any criminal drug or alcoholic beverage control statute while on college premises, in the workplace, or as part of any college-sponsored activity, he or she will be subject to disciplinary action up to and including expulsion. Alternatively, the college may require the student to successfully finish a drug abuse program sponsored by an approved private or governmental institution as a precondition of continued enrollment at the college.
4. Each student is required to inform the college, in writing, within five days after he or she is convicted for violation of any federal, state, or local criminal drug or alcoholic beverage control statute where such violation occurred while on college premises, or in the workplace, or as part of any college-sponsored activity. A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence by a judge or jury in any federal or state court.
5. Employees working under federal grants who are convicted of violating drug laws in the workplace, on college premises, or as part of any college-sponsored activity, shall be reported to the appropriate federal agency. The Human Resources Department of Durham Technical Community College must notify the U.S. Government agency through which the grant was made within 10 days after receiving notice from the employee or otherwise receiving actual notice of a violation of a drug statute occurring in the workplace. The college shall take appropriate disciplinary action within 30 calendar days from receipt of notice. All employees must abide by this policy as a condition of further employment on any federal government grant.

Students employed under the College Work- Study Program are considered to be employees of the college if the work is performed for the college in which the student is enrolled. For work performed for a federal, state, or local public agency; a private nonprofit; or a private for-profit agency; students are considered to be employees of the college unless the agreement between the college and the other organization specifies that the organization is considered to be the employer.

Possible disciplinary action for students violating this policy may include probation, suspension, expulsion, denial of participation in college activities, denial of opportunity to represent the college, required completion of a drug or alcohol rehabilitation program, termination of college work-study employment, and/or referral for prosecution.

SEXUAL HARASSMENT POLICY

Any individual who feels that he or she has been subjected to acts of sexual harassment/assault should report the incident immediately. The individual may choose to report the incident either during a private and confidential discussion of the issue with a counselor or by initiating a formal complaint to the affirmative action officer or another college administrator.

A student desiring to pursue the issue through a confidential meeting should go to the Counseling and Student Development office to discuss the matter with a counselor on an informal basis. An employee desiring to pursue the issue in a confidential setting should meet with the affirmative action officer. During this private and confidential discussion, the counselor or affirmative action officer will help the student or employee determine the best

course of action to resolve the situation. If desired by the individual, the counselor may facilitate a mediation session between the parties involved in order to resolve the situation as quickly as possible. Any mediated resolution will close the matter.

A student can report a formal complaint of sexual harassment/assault to the vice president for Student Services, the affirmative action officer, or appropriate program director or academic dean. An employee can report a formal complaint of sexual harassment/assault to the director of Human Resources, affirmative action officer, or his/her immediate supervisor. All formal complaints of sexual harassment/assault will be investigated. The administrator receiving the initial formal complaint will complete an Incident Report Form which will be forwarded to the affirmative action officer for investigation. The person initiating the formal complaint will receive a response from the affirmative action officer within 10 working days of the initial complaint. This written response should include an explanation of the investigation process and a reasonable time frame for the resolution of the complaint.

Additional information regarding these procedures is available from the office of the affirmative action officer.

APPROPRIATE USE OF COMPUTING RESOURCES POLICY

Durham Technical Community College provides a variety of computing resources to faculty, staff, students, and in some cases other members of the public. The appropriate use of these resources, including personal computers, servers, networks, data sets, printers, Internet access, and software, are the subject of this policy.

The College's Rights

The College owns most of the computers and all of the internal computer network used on campus. The college has rights to the software and information residing on, developed on, or licensed for these computers and networks. The college has the right to administer, protect, and monitor this collection of computers, software, and networks. The college also has the right to establish standards for security, privacy, and data integrity on its computing systems as it deems appropriate. Furthermore, the college may determine the nature and extent of access to computer resources, may deny individuals access to computer systems and networks, and may determine who may connect a device to the computer system and the specifications for such a device.

The Individual's Responsibilities

1. Computers are to be used for instruction, research, learning, and administration only. Durham Tech's computers are for Durham Tech's use. They may not be used for outside business projects or personal activities.
2. Licensing and copyright laws are to be respected. All software installed or used on Durham Tech computers must be legally licensed for use on the college premises. Copyrighted software may not be copied from computers on campus or installed on campus computers if the software is not legally licensed to the college. Licenses for software purchased by Durham Tech will be kept on file in the Information Technology Services Department. All other software licenses obtained by faculty and staff must be maintained by that user and produced upon request for verification. This includes all software, including but not limited to freeware, shareware, and complimentary software provided to faculty. Students are not allowed to load software unless under the direction of the faculty or staff.

3. Secure passwords are to be maintained. Account passwords may not be shared with anyone, except instructors in certain cases. Valid passwords must include at least one nonletter character and should be changed at least every four months.
4. College computer facilities are to be protected. Users are expected to abide by all federal and state laws governing computer use. Users may not attempt to evade, disable, or “crack” passwords or other security provisions. Also, users may not knowingly install any virus or destructive computer program onto campus computers.

Other Limitations and Warnings

1. Resource limits may be imposed on all systems. Users must abide by any resource limits set.
2. Privacy is not guaranteed. While there are technical and administrative policies in place that should protect computer information, computer data security is never perfect.
 - o Unauthorized computer users may be able to breach security restrictions and gain access to your files.
 - o Misdirected email is not uncommon to unintended recipients at Durham Tech or elsewhere on the Internet. If email is considered confidential, it should be sent by other means.
 - o Systems administrators and other staff members may require access to files on any Durham Tech computers to perform audits or resolve technical problems. The college has the right to monitor email transmission over its internal computer network. Legal mandates regarding confidentiality will be observed by computer staff when accessing data files.
3. Users are responsible for backing up their data. Users are responsible for backing up their own data files unless told that backup services are provided for their system.

Sanctions

Anyone who violates this policy is subject to the college’s Student Code of Conduct, the employees’ Due Process Policy, and possible criminal complaint or civil action for damages. It is a violation of federal and/or state criminal statutes for a person to knowingly access or attempt to access a computer, computer system, computer network or any part thereof, for the purpose of (i) devising or executing any scheme or artifice to defraud; (ii) services by means of false or fraudulent pretenses, representations, or promises; (iii) unauthorized access; (iv) altering, damaging, or destroying either computer hardware, software, or data; (v) without authorization, denying or causing the denial of computer system services to any authorized user of such computer system services; (vi) transmitting a computer virus with the intent to cause damage; (vii) transmitting without proper authorization a program, information, code, or command with reckless disregard of a substantial and unjustifiable risk that the transmission will cause damage; or (viii) trafficking in passwords with the intent to defraud. In many cases, such violations are felonies and carry penalties of up to 10 years in prison [18 U.S.C. 1030; N.C. General Statutes 14-453 to 14-456].

