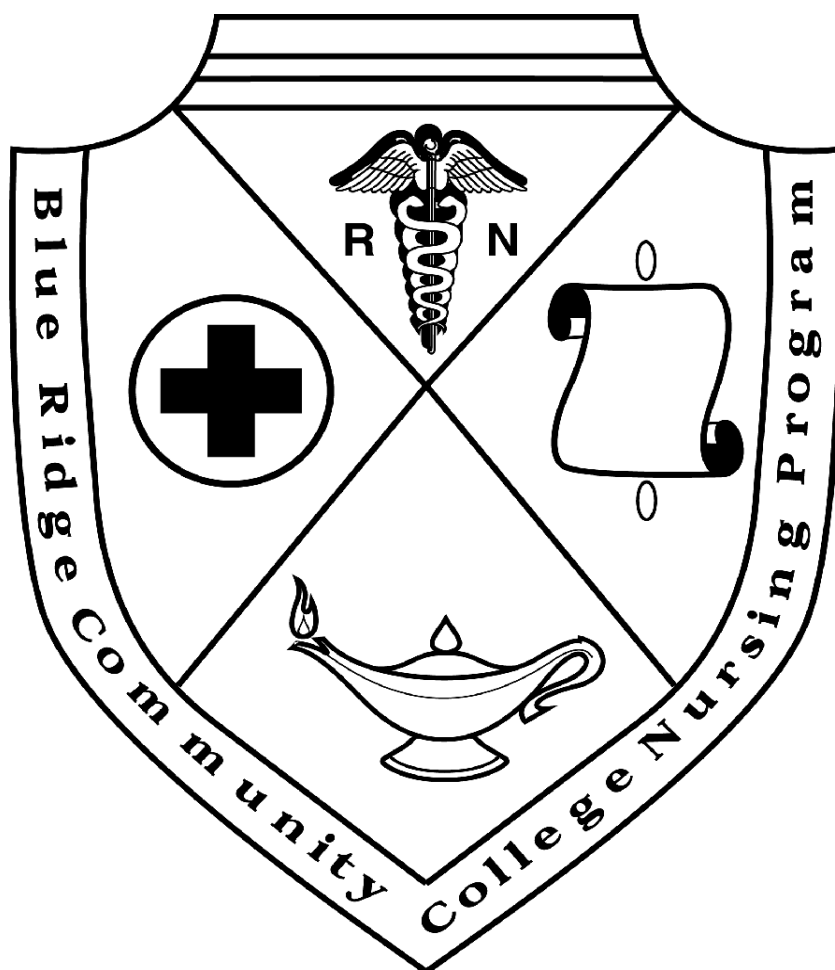


Blue Ridge Community College
Associate of Applied Science in Nursing
RN Program



Nursing Student Handbook 2025-2026

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*Visit the BRCC nursing webpage for additional information specific to the nursing program: <https://www.brcc.edu/explore-programs/nursing/>

*Visit the College Catalog for additional College information: <https://catalog.brcc.edu/>

Blue Ridge Community College's Nursing Program

Congratulations on your acceptance into the Nursing Program at Blue Ridge. The faculty and staff are here to facilitate your goal of successful completion of the program which will result in your earning of an Associate Degree of Applied Sciences in Nursing. You will then be eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN), the nursing licensure exam.

The coursework is rigorous and demanding. You will grow as an individual and as a future nurse. One quality we expect in each student is accountability - being responsible for your own actions. We request that you use this handbook along with the College Catalog (<https://www.brcc.edu/academics/catalog/>) to assist you in being successful in this program. Your nursing professors will be able to clarify any items on the following pages.

In order to provide opportunities for all students, Blue Ridge Community College does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities. Please direct inquiries related to the college's nondiscrimination policies to Tim Nicely, Director of Human Resources at 540-453-2371.

History of BRCC's Nursing Program

In the spring of 1984, Blue Ridge Community College (BRCC) received approval to offer an Associate in Applied Science (AAS) Degree in Nursing from the Virginia State Board of Nursing (VBON), the Virginia Community College System (VCCS) and the State Council of Higher Education for Virginia (SCHEV) in cooperation with Germanna Community College (GCC). The approval was based on two factors: it had to be limited to provide a career ladder for Licensed Practical Nurses (LPN) to become Registered Nurses (RN) and it had to be associated with another college that had an existing nursing program (GCC).

In the beginning, there were two instructors, one of which was the program head. Ten LPNs completed the program in May 1984. The National League for Nursing accredited the program in 1985. In 1988, Rockingham Memorial Hospital funded a full-time instructor who began in May 1989. Enrollment of LPNs stabilized in the 40-42 range.

In 1989, BRCC submitted a proposal to the State Board of Nursing, VCCS, and SCHEV for expanding the program to include a traditional, first-year associate degree in nursing. This request was approved that summer and the first class of traditional students began in fall of 1990. The year 1991 brought retirements for the program heads at both GCC and BRCC. At this time, officials from both schools decided that the timing was appropriate for BRCC to seek approval for independent status from GCC. On March 24, 1992, the State Board of Nursing approved the separation.

Thus, BRCC's Nursing Program became independent and has flourished through the years. The program at BRCC is recognized throughout the state as a quality program that graduates students well prepared for NCLEX passage and entrance into the workforce.

Program Approval & Accreditation

BRCC's nursing program is approved by the Virginia State Board of Nursing. Contact information for the Virginia Board of Nursing is as follows:

*Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463
Telephone 804-367-4515/fax 804-527-4455*

The nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is *Continuing Accreditation (2025)*. Contact information for the ACEN is as follows:

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

Program Mission & Philosophy for Concept-Based Curriculum

The Mission of the VCCS Nursing Programs is to provide affordable, community-accessible quality nursing education. The nursing program prepares qualified students to provide safe, competent, entry-level nursing care in 21st-century healthcare environments. Students are prepared to meet the ever-increasing complexity of the healthcare needs of Virginia's Citizens.

Philosophy: BRCC nursing faculty ascribe to the core competencies for nursing and nursing education. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient-centered care. Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient-centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family, and healthcare team members. The nurse displays a spirit of inquiry by examining evidence to improve the quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions about providing safe and effective nursing care. Information management essential to nursing care is communicated via various technological and human means.

Mission of Blue Ridge Community College

Blue Ridge Community College provides comprehensive certificate and associate degree programs, workforce development training, and continuing education courses, designed to meet the educational needs of Virginia's central Shenandoah Valley. BRCC empowers students through academic rigor, quality student services, and affordable educational programs.

BRCC Vision, Values & Strategic Direction: <https://catalog.brcc.edu/welcome/college-mission-vision-values-strategic-questions/>

Theories Guiding Program Curriculum

Adult Learning Theory https://www.learnupon.com/blog/adult-learning-theory/	An adult framework that emphasizes self-directed learning, the relevance of learning to the learner's life and work, and the importance of prior experience and motivation. Developed by Malcolm Knowles, it recognizes that adults bring a wealth of experiences to the learning process and are more likely to be motivated by practical, problem-solving needs.
Clinical Learning Theory (Novice to Expert) By Patricia Benner Novice to Expert	This theory describes how nurses develop expertise through experiential learning and practice and includes five stages of competence: novice, advanced, competent, proficient, and expert.

American Nurses Association Code of Ethics

- Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- Provision 2: The nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
- Provision 3: The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
- Provision 4: Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
- Provision 5: The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
- Provision 6: Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
- Provision 7: Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
- Provision 8: Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater needs.
- Provision 9: Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
- Provision 10: Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

American Nurses Association (2025) : <https://codeofethics.ana.org/provisions>

Leveled Student Learning Outcomes Across the Curriculum

K-knowledge C-comprehension A-application/ analysis	Level 1 K=20%; C=30%; A=50%	Level 2 K=10%; C=30%; A=60%	Level 3 K=5%; C=15%; A=80%	Level 4 A=100%
Client-Centered Care	Demonstrate the use of therapeutic communication, caring behaviors and client self-determination in the provision of basic nursing care.	Assess diverse client values, beliefs, and attitudes as well as community resources related to health in the provision of client-centered care.	Apply principles of client centered care to clients across the lifespan.	Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
Safety	Report client safety issues and risks.	Use safety measures when caring for clients in the community and health care agencies.	Incorporate factors for improvement of client safety for clients across the lifespan.	Practice safe nursing care that minimizes risk of harm across systems and client populations.
Clinical Judgment	Apply the components of the clinical judgment across the lifespan.	Differentiate relevant cues in the care of clients with acute and chronic conditions across the lifespan.	Apply clinical judgment when prioritizing the delivery of client-centered care across the lifespan.	Integrate clinical judgment when collaborating with the healthcare team in the management of care for complex clients.
Professional Behaviors	Demonstrate professionalism and professional behaviors.	Recognize the impact of personal beliefs, values, and attitudes in developing professionalism and professional behaviors.	Incorporate legal/ethical principles and professional nursing standards in the care of clients.	Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.
Quality Improvement	Identify the role of quality improvement and informatics in client care.	Use technology and information management tools in providing quality client care.	Examine the impact of quality improvement processes, information technology and fiscal resources in the provision of nursing care.	Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
Collaboration	Define the roles of the health care team.	Examine the roles of the nurse and the health care team in community and acute care settings.	Participate as a member of the health care team in the delivery of nursing care to clients across the lifespan.	Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.

Pharmacology	Identify the safety practices necessary for medication preparation and administration.	Demonstrate preparation and administration of pharmacological therapies to include parenteral.	Integrate pathophysiology and principles of pharmacology in the delivery of client care in a variety of populations.	Manage the appropriateness, accuracy, and client response to pharmacology principles for clients with complex conditions.
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End of Program Student Learning Outcomes

Students will be able to:

1. Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.
2. Practice safe nursing care that minimizes risk of harm across systems and client populations.
3. Integrate clinical judgment when collaborating with the healthcare team in the management of care for complex clients.
4. Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of lifelong learning.
5. Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
6. Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.
7. Manage the appropriateness, accuracy, and client response to pharmacology principles for clients with complex conditions.

Program Outcomes

Program Outcomes Summary	
Program Outcome	Expected Level of Achievement
NCLEX Examination Pass Rates	At least 80% of nursing graduates will pass the NCLEX on their first attempt.
Program Completion	75% of students will complete the BRCC ADN program within 100% of the minimum completion time, once admitted to the clinical component.
Job Placement	70% of graduates will report employment as a registered nurse within six months of graduation.

