PRACTICAL NURSING PROGRAM

Student Handbook

2016-2017 EDITION

Nursing Office: 919-536-7233, ext. 8107
Hours: 8 a.m. – 5 p.m.

DURHAM TECHNICAL COMMUNITY COLLEGE
1637 Lawson Street
Durham, North Carolina 27703
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Durham Technical Community College Strategic Plan

Mission
Durham Technical Community College champions learning and success, delivers outstanding teaching and service, and develops career skills for today and tomorrow.

Vision Statement
We aim to be our community’s first choice for learning. As a great learning college, we will continue to be a model for demonstrating student success and excellence in teaching; empowering learners to enrich the local and global communities; and preparing students to contribute to the economic vitality of the region.

Purpose
As a comprehensive community college serving Durham and Orange counties, Durham Tech follows the open-door with guided placement admissions philosophy to provide all students an opportunity to acquire meaningful credentials and secure living-wage employment through education and training. Offerings include postsecondary 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; a wide variety of corporate and continuing education courses for workforce preparation and development; and college and career readiness instruction that includes an adult high school diploma program, high school equivalency preparation programs, and English language development courses.

Core Values

Welcoming
We value a welcoming, vibrant, and safe campus environment.

Learning
We value learning through rigorous quality instruction, focused student 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, the diversity of the community, and equitable outcomes for all students.

Improving
We value continual improvement in all areas of the college by 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.

Partnering
We value internal and external relationships that seek to solve common challenges collectively and collaboratively.
Strategic Themes and Goals

Champion learning, success, completion, and transfer.

Goal #1: All students will succeed.
Students will enroll, persist, progress, complete a credential, transfer, and secure living wage or better employment at equitable rates that meet or exceed regional, state, and national averages.

Goal #2: Students will have clear pathways to success.
Students will have access to career pathways for all programs at the college. These pathways will link a student’s previous educational experience with the college’s offerings in a clear, understandable way. Using an interactive online course planning system and the support of well-trained advisors, students will receive the information needed to create a completion plan, individualize the pathway, monitor progress toward goals, experience work-based learning, connect to postsecondary transfer options, and obtain meaningful employment opportunities.

Goal #3: Students will experience excellent, consistent teaching in a variety of learning environments.
Students will be taught by instructors who demonstrate excellence, are rewarded for great teaching, and have the professional development resources needed to sustain a great learning environment. Students will have greater options for distance learning with instructors who provide excellent online teaching and engaging learning opportunities. Students will be motivated to engage more frequently and deeply in meaningful civic and community service learning.

Provide people with career skills for today and tomorrow.

Goal #4: Students and employers will access relevant career and technical programs.
Students will be provided with a mix of career and technical programs that lead to meaningful credentials, meet regional demands, match local and global employer expectations, encourage innovation, lead to living-wage employment, reinforce transferable skill sets, and are taught by outstanding, up-to-date faculty.

Goal #5: Students will use career support services to excel.
Students will get early, expert help to make informed career and educational program choices. Students will receive greater levels of support as they connect, progress, and complete programs. Students will experience friendly, supportive services as they seek meaningful employment associated with the training provided by the college.
Goal #6: **Students will engage in work-based learning in all career and technical programs.**

Students will participate in blended education and work experiences provided in every career and technical program (both credit and noncredit) offered by the college. Students’ work-based learning experiences will include an integrated, employer-supported local system of mentoring, internships, cooperative learning, summer work, and work-study opportunities. Students will build on the work-based learning experiences they received in secondary schools to deepen skills and obtain great jobs.

Position Durham Tech as a first choice.

Goal #7: **Students will choose Durham Tech first because we offer a great college experience and a welcoming, safe environment.**

Students and those who support them will be drawn to our college’s welcoming, accessible, safe, attractive, and engaging environment. Students will persist at the college to experience caring and challenging instruction, great customer service, seamless enrollment processes, accessible financial support services, expert advising, and engaging activities that promote diversity and global understanding.

Goal #8: **Employers will choose Durham Tech first because we are a great source of workforce training and talent.**

Local, regional, and national employers will look to the college as an exceptional source of responsive, nimble, and flexible training for employees. Employers will actively recruit our graduates because they know we provide qualified, well-trained people with solid skill sets that will be applicable for today’s jobs and tomorrow’s careers. Employers will actively partner with the college, assist with curriculum refinement, provide opportunities to scale work-based learning, and advise our programs so that we will collectively sustain a relevant and modern workforce.

Goal #9: **Employees will choose Durham Tech first because we create and sustain a great college working environment.**

Instructors will seek employment at the college, drawn by our reputation for excellence in teaching and learning. Staff will seek employment at the college, drawn by our reputation for innovation, our welcoming attitude, and our excellent customer and student service. Employees will stay at the college as a result of high levels of satisfaction with college infrastructure, opportunities for professional engagement and development, internal communication, interdepartmental customer service, and participation in decision making.

Goal #10: **Our community will invest in Durham Tech first because we do great, innovative things.**
Our local schools, universities, support service providers, businesses, and industries will seek to partner with us to create new solutions to shared challenges. Our state, counties, alumni, national funders, and local businesses will provide us with the stable financial support we need to sustain a great college. Our reputation as a college that is willing to take bold steps, promote equitable student success, and deliver a talented workforce will resonate with significant grant funders. As a result, our partnerships, grants, gifts, and other community investments will increase dramatically.

Goal #11:  **We will grow.**

The college will realize an enrollment target of 6,000 annual FTE by the Fall Semester 2018 as a result of the support of a comprehensive recruitment plan, clear priorities for market growth, optimized course scheduling and sequencing, and a dynamic and pervasive marketing campaign.
Introduction

General Purpose of the Practical Nursing (PN) Handbook
The purpose of this handbook is to acquaint the Practical Nurse student with the various policies, which are relevant to Durham Technical Community College, as well as those policies designed to meet standards and requirements defined by the North Carolina Board of Nursing and affiliating agencies for this program.

Accountability
The student who fails to read the PN Handbook, the Durham Tech College Catalog and Student Handbook, the course syllabus, and/or other official college publications will not be excused from any regulations, requirements and/or deadlines set forth in these publications.

Practical Nursing Program Philosophy

Mission
The Practical Nursing program supports the mission of the North Carolina Community College System and the mission of Durham Technical Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing healthcare needs of the service area and to promoting the development of qualified graduates prepared for the professional role of the LPN at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-PN). The philosophy of the Practical Nursing Program is derived from statements about the health, quality of life, achievement of potential, the individual, environment, health, nursing, the practice, and education of the practical nurse.

Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life and achievement of potential for the individual.

Nursing Education
Nursing education at the practical nursing level, in the North Carolina Community College System, is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the entry level role of the LPN. The curriculum is conceptually based and founded on principles of adult and collaborative learning. Basic assumptions include self-direction, utilizing adult experience, and problem / activity centered learning. (Rachel, 2002)

It incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning. The conceptual design defines the essential elements as the environment, quality of life, achievement of potential, and health. The organizing framework contains content related to the individual, the health care system and nursing.
The Practical Nursing program at Durham Technical Community College provides an education that is flexible, progressive, and sensitive to the changing needs of the individual, significant support person(s), and community. Through these educational experiences, students will have the opportunity to develop critical thinking and problem solving skills.