DURHAM TECHNICAL COMMUNITY COLLEGE

GRIEVANCE PROCEDURE

From time to time, conflicts and disagreements may arise between students and their instructors or between students and staff. Students are encouraged to first try to resolve any grievances through open communication with involved parties. When this is not possible, or the problem remains unresolved, students may utilize the grievance procedure detailed here.

Purpose of the Student Grievance Procedure

The faculty and staff at Durham Technical Community College attempt, in good faith, to resolve complaints and problems as they arise. However, if a matter remains unresolved, the purpose of the student grievance procedure is to provide a system to resolve student complaints against faculty and staff. This procedure applies to all student complaints, including those about parking tickets to those involving claims of discrimination on the basis of age, race, ethnicity, sex, or disability. Claims of sexual harassment or claims concerning academic matters (such as grades) must be resolved using other procedures. Please refer to the college's Sexual Harassment Policy concerning the former and the Academic Appeals Procedure concerning the latter. These additional procedures are included in this Catalog (see Index for page number).

Procedure

The student may elect to seek assistance from staff in Counseling and Student Development at the beginning or during any step in the grievance process. Counseling and Student Development staff serve as advocates for students by helping provide advice and counsel on the proper procedures associated with filing and resolving grievances; helping students identify specific issues involved in grievance complaints; and assisting in developing approaches, including written grievances, for students to pursue their grievances within the spirit and intent of the student grievance procedures. Should the complaint involve a claim of discrimination on the basis of age, race, ethnicity, sex, or disability, the counselor will contact the affirmative action officer of the college to act as an advisor to the counselor throughout the resolution of the student's concern.

First Step

The student must go to the instructor or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within seven working days of the incident that generated the complaint.

Second Step

If the grievance is not resolved through the informal conference, the student may file a written letter of grievance. The student should contact either the vice president for Instructional Services, for Student Support Services, or for Institutional Support Services, depending upon which vice president is the supervisor of the employee against whom the grievance would be filed. The vice president will explain the grievance process to the student. The student must present a completed grievance letter to the appropriate vice president within seven working days after satisfying the first step in the grievance process. The vice president will review the complaint and determine if the complaint is grievable. If the issue is determined by the vice president to not be grievable, the vice president will notify the student of this decision in writing within seven working days. If the issue is determined by the vice president to be

grievable, the vice president will refer the grievance to the immediate supervisor involved. The supervisor from the department involved shall respond in writing to the student within seven working days of receipt of the student's grievance letter. Should the complaint involve a claim of discrimination on the basis of age, race, ethnicity, sex, or disability, the vice president will contact the affirmative action officer of the college to act as an advisor to the vice president throughout the resolution of the student's concern.

Third Step

If the written statement of the supervisor does not satisfy the grievant, a request to appear before a grievance committee may be made. The student must submit a written request within seven working days after receiving the written response of the supervisor. The request shall include a copy of the original grievance letter and the reason the supervisor's response is unsatisfactory. A copy of the supervisor's response must be attached to the request by the student. The vice president shall ensure that a grievance hearing committee is appointed in a manner consistent with the Student Grievance Hearing Committee section of this procedure. The vice president will send copies of the appeal to the members of the committee, the employee, and the employee's supervisor. The employee against whom the grievance was filed shall be given an opportunity to respond in writing to the chairperson of the committee. Meeting(s) shall be conducted between 7 and 15 working days following the date of the request. A postponement may be granted by the chairperson upon written request of either party if the reason stated justifies such action. The committee shall hold interviews with the grievant, the employee, and the supervisor, singularly, and in the absence of other witnesses. The committee may interview any additional witnesses that it considers necessary to render a fair decision. The committee shall serve as a fact-finding group and shall determine the facts of the case. Upon completion of all meetings, the committee shall make a recommendation to the appropriate vice president. The chairperson shall forward a copy of the committee's recommendation to all parties involved and to the vice president within two working days of the decision. The vice president will weigh the committee's recommendation, review all other pertinent information, and render a decision regarding the grievance. The vice president shall communicate a decision in writing to all involved parties within seven working days of receiving the committee's recommendation.

Fourth Step

Either party may request in writing that the president review the vice president's decision within seven working days of the vice president's decision. The president shall review the previous findings, conduct whatever additional inquiries are deemed necessary, and render a final decision within seven working days of receipt of the request.

The Student Grievance Hearing Committee

The president may appoint a standing Student Grievance Hearing Committee from which the vice presidents may select individuals to form an ad hoc committee for each individual grievance. The committee shall include broad-based representation from the campus community and shall include at least one student.

Rights of Parties Involved in a Grievance

When a grievance committee meeting is scheduled, the parties involved are entitled to the following:

1. A written notice of the complaint;
2. A written notice of the time and place of the meeting;
3. A review of all documentation evidence that each party presents at the meeting;
4. Access to the names of the witnesses who may testify;
5. Appearance in person and presentation of information on his or her behalf, including the calling of witnesses and asking questions of any person present at the meeting; and
6. The right to counsel, with the role of the person acting as counsel being solely as advisor to the client and not as a speaker on behalf of the client.

CRIMINAL BACKGROUND CHECK FOR ADN PROGRAM PROGRESSION

The Joint Commission on Accreditation of Hospitals and Health Care Organizations is the organization that accredits our clinical agencies. Recently this organization passed a regulation requiring agencies to obtain criminal background checks, not only on employees, but also on students. Students are required to complete a criminal background check prior to entry in the nursing program. Students will be responsible for the cost of the criminal background check. The criminal background check will be reviewed by agencies for appropriateness to the clinical site. If the agency determines that the background check is unacceptable, the student will not be permitted to participate in clinical and, therefore will not be able to meet ADN course objectives. Should this occur, the student would not be able to progress in the ADN program. Clinical students may be expected to pay for drug screening as a condition of attending a clinical rotation if it is required by the healthcare agency.

CPR

Students must maintain current CPR certification for a Health Care Provider, which includes CPR for infants, children and adults. It is the students' professional responsibility to keep this current. Expired CPR certification will make the student ineligible to attend clinical.

HEALTH INSURANCE

Students must maintain active health insurance while enrolled in the Associate Degree Nursing program. Submission of evidence of health insurance is required at the time of enrollment in the program and at any time that the student's health insurance coverage changes.

MALPRACTICE INSURANCE

Clinical agencies require all students to have malpractice insurance coverage. The cost of this insurance (\$16) is automatically added to the tuition bills in the student's first semester and is renewed yearly. The student must bring the receipt for malpractice insurance to the ADN Clinical Coordinator.