Estimated Program Costs

Students enrolled in the nursing program have costs associated with enrollment and program progression that exceed tuition. Expenses are subject to change based on tuition increases, costs of textbook bundles and learning resources, fees associated with background checks and drug screening, immunizations, uniforms, and supplies. Additional breakdowns of program costs can be found on the

BRCC Nursing Webpage here: <https://www.brcc.edu/explore-programs/nursing/>

Student Resources

Information about course registration, academic resources, student policies, student services, academic services, campus services, and student life can be found here: <https://www.brcc.edu/student/>

Canvas Course Access

<https://learn.vccs.edu/>

Accessibility Services: We provide academic accommodations and support for students with documented disabilities. Students must submit current documentation of a disability by a qualified professional to Accessibility Services before academic accommodations can be requested. Qualified professional evaluations by physicians, psychologists, audiologists, etc., must have been completed within the last three years. Additional information regarding Student Accessibility Services can be found here: <https://www.brcc.edu/student-support-services/student-accessibility/>

Role of the Nurse

By definition: An Associate Degree Nurse Graduate is a graduate of an associate degree program eligible to apply for registered nurse (RN) licensure.

“Practitioners holding the associate degree in nursing are prepared as accountable nursing care providers; they care for clients with common health problems in structured settings. The scope of associate degree nursing practice centers on direct client care and is defined by the roles of the care provider, client teacher, communicator, manager of client care, and member within the discipline of nursing” (Oermann et al., 2024, p.17).

Reference: Oermann, M. H., Gaberson, K. B., & Gagne, J. C. D. (2024). *Evaluation and Testing in Nursing Education*. (Ed. 7). Springer Publishing.

As a provider of nursing care, the goals of the nurse are to promote, maintain, and restore health. This care is based on scientific principles and the use of the nursing process. Meeting the client's basic needs is the nurse's goal, with the client participating as actively as possible in the decision-making process regarding their care.

As a contributing member to the healthcare profession and the healthcare team, the nurse assumes accountability for ethical practice and lifelong learning. The American Nurses Association (ANA) Code of Ethics and Virginia Nursing Practice Act serve as guidelines for the development of this role.

In accordance with Regulation **18VAC90-27-110** by the Virginia Board of Nursing within the Code of Virginia:

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

Student Essential Nursing Performance Standards

The purpose of Blue Ridge Community College Office of Student Accessibility is to provide reasonable accommodations and support for students with disabilities intended to facilitate equal access to postsecondary programs, courses, and college-sponsored events.

According to The Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act, a student with a disability is someone who has a physical or mental impairment; has a history of impairment; or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for one's self, or performing manual tasks.

Students admitted to the BRCC Nursing Program are expected to complete course requirements that prepare them to perform essential job functions as a registered professional nurse. These functions and skills include:

Speech: Establish interpersonal rapport and communicate verbally and in writing with clients, physicians, peers, family members and the health care team from a variety of social, emotional, cultural, and intellectual backgrounds.

Hearing: Auditory acuity to note slight changes in the client's condition and to perceive and interpret various equipment signals and to use the telephone as well as be able to note changes in patient assessment. Accurately hear physiological and environmental sounds.

Vision: Possess the visual acuity to read and distinguish colors, to read handwritten orders, other handwritten information, computer and printed data, i.e., medication records, and scales; chart content and provide for safety of clients' condition by clearly viewing monitors in order to correctly interpret data.

Mobility: Tolerate sitting, standing, bending, reaching, stooping, and walking for long periods of time, over eight to twelve hours. Must be able to bend, squat or kneel, and assist in lifting or moving objects and clients of all age groups and weights. Perform CPR i.e., move above patient to compress chest and manually ventilate patient. Work with arms fully extended overhead.

Manual Dexterity: Determine eye/hand coordination and manipulation of equipment safely such as syringes and IV infusion pumps. Demonstrate motor coordination and manual dexterity required to handle and operate wheelchairs, beds, blood pressure cuffs, computer keyboards, open packages, and perform procedures.

Fine Motor: Use hands for grasping, pushing, pulling, and fine manipulation and possess tactile ability sufficient for physical assessment and ability to differentiate change in sensation.

Mentation: Maintain reality orientation for at least an eight to twelve-hour period of time. Assimilate and apply knowledge acquired through lecture discussions and readings. Comprehend and apply basic mathematical skills, e.g., factor labeling, use of conversion tables, calculation of drug dosages and solutions. Comprehend and apply abstract concepts from biological, sociological, and psychological sciences. Collect and interpret data. Organize, prioritize, and plan work in a logical sequence.

Smell: Olfactory ability sufficient to monitor and assess health needs and distinguish odors.

Writing: Communicate and organize thoughts to prepare written/typed documents that are correct in style, grammar, and mechanics.

Psycho/Social: Cope effectively while working in a stressful environment using patience, tact, and flexibility. Communicate therapeutically and effectively with others. Respect persons of diverse cultural, religious, and ethnic backgrounds. Demonstrate caring, empathy, accountability, honesty, integrity, and a neat, clean professional appearance.

Any student who thinks they do not possess one or more of these functions should contact the **Student Accessibility Coordinator in the Houff Student Center**. Provisions for reasonable accommodations will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Click here for additional information on Student Accessibility: <https://www.brcc.edu/student-support-services/student-accessibility/>

Communication

Professional communication is a fundamental skill in nursing education, essential for fostering collaboration, ensuring patient safety, and maintaining ethical standards. In nursing school, students must develop clear, respectful, and effective communication techniques when interacting with peers, faculty, patients, and healthcare professionals. This includes active listening, appropriate use of medical terminology, cultural sensitivity, and adherence to confidentiality guidelines such as HIPAA. Strong professional communication skills contribute to teamwork, reduce errors, and enhance patient-centered care. As future nurses, students must uphold professionalism in verbal, nonverbal, and written communication to build trust, demonstrate competence, and advocate for patients effectively.

Each faculty member will post student engagement hours when they are available to meet with students. Since most faculty have clinical responsibilities, the best way to communicate with faculty is through email.

Students have an active VCCS email account and are expected to check this account on a regular basis. Students should always use their VCCS email accounts to communicate with faculty. The VCCS email account will be the primary means of electronic communication between professor and student and emails should be checked daily. Faculty may not communicate with students through their personal email.

Technology Requirements

Students are required to have access to a computer and reliable internet service. All assignments must be submitted as Microsoft Word or pdf files, unless otherwise indicated by your course professor.

Minimum Computer Requirements

1. Reliable internet service provider or access to on campus computers
2. *Windows* - i5 processor, 16GB RAM and 256 GB Memory or *Mac* – Intel Core i7 or Apple Silicone processor, 16GB RAM and 256BG Memory
3. Monitor capable of at least 800 X 600 resolution
4. Web camera

<https://www.brcc.edu/academics/dl/computer-purchases/>

If you are experiencing computer problems or difficulty accessing programs and files, inform faculty and consult the BRCC Computer Help Desk (540-453-2400).

Kaplan

More than just content review, Kaplan's Integrated Testing + NCLEX-RN Exam Review offers materials that teach critical thinking techniques crucial for nursing school and NCLEX success. Kaplan products and services include secure admissions and exit tests, easy-to-use reporting options, and robust remediation tools to identify knowledge gaps and improve student outcomes. *Kaplan fees are included in your tuition each semester.

Admission Requirements

Documentation Required for Admission

- Current Nursing Program Application on file
- Kaplan Entrance Exam results (must be no older than 24 months from the start month of the program)
- Official High School Transcripts or equivalent documents
- Transcripts from all coursework taken at non-VCCS colleges, including LPN transcripts

Health Physical

A physical performed by an authorized healthcare provider must be completed prior to beginning clinical nursing courses. The physical must be no older than 6 months prior to the first semester of the program (for an August start date, the physical must be completed on or after February 1st of the same year. BRCC will provide the program's physical form for the healthcare provider to complete. The student must receive clearance from the healthcare provider to start the program's clinical component.

Vaccinations

- *PPD*: A 2-step PPD is required and must be within the window of 1-3 weeks apart as outlined by the Centers for Disease Control and Prevention (CDC). A 2-step PPD is the administration of 2 separate doses of tuberculin that is read 48-72 hours after each placement, by a healthcare provider. An alternative to the 2-step PPD is the Quantiferon Gold Assay. The Quantiferon Gold Assay is a blood draw that detects tuberculosis (TB) antibodies and potential disease in the body. If the student is unable to have a PPD due to a history of positive reaction or allergy, then a chest x-ray must be performed. Students must be screened for TB annually while enrolled in the nursing program. Prior to entering the third semester of the nursing program, or when the annual requirement is due, the student will need to have a TB screening form completed by a healthcare provider. An example of the form can be found here: https://www.vdh.virginia.gov/content/uploads/sites/175/2021/12/Fillable-TB-Risk-Assessment-512-and-Instructions_Nov-2021.pdf
- *MMR*: Documentation of two MMR doses or a positive titer indicating immunity, prior to 1st semester.

- *Tdap*: Documentation of one administration within the past 10 years. The tetanus vaccine must be kept updated throughout the nursing program.
- *Varicella*: Documentation of two varicella doses or a positive titer indicating immunity, prior to 1st semester.
- *COVID*: Documentation of the COVID vaccine(s) prior to 1st semester, if received, or approved religious or medical exemptions as required by clinical affiliates. Please note that clinical facilities may also require COVID booster shots.
- ***Flu vaccine*: Documentation of vaccine administered each fall while enrolled in the nursing program.
- *Hepatitis B*: Documentation of three doses or a positive titer indicating immunity, prior to first semester.

Immunization requirements are determined by clinical partners. Students who do not meet the immunization requirements may be unable to progress through the program. Clinical sites determine a student's ability to complete clinical rotations based on the student's immunization status.

Basic Life Support Certification

Basic Life Support Certification (BLS) including CPR & AED use for Adult, Child, & Infant. Each student must present a valid, current-active card. The student is required to maintain **BLS** certification throughout the program. The BLS certification must be through the American Heart Association: BLS for healthcare providers.

Drug Screen

Upon an offer of acceptance into the BRCC Nursing Program, the nursing student is required to undergo a urine drug screen. Since a clinical agency may deny any student who has a positive drug screen access to its clinical units, applicants who present with a positive drug screen may be administratively withdrawn from the nursing program.

