

BLADEN COMMUNITY COLLEGE

NURSING STUDENT HANDBOOK

2025-2026



**BCC
NURSING**

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Welcome and Program Overview

Welcome Letter from the Faculty

Dear Nursing Student,

Welcome to the Nursing Program at Bladen Community College (BCC)! You are entering, or advancing in, the nursing profession at an exciting and meaningful time. We are honored to support you on this journey.

This Student Handbook serves as a vital resource, providing detailed information about the program's curriculum, learning objectives, policies, procedures, and expectations. Please take time to review it thoroughly and refer to it often throughout your nursing education.

The BCC Nursing Program is committed to preparing compassionate, competent, and adaptable nurses through a rigorous and engaging learning environment. Key strengths of our program include a focus on critical thinking, professional role development, evidence-based practice, cultural awareness, and interdisciplinary collaboration. We are especially proud of our caring, experienced faculty and the personalized support our students receive.

Graduates of our program are eligible to apply for the National Council Licensure Examination (NCLEX), a required step toward becoming a Licensed Practical Nurse or Registered Nurse. You will be prepared to deliver safe, comprehensive nursing care across the lifespan and in diverse healthcare settings. Career opportunities include hospitals, long-term care facilities, clinics, physicians' offices, and beyond.

We are delighted you have chosen BCC to pursue your nursing education and are confident that the knowledge and experiences gained here will serve you well throughout your career. We look forward to supporting you every step of the way and wish you success in reaching your professional goals.

Warmest Regards,

Your BCC Nursing Faculty

Mission, Vision, and Philosophy of the Nursing Program

Mission

The mission of the Bladen Community College Nursing Program is to provide accessible, high-quality nursing education that prepares competent, compassionate, and culturally responsive nurses to meet the diverse and evolving healthcare needs of individuals, families, and communities. Through evidence-based instruction, experiential learning, and professional mentorship, the program supports student success, lifelong learning, and safe nursing practice across structured healthcare settings.

Vision

The vision of the Bladen Community College Nursing Program is to be a leader in community-based nursing education, recognized for developing graduates who exemplify clinical excellence, critical thinking, and a commitment to holistic care. We strive to cultivate future nursing professionals who are adaptable, ethical, and dedicated to advancing health outcomes in a dynamic global healthcare environment.

Philosophy

The philosophy of the Bladen Community College Nursing Program reflects the mission of the North Carolina Community College System and aligns with the College's commitment to lifelong learning, and collaborative community enhancement. The nursing faculty embraces the responsibility to educate students who will contribute to the health and well-being of individuals, families, and communities through safe, evidence-based nursing practice.

We believe that each individual is a unique, holistic being whose health is influenced by an ever-changing environment and by physical, emotional, spiritual, cultural, and social factors. Health is a dynamic continuum, and nursing exists to support individuals in achieving and maintaining the highest possible quality of life and potential for wellness. The nursing profession is both an art and a science, guided by ethical practice, clinical judgment, and a commitment to compassionate, person-centered care.

The environment shapes human experience and affects health outcomes. Nurses must be adaptable and responsive to the social, technological, and global forces that influence healthcare delivery. Within this environment, nurses act as advocates, leaders, collaborators, and educators to promote health and provide care that respects the values and diversity of the populations they serve.

Nursing education is a dynamic, student-centered process that builds upon principles of liberal arts and biological sciences. Faculty view teaching as a shared responsibility, facilitating the development of critical thinking, clinical reasoning, cultural competence, and professional identity. Through structured learning and diverse clinical experiences, students integrate theoretical knowledge with practical skills and cultivate the competencies necessary for safe and effective nursing care.

The Bladen Community College Nursing Program is committed to preparing graduates who meet competencies outlined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the North Carolina Board of Nursing (NCBON), and the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA). Upon successful completion, graduates are eligible to apply for the National Council Licensure Examination (NCLEX) and enter the profession as safe, ethical, and compassionate nurses, equipped to serve the healthcare needs of their communities and beyond.

National League for Nursing (NLN) Core Values

The Bladen Community College Associate Degree Nursing Program and Practical Nursing Program are guided by the NLN Core Values of Caring, Integrity, Diversity and Inclusion, and Excellence.

Caring: Promoting health, healing, and hope in response to the human condition.

A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders.

Integrity: Respecting the dignity and moral wholeness of every person without conditions or limitations.

A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community.

Diversity and Inclusion: Affirming the uniqueness of and differences among persons, ideas, values, and ethnicities.

A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies. It also addresses behaviors across academic and health enterprises. Differences affect innovation so we must work to understand both ourselves and one another. And by acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth.