Learning is a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning is an interactive process between teacher and learner. The responsibility of the faculty of Durham Tech Practical Nursing Program is to facilitate the student’s understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and the development of knowledge, skills, and attitudes necessary to provide quality individual centered nursing care.

Practical Nursing Program
The graduate of the Practical Nursing program at Durham Tech is prepared to practice as an entry level nurse. The practice of practical nursing is directed toward meeting the health care needs of individuals throughout their lifespan. The LPN role is characterized by evidence-based clinical practice with the provision of care for individuals and groups of individuals in structured settings. The role of the LPN is a dependent role under the supervision of the registered nurse (RN) and other health care providers approved by North Carolina law. In accordance with the North Carolina Board of Nursing Administrative Code, 21NCAC 36.0225, Components of Nursing Practice for the Licensed Practical Nurse (LPN), the LPN accepts assignments that can be safely performed and participates in assessing, planning, implementing and evaluating the client’s response to health care interventions. The PN graduate demonstrates the competencies identified by the National League of Nursing (2010) and the Institute of Medicine (2003) to provide nursing care. The practical nurse graduate is prepared to be a responsible life-long learner.

Conceptual Framework
The conceptual model provides a framework to prepare learners for new instruction and motivates by making a meaningful connection for the learner. The learner must attain mastery of each part of the framework; the individual, the healthcare system and nursing in order to understand the complete curriculum. (Knowles, 2005). The domains of the individual, the healthcare system, and nursing provide the conceptual framework guiding the practical nursing curriculum. Concepts are organized within each of these domains and learning occurs from simple to complex.

Definitions
Individual
The faculty of Durham Tech believe that each individual is a complex, multidimensional, unique, and significant being possessing inherent value and worth, and a member of a family, community,
and culturally diverse society. All individuals have dynamic bio-physical, psychological, sociocultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the individual to change throughout the lifespan. Each individual has a right to healthcare and to information that will assist him or her to participate actively in his or her health care in order to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted. In order to provide care, nurses must view the individual at the center of any nursing activity.

**Healthcare System**

According to von Bertalanaffy (1968) a system consists of the coming together of parts, the power comes from the energy of the interconnection and the way the parts come together. The community healthcare system is a macrosystem and consists of a variety of parts or microsystems. Clinics, hospitals, pharmacies, laboratories, long term care and Internet sites are microsystems that are connected by patients and information to improve health. (IOM, 2001)

**Nursing**

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

**Environment**

The individual is in constant interaction with a changing environment that consists of both internal and external forces that varies throughout the lifespan and has the potential to cause stress in the individual. The nurse can assist the individual to alter aspects of the environment and to utilize his/her innate and learned coping mechanisms to adapt to these stressors.

**Health**

Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. The individual’s needs for healthcare are determined by his/her position on the continuum. Each individual’s health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore or maintain wellness, or achieve a dignified death.
Quality of Life

Quality of life involves five domains including physical, functional, psychological, social, and spiritual well-being. The individual’s perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges encountered in the real world. (Ignatavicius & Workman (2006).

Achievement of Potential

Achievement of potential is the individual’s growth toward attaining one’s utmost ability and quality of life. It is based on the individual’s choices, perceptions, personal goals, life experiences, and holistic health.

NLN Core Competencies for Practical Nursing

Core competencies are the discrete and measurable skills, essential for the practice of nursing (NLN, 2010)

• Human Flourishing: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team
• Nursing Judgment: Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context
• Professional Identity: Assess how one’s personal strengths and values affect one’s personal identity as a nurse and one’s contributions as a member of the health care team
• Spirit of Inquiry: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences

Institute of Medicine Competencies

The five core competencies identified by the IOM for healthcare providers are; patient centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. (IOM, 2003)
Program Outcomes

Consistent with the mission and goals of the college, the educational outcomes of the program, and Accreditation Commission for Education in Nursing Criteria (ACEN), 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. Graduates classes that pass the NCLEX-PN with a minimum of 90% passing rate on the first attempt.

3. Graduates students who:
   a. Become employed in nursing.
   b. Practice nursing that reflects the educational outcomes of the program and of the Accreditation Commission for Education in Nursing.
   c. Verbalize reasonable satisfaction with their program of learning.
   d. Demonstrate satisfactory nursing practice to their employers.

4. Graduate students who contribute to nursing and health care of individuals through employment in local clinical agencies.

5. Graduate students who continue with lifelong learning.

6. 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).

7. Maintain accreditation from the Accreditation Commission for Education in Nursing (ACEN) by meeting standards 1-6.

8. Utilize nursing informatics to communicate and support continuity and improvement of client care.

9. Employ evidence-based practices to integrate research with clinical expertise and client values for optimal care.
## Practical Nursing Curriculum