A student with a positive drug screen result cannot enter or participate in any clinical or laboratory setting. A positive urine drug screen includes illegal substances, marijuana, and controlled substances without the presence of a valid prescription.

At faculty discretion, a review of student events with college administration regarding student performance or behaviors, may result in additional drug screening throughout the nursing program. The BRCC Nursing Program continues with a zero-tolerance policy for student drug use that may interfere with the safety of self and others, clinical judgment, decision making, and patient care and outcomes. A positive drug screen may result in failure of the course based upon missed clinical time or removal from the clinical setting.

Nursing faculty may request that a student provide proof of prescription medication, as necessary. Students who take prescribed medications during clinical rotations will be required to secure their own medications, in a safe manner, at all times.

Criminal Background Check (CBC)

Upon an offer of acceptance into the BRCC Nursing Program, the nursing student is required to undergo a criminal background check. Since a clinical agency may deny any student who has a criminal history access to its clinical units, applicants who present with a criminal history may be administratively withdrawn from the nursing program. ViewPoint is the company that BRCC uses to fulfill this requirement.

If a student's CBC is positive for any findings, based on the clinical site's guidance for informing the clinical site, the nursing program director will reach out to the clinical sites in which a student is to be assigned, to discuss the student on an individual basis. The clinical site will decide if the student is able to complete clinical rotations at that facility.

*Note that if the program is unable to obtain clinical placement for a student with a positive CBC, the student will be administratively withdrawn from the nursing program. Clinical sites are determined only a few weeks prior to each semester. A student may receive clearance to be placed at a clinical site one semester, but denied in future semesters, halting program progression.

Professional Liability Insurance

The Virginia Community College System (VCCS) provides liability coverage for each student up to \$2,000,000 per claim. Students wishing to acquire additional liability insurance may contact various organizations for additional coverage at their own expense.

Policies

Policies for Nursing Students are aligned with those for all students enrolled in the parent institution. The nursing program is governed by general BRCC policies concerning tuition, fees, financial aid, employment, publicity, recruitment, counseling services, food services, service area, and student organizations. Students arrange for their own housing and transportation.

The College Catalog contains additional college policies beyond this nursing student handbook. Additional information concerning the nature of the curriculum can be found in the College Catalog. The College Catalog may be accessed at this link: <https://catalog.brcc.edu/>

Attendance Policies

Attendance Policy

Consistent attendance is an integral part of BRCC's sound academic program. Students are expected to be present, on time, and ready to participate at all regularly scheduled classes, laboratories, and clinicals. When a student has attended less than 80% of a class, he or she is ineligible to pass the course. Class attendance is necessary to ensure the student has received the necessary information and knowledge to practice safely in the lab and clinical settings.

Class Attendance

If a student has to miss class, it is his or her responsibility to notify the instructor via email prior to class. The student must confer with the instructor(s) whose lectures were missed to arrange for special make-up work. It is the student's responsibility to contact the instructor(s) to make these arrangements. Students must be aware that it may not always be possible to provide appropriate and effective make-up work; thus, the inability to make-up an assignment may necessitate a failure of the course. Students may be required to sign in on a sign-in sheet. Students cannot allow someone else to sign their initials and sign in on behalf of the student. When class begins, the sheet is secured.

Students who arrive late to class on days that a test is being given may be asked to leave and complete the test at a later time, within the same week. It is the faculty's discretion to choose to assign a zero score or reduced grade to a test in the event of a student with an unexcused absence and without contacting the course professor prior to the start of the test.

It is extremely important that time is not missed unless absolutely necessary. Failure to notify the instructor may lead to the disciplinary process (see p. 29). Recurring absence does not display a professional image. Planned vacations scheduled during class/clinical time will not be permitted, so plan these activities during the time off between semesters.

Being tardy to class does not display a professional image and it is disruptive to the learning environment. Recurring tardiness to class may result in disciplinary action by your instructor(s).

Test Make-Up for Excused Absences

A make-up test, in any format, will be given to the student at the convenience of the faculty member. Students who miss a test due to an excused absence must make up the test at the discretion of the professor by Friday of the same week. The student may receive an alternative test as a make-up test. Students making up a test in the Testing Center must have a picture ID and their student 7-digit EMPLID number with them.

Clinical and Simulation Attendance

Please note that all experiences that count as clinical hours (clinical, simulation, capstone, precepted experiences) hold the same professionalism and attendance expectations. Faculty will hold all experiences to the standards of clinical expectations as outlined in the Safe Clinical Practice Guidelines.

Regulatory agencies require a set number of clinical hours for successful program completion. LPN-RN students must complete a minimum of 350 hours of clinical study to graduate. The Virginia Board of Nursing allows up to 150 clinical hours to be awarded to the student from a practical nursing program. Traditional students need to complete a minimum of 500 hours of clinical study to graduate. You are responsible for making sure your clinical hours are on track.

Throughout the program you will be required to complete a variety of clinical experiences. You must achieve the minimum number of pediatric, behavioral health, and obstetric hours in order to successfully pass the course in which the hours are included in. It is vital that you make every attempt possible to not miss clinical.

Since clinical experiences are limited, it is imperative that the student strives to attend every experience. It is the student's responsibility to contact the clinical instructor, prior to clinical, concerning the need to be absent and the scheduling of make-up experiences. It is the student's responsibility to directly notify the clinical instructor 60 minutes (1hr) prior to the start of clinical. *Failure to notify the instructor of the need to be absent, prior to the start of clinical, will result in a written warning or unsatisfactory, depending on which step of the disciplinary process the student is on, and count towards missed clinical time.* Students must realize that make-up experiences may not be available, and this could result in failure or an “incomplete” of the course.

Clinical faculty/instructors are not held responsible for making up missed time for individual student absences.

Students who miss more than two clinical days within one semester that are not made up, will receive an “F” in the attached NSG course(s). All missed clinicals will be documented by the clinical instructor. If you do not achieve the minimum number of clinical hours required for graduation (500hrs for traditional students; 350hrs for LPN-RN students), you will be unable to graduate. Those hour requirements include meeting the minimum hour requirements for pediatrics, behavioral health, and obstetrics (16hrs each).

Clinical absences are reviewed thoroughly by the clinical instructor and nursing faculty. Clinical instructors and nursing faculty will consider each absence on an individual basis regarding implementation of the disciplinary process. Simulation cannot be used to substitute missed direct client care clinical time.

Since it is difficult to find parking places at clinical sites it may be necessary for students to carpool and you should plan to arrive early. However, in the event of an emergency occurring while in the clinical setting, it is the responsibility of the student needing to leave to arrange transportation home since the other members of the group cannot leave a clinical assignment to take one student home.

Tardiness

Students who arrive late to clinical (defined as 1 minute past clinical/simulation start time) will receive a verbal warning to be documented on their clinical evaluation sheet and a written disciplinary warning for a second tardy, and unsatisfactory for a third tardy, depending on the student's current step in the disciplinary process. A fourth tardy will result in a second unsatisfactory and failure of the NSG course in which the clinical falls under. It is under the clinical faculty's discretion to send a student home from the clinical site who is tardy.

Being tardy to clinical counts as time missed. Time missed due to tardiness may be required to be made up. Students who are consistently tardy or absent will be required to meet with faculty, and disciplinary action will be taken.

Inclement Weather

BRCC does not expect the student to drive under hazardous conditions. However, class and clinical are held unless the College closes. Time missed because of bad weather is excused; but, it may need to be made up to meet clinical hour requirements. If BRCC is closed an excessive number of days due to bad weather, clinical make-up could take place during scheduled fall, winter, or spring breaks.

It is recommended that students sign up to receive the BRCC alerts. Students can sign up to receive BRCC alerts here: <https://member.everbridge.net/453003085614982/login>

Course Recordings

Course meetings including lab components might be recorded; these recordings will be available to students registered for the class and are intended to supplement the classroom experience. Students are expected to follow appropriate BRCC policies and maintain the security of passwords used to access recorded lectures and content. Recordings may not be reproduced, shared with those not in class, or uploaded to other online environments without prior written instructor permission; doing so would be a breach of the BRCC Honor Code. If the instructor or any other BRCC personnel or departments plan for other uses for the recordings beyond this class, students identifiable in the recordings will be asked for consent prior to such use.

Academic Honesty

Students are expected to adhere to the BRCC Catalog and Student Handbook in addition to this handbook. Any student caught engaging in academic dishonesty (plagiarism, cheating on exams, receiving unauthorized assistance, etc.) on an assignment, in part or in whole, will be called for a conference with the professor or the academic dean. As a result of this meeting, the instructor may do any one or combination of the following:

- Assign an unsatisfactory to the student
- Require the work to be redone
- Reduce the student grade for the assignment
- Award a grade of “0” for the assignment, or
- Award a grade of “F” for the course

The Nursing Honor Code

The BRCC Nursing Program values truthfulness, respect for others, and honesty in academic work. Violation of these values cannot be condoned and may result in permanent dismissal from the program. Violations include lying, cheating, plagiarism (defined by BRCC in the College catalog) and/or failure to report these activities.

Artificial Intelligence (AI)

BRCC AI Policy: All work submitted in BRCC courses must be your own. Contributions from anyone or anything else, including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation and the Honor Code and Behavior Violations Including Disciplinary Procedures (<https://catalog.brcc.edu/policies-procedures/student-rights/>) will be implemented. Students are discouraged from using AI tools unless under direct instruction from your instructor to do so. Contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.

The Nursing Program may request that students write the Honor Code Pledge in full on each graded assignment, which is as follows:

“I have neither given nor received unauthorized aid on this assignment nor do I have reason to believe that anyone else has.” Signature: _____

Nursing students are expected to be ethical, professional individuals. Students that do not demonstrate these qualities effectively will be subject to the disciplinary process. Expectations of nursing students

in addition to the Nursing Honor Code and Academic Honesty guidelines include:

- Being accountable for one's own actions
- Being respectful to faculty, peers, clinical partners, and others on campus and at clinical locations
- Collaborating and communicating effectively and appropriately with faculty and peers
- Equal participation in group assignments

Conduct Standards

All faculty and students within the nursing curriculum assume responsibility and accountability for their individual professional judgments and actions both on campus and off. One's behaviors reflect upon the College and the Nursing Program.