ANTICIPATED COSTS

Cost of the Associate Degree Program includes the following:

Uniforms: (It is recommended that students purchase 2 uniforms.)

Female top/pants - approx \$44-46 (2 recommended) \$ 88-92
Male top/pants - approx \$40-42 (2 recommended) \$ 88-92
White lab coat - approx \$22-26
Optional warm-up jacket - approx \$23-24

Accessories:

Scissors - \$4-5
Stethoscope (Sprague type) - \$20-45
Watch (sweep second hand) - \$15-25

Tuition: \$42.00 per credit hour or max of \$672/semester

Out of state is \$233.50 per credit hour or max of \$3,732/semester

Student Administrative Fee for summer: \$20

Graduation Fee: \$15

Laboratory Fee: \$5 per course with a lab

Liability (Malpractice) Insurance: \$16.00/year

Health Insurance Costs: Cost varies

Parking Fees at clinical agency: Cost varies (\$0-12/week)

Transportation costs: cost varies

For graduation, students will need funds to cover graduation fees, NCLEX-RN application fee (approximately \$310), passport pictures, nursing pin (\$40 - \$80), notary fees, review course fees (approximately \$300) and pinning ceremony.

PLAN OF STUDY GENERIC TRACT

DURHAM TECHNICAL COMMUNITY COLLEGE

Revised Spring Semester
2006-2007

PLAN OF STUDY
ASSOCIATE DEGREE NURSING (A45100)

Effective Fall Semester
2008-2009

Associate Degree
Day Scheduling Option

The following plan of study is the standard curriculum for the above program. Any deviation from the prescribed curriculum must have approval in advance. All prerequisite course requirements must also be met. To graduate the student must successfully complete all the required courses, the required credit hours for electives, and have at least a 2.0 overall grade point average. This plan of study is subject to change when the college thinks such action is in the best interest of the student or the program. It is the responsibility of the student to meet requirements for graduation. If accepted students do not enroll for three successive semesters, they must contact the Admissions office to determine if readmission is necessary.

Course Title	Hours				Grade	Semester	Remarks
	Class	Lab	Clin	Credit			
General Education Courses required prior to NUR 110							
BIO 168	Anatomy & Physiology I	3	3	0	4		
ENG 111	Expository Writing* I	3	0	0	3		
PSY 150	General Psychology	3	0	0	3		
BIO 169	Anatomy & Physiology II	3	3	0	4		
SOC 210	Introduction to Sociology	3	0	0	3		
ENG 112	Argument-Based Research	3	0	0	3		
ACA 111	College Student Success	1	0	0	1		
General Education Courses required prior to NUR 120							
BIO 275	Microbiology	3	3	0	4		
General Education Courses required prior to NUR 130							
PSY 281	Abnormal Psychology	3	0	0	3		
General Education Courses required prior to NUR 210							
	Humanities Elective	3	0	0	3		
FALL SEMESTER							
NUR 110	Nursing I	5	3	6	8		
SPRING SEMESTER							
NUR 120	Nursing II	5	3	6	8		
NUR 186	Clinical Supplement	0	0	3	1		
SUMMER TERM							
NUR 130	Nursing III	4	3	6	7		
FALL SEMESTER							
NUR 210A	Nursing IV	2.5	1.5	6	5		
NUR 210B	Nursing IV	2.5	1.5	6	5		
SPRING SEMESTER							
NUR 220	Nursing V	4	3	15	10		
Required Course Credit Hours				72			
Humanities Elective Credit Hours				3			
TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE				75			

(Over)

*ENG 070, ENG 080, ENG 090, ENG 090A, MAT 050, MAT 060, MAT 070, RED 070, RED 080, OR RED 090 may be required based on placement test results. CIS 070, CIS 113, or CIS 110 may also be required based on placement test results.

Humanities Electives: ART 111, ART 114, ART 115, ART 117, DRA 122, ENG 231, ENG 232, ENG 233, ENG 241, ENG 242, ENG 243, ENG 251, ENG 252, ENG 261, ENG 262, FRE 211, GER 211, HUM 110, HUM 115, HUM 121, HUM 150, HUM 160, ITA 211, MUS 110, PHI 215, PHI 240, POR 211, REL 110, REL 211, SPA 211, SPA 212

HUMANITIES ELECTIVE:

V.A. Students: An approval signature from the V.A. Office is required before registering. Some courses may not be certifiable.

ACADEMIC POLICIES

DISABILITIES SERVICES

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from the Disability Services Coordinator within the first two weeks of the semester. Likewise, students who may require emergency medical attention due to a chronic health condition are encouraged to disclose this information to a disabilities services counselor within the first two weeks of the semester. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.

CAMPUS LEARNING CENTER

Students who need tutorial assistance may be referred to the Campus Learning Center (CLC), in the Phail Wynn Jr. Student Services Center, third floor. This term's schedule of free tutorial services is available in the CLC and is posted online and on bulletin boards around campus. For more information, call the CLC at 686-3554 or consult the CLC web pages at <http://www.durhamtech.edu/clc.htm>.

LIBRARY ACCESS

Durham Tech has an extensive collection of print sources as well as online database collections. The library catalogue and online databases are available at <http://www.durhamtech.edu/library.htm>. Remote access database passwords are available at the circulation desk or by email by clicking on the "Ask a librarian" link. The online catalogue and library hours are also available on the library's website. Librarians can be reached by telephone at 919-686-3369 or e-mail at library@durhamtech.edu.

COMPUTER LABS LOCATIONS AND HOURS

The most up-to-date computer lab schedules can be accessed at the following link: <http://courses.durhamtech.edu/computerlabs.cfm>. Select computer lab information is below.

Library (ERC) Computer Labs:

- Hours of Operation: Monday-Thursday, 8:00am-9:00pm; Friday, 8:00am-5:00pm; Saturday, 9:00am-3:00pm
- Upstairs Lab: Internet Only; Downstairs Lab: Word Processing/Internet
- Upstairs lab is unavailable if a Library Orientation is in session

Tech Center Computer Lab, Room 965:

- Hours of Operation: Monday-Thursday, 8:30am-8:30 pm; Friday, 8:30am-2:00pm

CLC Computer Lab, Phail Wynn Jr. Student Services Center Room 1305:

- Hours of Operation: Monday-Thursday, 8:30am-8:00 pm; Friday, 8:30am-4:00pm

GRADING SYSTEM

The College employs a letter grading system to evaluate the student's performance in meeting the stated objectives of the classroom, laboratory, and clinical setting.

The following letter grades, numerical equivalents, and grade points are used in the nursing program for ALL NUR courses beginning in Fall 2001:

In order to progress to the next Nursing course, a student must receive a minimum grade of B (80).