### Model PN Concept-Based Curriculum Course Objectives and Outcomes

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<td><strong>Course Objective I</strong></td>
<td><strong>Course Objective I</strong></td>
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<tr>
<td>Upon completion of the course, the learner will be able to relate to the individual as a holistic, complex, multidimensional, unique, and significant being.</td>
<td>Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.</td>
<td>Upon completion of the course, the learner will be able to assimilate all concepts within the domain of the individual related to common alterations in health.</td>
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<td><strong>Learning Outcomes</strong></td>
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<tr>
<td>Articulate all concepts within the domain of the healthy individual.</td>
<td>Examine the pathophysiology, prevalence, and clinical course of individuals with specific alterations in health impacting quality of life, and the achievement of potential.</td>
<td>Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.</td>
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<td>Identify the internal, external, and environmental factors that impact the health and well-being of individuals.</td>
<td>Examine internal and external environmental factors that impact the health and well-being of individuals with common health alterations.</td>
<td>Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.</td>
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<tr>
<td><strong>Nursing Domain</strong></td>
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<td><strong>Course Objective II</strong></td>
<td><strong>Course Objective II</strong></td>
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<td>Upon completion of the course, the learner will be able to internalize foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic care for individuals.</td>
<td>Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals.</td>
<td>Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals with common health alterations.</td>
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<td>Learning Outcomes</td>
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<td>Demonstrate an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.</td>
<td>Demonstrate ethical, legal, and professional behaviors specific to the scope of practice of the PN within the healthcare system.</td>
<td>Practice professional nursing behaviors, within the legal practice boundaries of the practical nurse, incorporating personal responsibility and accountability for continued competence.(2)</td>
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<td>Utilize all concepts within the domain of nursing to safely provide therapeutic care to individuals with basic health care needs.</td>
<td>Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with common health alterations.</td>
<td>Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development while assisting them to attain their highest level of wellness.(3)</td>
</tr>
<tr>
<td>Participate in the nursing process within the scope of practice of the practical nurse. Perform data collection-and caring nursing interventions for holistic care of individuals.</td>
<td>Practice the role of the practical nurse under the direction and supervision of the registered nurse.</td>
<td>Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision.(5) Demonstrating caring behavior in implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan. (6)</td>
</tr>
<tr>
<td>Communicate professionally and effectively while providing care to individuals with basic health care needs.</td>
<td>Communicate professionally and effectively while safely providing therapeutic care to individuals with common health alterations.</td>
<td>Participate in collaboration with the interdisciplinary healthcare team as assigned by the RN to support positive individual and organizational outcomes in a safe and cost-effective manner.(9)</td>
</tr>
<tr>
<td>Promote the acquisition of knowledge and learning to enhance self-care for each individual from an established plan as delegated by the RN.</td>
<td>Apply teaching and learning principles while reinforcing the teaching plan developed by the registered nurse.</td>
<td>Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles.(4)</td>
</tr>
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<td>Discuss the importance of collaborating with the interdisciplinary healthcare team as assigned by the RN in providing care to individuals.</td>
<td>Participate in collaboration with the interdisciplinary healthcare team as assigned by the RN in using cost effective nursing strategies and quality improvement processes.</td>
<td>Participate in collaboration with the interdisciplinary healthcare team as assigned by the RN to support positive individual and organizational outcomes in a safe and cost-effective manner.(9)</td>
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<td>Health Care System Domain</td>
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<td><strong>Course Objective III</strong></td>
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<tr>
<td>Upon completion of the course, the learner will be able to transfer knowledge of the concepts within the domain of the healthcare system to safely and ethically administer care to the individual.</td>
<td>Upon completion of the course, the learner will be able to safely and ethically provide therapeutic nursing care within the healthcare system for individuals.</td>
<td>Upon completion of the course, the learner will be able to safely and provide therapeutic nursing care within the healthcare system for individuals with common alterations in health.</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
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<tr>
<td>Demonstrate awareness of ethical and legal standards that govern the practice of nursing within the healthcare system.</td>
<td>Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare system, and National Patient Safety Goals.</td>
<td>Practice professional nursing behaviors, within the legal practice boundaries of the practical nurse, incorporating personal responsibility and accountability for continued competence.(2)</td>
</tr>
<tr>
<td>Incorporate informatics to access and communicate client information.</td>
<td>Retrieve information about evidence-based healthcare practices from internet sources.</td>
<td>Utilize informatics to access, manage, and communicate client information and validate best practices.(8)</td>
</tr>
<tr>
<td>Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.</td>
<td>Employ information technology to support problem solving and critical thinking used in clinical decision making.</td>
<td>Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development while assisting them to attain their highest level of wellness.(3)</td>
</tr>
<tr>
<td>Utilize the nursing process to identify hazards and errors within the healthcare system.</td>
<td>Suggest changes to the RN for improvement of client care and organizational outcomes.</td>
<td>Participate in Quality Improvement (QI) by identifying hazards and error and by suggesting, to the RN, changes to improve the client care process. (7)</td>
</tr>
<tr>
<td>Recognize responsibility and accountability for behaviors, actions, judgments, continued learning and self-development.</td>
<td>Utilize educational opportunities for continued learning and self-development.</td>
<td>Practice professional nursing behaviors, within the legal practice boundaries of the practical nurse, incorporating personal responsibility and accountability for continued competence.(2)</td>
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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 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 Admissions, Advising and Enrollment Support to determine if readmission is necessary.

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<tr>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
<th>Grade</th>
<th>Semester</th>
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**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA** 42

Note: Students must pass all Nursing courses and BIO 163 with a B (80% or better).

1PSY 110 completed with an A, B, or C grade prior to Spring 2017 will meet the psychology course requirement until Fall 2018. Beginning Fall 2018, only PSY 150 will be accepted.

Please note. Students who may wish to eventually pursue additional nursing degrees may want to substitute BIO 168 and BIO 169 for BIO 163.

*ENG 070, ENG 080, ENG 090, ENG 090A and RED 070, RED 080, RED 090 or DRE 096, 097, 098; MAT 050, MAT 060, MAT 070 or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 may be required based on placement test results

GEFulfills the general education requirements for this degree.

V.A. Students: An approval signature from the V.A. Office is required before registering. Some courses may not be certifiable.
# Practical Nursing Faculty and Staff

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Office Number*</th>
<th>Phone Extension</th>
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<tbody>
<tr>
<td>Cindy Hardin, MSN, M.Ed., RN</td>
<td>9-201A</td>
<td>8114</td>
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<tr>
<td>Program Director/Instructor</td>
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<tr>
<td>Kimberly Robertson, BA</td>
<td>9-201</td>
<td>8107</td>
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<tr>
<td>Program Assistant</td>
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<tr>
<td>Jerry Oxendine, MSN/Ed, RN</td>
<td>9-122B</td>
<td>8117</td>
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<tr>
<td>Clinical Coordinator/Instructor</td>
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<tr>
<td>Amy Kern, MSN/Ed, RN</td>
<td>9-124A</td>
<td>8135</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Sheryl McCloud MSN/Ed, RN</td>
<td>9-122B</td>
<td>8123</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Tisha Phillips, MSN/Ed, RN</td>
<td>9-122A</td>
<td>8137</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Laboratory</td>
<td>9-119</td>
<td>8178</td>
</tr>
<tr>
<td>Part-time (Adjunct):</td>
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</tr>
<tr>
<td>Kathy Beres, BSN, RN</td>
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</tbody>
</table>

*GlaxoSmithKline Technology Center, Building 9*
INSTRUCTOR-STUDENT RESPONSIBILITIES

At Durham Tech, 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 (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, or other devices 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.

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.

**Critical Thinking:** The nursing student must possess critical thinking ability sufficient for clinical judgment. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause-effect relationships in clinical situations and participates in developing nursing care plans.

**Interpersonal Skills:** The nursing student will possess interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds. For example, the student must be able to establish helping relationships with patients, families and significant others.
Communication: The nursing student will possess communication abilities sufficient for interaction with others in verbal and written form. For example, the student must be able to participate in the development and implement actions of teaching plans, such as the explanation of treatment procedures. In addition the student must be able to convey nursing actions and patient responses to health care team members both verbally and in writing.

Mobility: The nursing student will possess physical abilities sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces, and treatment areas and to administer cardiopulmonary resuscitation.

Motor Skills: The nursing students will possess gross and fine motor abilities sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, e.g. administer injections, insert catheters, manipulate intravenous equipment, and position and transport patients.

Hearing: The nursing student will possess auditory ability sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds (breath and heart sounds) and cries for help.

Visual: The nursing student will possess visual ability sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient/client responses, see a change in skin color, read the scale on a syringe.

Tactile: The nursing student will possess tactile ability sufficient for physical assessment. For example, the student must be able to perform palpation, functions of physical examination and/or those related to therapeutic intervention e.g. insertion of catheters, palpate a pulse.

Weight-Bearing: The nursing student will possess the ability to maneuver/move 40-50 pounds, weekly and sometimes daily. For example, the student must be able to position patients and move equipment.

The above listed requirements are essential skills that a student must possess in order to progress satisfactorily through the nursing curriculum. A prospective student with a disability that is concerned that the disability may impact his or her ability to perform one or more of these skills, provide patient care, or participate in other job activities, is encouraged to contact a disabilities services counselor for assistance by calling 919-536-7207.

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 Practical 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.

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 on the form provided by the Admissions Office.

All prospective students must be in stable emotional or mental health. This must be documented on the student's physical examination form and signed by a licensed physician or nurse practitioner.

Likewise, all students completing the Practical Nursing program and applying to take the National Council Licensure Examination (NCLEX-PN) to become a Licensed Practical Nurse (LPN) must sign an affidavit of physical and mental competency to safely practice in North Carolina. The North Carolina Board of Nursing provides forms.

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 on the form provided by the Admissions Office.