BRCC's Nursing Program has a Code of Conduct. Faculty and students are expected to comply with this Code of Conduct throughout the nursing program.

Blue Ridge Community College Nursing Program Code of Conduct

- We will be servant leaders who encourage lifelong learning, mentorship, self-awareness, and teamwork.
- We will treat each other with respect and refrain from gossiping, labeling, being condescending, and assuming.
- We will be united in consistency, fairness, transparency, and agreeing to disagree
- We will practice tactful communication by recognizing appropriate times for communication, using personality cues, being conscious of tone, and holding each other accountable.
- We will handle conflict directly in a timely and professional manner by keeping an open mind, compromising, and not holding grudges.
- We will make decisions based on the best interest of the department and students and comply with decisions made. We will consistently ask, "Does it add value to our program?"
- We will strive for excellence by maintaining competency, staying current, and exploring new methodology and teaching strategies, while promoting creativity and curiosity.
- We will maintain high academic standards and focus on quality in all endeavors.
- We will promote positive thinking and action.
- We will avoid destructive behaviors that divide team members or diminish creativity.

Social Media Policy

The purpose of this policy is to provide guidelines for the appropriate use of, and conduct on, social media sites. Examples of social media include - but are not limited to - blogs, Facebook, YouTube, X, Instagram, Snapchat, TikTok, etc.

Do not post confidential or sensitive information about BRCC or its community affiliates including patients, other students, faculty or staff. Do not post comments that could reflect poorly on you, the college, or the nursing program. Students who participate in social networking represent themselves, BRCC, and the nursing program.

Think before you post. Use privacy settings when appropriate. **You do not have College permission to use the Blue Ridge Community College name.** What you write is your responsibility. The consequences of violating this policy may include disciplinary action up to and including program dismissal.

Uniform Dress Code

While wearing the BRCC uniform, the student represents the college and therefore will project a professional appearance. These are the expectations of the nursing program with regards to professional appearance:

1. Uniforms as identified by BRCC nursing faculty: royal blue, two or three pocket scrub top by Cherokee or Wonder Work and royal blue matching uniform pants. Other name brands are acceptable as long as the shade of royal blue matches the two mentioned brands. Skirt length: mid-knee or below and royal blue uniform skirt. Uniform clean, pressed, and in good condition.
2. Royal blue lab coat is optional. No sweaters to be worn in a clinical setting. No white lab coats.
3. Only solid grey short or long sleeve shirts can be worn under the uniform top.
4. A Blue Ridge nursing patch will be included in your tuition and provided by the bookstore.
5. Patches are to be worn on the left sleeve of the uniform top and on the left sleeve of the lab coat (if purchased separately). The top of the patch should be stitched 3 inches below the seam of the sleeve.
6. Name tag is worn on the left chest.
7. Shoes are to be all black and clean. All black leather sports shoes are acceptable, but no canvas shoes, shoes with holes/mesh, or open toe/back shoes. Shoes are to be slip resistant and non-permeable for infection control and safety.
8. Hose: White or natural hose to be worn with uniform skirts.
9. Watch with second hand, purchased separately.
10. Scissors, bandage type and pen-light purchased separately.
11. Stethoscope with bell and diaphragm, purchased separately (single barrel preferred).
12. Pen with permanent black ink. No felt-tip or erasable pens may be used. Pencils will be needed when in simulation/lab.

Other Dress Requirements:

1. Hair must be a natural color. It must be clean, neat, and worn off the shoulder and away from the face when in the lab or clinical setting.
2. Makeup applied lightly. Makeup may interfere with N95 mask integrity.
3. No perfumes, colognes, or strongly scented powders.
4. No necklaces or bracelets; jewelry allowed include a plain band ring, stud type pierced earrings (one pair) – only in the ear. No costume jewelry.
5. Wearing of jewelry in visible pierced body parts, other than ears, is *not permitted* (the term “jewelry” does not apply to medic alert symbols.)
6. All students are prohibited from exposing a tattoo or brand anywhere on the body which is obscene, sexual, racial, religiously discriminatory, unprofessional or offensive, regardless of its location. All students must abide by clinical site tattoo policies. Any questionable tattoo will be reviewed by the program head with the student.
7. Hands and nails must be clean, nails trimmed short; no nail polish or synthetic nails.
8. Facial hair must be clean shaven or mustache/beard neatly groomed. Facial hair must meet CDC requirements for wearing a N95 mask.
9. No gum.
10. Smoking is not permitted at any clinical facility. Please do not report to clinical smelling of smoke or strong odors, as it can trigger certain respiratory conditions.
11. On special assignments in the community, the student will dress in accordance with the dress codes of the respective agencies or as identified by BRCC nursing faculty. At no time will a student report to an assigned experience in jeans, shorts, mini-skirts, sport shoes, or flip flops etc.
12. Any time a student reports to a clinical facility the student must wear his/her name tag and obtain permission.

Nursing Program Curriculum

Credit Breakdown for Course, Lab, & Clinical - Traditional Program					
First Semester	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total
	ENG 111	3	0	0	3
	BIO 141	3	1	0	4
	NSG 100	3	0	1 (45 clock hrs)	4
	NSG 106	1	1 (45 clock hrs)	0	2
	NSG 130	1	0	0	1
	NSG 200	2	0.88 (40 clock hrs)	0.12 (5 clock hrs)	3
	SDV	1	0	0	1
Second Semester	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total
	ENG 112	3	0	0	3
	BIO 142	3	1	0	4
	NSG 152	2	0	1 (45 clock hrs)	3
	NSG 170	4	.22 (10 clock hours)	1.78 (80 clock hours)	6
Third Semester	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total
	BIO 150 or BIO 205	3	1	0	4
	PHI 220	3	0	0	3
Fourth Semester	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total

	NSG 210	3	0	2 (90 clock hrs)	5
	NSG 211	3	0	2 (90 clock hrs)	5
	PSY 230	3	0	0	3
Fifth Semester	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total Credits
	NSG 230	2	0	0	2
	NSG 252	4	0	0	4
	NSG 270	0	0	4 (180 clock hrs)	4
	SOC 215	3	0	0	3
<p style="text-align: center;">Total Credit Hours: 67 95 Total Lab clock hours – 535 Total Clinical/simulation clock hours</p>					

Credit Breakdown for Course, Lab, & Clinical - LPN-RN Bridge Program					
First Semester (SP) Prerequisites	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total
	SDV	1	0	0	1
	BIO 141	3	1	0	4
	ENG 111	3	0	0	3
	PSY 230	3	0	0	3
	PHI 220	3	0	0	3
<p>*To start the NSG courses below, you must have completed the nursing program application process and been formally accepted into the nursing program.</p>					

Second Semester (SU)	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total
	NSG 115	3	0	1 (45 clock hrs)	4
	NSG 200	2	1 (45 clock hrs)	0	3
	ENG 112	3	0	0	3
	BIO 142	3	1	0	4
Third Semester (FA)	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total
	NSG 210	3	0	2 (90 clock hrs)	5
	NSG 211	3	0	2 (90 clock hrs)	5
	BIO 150 or BIO 205	3	1	0	4
Fourth Semester (SP)	Course	Class Credit Hours	Lab Credit Hours	Clinical Credit Hours	Total Credits
	NSG 230	2	0	0	2
	NSG 252	4	0	0	4
	NSG 270	0	0	4 (180 clock hrs)	4
	SOC 215	3	0	0	3
<p style="text-align: center;">Total Credit Hours: 55 45 Total Lab clock hours – 405 Total Clinical/simulation clock hours</p>					

LPN-RN Bridge students must apply for admission to the clinical component of the program and document completion of all regular admission criteria including submission of an official transcript from their LPN program and a copy of their current Virginia unrestricted LPN license. Once accepted, LPN-RN Bridge students complete 3 semesters of clinical course study beginning in the summer. Credit for students with documentation of a current, active Virginia unrestricted license as a practical nurse (LPN) will be given for NSG 100 (4 credit hours), NSG 106 (2 credit

hours), NSG 130 (1 credit hour), NSG 152 (3 credit hours), and NSG 170 (6 credit hours) for a total of 16 credit hours.

Hour Breakdown for Lab, Simulation, & Clinical			
<i>Semesters</i>	<i>Lab Hours</i>	<i>Simulation Hours</i>	<i>Clinical Hours</i>
Semester 1 Traditional	85	4	46
Semester 2 Traditional	10	8	117
Semester 3 Traditional	N/A - No NSG courses		
Semester 4 Traditional	0	12	168
Semester 5 Traditional	0	12	168
Semester 1 LPN-RN	N/A - No NSG courses		
Semester 2 LPN-RN	45	8	37
Semester 3 LPN-RN	0	12	168
Semester 4 LPN-RN	0	12	168

Assessment of Learning

Students in the Nursing Program are required to complete a variety of assignments and standardized tests for the purposes of assessment of learning, practice taking NCLEX type questions, remediation, and preparation for success as first-time candidates of the licensing examination. These tests may include, but are not limited to Kaplan.

Standardized tests measure students' nursing knowledge and compare that measure with the performances of students in similar nursing programs throughout the United States. These tests also serve to help students identify the knowledge areas in which they have performed well and those areas in which they need to review and remediate to be successful on the NCLEX. These tests will be administered throughout the program. All Kaplan testing fees are included in each student's tuition.

The post-clinical nursing conference is used for student evaluation of clinical learning experiences and for sharing the learning experience of others. The students are given an opportunity to evaluate their own progress in the program weekly via a journal or other clinical assignment, or through conferences with the clinical instructor during the clinical rotation. Each nursing student has a faculty advisor for help with academic problems that can be located in SIS.

Nursing students are formatively evaluated on their clinical and simulation performance with the

Clinical Evaluation Tool and Simulation Evaluation Tools. Clinical evaluations are pass/fail based on student performance. A student who does not successfully pass clinical will receive a failing grade for the course attached to that clinical. Students who are removed from clinical for performance or behavioral issues may be assigned a failing grade for more than one course, based on the clinical's relationship with the course(s).

Student Remediation

Faculty members evaluate students in the clinical, lab, and classroom settings. When performance needs are identified, the student is encouraged to arrange remediation with a professor, clinical instructor, or the laboratory coordinator.

The Nursing Student Remediation Process for Academic Support Form is used for student remediation and includes identification of the area of concern, suggested interventions, expected outcomes with a goal date, and a final review follow up.