Grade	Numerical Equivalency	Significance	Grade Points Per Semester Hour
A	90 - 100	Excellent work	4
B	80 - 89	Good Work	3
C	70 - 79	Average Work	2
D	60 - 69	Below Average Work	1
F	Below 60	Unsatisfactory Work	0
I		Incomplete-Makeup Work Required	0
IP		In Progress	0
P		Pass	
W		Withdrawal or Dropped by Instructor	0
AU		Audit	0
CE		Credit by Examination	0
P		Pass	0
S		Satisfactory clinical performance	0
U		Unsatisfactory clinical performance	0

See college catalog for further explanation of grades.

DURHAM TECHNICAL COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING

ACADEMIC HONESTY

The Associate Degree Nursing Program adheres to the Durham Tech *Academic Honesty Policy* as published in the [Catalog and Student Handbook](#). This policy applies to nursing students in all areas of their participation in the program. Students are required to read the policy and to document their willingness to comply with this policy upon entry into the program.

ACADEMIC INTEGRITY

According to the [2006-2007 Catalog and Student Handbook](#), “Durham Technical Community College demands complete academic integrity from each student. Academic dishonesty is the participation or collaboration in specific prohibited forms of conduct” (24). Academic dishonesty includes the following:

- Registering for a course not approved by a student advisor;
- Unauthorized copying, collaboration, or use of notes, books, or other materials on examinations or other academic exercises;
- Plagiarism, which is defined as the intentional representation of another person’s work, words, thoughts, or ideas, including material from the Internet, as one’s own;
- Unauthorized possession of any academic material, such as tests, research papers, assignments, or similar materials; or
- Furnishing false information with the intent to deceive members of the college faculty or administration who are acting in the exercise of their official duties.

The Violation Procedure for the Academic Honesty Policy is available in the Catalog and Student Handbook. Please note that as the Catalog and Student Handbook is updated, campus policies may change.

STUDENT-FACULTY RESPONSIBILITIES

At Durham Technical Community College, the student and the faculty member are obliged to meet a number of reciprocal responsibilities within the student-teacher relationship.

The student is responsible for arriving at all classes on time and preparing to participate in assigned work or activities; obtaining assignments from the faculty member before an absence whenever possible, so that work may be submitted upon returning; requesting to make up assignments missed due to legitimate absences (make-up assignments will follow procedures stipulated by the faculty member at the outset of the course); and seeking faculty assistance when clarification or additional assistance is needed to complete an assignment.

The college does not permit a student to attend class with a child or leave a child unattended on campus while attending class. The college is not responsible for students’ laptop computers, calculators, pda’s, etc. if they are lost or stolen or if they are damaged due to electrical current variations while in use at the college.

The faculty member is responsible for being prepared for each class, starting the class on time, and providing a full period of effective instruction throughout the semester; providing students with complete information about the objectives and requirements of the course,

including the resources available to students outside the classroom or laboratory; maintaining an accurate record of attendance for all students and consulting promptly with students on any attendance problems; and being available to students outside of class in the event additional assistance is needed in meeting course requirements.

NURSING COURSE EXPECTATIONS

The nursing courses have three components: lecture, laboratory and clinical. It is the expectation of faculty that upon enrolling in a course, the student is responsible for fulfilling the requirements of the course by regular attendance and completion of all course requirements.

Classroom Atmosphere

Classrooms are a place for serious academic inquiry and for the practice of college-level thinking. In order to create a positive learning atmosphere for all students, please abide by the following classroom rules.

- **Cell phones/pagers:** Please turn cell phones/pagers off or switch them to silent during class. Receiving or making a call during class will not be excused. You may give the number of the security office (686-3382) to your emergency contacts, and an officer will come and get you in class if there is an emergency.
- **Side conversations:** Questions are expected and welcome. However, please do not hold side conversations while the instructor or classmates are explaining something. Please ask the instructor first, not a neighbor, if you have any questions.
- **Language/respect:** Vulgar language is not allowed in the classroom. Also, please show tolerance and respect to all members of the class.
- **Dominating the class conversation:** Many subjects in the class will be open to group discussion. If the instructor feels anyone is dominating the conversation, he or she may ask that individual to allow others to voice their opinions so the class can address more perspectives. The best way to understand new concepts is to talk about them from different points of view, and allowing everyone the chance to participate is the best way to accomplish this goal.
- **Attendance:** Once you enter the room, you are expected to remain present for the full class period and not to leave without permission and only under extreme circumstances. It is distracting to the instructor and to your classmates to wander in and out of the classroom.
- **Food or drink:** No food or drink is allowed in the college's classrooms or computer labs.
- **Children:** The college does not permit a student to attend class with a child or to leave a child unattended on campus while attending class.

Attendance

There are **NO** excused absences. Due to the intense and comprehensive nature of the curriculum, students are required to attend all scheduled classes, labs, and clinicals. It is understood that illness and/or emergencies may interfere with the student's ability to attend class. Students who miss 15% of the **total** course hours OR 15% of a component of the course (class, lab, or clinical), will be receive an F2 for the course per DTCC's attendance policy. Due to the importance of clinical experience, **all missed clinical days will be made up at the end of the semester**. If a student misses more than 15% of clinical hours, it will

not be possible to makeup the additional clinical time and the student will receive an F2 for the course. The student will therefore, not be able to progress in the ADN program.

When absent, it is the **student's responsibility** to obtain assignments and materials missed. Students who miss a test must contact the responsible instructor within 24 hours of the test. A make-up test may be a different test or format. All make-up tests must be completed within 24 hours of returning to school. Failure to notify the instructor or take the test within these time frames will result in a "0" for the test.

Withdrawal Policy

Students may officially withdraw from the course and receive a grade of W up to the 60 percent point of the semester. To officially withdraw from the course, a student must complete and submit an official withdrawal form to the Admissions and Registration Office prior to the official 60 percent point of the semester.

Students who do not follow these steps to withdraw officially by the 60 percent point will receive a grade based on work done for the course, including zeros for assignments not completed. The instructor will not fill out drop forms nor assume responsibility for delivering drop forms to the Registration Office. Students must contact the instructor or the instructor's supervisor if an emergency prevents them from following the above steps. A student cannot drop the class merely by ceasing to attend. The student must fill out a withdrawal form at the Admissions and Registration Office and follow the above-mentioned guidelines; otherwise, the student will receive an F2 for the course, rather than a W.

Communication

All students are expected to have an e-mail address and know how to access Blackboard. Students may establish a free e-mail account and will receive directions for accessing Blackboard upon request. Students are expected to check their e-mail and Blackboard at least 3 times per week. Class announcements and/or correspondence will be posted on Blackboard or e-mailed to students. Students are responsible for being aware of all information on Blackboard.