Excellence: Co-creating and implementing transformative strategies with daring ingenuity

A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated.

Nursing Program Approval Status

The Bladen Community College Associate Degree Nursing Program and Practical Nursing Program hold full approval status with the North Carolina Board of Nursing.

Nursing Program Accreditation Status

The Bladen Community College, Associate Degree Nursing Program and Practical Nursing Program are accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037. 202-909-2487.

Program Options

- Practical Nursing
- Associate Degree Nursing
- Paramedic to RN Bridge
- LPN to RN Bridge – Traditional Program
- LPN to RN Bridge – Hybrid Program

See the Bladen Community College Catalog for program of study descriptions and course requirements.

Program Outcomes and Expectations

End-of-Program Student Learning Outcomes

Measurement of Student Learning Outcomes ensures our nursing graduates are practice ready. The End-of-Program Student Learning Outcomes align with the QSEN competencies and prepare graduates to integrate these standards into entry-level nursing practice.

<https://www.qsen.org/competencies>

| QSEN Competency | Practical Nursing | Associate Degree Nursing |
|----------------------------|--|--|
| Patient Centered Care | Provide compassionate and competent care to promote the health, safety, and well-being of patients and families. | Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, & needs. |
| Teamwork and Collaboration | Function competently within own scope of practice as a member of the healthcare team. | Function effectively within nursing & inter-professional teams, fostering open communication, mutual respect, & shared decision-making to achieve quality patient care. |
| Evidence Based Practice | Implement evidence-based practice in the provision of individualized healthcare. | Integrate best current evidence with clinical expertise & patient/family preferences & values for delivery of optimal health care. |
| Quality Improvement | Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care. | Use data to monitor the outcomes of care processes & use improvement methods to design & test changes to continuously improve the quality & safety of health care systems. |
| Safety | Demonstrate the effective use of strategies to reduce the risk of harm to self or others. | Minimize risk of harm to patients & providers through both system effectiveness & individual performance. |
| Informatics | Incorporate information and technology within own scope of practice to support safe processes of care. | Use information & technology to communicate, manage knowledge, mitigate error & support decision making. |

Nursing Technical Standards for Admission, Continuation, Promotion & Graduation

Technical Standards for the Nursing Program

Technical Standards are non-academic requirements that guide the admission, progression, and graduation of nursing students. These standards define the essential abilities needed to ensure safe and effective nursing practice.

All accepted applicants must meet the program's established Technical Standards, which are outlined in the following pages. These standards describe the minimum physical, sensory/motor, communication, behavioral, emotional, and environmental abilities necessary for nursing students to perform successfully in clinical and academic settings.

Technical Standards provide a clear framework of the skills, attributes, and capacities required for safe, competent nursing care. Nursing competency is a combination of cognitive (thinking), affective (emotional), and psychomotor (physical) skills.

The Nursing Program has a moral and ethical obligation to admit and graduate individuals who can deliver safe, competent care. Patient safety is the primary measure against which all student performance, including compliance with Technical Standards, is evaluated.

Essential Functional Requirements for Nursing Students

- **Exposure Risk:** Students may encounter hazardous materials and infectious pathogens (e.g., bloodborne, airborne, or contact-based). Proper use of safety equipment—including masks, gloves, gowns, and eye protection—is required.
- **Travel Requirements:** Students must be able to travel independently to and from clinical and training sites.
- **Observation and Assessment:** Students must demonstrate appropriate nursing care skills such as reading charts, monitors, and thermometers; assessing patient conditions (e.g., skin color, pupil response, wound healing); and safely drawing up and administering medications.
- **Auditory and Monitoring Skills:** Students must be able to accurately auscultate heart, lung, bowel sounds, and blood pressure, hear alarms and emergency calls, and communicate effectively with clients, families, and healthcare team members. This includes understanding both in-person and recorded audio.
- **Communication Skills:** Verbal and written communication must be clear and professional. Students must follow instructions, document nursing care accurately, and provide effective patient education and interprofessional collaboration.
- **Physical Demands:** Students must safely lift, move, and support patients and equipment without restrictions. Clinical education includes prolonged standing, walking, bending, and the physical and mental endurance required for 12-hour day and night shifts.
- **Tactile Skills:** Students must possess sufficient touch sensitivity for physical assessments and therapeutic interventions (e.g., palpation, injections, catheter insertion).

- **Motor Skills:** Both gross and fine motor abilities are necessary for safe nursing care, including taking vital signs, performing CPR, using medical equipment, administering treatments, and documenting care using computer systems.

If a student has a disability and requires reasonable accommodation to meet the technical standards, please contact the campus Disabilities Services Director.