Grade Policy

The grading scale for the NSG courses is as follows:

A	=	92 - 100
B	=	84 - 91.99
C	=	80 - 83.99
D	=	70 - 79.99
F	=	Below 70

This higher standard of grading is necessary to ensure the student has achieved a theoretical knowledge base leading to safe and competent nursing care upon graduation.

A student MUST maintain a test and exam (theory) average of 80%. **A student with a test and exam (theory) average of less than 80% may not continue in the clinical component.** All test grades are carried to the 100th place and there is **NO** rounding up of the final grade in order to obtain the 80%.

*Written work, such as teaching projects, research papers, and/or patient profiles, may count toward the final course grade.

Failure to maintain an 80% average on all theory assignment scores will result in a maximum of a "D" grade for the course. The student must also maintain an 80% in the weighted total in order to pass the course.

Paperwork and clinical performance will be evaluated each week by the student's clinical instructor. Two unsatisfactory weeks of clinical performance or paperwork, including not turning in clinical assignments, in one semester will result in failure of the clinical component. If a student performs satisfactorily in the clinical area and completes assigned paperwork satisfactorily, he or she will receive written evaluation at the end of each semester.

Program Evaluations

Program/Curriculum:

Students have the opportunity to participate in the evaluation of the curriculum and other aspects of the clinical component. Students fill out clinical and classroom evaluations at the completion of every nursing class. Nursing managers evaluate clinical instructors at the end of each semester.

The nursing faculty recognizes the importance of student evaluation of the nursing curriculum. In addition, students participate in graduate surveys at the end of the program. Employer surveys are conducted every fall. Class officers are invited to attend monthly faculty meetings to discuss any concerns they may have.

Course Audit

1. Students may not audit a course beyond what has already been successfully completed with an 80% or higher course and theory grade.
2. Students who wish to audit a course must have permission from the teaching faculty and nursing program head.

Grievance and Grade Appeal Procedures

Grievance information regarding all students is found in the BRCC Catalog under Student Rights, Honor Code, Behavior Violations Including Disciplinary, and Appeal Procedure at the following link: <https://catalog.brcc.edu/policies-procedures/student-rights/>

Written Complaint Procedures can be found here: <https://catalog.brcc.edu/policies-procedures/campus/student-complaint-appeals-processes/>

A grievance is any complaint, injustice, or unresolved conflict a person has encountered as a student. The grievance procedure provides a formal avenue for the student to resolve his or her complaint. The grievance procedure begins at the departmental level and proceeds through the college channels as necessary. The steps are outlined in the catalog here: <https://catalog.brcc.edu/policies-procedures/campus/student-complaint-appeals-processes/>

Faculty members and students should communicate regularly and openly about all grading issues. A student who is dissatisfied with an instructor's grading decision during a semester should discuss the issue with the instructor and attempt to resolve the matter informally. A student who believes that a grading issue has not been satisfactorily resolved should speak with the instructor's academic dean about the matter. The dean should work with both the student and the instructor to address the issue.

Students may not file a formal course grade appeal during the semester. Grading issues that remain unresolved during the semester may become the basis for a formal course grade appeal once the semester has ended and a final course grade has been assigned. The formal process may be used only for grading issues that impact the final course grade. Additional information regarding grade appeals can be found here: <https://catalog.brcc.edu/policies-procedures/academic/grade-appeal/>

College/Student Activities

Students have the opportunity to participate in college activities. The Student Leadership Council (SLC) is an empowering student-run programming board that represents and promotes the common interests and general welfare of the student body. Student organization guidelines can be found here: <https://catalog.brcc.edu/resources/student-resources/government-association/>

Additional information about student clubs and organizations can be found here: <https://www.brcc.edu/student-life/clubs-and-organizations/>

Nursing Students are automatically part of the Nursing Connections Club upon acceptance into the program. This club provides a forum for nursing students to discuss emergent issues at monthly nursing faculty meetings and to strengthen bonds among peers. Nursing Class Officers are elected during the fall semester. Student nurses are encouraged to participate in community activities.

Health Concerns and Insurance

Students are responsible for meeting all class and clinical assignments as scheduled. Missed time in class and clinical due to health concerns may be treated as any other absence. A physician's statement may be requested by nursing faculty depending on specific student situations.

Pregnancy

Should a student enter the program pregnant, or become pregnant during the school year, the student must inform the program director immediately. There are areas of clinical practice, which if exposed to, could endanger the unborn child. A statement from the obstetrician regarding the ability to continue in the curriculum, specifically in regard to class and clinical assignments, may be required.

Mental Health & Other Health Concerns

Patient safety is of paramount importance. If a student has a mental health or other health concern that poses potential risk to a client, the student will not be allowed to continue in the clinical setting. Each occurrence will be handled on an individual basis.

HIV & Bloodborne Pathogens Policy

Whereas, the nursing program recognizes that: (a) acquired immune deficiency syndrome (AIDS) is a serious threat to public health; (b) there is no available vaccine against its causal agent, the human immunodeficiency virus (HIV), (c) HIV is transmitted through exposure to blood and other body fluids of an HIV carrier; (d) medical history and examination cannot reliably identify all patients infected with HIV; and (e) there is no curative treatment available to patients with AIDS or AIDS related complex; and whereas, the nursing program by reason of the very purpose of its existence, has an obligation to: (a) prepare a cadre of nurses, any or all of whom may be called upon to care for persons infected with HIV and; (b) instruct its students in nursing behaviors calculated to minimize the risk of HIV exposure to themselves and others; and whereas, there is a need for the nursing program to meet its aforesaid responsibilities by means contrived to protect the legal rights of individual students, faculty members, and patients;

Therefore, it is the policy of the Nursing Program that:

1. No student or faculty member shall be discriminated against for the sole reason that said student or faculty member has been diagnosed as having AIDS or AIDS- related complex or as being HIV positive.
2. Student assignments shall be based on the learning needs of the student without regard to the AIDS status (diagnosis of AIDS-related complex, HIV positive, or HIV negative) of the patient.
3. All AIDS or HIV information regarding an individual student, faculty member, or patient shall be treated as confidential and dissemination of such information shall be based on need-to-know criteria that pertain generally in health care situations.
4. All patients will be recognized as potential HIV carriers and the appropriate precautions as

recommended by the CDC be taken by students and faculty when caring for any patient (appropriate precautions are situation- specific).

5. No student shall participate in the clinical portion of the nursing program until said student has been instructed on current - Recommendations for the Prevention of HIV Transmission in Health-Care Settings that have been promulgated by the CDC and OSHA (Occupational Safety and Health Administration).
6. It is the individual student's responsibility to carry insurance. In the event that the student is exposed to HIV or Bloodborne Pathogens, all costs incurred by the incident are the full responsibility of that student.

Health Insurance

Nursing students are strongly encouraged to have health insurance. Students unable to carry health insurance are to sign a health insurance declination when completing their physical examination form. Evaluation and/or treatment of injury or illness related to lab, clinical, or classroom experiences are the responsibility of the student. Students assume all financial liability for expenses incurred should treatment be required for continued participation in the nursing program.

Professional Liability Insurance

The Virginia Community College System (VCCS) provides liability coverage for each student up to \$2,000,000 per claim. Students wishing to acquire additional liability insurance may contact various organizations for additional coverage at their own expense.

Standards for Safe Clinical Practice

The clinical component of the BRCC Nursing Program provides a vital educational foundation for students as they prepare to enter the field. The clinical experiences also involve interacting with actual patients and medical staff so every effort must be made to ensure that we are conducting ourselves in a manner that sheds a positive image on each of us as individuals as well as the BRCC Nursing Program as a whole. As such, during clinical rotations, all students are expected to adhere to the Standards of Safe Clinical Practice listed below.

Failure to adhere to any one of the Standards outlined below may result in receiving an unsatisfactory. Students who receive two unsatisfactories will be not be able to continue in the program.

Standards of Safe Clinical Practice

In a clinical practice setting, students are expected to demonstrate responsibility and accountability as professional nurses with the goal of health promotion and prevention of harm to self and others. The nursing program believes that this goal will be attained if each student's clinical practice adheres to the Standards of Safe Clinical Practice as outlined below.

Safe clinical performance always includes, but is not limited to, the following behaviors:

1. Practice within boundaries of the nursing student role and the scope of practice of the registered professional nurse.
2. Comply with institutional policies and procedures for implementing nursing care.
3. Prepare for clinical learning assignments according to course requirements and as

- determined for the specific clinical setting.
4. Demonstrate the application of previously learned skills and principles in providing nursing care.
5. Demonstrate progression of skills, competence, and critical thinking.
6. Promptly report significant client information in a clear, accurate, and complete oral or written manner to the appropriate person or persons.
7. Ensure effective interpersonal interactions with patients, peers, instructors, and health care team members.
8. Maintain a professional image in dress and behavior.
9. If the instructor is off the unit, the student cannot provide any direct patient care until the instructor returns.
10. No cell phones in patient areas.

Examples of unsatisfactory behaviors include, but are not limited to:

Ineffective interpersonal Interactions

Poor Communication

- Weak verbal and written communication skills
- Failure to articulate learning needs (ask questions and asks for help)
- Inappropriate nonverbal communication

Difficulty developing relationships

- Inappropriate interaction with patients
- Ineffective interactions with educators and other health care professionals
- Patient, staff, and/or facility complaint about student as substantiated by the instructor

Knowledge and skill incompetence

Limited cognitive ability

- Knowledge deficit – failure to relate classroom concepts to clinical situations
- Lack of critical thinking or failure to progress in critical thinking
- Poor insight into appropriate interventions and rationales for interventions
- Poor problem solving
- Lack of insight into personal strengths and weaknesses

Weak skill demonstration

- Violation of the rights of medication administration
- Inconsistent assessment skills
- Failure to perform basic care/skills
- Lack of organizational and/or time management skills

Failure to progress

- Patient needs not met, as substantiated by the instructor
- Medication errors-depends on frequency, severity and patient outcomes

Unprofessional image

Inappropriate attitudes

- Disrespect to patients, families, staff and/or instructor
- Anger
- Defensiveness
- Overconfidence or low confidence
- Apathy – unenthusiastic about nursing
- Unreceptive to feedback or blamed educator for performance issues

Inappropriate behavior

- Uncontrolled anxiety/nervousness
- Lack of preparation
- Tardiness
- Late/missing assignments
- Avoidance of patients and/or educator
- Noncompliance with facility procedures and protocols
- Violation of dress code
- Violation of academic honesty policy
- Violation of HIPPA
- Breach of confidentiality

Lack of accountability

- Not reporting important information
- Crossing professional boundaries
- Dishonesty
- Carelessness/risk taking behaviors i.e.: under the influence of medications, drugs and/or alcohol
- Performing outside the scope of practice of a nursing student
- Illegal behavior
- Inadequate sleep before clinical
- Physical abuse to patient, staff, team member, faculty or peer
- Refusal to care for assigned clients or patients
- Providing an unsafe environment for patients, families or staff

Ultimately, it is the discretion of the instructor to determine what constitutes unsafe or marginal clinical performance dependent upon the circumstances. The faculty will consider the type of event, the pattern, and frequency of the behavior, the level of risk associated with the student's behavior, the student's semester of study, and the timing in the semester.