Class

During the class component of the course, students will be exposed to a variety of learning methods. These methods will include, but not be limited to: lecture; group work, problem based learning case studies, video presentations, and computer-assisted instruction. At times, the faculty will act in the role of a facilitator to the learning process assisting students to problem solve client-care situations. Students are expected to actively participate in classroom activities as directed by the faculty.

Capstone Course

NUR 220 is a "Capstone course" in which students are required to demonstrate program competencies. One requirement is a **Comprehensive** Knowledge Competency Test (HESI Exam). This test measures the student's accumulated basic knowledge about nursing care of clients with a variety of health care problems and predicts the student's likelihood of passing NCLEX. Students will have two opportunities to take this exam. Students who achieve a "900" or better on the first test do not need to retake a second test. Students who achieve less than a "900" on the first test will need to take a second test. Students must achieve an "850" or better on the second test. A student who fails to achieve a score of "850" but who has

otherwise met the course requirements will receive an "I" for the course. The student will need to complete a prescriptive plan of review and will have one more opportunity to retake the test to achieve a score of 850. A student who does not achieve a score of 850 of the third attempt will receive an "F" for the course and will not be eligible to graduate or take NCLEX.

Laboratory

The on-campus laboratory is an important part of the skills acquisition required of nurses and students are required to prepare as for any class or clinical assignment. Students are also encouraged to use the lab during open hours to review any skill, which may be needed in the course of the clinical day. The lab is the place for **practice**; the clinical area is the place for performance.

Students must receive a grade of satisfactory in the laboratory component in order to pass the nursing courses. A student could have a "B" or better in class, but unsatisfactory performance in lab would cause the course grade to be an "F".

Clinical Performance

Each instructor is responsible for evaluating the student's clinical performance.

Each week the clinical instructor will evaluate the level at which clinical objectives have/have not been met. The instructor makes this decision from observing the student's performance, evaluation of written work and input from the clinical staff. The student may view this weekly evaluation at any time. The student's clinical evaluation will be summarized at midterm and at the end of the semester.

Guidelines

1. All objectives must be met with a "3" or "4" by the end of the semester.
2. All objectives with a "2", "1", or "0" require anecdotal comments.
3. The student will be placed on clinical probation if he/she receives a "0" or "1" in any objective. The student must submit a plan of correction for the clinical instructor's approval prior to the next assigned clinical day. Immediate and sustained progress must be made in the objective(s) within two weeks (i.e. progress means conversion to a "2", "3" or "4"), or the student will receive an "F" for the clinical experience.

NOTE: * Exceptions to above:

*Students may be removed from clinical immediately without being placed on clinical probation for the following. Students so removed from clinical will be unable to return to clinical and therefore, will receive an "F" for the clinical component of the course. Failure in clinical means the student is unable to pass the course and will receive an "F" for the course. See course syllabus

- Safety infraction(s) or serious error(s) which, in the opinion of the instructor, compromises the health, safety, or well-being of any child, patient, fellow student, or any other person.
- Breach of patient confidentiality
- Clinical agency determination that the student cannot return to the clinical area
- Violation(s) of the Nursing Practice Act

KEY

4 *	Exceeds Expectations. Performs primarily without cues. Consistently meets the course objectives.
3 *	Self-directed. Requires occasional cues. Meets the course objectives
2 **	Directed. Requires frequent cuing for proficiency, but is not unsafe. Does not meet the course objectives.
1**	Remedial. High risk for unsafe performance or safe only with direct supervision. Requires continual cuing. Does not meet the course objectives.
0	Unsafe. Unable to perform even with continual cuing. Does not meet the course objective.
A	absent
Ort	Orientation
H	Holiday
OP	Observation

* = Satisfactory

** = Unsatisfactory

Students are expected to be in their assigned clinical locations, in appropriate attire, and prepared to begin clinical experiences on time. Tardiness in the clinical area is unprofessional and unsafe. Any student who is 15 minutes late for clinical may be sent off the unit by the clinical instructor and the day be counted as an absence.

In the clinical area, the nursing faculty reserves the right to use their professional judgment in determining if a student is capable of performing nursing care satisfactorily. If the performance of the student is inconsistent with safe and effective care or if the student is not prepared, the student will be required to leave the clinical area immediately. It is required that students have adequate sleep and preparation to deliver safe and effective care.

Students may not attend clinical if they are taking any medication (prescription, nonprescription, or illicit substance) that may impair the student's ability to safely and competently practice nursing (see North Carolina Board of Nursing statement on positive drug screens @ www.ncbon.org).

Specific instructions for each course regarding clinical assignments will be given at the orientation for the course. Students coming unprepared for clinical assignments will be sent home. Absences and/or tardiness adversely affect the student's ability to meet the course objectives. Failure to complete clinical assignments within the allotted time may cause a failure for clinical/course.

Confidentiality

Students are required to respect and preserve the privacy, confidentiality and security of confidential information. Violations include, but are not limited to:

- Identifying patient on clinical paper work
- Accessing confidential information that is not within the scope of duties.
- Misusing, disclosing without proper authorization, or altering confidential information.
- Disclosing to another person your sign-on code and/or password for accessing electronic confidential information, using another person's password, or for physical

access to restricted areas in the clinical agencies. .

- Intentional or negligent mishandling or destruction of confidential information
- Leaving a secured application unattended while signed on in the clinical agency
- Attempting to access a secured application or restricted area in clinical without proper authorization or for purposes other than performing the role of an ADN student.

Clinical Probation

A student may be placed on clinical probation for reasons, which include, but are not limited to, the following:

- (1) unsafe behavior/practice
- (2) unsatisfactory clinical performance;
- (3) inadequate preparation for clinical experiences;
- (4) attendance and/or tardiness problems; and
- (5) unprofessional conduct.

After conferences with the program director, the faculty member who places a student on clinical probation will notify the student in writing as to the reason for the probation, the corrective action required, and the time frame for correction. Failure to comply with the required correction and if no progress is made in the objective(s) in one week (i.e. progress means conversion to an "I" or "S"), the student will receive an "F" for the clinical experience and, therefore, for the course.

Removal from Clinical

Students may be removed from clinical immediately without being placed on clinical probation for the following: (See course syllabus).

- Safety infraction(s) or serious error(s) which, in the opinion of the instructor, compromises the health, safety, or well-being of any child, patient, fellow student, or any other person.
- Breach of patient confidentiality
- Violation(s) of the Nursing Practice Act
- *Clinical agency determination that the student cannot return to the clinical area
- *Clinical agency determination that a student has violated policies and procedures of that agency.

Students so removed from clinical will be unable to return to clinical and, therefore, will receive an "F" for the clinical component of the course. Failure in clinical means the student is unable to pass the course and will receive an "F" for the course.