All prospective students must be in stable emotional or mental health. This must be documented on the student's physical examination form and signed by a licensed physician/Nurse Practitioner.

**Guidelines for Completing Student Medical Form**

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.

**Illness/Surgery:**

A pregnant student must bring a written statement from her provider to the Program Director as to their ability to perform all expected nursing functions fully and safely. After delivery, the student must bring a written release from her provider.

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.

Subsequent yearly TB screening is required. Participation in clinical is contingent upon negative documentation and/or appropriate medical treatment and clearance. Students with HIV infection are not restricted from pursuing the practical 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 must 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.

Although it is not required, students are highly encouraged to be vaccinated for Hepatitis B prior to clinical rotation of nursing courses.

Likewise, all students completing the Practical Nursing Program and applying to take the National
Council Licensure Examination to become a Licensed Practical Nurse (LPN) must sign an affidavit of physical and mental competency to safely practice nursing in North Carolina. Forms are provided by the North Carolina Board of Nursing.
GENERAL INFORMATION
NURSING COURSE EXPECTATIONS

Due to the intense and comprehensive nature of the curriculum, students are expected to attend all scheduled classes, labs, and clinicals. Students who miss 15 percent of the total course hours OR 15 percent of a component of the course (class, lab, or clinical), will be dropped from the course per Durham Tech’s attendance policy.

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 will be a different test. Failure to notify the instructor and/or to take the test within the planned time frames will result in a "0" for the test.

Upon enrolling in a course, a student is responsible for fulfilling the requirements of the course by regular class attendance and completion of all course assignments. The final course grade will be affected when missed course work is not made up due to non-attendance.

To receive course credit per Durham Tech policies, a student must attend a minimum of 85 percent of the contact hours of the course, including scheduled clinical rotation. Therefore, upon exceeding 15 percent of the course contact hours, the student will be dropped from the course. Tardiness or early leaving of at least 20 percent of the instructional session may be considered an absence. Absences are counted on the day class officially begins. Hence, students registering late may have already accumulated a portion of the absence limit. At the discretion of the Program Director, the student may be reinstated to the class; however, the student must attend all remaining scheduled classes in order to receive a grade for the course or clinical rotation.

Class Absences/Planned Absences

Absences are calculated from the first class meeting, not from the student’s first attendance date. Hence, students entering late may have already accumulated part of the absence limit which varies according to the contact hours of class.

Excused Absences
An excused absence is defined as a planned absence.

Purpose
The N.C. General Assembly has enacted legislation requiring community colleges to adopt a policy that authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. (See 23 NCAC 2C .0213 School Absence for Religious Observances for more information.)

Policy
Durham Tech students are allowed one excused absence per class per term for a planned event or observance.
Procedure
Students who wish to use the excused absence must complete and submit an Excused Absence Notification form at least 14 calendar days in advance of the day of the scheduled absence. All class work missed due to an excused absence must be made up. The instructor, in consultation with the student, will identify a deadline for submission of the work that is appropriate to the requirements of the class but no later than five working days after the day of the scheduled absence.

Student Withdrawals, Faculty Withdrawals, and Class Absences

Student-initiated Withdrawals

Students may officially drop one or all courses prior to the 75 percent tuition refund deadline of each semester without the enrollment being shown on the transcript. The last date for students to withdraw with a refund and the last date to initiate a withdrawal with a grade of W are published in the Important Dates section of the website. During the traditional 16-week fall and spring semesters, the 60 percent date is ordinarily near the end of the tenth week of class or for an 8-week term, near the end of the fifth week. For irregular length courses, the last day students may withdraw with a grade of W is publicized by the instructor. Students making registration changes prior to the 75 percent tuition refund deadline may be eligible for a refund and must complete the necessary refund request process. Please review the refund procedures.

After the close of the drop period and prior to the 60 percent date in the semester, students may officially withdraw from one or all courses with a grade of W. To initiate an official withdrawal, complete an electronic withdrawal form. Use your WebAdvisor username and password to log in to the system. It is best to use Chrome, Firefox, or Safari to access the forms.

Students may receive a grade of F2 due to lack of attendance. Failure on the part of the student to withdraw officially from a course could result in a grade of F2. Therefore, all students should refer to the instructor’s attendance policy included on the course syllabus, and students with questions or concerns should consult with their instructor.

Students with medical situations that necessitate requesting withdrawal from all credit courses past the normal deadlines should complete the Request for Medical Withdrawal form, attach appropriate documentation, and submit the form and documentation to Durham Tech’s Student Development, Communications, and Activities office. Withdrawal requests past the normal deadline will be recommended for approval only if the student provides appropriate medical documentation as specified in the procedure. The Student Development, Communications, and Activities office is located on Durham Tech’s Main Campus in the Phail Wynn, Jr. Student Services Center, room 1209. For more information, call 919-536-7207, ext. 1413.

Communication
All students are expected to have an email/ConnectMail address and know how to access Sakai. Students may establish a free email account and will receive directions for accessing Sakai upon request. Students are expected to check their email and Sakai frequently. Class announcements
and/or correspondence will be posted on Sakai or emailed to students. Students are responsible for being aware of all information on Sakai.

**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.

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 as outlined in this publication.

At all times, PN students are expected to follow the Durham Tech 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 will be removed from the course for violation of the Durham Technical Community College’s Student Code of Conduct policy.

**Professional Behaviors**

Professional behaviors expected of all PN students include but are not limited to the following:

- Prepare for class and clinical;
- Arrive at the designated time;
- Communicate respectfully with staff, instructor and peers;
- Maintain appropriate voice tone and volume;
- Address faculty and adult patient by their title and last name (Mr., Mrs.);
- 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;
- Maintain professional appearance.
Privacy and Social Networking

Social Networking
Social networking sites, such as Facebook, blogs, Twitter, and YouTube, can be helpful and beneficial for communicating and educating. However, they can create privacy concerns if patient information is shared inadvertently or without the appropriate authorization.

To ensure patient’s confidentiality/privacy, on personal networking sites/pages (Facebook, Twitter, blogs, LinkedIn, YouTube postings, Instant Messaging, etc.),

Students cannot:
• Post or discuss patients or any detail of their training activity at clinical agencies such as:
• Discuss their day at work that includes events that happen on the unit or department, e.g., had a bad day because one of my patients died
• Participate in any online conversation with patients or regarding patients
• Post or discuss or any Protected Health Information known as PHI:
• PHI includes: identifying descriptors of patients (such as their name, medical record number, room number, sex, age, address or location, etc.), information about their treatment or condition, pictures of patients, videos of patients, and diagnostic images of patients
• Communicate with specific patients about their condition/treatment even if the patient initiates communication online
• Communicate with the instructor, other students, friends, family, etc. about your training at clinical and patients
• State personal opinions as being endorsed by the college
• Use information or conduct activities that may violate Durham Tech academic policies, or may violate local, state, or federal laws, and regulations
• Post embarrassing, threatening or harassing statements on either a personal page or site.

Any of the above behaviors will be grounds for disciplinary action and possible dismissal from the class/college. If you identify yourself as a Durham Tech Health Technical student online, it should be clear that any views you express are not necessarily those of the institution. In the event that opposing views arise on a social media feed, exercise professional judgment.

All students are to adhere to the policies of the hospitals, clinical areas, and Durham Tech as they pertain to the dress code, professional conduct, e.g. smoking, chewing gum, and eating is allowed in designated areas only.