Each semester has core skills and competencies that are significant to the faculty and clinical performance must demonstrate satisfactory performance by students both as a clinical grade and by observation. **Failure to abide by these standards and demonstrate these core competencies will result in disciplinary action, which may result in failure to progress in the nursing program.**

An instructor assignment of an unsatisfactory is non-negotiable. The documentation of two unsatisfactory performances in clinical will be grounds for failure to progress in the nursing program. Appeals may be heard by the division dean after a failing grade is assigned.

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

Disciplinary Procedures

The standards outlined in this handbook will be reviewed at nursing orientation where students will be asked to sign an Agreement to adhere to the standards. A copy of the agreement will be kept in the student's file. Students should hold onto the nursing handbook and refer to it throughout the program. Any revisions/updates to the handbook during the student's time in the program will be communicated directly to the student via their VCCS email address.

Resolution of a violation of these standards is based on whether or not it is a first violation for the student as well as the severity of the violation. In some cases, program leadership may skip the protocol for a first violation and proceed directly to the second/severe violation protocol. All written warnings and unsatisfactories will carry through the remainder of the program. Any student who receives two unsatisfactories will not be allowed to continue in the nursing program.

First Occurrence/Violation

1. The student will be given an immediate verbal warning by the faculty member once a violation has been identified.
2. The incident will then be documented by the faculty/instructor on a Counseling Form or Clinical Evaluation Form and signed/initialed by both the instructor and the student.
3. One copy of the form is given to the student and the other is kept in the student's file.
4. At the discretion of the instructor, the student may be asked to leave the clinical unit or lab for the remainder of the day.
5. If this violation is a serious matter, the student may be required to meet with a minimum of two nursing faculty members to discuss the incident. Faculty will decide if this action constitutes an unsatisfactory performance.
6. Faculty reserve the right to skip a written warning and go directly to an unsatisfactory, at their discretion.

An action plan will be identified on the Student Counseling Form.

Second Occurrence/Violation

1. The student will meet with the faculty and discuss the violation.
2. The student will be given an unsatisfactory which will be documented on the Student Counseling Form and signed/initialed by both the instructor and the student.
3. One copy of the form is given to the student and the other is kept in the student's file.
4. An action plan will be identified on the Student Counseling Form.

After the above steps are completed, the documentation may be sent to the academic dean for review and decision in conjunction with the program head. Two separate violations resulting in two unsatisfactories will result in failure to progress in the nursing program. The student may be eligible for readmission, as stated on the second unsatisfactory or via the program exit email follow-up, and must follow the guidelines for "*Readmission into the Program*" outlined in the Student Handbook.

Student Counseling Form (Sample)

Student Counseling Form

Date of Occurrence:	Name:	Faculty Present:
Issue/Concern	Discussion	Action Plan
Ineffective interpersonal interactions <input type="checkbox"/> Poor Communication <input type="checkbox"/> Difficulty developing relationships Knowledge and skill incompetence <input type="checkbox"/> Limited cognitive ability <input type="checkbox"/> Weak skill demonstration Unprofessional image <input type="checkbox"/> Inappropriate attitude <input type="checkbox"/> Inappropriate behavior Lack of accountability <input type="checkbox"/> Late/missing assignments <input type="checkbox"/> Late for clinical <input type="checkbox"/> Missed Clinical <input type="checkbox"/> Other		<input type="checkbox"/> Warning <input type="checkbox"/> Unsatisfactory #1 <input type="checkbox"/> Unsatisfactory #2 <input type="checkbox"/> Other

Review Safe Clinical Practice Policy for details, located in the nursing student handbook.

Student signature: _____
 Faculty signature: _____

Date: _____
 Date: _____

Program Admission Requirements

Clinical Admission Requirements

Students who have met the following minimum requirements may submit a clinical application:

- Sent official high-school transcripts or equivalent documents and transcripts of all coursework taken at non-VCCS colleges attempted or completed (including LPN transcripts for students who completed LPN training) to BRCC for review.
- Earned a curricular GPA of at least 2.50 in all pre-clinical courses taken prior to, or concurrent with, application to the clinical component. Required pre-clinical courses that have been attempted must be passed with a "C" or better before entering an NSG course. Anatomy & Physiology courses (BIO 141 & BIO 142) must have been taken within the past 7 years (not before Fall 2018 for August 2025 admissions) to be considered.
- Completed the Kaplan Nursing Entrance Test and earned a score of 45 or higher on each of the sections. Note that successful applicants usually score >65.

Refer to this webpage for additional admission information and timelines:

<https://www.brcc.edu/academics/programs/nursing/clinical/>

Program Progression

The program adheres to the following:

In accordance with policy of the Virginia Community College System (VCCS Policy No. 5.6.3) students may not normally enroll in the same course more than twice. Enrollment is defined as staying in the course beyond the add/drop period.

1. A student must achieve both a theory average of 80% and a weighted total of 80% in each NSG course to be eligible to continue to progress in the program. Failure of any NSG course prevents the student from progressing through the program. If a student has a theory average below 80% and a course average above 80%, the theory average will be assigned as the course grade. If the student has a theory average above 80% and a course average below 80%, the course grade will be assigned as the final course grade.
2. A student who receives a grade of W, D, or F in any NSG course will not continue to progress in the nursing program course series. The student may be eligible to re-enter the program based on program readmission policies in place at the time the student is requesting readmission.
2. A student who receives a failing grade/rating for the clinical component of a nursing course will receive a grade of "F" for the course and will not be able to continue to progress in the nursing program course series.
3. A student who fails clinical, based on any aspect of professional behavior will not be able to continue in the nursing program and may not be eligible for readmission. Eligibility will be stated on the student's unsatisfactory or exit interview communication.
4. A student who fails a skills lab or physical assessment lab will receive a maximum grade of a D for the course. Two or more failed skills in NSG 106 will result in an F for the course. A student who withdraws, fails, or takes a leave of absence and does not enroll and complete a nursing course within twelve (12) months will need to re-apply to the program and start in the first semester, repeating all program courses. A student in this category must meet the current admission criteria.
5. Nursing students must complete all nursing courses within each level with a grade of "C" or better before progressing to the next level.

GRADUATION

In order to graduate, a student must have earned a grade of C or better in each NSG course and prerequisite. All College requirements need to be met. In January of the last semester, the student must Apply for Graduation. Students are notified by the admissions department as to the status of graduation requirements. Any outstanding courses must be completed before the degree is conferred.

The Dean of Academic Affairs sends a letter of attestation to the State Board of Nursing validating the student's graduation status and thereby making them eligible to sit for NCLEX.

The college provides a graduation ceremony and caps and gowns. Any other ceremonies (example, Pinning) are the responsibility of the graduating class. The class is responsible for the planning and costs of any other ceremonies.

Clinical Experiences

Each student must complete a minimum of 500 hours (350 hours for LPNs) of clinical experiences

during the 4 clinical course semesters (3 semesters for LPN transition students), including 16 hours each of pediatric, obstetric (OB), & mental health experiences. Opportunities will be provided throughout the program to achieve these hours. It is the student's responsibility to make sure that they are meeting these requirements. Failure to do so will result in an inability to sit for the licensure exam and.

Clinical sites are varied and are selected to provide optimal learning experiences for our students. As a result of having several nursing programs in our community, travel may be required by the student outside of your home community. Clinicals may be scheduled any day or time of week. Faculty will provide you with these dates as soon as they are available.

Program Readmission

1. Students who receive a final course grade or theory grade lower than 80% (C) in any of the courses will not be allowed to progress in the program. Students may 1) be eligible to be readmitted into the program and repeat the failed course and earn a final grade of 80% or higher before taking the next course in the sequence or 2) reapply to the nursing program to start at the first semester, if accepted.
2. Two NSG course failures, in two separate academic semesters, make the student ineligible for readmission and the student must start over with an initial application to the program, restarting all NSG courses from the first semester.
3. The student must reapply in writing, by completing another program application, and submit an appropriate success plan to the program head who will share with the readmission committee, by the identified deadline, determined by the program head, and meet current admission requirements. This success plan should outline how the student's circumstances have changed to allow them to be successful in the program if they were to be admitted again.
4. Readmission to the clinical component is NOT guaranteed and will be determined on an individual basis.
5. Students being considered for readmission will need to pass a readmission written test, as determined by nursing faculty, with a grade of 80% or higher. The student will also need to pass a skills test with success defined by the faculty. These tests will determine that the student has retained the necessary knowledge previously learned in the program, to start back where they left off. If a student does not obtain the minimum threshold on the readmission written test or successfully pass the skills test, they must reapply to the program to start back in the first semester, repeating all first-semester courses.
6. Any first-semester NSG course failure results in reapplication to the nursing program. The student must complete all program admission/application requirements. Readmission testing (#4) will apply to any courses the student successfully passed, but chooses not to repeat.
7. A student must have successfully completed an NSG course within the last 12 months to be eligible for readmission into the program. Students who leave the program for additional reasons are also subject to the readmission policy and will be considered for readmission by the nursing admissions committee. Readmission must be achieved within 12 months of initial program failure or departure. If not accepted under the readmission policy, a student must reapply to the program and begin the program of study from the first semester if accepted for a second attempt.
8. A student is eligible to reapply to the program only once when dismissed for academic failure.

Transfer Students

The following criteria must be met prior to a student transferring into the BRCC Nursing Program from another VCCS Nursing Program.