*If the clinical agency determines that the student cannot return to clinical, the college will not reassign the student to another agency.

Clinical Dress Code

Students must be appropriately attired per the instructor's judgment. The Durham Technical Community College student uniform is worn unless instructed otherwise. Solid white leather shoes must be worn which are closed and have flat rubber soles. Students may wear white washable sweaters or white scrub jackets with Durham Tech patches' while performing patient care. See clinical instructor for policies at assigned agencies/units. The Durham Technical Community College patch is sewn on the left sleeve. The student's identification badge is part of the uniform and the student may not enter the clinical agency without it.

In keeping with the "Exposure Control Plan for Blood Borne Pathogens", students may not

wear uniforms on campus. It is also recommended that uniforms not be worn to any public area.

While in uniform, students may not chew gum or smoke, except in designated areas.

The female uniform consists of: white pants, green top with a Durham Technical Community College nursing student insignia, and white socks (covering ankles) and shoes. Inconspicuous undergarments should be worn. A short sleeve white t- shirt may be worn underneath the green top if the student desires.

Scrub dresses or scrub suits are worn only in certain areas and at the instructor's discretion. Scrub suits must be covered by white laboratory coats when outside those areas.

The male uniform consists of white pants, green top with Durham Tech insignia, white shoes, and white socks. Undergarments must be inconspicuous. A black or white belt with a plain buckle will be worn.

Students may wear a matching green “scrub jacket” with a Durham Technical Community College nursing student insignia over the uniform top for warmth.

Students are to wear closed lab coats over neat professional clothing with the Durham Tech student identification when going to the clinical area. **Sneakers and jeans are not** professional clothing and may not be worn to the clinical area. Uniforms and lab coats should be pressed and wrinkle free.

Grooming

While in the clinical area, all students are required to maintain standards of dress and grooming which are consistent with professional conduct.

Hair should be clean and arranged or restrained so that it does not fall forward. Hairpieces are permitted if conservative, clean, and secure, and if no safety hazard is presented. Beads, combs and other hair accessories must be conservative in nature and should be white in color.

Beards, moustaches, and sideburns must be kept neatly trimmed. In special areas, hair coverings and/or mask may be required.

Fingernails should be clean and cut so that they do not extend beyond the fingertips. Only **clear fingernail polish** is permitted. Some clinical rotations may require all nail polish to be removed. **No artificial** (acrylic/gel) **nails** may be worn to clinical since these are an infection hazard.

Tattoos must be covered.

Students are reminded to bathe daily, wear deodorant, and avoid using any perfumes/aftershave while in the clinical area. Make-up should be conservative.

Jewelry and Ornaments

Necklaces, bracelets, and other non-functional ornaments may not be worn with the student uniform. Wedding rings, identification badges, wristwatches, and *one pair* of earrings may be worn in the ear lobe. Earrings must be round studs (gold, silver, or pearl) and conservative in style. No dangling earrings, facial jewelry, or tongue rings are allowed.

Sunglasses may not be worn in the classroom or clinical area unless prescribed by a physician or optometrist.

Transportation

Students are responsible for their own transportation to clinical sites and all other required activities. Car-pooling is highly recommended. Students are responsible for costs incurred.

Clinical scheduling

Clinical scheduling will vary from semester to semester depending on the availability of clinical sites. It may be necessary to attend clinical in the evening or on the weekend. It may also be necessary to do one 12 hour shift instead of 2 6 hour shifts. When there is a need to have a clinical schedule that varies from the usual two 6 hour day shifts, students will be asked to volunteer for this schedule. If there are not enough volunteers, the program director will pull names out of a hat for that schedule. In order to progress in the program, the student whose name has been randomly selected must attend clinical on the alternate schedule. Please be aware that no student is guaranteed a straight day schedule throughout the program.

Outside Work

Because the nursing program is a demanding course of study, the student is encouraged to minimize outside work responsibilities and seek information from the Financial Aid office (686-3660) regarding available resources. It is recommended that students not work more than 20 – 24 hours per week in order to have adequate time to complete out-of-class assignments and to study.

PROFESSIONAL BEHAVIORS

Durham Technical Community College

Associate Degree nursing Program

Professional Behaviors expected of all ADN students include but are not limited to the following:

- Arrive at the designated time
- Communicate respectfully with staff, instructor and peers
- Maintain appropriate voice tone and volume
- Address faculty and adult patients by their title and last name (Mr. Ms.)
- Show interest, ask questions, offer to help others
- Be attentive and listen before giving feedback
- Utilize appropriate channels of communication if questions or difficulties arise
- Exhibit calm behavior
- Maintain a positive attitude
- Acknowledge and respect another's opinions and feelings
- Show consideration
- Maintain confidentiality of patients, faculty, and fellow students
- Accept constructive criticism
- If overwhelmed or stressed, take time out to put things in perspective
- Utilize instructor to assist you in developing assertive (not-aggressive) communication skills
- Maintain professional appearance

CIVILITY POLICY
Expectations of Students Enrolled in Health Technologies Programs
Durham Technical Community College
August 2008

Scope: This policy applies to students enrolled in any Health Technologies Program at Durham Technical Community College.

Justification: A career in a health related field requires frequent work with patients, vulnerable populations, confidential medical records and/or proprietary information and data. In preparation for this requirement, health technologies students will be required to adhere to a common set of ethical standards and principles that promote professionalism and civility.

Civility explanation: Civility is defined as courteous behavior and /or kind words, politeness; it is a demonstration of respect for others, reciprocity (treating others as we wish to be treated), and behaviors that create a positive setting in which to learn (definition adapted from *Roget's II, The New Thesaurus*).

I, _____ a student in the _____ Program at Durham Technical Community College, affirm to:

- Be a model of civil behavior in the classroom, on campus and during all interactions with fellow students, faculty and staff.
- Observe all course attendance policies. I will attend class, will arrive on time and will stay for the required time period. If I must miss class, arrive late or leave early, I will contact the instructor before the occurrence.
- Address all faculty, College administrators and adult patients by their title and surname (i.e. Mr., Ms, etc).
- Use “polite” language (such as “please”, “thank you”, etc).
- Maintain professional appearance in the clinical setting and campus activities.
- Value the differences of others and reject discrimination and prejudice.
- Recognize value of all persons regardless of position. I will honor my values but also respect the values of others.
- Be empathetic towards others
- Demonstrate respect for all persons by
 - Using helpful, not hurtful language
 - Maintain an appropriate voice tone and volume
 - Discuss policies, ideas and issues, not people
 - Refrain from participation in the harassment, defamation or disrespect of a student, instructor, clinical preceptor, Program Director or College administrator.
- Be part of the “solution”, not the problem
- Accept constructive criticism:
 - Be attentive and listen before responding
 - Provide counter comments that are free of defensive attitude
- Express disagreement or dissatisfaction with respect and in a manner that is free from emotion
 - Promote dispute resolution.
 - Arrive at consensus if possible.