Electronic devices
1. All recording devices must be turned off during test review sessions.
2. Students who are expecting emergency telephone calls may leave their cell phones and pagers on, provided:
   a. the instructor is notified prior to the beginning of class,
   b. the student receiving the call exits the classroom to accept the call, and
   c. the ringer is silenced.
3. No cell phones or other devices may be used in place of a calculator or to listen to music or other recorded information during testing. Department-owned calculators will be supplied if required for the assignment.
4. Cell phones and recording devices are NOT PERMITTED in the clinical area.
5. Students who have received permission from the instructor to record the class session may record content.

Cell phones may not be used in class under any circumstances. Any use of cell phones or other electronic devices during an exam or during a review of exams or any other academic exercises will be considered a violation of the academic dishonesty procedure in accordance with Durham Tech’s policy.

Incoming telephone calls or visitors for students shall not be allowed to interrupt a class session or clinical experience. Messages may be taken at 919-536-7233, Ext. 8107. Cell phones and pagers must be on “silent” mode or turned off.

Children may not be brought to class, lab, or to the clinical facilities.

All student grievances will be directed through an identified line of authority. See Grievance Procedure in this Handbook.

CLASS:
During the class component of the course, students will be exposed to a variety of learning methods. These methods will include, but are not 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.

Responsibilities in the Classroom and Clinical area:
- Prepare for class and clinical
- Maintains professional working relationships with other students, instructors and facility personnel.
- Recognizes own limitations and need for appropriate assistance from others.
- 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.
- Cell phones may not be used in class under any circumstances. Any use of cell phones or other electronic devices during an exam or during a review of exams or any other academic exercises will be considered a violation of the academic dishonesty procedure in accordance with Durham Tech’s policy.
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 allowed. 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. If side conversations become a problem, then the seating arrangement of students may be changed at any time during the semester.
- **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.

Responsibilities in the Clinical area:
- Reports to clinical area on time. Calls to notify clinical instructor/location when unable to attend scheduled clinical.
- Seeks appropriate needed clinical skills.
- Obey facility regulations, including HIPPA guidelines.
- Reports patient information to appropriate nursing staff before leaving unit.
- Understands that clinical hours may vary from semester to semester.
- Adheres to uniform dress code for classroom and clinical.
- Make-up should be minimal. Please do not wear any fragrances in clinical.
- Nails should be no longer than tips of fingers and clean. Clear nail polish only. No artificial nails.
- Hair should be clean, neatly arranged up off the collar and away from the face. No extreme hairstyles or color. Colored ribbons or ornaments of any kind are not allowed with the uniform.
- Beards and mustaches must be neatly trimmed. Male students without beards are to be cleanly shaven.
- Maintain professional appearance.
Civility Policy
Expectations of Students Enrolled in Health Technologies Programs
Durham Technical Community College

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, kind words and 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).

Ethical Behavior: Ethical behavior is defined as behavior that is in accordance with the accepted principles of right and wrong that govern the conduct of a profession (definition adapted from The American Heritage® Medical Dictionary). Each profession represented in the HT Department has a code of ethics; students should refer to their profession’s code for more information.

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

- Be a model of civil and ethical behavior in the classroom, on campus, and during all interactions with fellow students, faculty, staff and clinical affiliates.
- Do to others as I would want done to me and offer help to others as appropriate.
- Observe all course attendance policies. I will attend class, arrive on time, and stay for the required time period. If I must miss class, arrive late, or leave early, I will contact the instructor before the occurrence.
- Maintain professional appearance in the clinical setting and during campus activities.
- Use “polite” language (such as “please”, “thank you”, etc.).
- Address all faculty, college administrators, and adult patients by their title and surname (i.e. Mr., Ms., etc.).
- Demonstrate respect for all persons through the following:
  - Using helpful, not hurtful language;
  - Maintaining an appropriate voice tone and volume;
  - Discussing policies, ideas, and issues, not people; and
  - Not participating in any way 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.
- Speak to others as I would want to be spoken to and more specifically as follows:
  - Ensuring clear communication during a discussion by using techniques of understanding (repeating what was said, asking questions, etc.).
  - Maintaining a civil tone. I will use assertive, not aggressive communication skills.
  - Engaging in professional use of email and other written communication.
o Not monopolizing conversations and giving others an opportunity to speak and express their views.

• Utilize appropriate channels of communication if questions or concerns arise.
• Value and respect the differences in others and reject discrimination and prejudice.
• 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 to participate in a clinical setting.
• Facilitate a safe environment in the classroom and during meetings with fellow students and faculty/staff where ideas can be shared honestly, openly, and respectfully.
• Attribute work and ideas appropriately and refrain from plagiarism.
• Respect physical property in the classroom, on campus, and in clinical settings.
• Express disagreement or dissatisfaction with respect and in a manner that is free from emotion. Furthermore, my words and actions will
  o Promote dispute resolution, and
  o Arrive at consensus if possible.
• Accept constructive criticism as follows:
  o Be attentive and listen before responding; and
  o Provide counter comments that are free of a defensive attitude.
• Follow formal meeting procedures (i.e. Robert’s Rules of Order) if appropriate for the situation and if requested by the facilitator.
• 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 our future as healthcare professionals.

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

I have read and agree to abide by these expectations.

______________________________    ______________________________
Name                                                                                 Signature     Date

References:


NURSING LAB AND CLINICAL

Laboratory

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

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

Clinical Attendance

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.

Students are expected to be in their assigned clinical locations, in appropriate attire, and prepared to begin clinical experiences on time. Any time after the start time of the clinical experience, the student will be considered tardy (late). If a student is late to clinical, he/she may be sent off the unit by the clinical instructor. All absent time from clinical will accumulate and be considered as missed clinical hours.

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 at www.ncbon.org).

It is the student's responsibility to call the clinical instructor prior to any clinical session when he/she is to be tardy or absent unless given other directions by the clinical instructor. Students who miss clinical may be given an alternate assignment at the discretion of the clinical instructor. The alternate assignment may be written, CAI, or on site clinical performance. Failure to complete the assignment will result in a "U" in performance behavior for the week. Students with several clinical absences during a course may be unable to meet clinical objectives and may earn an "F" for the course.
Clinical Performance

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.

On a weekly basis, the student and clinical instructor will designate the level at which the clinical objectives have been met/have not been met on the weekly evaluative tools. The instructor makes this decision from observing the student's performance, review of student weekly self-evaluation of clinical performance, and of written work and input from the clinical staff. If the instructor determines that the student's skills in the clinical area are unsatisfactory, the student may be required to attend mandatory lab sessions. The student's clinical performance evaluation will be reviewed formally with the student at any time during the course if course objective are not being met. A formal evaluation will be conducted at the end of the course. Students must meet all objectives at a satisfactory level to pass the course. Any objectives less than satisfactory will require the student to submit a plan of action for the clinical instructor's approval.

Removal from Clinical

Students may be removed from clinical immediately for the following:

- 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 Program is not obligated to reassign the student to another agency.

Clinical Dress Code

Students must be appropriately attired to attend clinical. The Durham Tech student uniform is worn unless instructed otherwise. Solid white or black 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 Tech 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.

All nursing students (male and female) will be required to purchase their uniforms. The uniforms will be ordered from a special company, and prices are subject to vary. The uniform company will provide the specific cost and shipping details.