- a. Must be transferring from a VCCS Nursing Program and must have successfully completed a full semester of nursing courses
- b. The student must be in good standings with a 2.5 grade point average for NSG courses and required pre-requisite/general education courses.
- c. The student must have a positive letter of recommendation from the previous program head.
- d. To graduate, 17 degree credits must be earned from BRCC. Transferring with fewer than 17 credits remaining will require an agreement from the previous program to transfer credits back to the previous school upon completion to facilitate graduation.
- e. The BRCC nursing program must have clinical space available.
- f. The student must transfer in the expected number of clinical hours for the semester in which they are transferring into.
- g. A student who fails out of an NSG course within another VCCS nursing program, will follow the readmission guidelines listed above.
- h. A student must have successfully completed an NSG course within the last 12 months to be eligible for transfer into the program.
- i. The nursing program has the right to deny a transfer request.

Virginia Board of Nursing (VBON) Regulations

A listing of the regulations that govern the practice of nursing and nursing education can be found at <https://www.dhp.virginia.gov/Boards/Nursing/PractitionerResources/LawsRegulations/>

In accordance with Regulation **18VAC90-27-110** by the Virginia Board of Nursing within the Code of Virginia:

- A. In accordance with § 54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.
- B. Faculty shall be responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the instructor. Skills checklists shall be maintained for each student.
- C. Faculty members or preceptors providing onsite supervision in the clinical care of clients shall be responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student's clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the clients.
- D. Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. A preceptor may not further delegate the duties of the preceptorship.
- E. Preceptors shall provide to the nursing education program evidence of competence to supervise student clinical experience for quality and safety in each specialty area where they supervise students.

The clinical preceptor shall be licensed as a nurse at or above the level for which the student is preparing.

F. Supervision of students

1. When faculty are supervising direct client care by students, the ratio of students to faculty shall not exceed 10 students to one faculty member. The faculty member shall be on site in the clinical setting solely to supervise students.
2. When preceptors are utilized for specific learning experiences in clinical settings, the faculty member may supervise up to 15 students. In utilizing preceptors to supervise students in the clinical setting, the ratio shall not exceed two students to one preceptor at any given time. During the period in which students are in the clinical setting with a preceptor, the faculty member shall be available for communication and consultation with the preceptor.

G. Prior to beginning any preceptorship, the following shall be required:

1. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience;
2. An orientation program for faculty, preceptors, and students;
3. A skills checklist detailing the performance of skills for which the student has had faculty-supervised clinical and didactic preparation; and
4. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

Statutory Authority

§ [54.1-2400](#) of the Code of Virginia.

Historical Notes

Derived from Virginia Register [Volume 33, Issue 10](#), eff. February 24, 2017. *Validated and verified March 7, 2025.*

National Council Licensure Examination (NCLEX-RN)

The National Council Licensure Exam (NCLEX) is the process by which graduates of a nursing program obtain a license to practice as a registered nurse. Students must be licensed in the state in which they wish to practice nursing. The exam is challenging and preparation for it begins the first week of the first semester. Once licensed, the nurse must renew their license on a regular basis, every two years, and meet continuing education requirements set by the State Board of Nursing. The nursing program's goal is that every graduate successfully passes the NCLEX on the first attempt.

Resources for NCLEX preparation will be provided to students which may include but are not limited to software, web sites, videos, and review books.

Students who are eligible to sit for the NCLEX are responsible for the application process as well as costs. The first testing dates may be as early as May, after graduation. Testing sites may be found on the Pearson Vue website: <https://www.nclex.com/testing-locations.page> Applications and information will be available to students in April of the fourth semester. Nursing faculty will walk each student through the application process. Students who are unsuccessful in passing the NCLEX must reapply to the State Board and wait 45 days before retesting.

Maintaining Licensure

The legal limitations for licensure are specified in Chapter 30 of Title 54.1 of the Code of Virginia

§ 54.1-3007. Refusal, revocation or suspension, censure or probation.

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

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

Code 1950, § 54-353; 1970, c. 116; 1979, c. 5, § 54-367.32; 1982, c. 598; 1988, c. 765; 1989, c. 278; 2003, c. [249](#); 2005, cc. [610](#), [924](#).

§ 54.1-3008. Particular violations; prosecution.

A. It shall be a Class 1 misdemeanor for any person to:

1. Practice nursing under the authority of a license or record illegally or fraudulently obtained or signed or issued unlawfully or under fraudulent representation;
2. Practice nursing unless licensed to do so under the provisions of this chapter;
3. Knowingly employ an unlicensed person as a professional or practical nurse or knowingly permit an unlicensed person to represent himself as a professional or practical nurse;
4. Use in connection with his name any designation tending to imply that he is a professional nurse or a practical nurse unless duly licensed to practice under the provisions of this chapter;
5. Practice professional nursing or practical nursing during the time his license is suspended or revoked;
6. Conduct a nursing education program for the preparation of professional or practical nurses unless the program has been approved by the Board; or

7. Engage in the practice of massage therapy or hold himself out as practicing massage therapy unless he holds a license as a massage therapist issued by the Board.

B. The provisions of this section shall apply, mutatis mutandis, to persons holding a multistate licensure privilege to practice nursing.

Code 1950, § 54-359; 1970, c. 116; 1982, c. 598, § 54-367.35; 1988, c. 765; 1996, c. [166](#); 2004, c. [49](#); 2016, c. [324](#).

Privacy, Confidentiality, & Patient Rights

Behaving with respect means that staff and students, treat all situations and people ethically and according to the mission, vision and values of the facility in which students perform clinical rotations. The privacy of patients and the confidentiality of patient health information is mandatory. As of April 15, 2003, the Health Insurance Portability and Accountability Act (HIPAA) became law. Failure to adhere to the tenets of this act may result in monetary fines.

HIPAA includes:

1. General respect for others' privacy

- Don't look at charts or talk about patients until permission is granted.
- This includes a written permission from the patient before health information can be used in care studies.
- Do not discuss private information about patients in public places.
- Do not leave patient information in a public place.
- Do not use computer access to look up health information on patients not under your care.

2. Common courtesy

- Close doors, pull curtains
- Be aware of others around you
- Be careful of where you put charts and clipboards
- Dispose of patient information properly

3. Talking about patient information

- Patients will be asked if information can be shared with visitors or callers.
- Each time you enter a patient's room, remember to ask the patient if they are comfortable with people in the room hearing a discussion about their health.
- Ask visitors to leave the room before you discuss the patient's health if the patient is uncomfortable with others around
- Make sure to close computer screens when you are not actively working at the computer
- Even if you are cleaning the room, serving a tray of food, transporting a patient, answering a bell, it is not polite or appropriate to ask the patient "what are you here for" or any other question about their health in front of other people.

Breach of confidentiality and/or failure to comply with HIPAA regulations will result in disciplinary action and potentially failure of the program.

HIPAA training may be required by the clinical facilities throughout the program.

Tips on Being Successful in Nursing School

1. Come to class prepared
 - Read assignments with a purpose
 - Review the material
 - Ask questions to clarify areas not fully understood
2. Be attentive and present in class
3. Participate in learning activities
4. Build good habits for studying, test taking, and note taking
5. Identify learning styles and adopt strategies that support the style
6. Minimize test anxiety
7. Be accountable for your actions
8. Practice teamwork and collaboration – join a study group or get a study partner
9. Follow the success plan established by the faculty, if present
10. Take advantage of all resources made available to you – support services such as tutoring, library, faculty, classmates
11. Change your way of thinking – no more memorization – critical thinking – “think like a nurse.”
12. Practice effective and therapeutic communication both orally and written with clients, families, faculty, and classmates

NURSING LAB GUIDELINES

Nursing Laboratory Information

Learning through skills lab & simulation experiences involves use of various modalities, which allows the participants to develop their skills, knowledge, and nursing practice in a safe learning environment. The nursing skills lab & simulation environment allows the participants to interact in realistic-like situations similar to what students may potentially encounter in their nursing career.

Participant outcomes after completing skills lab & simulation experiences include, but are not limited to:

- Providing safe patient care
- Improved decision-making abilities
- Improved skill performance
- Increased critical thinking/reasoning
- Increased knowledge level of the participant
- Enhanced teamwork and improved communication

The Nursing Simulation Environment will be Treated as a Clinical Site

Skills lab & Simulation experiences run on a set schedule to allow for each specific experience.

- Late arrival for nursing simulation will require the student to sit out that first hour of simulation.
- Students must participate in pre-briefing before starting the first scenario to understand the expectations and plan for the day. Students who come to simulation after the scheduled time

and once the pre-briefing has begun will be asked to wait in a designated area until the scenario being run is completed, resulting in a loss of clinical hours. The student will need to participate in pre-briefing before joining the group for the rest of the scheduled scenarios.

Lab access and use requires adherence to the following procedures. Failure to do so will result in the same consequences as outlined in the Standards for Safe Clinical Practice.

- Cell phones are prohibited.
- Gloves may be required during simulation and lab activities. Additional PPE requirements such as masks and gowns may be provided by the BRCC nursing program.
- No ink pens are allowed during training in which the manikins are used. Students must use pencils.
- The breaking of laboratory equipment and manikins may result in the student being responsible to replace or pay for repair. All broken equipment should be reported to the lab coordinator immediately.
- During all training experiences, the manikins should be treated in the same manner that a real person would be.
- Health Insurance Portability & Accountability Act (HIPAA) is expected related to both skills lab activities and simulations.
- Simulators will only be used under the nursing faculty's supervision.
- You must obtain permission for nursing faculty prior to using the lab.

Simulation Experience

Nursing faculty members function as facilitators. Facilitators assist the learner to meet the objectives of the simulation or skill. Simulations are developed based on the learners needs and follow a set format which includes patient history, objectives, supplies needed, manikin set up and process, and debriefing questions.

Skills training will follow a checklist correlating with the nursing textbook being used by the program.

During simulation, the facilitator will:

- Provide a briefing prior to the scenario, discussing background information, roles of the participants, and objectives relative to the simulation.
- Observe the participants during the simulation without interruption, allowing them time to problem solve and determine care required related to the situation and patient condition.
- After the simulation, the facilitator will debrief the participants focusing on meeting the planned objectives for the simulation using:
 - Reflective thinking to increase the students' knowledge and assimilation of information presented during the experience.
 - Open ended questions and statements, allowing the group to explore their actions and results, or actions missed and implications to the patient.
 - Verification and validation of information as well as education needed to fill in gaps of information that may appear during the discussion of the scenario.
 - Evidence Based Practice guidelines and occurrence in simulation
 - Discussion of actions related to critical thinking
 - Students will be given the opportunity to evaluate simulations

- Information related to the scenarios is not to be shared outside of the group experiencing the simulation during the specific time slot in which the simulation occurred.