- Utilize appropriate channels of communication if questions or concerns arise.
- Protect confidentiality of fellow students and patients. Confidential information should not be shared for any reason and to share this information is considered a serious breach of ethics. Patient information must only be shared within the confines of appropriate clinical practice and in accordance with the current HIPAA regulation.
- Protect confidentiality of proprietary information, records and data. In addition, I will adhere to any confidentiality agreements that I have signed in a clinical setting.
- Facilitate a safe environment in the classroom and meetings with fellow students and faculty/staff where ideas can be shared honestly, openly and respectfully
- Speak to others as you would want to be spoken to
 - Ensure clear communication in a discussion by using techniques of understanding (repeating what was said, asking questions, etc).
 - Maintain a civil tone. I will use assertive, not aggressive communication skills.
 - Engage in professional use of email and other written communication.
 - Do not monopolize conversation giving others an opportunity to speak and express their views.
- Do to others as you would want done to you
 - Offer help to others as appropriate
- Follow formal meeting procedure (i.e. Robert's Rules of Order) if appropriate for the situation and requested by the facilitator
- Respect physical property in the classroom, on campus and in clinical settings.
- Hold my fellow classmates and myself accountable when these guidelines are not followed.
- Understand that, in addition to formal consequences of noncompliance, that failure to follow this policy, contributes to the breakdown of the ethical and value based framework that supports our work as learners and future healthcare professionals.

Failure to follow these expectations may result in disciplinary action including Program dismissal as outlined in the College policies, course syllabus and/or Student Handbook.

I have read and agree to abide by these expectations.

Name

Signature

Date

References:

Rookstool, J. (2007). *Fostering Civility on Campus*. Washington DC: Community College Press, American Association of Community Colleges.

National Civility Center (2008). Retrieved June 4, 2008 from <http://www.civilitycenter.org/>

Johns Hopkins University (n.d.). *Dr. Forni's Civility Website*. Retrieved June 4, 2008 from <http://sites.jhu.edu/civility/index.html>

Kansas State University (2007, October 5). *Principles of Community*. Retrieved June 4, 2008 from <http://www.k-state.edu/welcome/community.html>

NATIONAL STUDENT NURSES' ASSOCIATION, INC. CODE OF ACADEMIC AND CLINICAL CONDUCT

PREAMBLE

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

A CODE FOR NURSING STUDENTS

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

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

AUDIT POLICY

Students who have been unsuccessful in a nursing course may be required, as part of their re-entry plan, to audit the previous nursing course or a part thereof. Auditing students will make an auditing agreement and are expected to meet all requirements of that agreement. Students may not audit a nursing course they have not taken.

STUDENTS WITH SPECIAL CONSIDERATIONS

Special considerations include the following:

- (1) Students who have failed the NCLEX-RN licensure examination.
- (2) Licensed individuals from other states or countries.
- (3) Individuals whose license has lapsed.
- (4) Students who enroll in a course with the intent of transferring to another nursing program.
- (5) Students enrolling in a course for job related skills (non-clinical only).

Students in the above categories will be assisted on an individual basis after a conference with the Associate Degree Nursing Program Director. Special documentation may be necessary.

DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING
PROGRESSION IN THE PROGRAM

EXPECTATIONS

Students in the Associate Degree Nursing Program must be able to demonstrate competency in theory, laboratory, and clinical in order to graduate from the program.

Students in the Associate Degree Nursing program are required to meet Durham Tech's academic standards and maintain a grade of "C" or better in ALL general education curriculum courses. The student must achieve a minimum of a "B" (on a 10-point scale) in NUR courses to progress to the next nursing course. Demonstrated competence at a safe level in laboratory and the clinical setting is required for progression in the Associate Degree Nursing Program.

Students are expected to complete the nursing course sequence in five consecutive semesters. Students who start a course are expected to complete that course. If the student does not complete that course for any reason, the student must follow the Re-Entry Process. The student may re-enter the nursing course sequence only once (See Re-entry policy)

Because of the organization of the learning experiences in the Associate Degree Nursing program, each nursing course is offered a limited number of times during the academic year.

Re-entry into the nursing course sequence is on a space-available basis and is limited to one time only.

It is the faculty's responsibility to assess student academic and clinical performance. Students whose academic, laboratory, or clinical performance is determined to be unsatisfactory or whose behavior does not demonstrate the judgment and integrity essential for safe nursing practice can be recommended for dismissal from the program by the ADN Program Director.

DISMISSAL POLICY

Students may face dismissal from the Associate Degree Nursing program for any of the following reasons:

1. Infraction of health agency policies while at the clinical site.
2. Negligent acts, which result or may result in harm to a client.
3. Exhibiting impaired clinical judgment, or behavior that conflicts with safety essential to nursing practice in the clinical area.
4. Exhibiting behaviors which result from use of non-prescribed, prescribed, and illegal drugs or alcohol that interfere with student's ability to give safe nursing care in the clinical area.
5. Exhibiting physical or psychological problems which impede the ability to provide safe nursing care in the clinical area.
6. Violation of the client's right to privacy by not protecting information of a confidential nature.
7. Failure to meet the academic standards of Durham Tech and the Associate Degree Nursing program.
8. Failure to abide by the Code of Conduct for Durham Tech Students (Handbook).

Any student who is recommended for dismissal is suspended from clinical practice until a final decision is reached. The student will have a conference with the instructor and the Associate Degree Nursing Program Director to discuss the reason(s) for recommendation for dismissal. Recommendation for dismissal will be forwarded to the College President by the ADN program director. The President notifies the student of the decision.

RE-ENTRY POLICIES

When a student has not achieved the required “B” in a NUR course, the student is unable to progress in the nursing course sequence. In order to repeat the clinical course and continue with progression in the nursing program, the student must develop a re-entry plan with the ADN Program Director. Upon successful completion of the re-entry plan, the student will be eligible to re-enter the nursing course sequence on a space available basis at the next offering of the course. Re-entry to the ADN Program is granted **pending space availability**. Spaces are not saved for re-entry students. Due to the number of students seeking a first admission, it is unlikely that a student will be able to re-enter NUR 110 if he/she has been unsuccessful in that course. Only **ONE** re-entry is permitted to the nursing course sequence in the ADN program. If more students wish re-entry than there are available spaces, students will be given **preference based on overall** academic and clinical performance in the nursing program.