Students are to wear closed lab coats over neat professional clothing with the Durham Tech student identification when going to the clinical area when not providing direct patient care, such as orientation or obtaining clinical patient assignment. Jeans and/or jean clothing are not professional clothing and may not be worn to the clinical area. Uniforms and lab coats will 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 will 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 will 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. Students are reminded to bathe daily, wear deodorant, and avoid using any perfumes/aftershave while in the clinical area. Make-up will be conservative.

Jewelry and Ornaments

Necklaces, bracelets, and other non-functional ornaments may not be worn with the student uniform. Wedding rings, identification badges, wrist watches, 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 or other facial jewelry is allowed, including tongue piercing, eyebrow piercing, nose piercing, etc. in the clinical area. All visible body tattoos must be covered while in the clinical areas. 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.

Just Culture Clinical Process

Durham Tech nursing program follows the NCBON Just Culture process for evaluating clinical errors and mistakes. Refer to the Just Culture SPEET tool for specific guidelines.

*A failure in clinical judgment or conflict with safety essential to nursing practice is defined as a failure to assess or act appropriately on information that a majority of students at the same level would recognize as important to client health and safety.

Any student who is recommended for removal is suspended from clinical practice until a final decision is reached. The student will have a conference with the instructor and the Practical Nursing Program Director to discuss the reason(s) for recommendation for removal.


Note: Any Sanction Imposed Must Be Consistent With College Policies.

Criminal Background Check and Drug Screen

Students should anticipate that a criminal background check and drug screen will be required prior to being admitted to the nursing program. Students must meet clinical facility requirements regarding health, immunizations, criminal background investigation and drug screening. Any facility may request additional information and orientation prior to the students’ learning assignment. The students will be responsible for the cost of the criminal background check and drug screen. The students’ failure to consent to background checks, drug screens, or release of personal information when required for clinical assignment will result in failure of placement in a clinical facility, thereby causing the admitted student or enrolled student to be unable to complete the program.

The criminal background check and drug screen will be reviewed by agencies for appropriateness to the clinical site. If the agency determines that the background check and/or drug screen are unacceptable, the student will not be permitted to participate in clinical and, therefore will not be able to meet PN course outcomes. Should this occur, the student would not be able to enter and/or complete the PN program.
Admission Requirements

Students applying to the Practical Nursing program beginning in the fall semester must complete the following admissions steps:

- Attend a mandatory information session
- Complete and submit a Durham Tech application via CFNC.org.
- Submit high school and college transcripts to Student Information and Records office
- Take necessary Placement Tests in order to meet requirements for admissions
- Attend a ConnectSession. Orientation, requirement is waived if student receives 12 or more transferable college credit hours.
- Meet with a Health Technology advisor located in the Admissions, Advising and Enrollment Support office.

Students are required to follow these steps to apply to the PN clinical classes. Entry into the PN program involves a competitive admissions process. Completing these steps does not guarantee admission.

1. **Meet with your assigned advisor** to develop your comprehensive education plan.
   
   You will be notified via ConnectMail letting you know about advising and how to find your advisor’s name in WebAdvisor My Profile.

2. **Complete ACA 122: College Transfer Success** course if required.

3. **For students who meet the definition of “non-native speaker”** (see English Language Requirement), complete the Accuplacer ESL Listening OR complete the TOEFL test and obtain required scores.

4. **Complete the prerequisites for BIO 163 if required.**

   Prerequisites for BIO 163 are the following: RED 090 or DRE 098 or satisfactory score on placement test.

5. **Review and complete the application packet,** which includes three items: the PN Application/Competitive Admissions Worksheet, TOEFL Form, Essential Skills Form and the Clinical Training form

6. Submit the completed applications packet (all items in one packet) to the Nursing Admissions Counselor by February 1 of the year you wish to enter the nursing clinical courses.
**Competitive Admission**

In order to select applications for programs with limited clinical slots, a competitive admission procedure, NOT a waiting list, will be used which utilizes a point system. This procedure will be used when there are more applicants who have met the minimal admission requirements than we have available clinical spaces. Those applicants with the highest number of points will be selected for the available clinical slots.

**Allocation of Points for Admission:**

Spaces in the nursing program will be offered to students based on the following point system with students having the highest number of points being offered seats first.

Applicants, who are eligible to be ranked, will be assigned points equal to the quality points in the computation of the grade point average for non-clinical courses that are part of the curriculum. In other words, points are assigned based on the grade received for the class and the number of credit hours the class is worth. Non-clinical courses are the General Education classes that are part of the curriculum (i.e. ENG 111, PSY 110 or BIO 163).

In case of a tie in the number of points, initial date of application to the program will be used as a basis for offering seats.

If a student is not offered a seat in the nursing program and wishes to be considered for the next year, the student must reapply.

**Points will be awarded for:**

- BIO 163: A = (4 x 5 credits) = 20, B = (3 x 5 credits) = 15) or
- BIO 169: A = (4 x 5 credits) = 20, B = (3 x 5 credits) = 15, C = (2 x 5 credits) = 10
  - ENG 111 – A = (4 x 3 credits) = 12 points; B = (3 x 3 credits) = 9; C = (2 x 3 credits) = 6
  - PSY 150 – A = (4 x 3 credits) = 12 points; B = (3 x 3 credits) = 9; C = (2 x 3 credits) = 6 or
  - PSY 110 until 2018.
- Resident of Durham or Orange County = 5 points

**Application to the Practical Nursing program does not guarantee admission**

**All re-entry students MUST reapply and re-enter under the current Plan of Study at that time.**

Students must maintain current BLS CPR certification with the American Heart Association (AHA) which includes CPR for infants, children and adults (BLS ONLY). It is the student’s professional responsibility to keep this current. Expired CPR certification will make the student ineligible to attend clinical.
Progression Policy

Academic Progress
Due to the complexity and demands of the Nursing profession in dealing with human lives, a grade of 80-B or better must be maintained in NUR classes on the Plan of Study. Any nursing student who receives a grade below 80-B in any Nursing course listed on the Plan of Study will not be allowed to progress in the curriculum until such course is repeated and a grade of 80-B or better is achieved.

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.

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

Grading Policy - All courses taken at the institution count in determining cumulative grade point averages. Letter grades assigned and their grade point equivalents are listed in the Grading System policy and procedure.

A student must successfully complete the non-nursing prerequisite with a “C” grade or better. Co-requisite science course in a given semester requires a grade of 80 or better prior to advancing to the next semester.

The student must receive a grade of 80 or better in the nursing class courses and "satisfactory" on all clinical competencies before advancing to the next level.

The instructor should keep the student informed of his or her academic progress. When a student's grade falls below 80, the instructor shall inform the student. The student must then schedule an appointment with his or her adviser to discuss the academic problem and attempt to resolve it.

- W: Withdrawal from Course - The special grade of W is assigned when a student officially withdraws or is dropped from a course by the instructor during the first nine weeks of the semester.

A withdrawal will count as the first admission and student may be allowed a reentry to the clinical courses once more.

Read more about withdrawals in the College Catalog and Student Handbook.
Students ineligible for enrollment in the Practical Nursing Program may use the facilities of the counseling department in determining an alternate course of study or curriculum.