Simulation debriefing is based on Kolb's Learning Theory.

Simulation & Lab Appearance

Students will maintain and return the simulation and skills lab to an organized, clean appearance under supervision of faculty. This requires actions such as, but not limited to, beds made and returned to the lowest position, linen placed in hampers and furniture returned to original position.

Supervision and Security of Lab

Lab Specific Safety Issues / Orientation

- Students will be oriented to the skills lab prior to their first lab experience.
- Students will be oriented to the use of equipment prior to use. (Some equipment in the skills lab such as the manikins will only be run by the instructors.)
- Faculty will be responsible for overseeing student use of equipment and addressing any safety issues that arise.

Children in the Lab

- Children are not permitted in the lab at any time unless otherwise directed by the lab coordinator.

Sharps Safety

- All sharps are to be disposed of in a designated red "sharps" container in the lab. Nursing faculty overseeing the lab will dispose of the sharps contents according to the College's hazardous materials procedure.

Broken glass:

- If a glass object is broken in the lab, the BRCC instructor or staff will be responsible for cleaning it up. If more cleaning is needed, housekeeping will be notified. For any large spills of water, the same process will be followed.

Food and Drink

- No food or drink is allowed in the lab or simulation rooms at any time.

Simulation / Lab Equipment

- No equipment shall be removed from the lab without the pre-approval of the faculty overseeing the lab or nursing program head. Anyone wishing to borrow equipment must contact the faculty member to obtain permission to use the item, obtain it, and make arrangements to return the item to the lab as soon as they are done with it. Linen and manikins will not be removed from the lab at any time by students.

Equipment Inspections

- Equipment will be inspected annually during the spring semester by the faculty overseeing the lab and any needed repair will be taken out of service at that time for repair. A record will be kept in their office and be available for review.
- Equipment broken during use or found to be broken when labs are held will be taken immediately out of service for repair and the overseeing faculty notified if not present.

Nursing Skills Lab – Other uses and security for nursing students

The main area of the nursing skills lab (S208) is available for students to use to practice skills when not in use for scheduled training. Arrangements must be made ahead of time with faculty overseeing the lab, or other faculty members, who will be available and present during this time should questions or issues arise. This individual will unlock and relock the lab, making sure all equipment is secured in its proper place.

- Only the main lab will be used for these experiences. The simulation labs are not available for this.
- The lab will be kept locked at all times due to the costly items stored there as well as sharps containers.

Personal Projects

The nursing skills lab is not an area in which personal projects are developed and stored using lab resources. The function of the lab is to provide an area for training and the practicing of nursing skills.

Nursing Skills Lab – Use by Non-Instructional Staff

Limited use of the lab may be granted to BRCC nursing graduates who are working toward their BSN degree and need an area to practice skills required for training. Use of the lab by such individuals can only occur when nursing classes are not using the lab.

- Formal requests and permission must be obtained from the faculty overseeing the lab, or the nursing program director or their designee.
- Requestors will not be allowed to use certain equipment in the nursing lab and must bring in any supplies for their practice.
- Requestors may not bring any children into the lab during the time they are using it.
- A faculty member must be available while they are there, as well as to lock & unlock the lab and check the area after use.

Hazardous Material Safety Plan

Hazardous Material Storage

The Nursing skills lab does not contain reagents or chemicals used in experiments. For any substance obtained that is considered a hazardous material, a Material Safety Data sheet(s) (MSDS) shall be maintained on site for all hazardous material inventoried. If the department would obtain any such substances, we will follow the following precautions:

- a. All hazardous material shall be labeled and marked appropriately.
- b. An inventory of hazardous material shall be maintained on site.
- c. All hazardous materials shall be labeled with the product identity, hazard warning, and the name and address of the manufacturer.
- d. No unidentified or unlabeled substance will be used, handled, or stored.

Hazardous Material Responsible Persons

The lab coordinator will maintain current MSDS sheets, if chemicals are used in the nursing lab which require them. The faculty member is also responsible for updating the MSDS sheets as necessary. Other duties if a hazardous substance would be obtained include:

1. Keep all hazardous material lids and caps on and closed when not in use.
2. Maintain the inventory of the hazardous material.
3. Update the Material Safety Data Sheet(s) as necessary.
4. Dispose of any unidentified or unlabeled substances properly.

Emergency Plans and Information

Emergency Care & Process:

In case of injury – no matter how minor, you must report any injury to the nursing faculty overseeing the skills or simulation activity, responsible for the students using the lab, or nursing program head. You must complete an Accident/Injury/Incident Form with the BRCC Public Safety Office. This form can be found on the BRCC website at:

https://cm.maxient.com/reportingform.php?BlueRidgeCCVA&layout_id=0

- First Aid kit is located between room S210 & S211
- AED is located on the first floor in the Dean's office area

In case of emergency – call 9-911 and notify them of the emergency. Nursing faculty overseeing the nursing skills lab or simulation will notify BRCC Public Safety office – 540-453-2370. Additional Public Safety information can be found at <https://www.brcc.edu/public-safety/>

Evacuation Plan

Evacuation Plan – Exit the building in the quickest way possible, staying away from roadways and sidewalks. Wait for instructions from faculty, staff, or first responders.

Shelter in Place - Seek immediate shelter and remain there during an emergency. Move to rooms with no windows, rooms that have little or no ventilation are preferred, close any open windows and doors if you cannot move, only come out when you are told that it is safe by a College official or Police officer.

BRCC Police

BRCC Police Department – The BRCC PD and Security Office can be reached by Calling 540-453-2370 24 hours a day.

Questions or concerns

Questions and concerns regarding the lab can be brought to the attention of the lab coordinator or BRCC nursing program head.

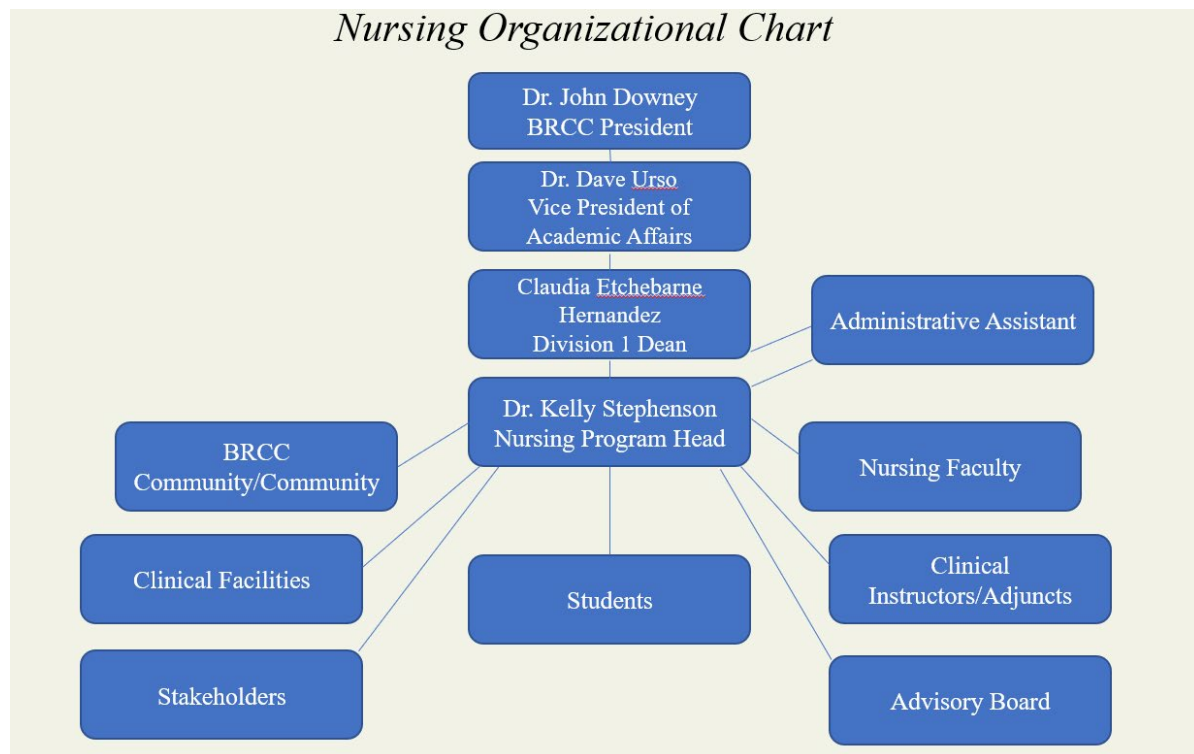
Reference for Evidence Based Practices Related to Simulation

<https://ncsbn.org/research/recent-research/simulation-study.page>

The International Nursing Association for Clinical Simulation and Learning (INACSL) website (n.d.)
Retrieved from <https://www.inacsl.org/healthcare-simulation-standards>

<https://www.virginiasimulationallianceinc.org/wordpress/>

Nursing Organizational Chart



Nursing Contacts

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Anne Kearns, MSN, RN, Nursing Faculty	kearnsa@brcc.edu	540-453-0054
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Laura French, DNP, RN	frenchl@brcc.edu	TBD



Program Handbook Disclaimer and Signature Form

This Blue Ridge Community College Nursing Program Handbook is provided to you as a guide and to ensure that you understand the academic and conduct expectations that the College and program have for you during your enrollment in the program. There is no mutuality between you and the College concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the college. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.

By signing this form, you acknowledge that you have read and understand this student

handbook and that you are responsible for the contents within it. By signing below, you understand the information and expectations related to the BRCC Nursing Program and Lab and that you agree to follow all safety rules and guidelines listed within this handbook. You will maintain confidentiality related to clinical, simulations, and training, as well as to student performance in these areas. You also acknowledge that breakage or misuse of equipment could result in you (the student) replacing or paying for the repair of damages that occur.

Your signature on this page is to acknowledge that you have received, read, understand and will adhere to the concepts and information contained in this handbook.

Student's name (printed)

Date:

Student's Signature