The following are requirements for re-entry into the clinical course sequence:

1. Students must meet with the ADN Program Director within 4 weeks after the end of the semester in which the student has been unsuccessful.
 - At this meeting, the ADN Program Director will develop a re-entry plan with the student to identify areas of remediation to be completed before the second and final enrollment in clinical courses.
 - Students must complete the re-entry plan within the time frame established in the plan. The maximum amount of time for completing a re-entry plan is two semesters after the conclusion of the course or courses they did not complete successfully
 - If the student completes the re-entry plan and there is no available space, the student will be placed on the wait-list at the date that the re-entry plan was submitted and approved by the program director.
 - If the student does not complete the re-entry plan and later chooses to return to the program, the student will need to reapply to the program and will be subject to the admission, progression, and dismissal policies in place at that time.
 - Students must also achieve a 60 composite score on the NET test with a minimum of 52 in reading comprehension to qualify for re-entry.
2. Students **must complete all remaining required ADN general education courses** and achieve a **minimum of a 2.5 GPA** in these courses to be considered for re-entry.
3. Students must
 - Submit a new physical form signed by a doctor within 3 months of the time the student wishes to re-enter.
 - Submit a copy of current CPR certification
 - Submit evidence of current listing on the NAI Registry.
 - Obtain an updated Criminal Background check within 2 months before the re-entry date.

- Complete a skills check-off (all skills to date) in two attempts.
 - Complete dosage calculation test with 90% accuracy in two attempts
 - Complete any and all other requirements contained in the re-entry plan.
4. Repetition or auditing of NUR courses completed with a "B" or above may be necessary if there have been changes in course content or the re-entry applicant had difficulty demonstrating the required skills for a course.
 5. Since re-entry and readmission into the nursing program is on a space-available basis, re-entry and readmission to the ADN program will be limited to one time.

**DURHAM TECHNICAL COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING**

GRADUATION

GRADUATION REQUIREMENTS

Students should apply for their degree, diploma, or certificate one semester before their anticipated date of graduation using the [graduation application form](#). For example, students should apply for graduation when they register for fall semester if they plan to graduate at the end of spring semester. Students must apply for graduation in order to have completion information recorded on their transcripts.

Candidates applying for graduation currently pay a graduation fee to cover the cost of the diploma and cover. No refunds are possible after the diplomas have been ordered. Students who wish to participate in the annual commencement exercises may purchase caps and gowns through the Counseling and Student Development office. Graduating curriculum (college) students pay an \$18 fee for their caps, tassels, gowns, and graduation announcements. This fee is subject to change.

Associate Degree Nursing students are subject to the graduation requirements of the college. In addition, the candidate for graduation must have:

1. Met the program and educational outcomes.
2. Received grades of "C" or better in all non-nursing curriculum courses and received grades of "B" or better in all nursing courses.
3. Demonstrated physical and psychological ability to provide safe nursing care.
4. Cleared any outstanding obligation with the business office, library or clinical facility.

LEGAL REQUIREMENT FOR NURSE LICENSURE

In the spring of the second year, students will complete an application for licensure as a registered nurse by examination. The application for the examination for North Carolina contains questions as to whether or not the applicant has ever been convicted of a misdemeanor/felony excluding minor traffic violations. If the answer is "yes" the applicant is required to provide a detailed explanation. This question is asked because of legal requirements for becoming registered as a nurse in North Carolina. Similar requirements exist in other states. The North Carolina Board of Nursing also requires a **criminal background check** (including fingerprints) prior to granting a license to practice nursing.

The Nurse Practice Act, Article 9, Chapter 90 of the General Statutes of North Carolina states that the North Carolina Board of Nursing may deny an application for licensure if the Board determines that the applicant:

1. has given false information or has withheld material information from the board in procuring or attempting to procure a license to practice nursing.
2. has been convicted of or pleaded guilty or nolo contendere to any crime, which indicates the nurse, is unfit or incompetent to practice nursing or that the nurse has deceived or defrauded the public.

Prior to entering the Associate Degree Program, students must speak with the Program Director if the above applies to them.

DURHAM TECH INFORMATION

INCLEMENT WEATHER NOTICES - GENERAL

In the event of hazardous weather, including such events as hurricane, heavy snow, or ice accumulation, on a day prior to a regular class day, the initial decision to cancel or delay the next day's classes will be made prior to 6 a.m. of the class day in question. The College will put a notice on the college's web site (www.durhamtech.edu), on the college's switchboard (919-686-3300), and call television stations (**FOX 22, WTVD, WRAL, WNCN, and WUVC-TV Univision**) and radio stations **WQDR (94.7 FM), WQOK (97.5 FM), WDCG (105.1 FM), WKSL (93.9 FM), WRAL (MIX 101.5 FM), WRDU (106.1 FM), WUNC (91.5 FM), WBBB (96.1 FM), LA LEY (96.9 FM), WRVA (100.7 FM), WWMY (102.9 FM), WNNL (103.9 FM), WFXC (FOXY 107.1 FM), WDOX (570 AM), WPTF (680 AM), WCHL (1360 AM), and WCLY (1550 AM)** to have them announce our status. Hazardous weather and snow closing decisions are based on the condition and traversability of streets and roads as well as status of facilities, power, etc. Please note that the accumulation of ice and snow on the ground does not necessarily mean the streets are not traversable.

On days when classes have been cancelled due to hazardous weather, heavy snow, or ice accumulation, decisions on the following day's classes will be made prior to 6 p.m., if possible. Decisions regarding evening classes will be made prior to 3 p.m. on the day the evening classes are scheduled.

A decision to close Durham Technical Community College for all or part of the day does not automatically mean evening classes will be suspended. If evening classes are to be suspended, a decision will be made prior to 3:00 PM.

Make-up days will be scheduled according to the Academic Deans.

Clinical Policies Related to College Snow Closing Procedures

In the event of the implementation of the College's snow closing procedure, the Dean of Technical and Vocational Programs will contact the associate dean no later than 5:30 a.m. of the clinical day in question. The associate dean will immediately contact all Health Tech clinical coordinators and/or program directors notifying them of the decision to cancel clinical training. Each program will, at that time, initiate their own respective communication plan to notify clinical instructors, preceptors, and students. In general, if the College is closed due to inclement weather, clinical sessions will be cancelled unless a clinical assignment is located in an area unaffected by the weather conditions.

If the College announces a delayed start, day scheduled clinical classes for Associate Degree Nursing may be cancelled. All program directors and clinical coordinators will inform the clinical instructors and clinical instructors will, in turn, inform students where and when to report for class and clinical. On days of a delayed start, evening clinical sessions will be held. All students, as adult learners, must use their own discretion in traveling.

All clinical time missed due to the closing or delayed start of the College will be made up with appropriate activities as determined by the program director and faculty by the end of the semester's grading period.