Re-Entry Policy to the Practical Nursing Program

In order to repeat the nursing course and continue with progression in the practical nursing program, the student must be in good standing with Durham Tech with no disciplinary action taken against them. Re-entry must be within 2 years of discontinuation from Durham Tech’s practical nursing program or another practical nursing program through North Carolina Community College System (NCCCS).

The student must meet the requirements listed below and develop a re-entry plan approved by the Practical Nursing program director. Upon successful completion of the re-entry plan, the student will be eligible to re-enter the nursing course sequence for NUR 102 or NUR 103 on a space-available basis at the next applicable course offering. Students wishing to re-enter NUR 101, will re-apply to the nursing program following the competitive admissions process.

Only ONE re-entry is permitted to the nursing course sequence in the PN 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 previous nursing course.

1. Students must submit a written summary plan to the program director that describes their personal goals and steps to meet these goals or obstacles that prevented program completion.

2. Achieve a minimum of an 80 percent, in no more than two attempts, on a cumulative exam from previous semester student was successful. (For example, if the student did not complete NUR 102, the cumulative exam is based on material from NUR 101.)

3. Complete a skills assessment (including physical assessment and medication administration skills) at satisfactory level.

4. Complete dosage calculation test with 80 percent accuracy in two attempts.

5. Meet with the PN program director to review results from cumulative exam, dosage calculation test, and skills assessment. Develop a re-entry plan with the student to identify areas of remediation.

6. Students must complete the re-entry plan within the time frame established in the plan by the Program Director.
7. If the student does not complete the re-entry plan and later chooses to return to the program, the student must reapply to the program and will be subject to the admission, progression, and dismissal policies in place at that time.

8. Once approved for re-entry, students must meet with the clinical coordinator to complete the following steps:
   
a. Submit a new physical form signed by a doctor within 2 months of the time the student wishes to re-enter
b. Submit a copy of current CPR certification
c. Obtain an updated Criminal Background check within two months before the re-entry date.

Note: Repetition of NUR courses completed may be necessary if there have been changes in course content, or if the re-entry applicant had difficulty demonstrating the required skills and competency for a course at the discretion of the PN Program Director.

Transfer Student Policy

Transfer of credits or admission to advanced standing:

- Transfer students applying for admission are required to meet the admissions requirements of Durham Tech and the progression requirements of the PN program.

- Transfer credit will be given for courses with the grade of "B" or better from member institutions of the North Carolina Community College System and from other accredited institutions of higher education. The content of such courses must be equivalent to courses required in the Practical Nurse Plan of Study. Credit will not be awarded for clinical nursing courses.

- The Nursing Admission and Enrollment Counselor and the PN Program Director will review the applications of students with prior nursing credit on an individual basis to determine appropriate placement in the PN program.

- A student transferring from another institution must complete, at Durham Tech, at least one-fourth of the total credit hours required in the Practical Nursing Program in order to be eligible for graduation.

- When a student transfers from another curriculum at Durham Tech into the Practical Nursing Program, all admission requirements, academic and/or course requirements, and policies of the nursing program must be met in order to be eligible for graduation. The decision to transfer or repeat any course must be made upon admission to the Practical Nursing Program with approval from the Director of the Practical Nursing Program.
Acceptance:

- Applicants who meet the entrance criteria will be accepted in the program as long as vacancies exist.
- Each applicant is notified in writing of acceptance to the program.

Name Change
Students should promptly notify the instructor, program assistant, the Office of Student Information and Records of any name change upon marriage or for any other reason.

Change of Address
Change of address or telephone number should be reported to your instructor, program assistant, and to the Office of Student Information and Records at once so that the records may be kept current.

Insurance Coverage
All students must provide evidence of personal health insurance and malpractice insurance prior to clinical experience. If these are not maintained and current you will not be able to continue in the program clinical agencies. Malpractice insurance is paid through Durham Tech student fees however, personal health insurance is not covered by the college.

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 (919-536-7209) 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.

Review Programs (Mandatory)

ATI: The Assessment Technologies Incorporation, LLC Review Program: Comprehensive Assessment and Review program (CARP). All students are expected to purchase and utilize the program. This review is incorporated into each semester at a cost to the student. The review includes books, and online computer testing in preparation for the national exam.

HESI: 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-PN. This exam will be given twice during the final semester.

Tutorial Services
Tutorial services are available to Durham Tech students in a variety of academic subjects in the Center for Academic Excellence (CAE) in Wynn 10-308 or online using Upswing Online Tutoring. View the schedule online.
Statement of Students with Disabilities

Students who require academic accommodations due to any physical, psychological, or learning disability should request assistance from a Disability Services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information within the first two weeks of class. For assistance call 919-536-7200, ext. 1408 or visit the Student Development, Communications, and Activities office in the Phail Wynn, Jr. Student Services Center (Building 10), room 10-209.

Legal Requirement for Nurse Licensure

In the third semester, students will complete an application online for licensure as a LPN 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 licensed 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 finger prints) 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

Students, upon entering the Practical Nursing Program, must speak with the Program Director if the above applies to them.
Durham Tech Academic Honesty Policy

The PN 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

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.
• In addition to the procedures described above, any student in a clinical, practicum, or work placement setting (such as clinicals in the Health Technologies programs) who commits any serious error or offense or dishonesty which, in the opinion of the instructor, compromises the health, safety, or well-being of any child, patient, fellow student, or any other person may be immediately expelled from the class and removed from the premises by the instructor or by other appropriate personnel. This additional provision is imposed in recognition of the fact that in special settings, dishonesty and serious errors of judgment may have consequences that are far more significant and far-reaching than those occurring in the usual academic setting.
• The Violation Procedure for the Academic Honesty Policy is available in the Catalog and Student Handbook. Please note that campus policies may change.

Graduation Requirements

Students should apply for their diploma 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. Read more information about graduation requirements.

There is no cost for candidates to apply or to officially graduate from a program at the college. Students who apply and are eligible for program completion will have the status of graduate noted on their official transcript. However, students who would like to receive an official copy of their degree, diploma, or certificate are required to pay a fee of $15 to cover the cost of the credential
paper, cover, and printing. No refunds are possible once the credential has been printed. Students who wish to participate in the annual commencement ceremony purchase commencement regalia through the Dean's office. Sales of commencement outfits are normally held six to eight weeks prior to the commencement ceremony, scheduled each year in May. Students currently pay a $24 fee to cover the cost of the commencement outfit (cap, tassel, and gown). All fees are subject to change.

Practical 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.

**Grievance Procedure**

Please refer to Durham Tech’s website in the Policies and Procedures section to view the Student Grievance procedure.
Anticipated Cost

Cost of the Practical Nursing Program includes the following:

**Student Administrative Fee**

All curriculum students are charged a student administrative fee of $46 for each fall and spring semester and $36 for the summer term. These funds support student clubs and social activities, computer and technology use, college parking and security, student ID cards, and accident insurance for students participating in college classes and functions. This fee is subject to change.

Educational Liability/Malpractice Insurance is $16 per student per year. Students in classes with clinical components are required to pay this fee prior to participation in class at the clinical site as well as a fee for required background checks. Students must include these fees with their tuition payment. These fees are subject to change.

How Much Do Credit Courses Cost per Semester?

It is important to prepare for the cost of college — including course tuition, fees, and books. Here’s an example of two students’ cost estimates for attending Durham Tech and paying the in-state tuition rate. One student is taking 12 credit hours, and another student is taking 16 credit hours per semester.

| In-State Tuition Rate* (Per Credit Hour): | $76 | $76 |
| Multiply by Credit Hours Taken: | X 12 | 16 |
| Tuition Amount: | = $912 | $1,216 |
| Add Student Administrative Fee*: | + $46 | $46 |
| Tuition* and Fees* for One Semester: | = $958 | $1,262 |
| Estimate for Book Costs: | + $500 | $650 |
| Estimate for Tuition*, Fees*, and Books: | = $1,458 | $1,912 |

* Effective January 1, 2016. Tuition and fees are subject to change. View a more detailed [Tuition and Fee calculation chart](#).
Other Anticipated Costs

Uniforms: (It is recommended that students purchase two uniforms and two Durham Tech patches)

Vendor: Castle Uniforms
Nursing shoes $50-100

Accessories are required but are not only available at Castle Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scissors</td>
<td>$4-5</td>
</tr>
<tr>
<td>Stethoscope (Sprague type)</td>
<td>$20-25</td>
</tr>
<tr>
<td>Watch (sweep second hand)</td>
<td>$15-25</td>
</tr>
</tbody>
</table>

Books: Approximately $500 first semester, $350 second semester, $50 third semester

Laboratory Supplies: Lab supplies package $100.00 will be added to NUR 101 Tuition fee.

ATI/HESI Testing Fees: $450 (yearly cost) and subject to increase.

Malpractice Insurance: $16/year, it will need to be paid twice, each fall semester
*(Must be kept current- you will not be allowed to attend clinical without it.)

Personal Health Insurance Costs: Cost varies

Parking Fees at clinical agency: Cost varies ($0-10/week)

Transportation costs: Cost varies

For graduation, students will need funds to cover graduation fees, CAT NCLEX-PN application fee/Exam ($200), license fee ($75), National Criminal Check ($38), (approximate total $313), passport pictures, nursing pin ($10-$40), notary fees, review course fees (if desired, approximately $300) and pinning ceremony.

*Costs are subject to change without notice.
Professional Organizations

NCPNA/LPN

As part of the students' career development, we encourage all of the students to join the North Carolina Practical Nurses association/Licensed Practical Nurse (NCPNA/LPN).

Students are eligible for membership as long as they are enrolled in the PN program or in pre-nursing technical core classes.

One can remain a member with the NCPNA/LPN Association upon graduation from the program. To enroll, see a current student member or advisor.

National Association of Licensed Practical Nurses
3801 Lake Boone Trail
Suite 190
Raleigh, NC 27607
800-948-2511 (toll-free)
191-779-0046 (local)
919-779-5642 (fax)
NFLPN@caphill.com

North Carolina Board of Nursing (NCBON)
4516 Lake Boone Trail
Raleigh, NC 27607
919-782-3211

The Accreditation Commission for Education in Nursing, Inc.
(Formally known as the National League for Nursing Accrediting Commission, Inc.)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000

National Federation of Licensed Practical Nurses (NFLPN)
111 W. Main St., Suite 100
Garner, NC 27529
919-779-0046

National Association for Practical Nurse Education and Service (NAPNES)
8607 Second Avenue, #404A
Silver Spring, MD 20910-2745
301-588-2491
Standard Precautions – Durham Tech Policies

In keeping with the concept of minimizing blood-borne exposures, students are required to maintain universal precautions in all clinical assignments. Students will not be assigned to known or suspected clients with tuberculosis.

At the beginning of each clinical, the student is to examine for breaks in their own skin integrity, i.e. exudative lesions or weeping dermatitis of the hands. In cases of any skin breaks, the student shall report this directly to the assigned instructor and shall refrain from any direct care responsibilities.

In addition, students are encouraged to receive the series of hepatitis immunizations. Students who choose not to receive these immunizations will be required to file a waiver form with the health technologies' office.

Students are responsible, with the guidance of their instructor, to follow all agency standards and guidelines of the specific hospital's/medical center's exposure control plan. This includes, for instance, proper handwashing and gloving before procedures and after all procedures involving or potentially involving body fluid contact. Also included is the requirement that double gloving be used in the event of caring for a known infectious patient. In addition, the student will be sure to clean or have cleaned any body fluid spill with an appropriate disinfectant. Students will wear eye protection whenever splashes, spray, splatter, or droplets of blood, saliva, or other contamination can be reasonably anticipated. Please see "Standard Precautions" from CDC.

The student is responsible for reporting any possible blood-borne exposure in standard precautions to their clinical instructor, who will then notify the college. The college will request the clinical facility to provide information related to the client's HBV and HIV status if known. If not known, permission of the client will be requested so that testing can be done. In the event permission is not granted, the student should see their personal health care provider within 48 hours for HBV and HIV blood testing. The student should have re-testing done at six weeks, twelve weeks and six months post exposure. The student may choose to have re-testing done for one to two years. (All student costs are at their own expense.) Students should seek medical attention for any febrile illness that occurs within twelve weeks of the exposure incident. The College will also provide counseling to the student. For more information, the student may read the "Exposure Control Plan for Bloodborne Pathogens" of Durham Technical Community College available in the library.
Inclement Weather Notices

In the event of hazardous weather, including such events as hurricanes, heavy snow, or ice accumulation, Durham Technical Community College will communicate a decision to remain open or to close in these ways:

- Through the college's website at durhamtech.edu, Durham Tech Twitter and Facebook, main phone number of 919-536-7200, and Sakai.

- Notifying the following local media outlets:
  Television: WTVD (ABC), WRAL (Fox), News 14 (TWC), WNCN (NBC), and WUVC (Univision)

If classes on the main campus are canceled, classes will also be canceled at all other college locations. From time to time, however, the college may cancel operations at a remote location and still operate on the main campus.

To the extent possible, we will make a decision to remain open or close by 9 p.m. the night before the anticipated weather event. We will also make a decision regarding evening operations by 3 p.m. the day of the weather event. Please realize, however, that inclement weather can occur at any time; thus timetables regarding a decision to remain open or to close are flexible.

Do I Attend Class?

If the college is open, you are to attend your class if possible. You should use your best judgment if you believe you cannot travel safely between the college and your home.

In the event that the college closes early or delays opening, the beginning or ending time for your class on that day may have to be adjusted depending on the college’s decision to delay opening or to close the facilities.

According to state regulations, for any course scheduled to meet during the hours completely within the time frame that the college is delayed (for example, between 8 a.m. and 10 a.m. for a delayed opening at 10 a.m.) or closed, class time must be made up.

If the college’s opening or closing time does not include the entire class period, you are to attend for the shortened class time. For instance, if you have a 9:30 a.m. class and the college delays its opening until 10 a.m., plan on attending your class when the college opens at 10 a.m. and stay for the remainder of that class’s regular meeting time. If you have a class that begins at 1 p.m. and the college closes at 2 p.m., you should attend the class until the college closes.

The remainder of your classes that begin after a delayed opening will run at their normally scheduled times.
Clinical Policies Related to College Snow Closing Procedures

In the event of the implementation of the college's snow closing procedure, the Vice President for Instructional Services will contact the Dean of Health Technologies no later than 5:30 a.m. of the clinical day in question. The 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 canceled 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 Nursing may be canceled. 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.