If accommodation is necessary to participate in the Nursing Program, participation is dependent on the identification of reasonable accommodation. Reasonableness is determined in consultation with the campus Disabilities Services Director, on a case-by-case basis utilizing the Nursing Program Technical Standards.

After admission to the Nursing Program, the student is responsible for notifying their nursing instructor of conditions that impact the student's ability to meet the Nursing Program Technical Standards. Any change in the student's ability to meet and/or perform the Nursing Program Technical Standards will require the student to provide appropriate documentation once they are able to again meet the Technical Standards when the condition has been resolved.

Professional Conduct and Expectations

The Nursing Program adheres to the Student Rights, Standards of Student Conduct, Discipline, and Appeal Procedures outlined in the Bladen Community College Catalog. Nursing students are additionally held to the standards of professional behavior required in healthcare environments. Violations of these policies may result in disciplinary action, up to and including dismissal from the program.

Nursing students are expected to consistently demonstrate professionalism, integrity, and respect as law-abiding members of both the academic and clinical communities. In all instructional settings (classroom, lab, and clinical), students must address faculty, coworkers, patients, and families using appropriate titles and surnames, unless agency policy dictates otherwise.

Displays of incivility, bullying, or inappropriate emotional outbursts are unacceptable, even in stressful situations or in response to the actions of others. Students are expected to maintain self-control, communicate with a calm and respectful tone, and avoid the use of profane, obscene, or disrespectful language or behavior. Any student exhibiting unprofessional behavior may be dismissed from class, lab, or clinical, and may be subject to further review for dismissal from the program.

Communication Guidelines

Students will be provided with faculty contact information, including school email, office phone, and personal cell phone. All routine communication must occur through the official school-issued email account. The faculty will respond to written communication within 48 business hours. Student usage of faculty cell phones for communication is reserved for clinical-related matters only and should be used respectfully and appropriately.

Online and Social Media Conduct

Students are held to the same standards of professionalism in online environments as they are in face-to-face interactions. Confidentiality of patient information must always be maintained in accordance with healthcare privacy laws. Derogatory comments about patients, families, classmates, instructors, clinical staff, or Bladen Community College are strictly prohibited on social media or any public platform.

Students are reminded that actions and behaviors outside of the classroom or clinical setting may influence how they are perceived professionally. Failure to meet the expectations outlined in this Professional Conduct Policy will result in immediate removal from the educational setting, an “Unsatisfactory” evaluation for the day, and may lead to further disciplinary action or dismissal from the Nursing Program.

Curriculum and Progression

Academic Advisement and Counseling

Students admitted to the Nursing Program are assigned to the Director of Nursing for academic advisement and course registration. Each semester, students are required to meet with the Director of Nursing to review their academic progress, ensure appropriate course sequencing, and receive approval for registration. This process helps support successful progression through the program and ensures compliance with all curriculum and clinical requirements.

Nursing Program Progression Policies

To remain in good standing and progress through the nursing program at Bladen Community College, students must meet the following requirements:

1. Course Sequence and Academic Standing

All nursing courses must be completed in the sequence outlined in the Bladen Community College catalog. Students must maintain good academic standing throughout the entirety of the nursing program.

2. General Education Requirements

All non-nursing courses included in the nursing plan of study must be completed with a minimum grade of “C.” A grade of “D” or “F” in any required non-nursing course will result in dismissal from the nursing program.

3. Theory and Clinical/Lab Requirements

Nursing courses include both theory and clinical/lab components. To progress:

- Students must earn a minimum grade of “C” (80%) in the theory component.

Grading Scale for All NUR Courses:

- A = 93–100
- B = 85–92
- C = 80–84
- D = 70–79
- F = Below 70
- Clinical/lab grades are recorded as Satisfactory (“S”) or Unsatisfactory (“U”). A Satisfactory (S) grade in both the clinical and laboratory components is required in order to pass the course and progress within the program.

4. Dosage Calculation Competency

A mandatory dosage calculation exam must be passed with 100% within three attempts to progress in NUR 101 and NUR 111. Additional dosage calculation assessments may be required in subsequent courses to ensure continued competency.

5. Attendance Policy

Students missing more than 10% of scheduled contact hours in any nursing course will be dropped from that course. Time absent is calculated based on scheduled meeting hours, per the course syllabus. Clinical absences may require alternate assignments to meet objectives, but these do not negate the absence.

6. Health and Wellness

Students experiencing physical, psychological, or emotional health issues that impact their ability to meet program requirements must promptly notify faculty and the Director of Nursing to determine appropriate next steps.

7. Action Plans and Student Conduct Review

Course- or program-specific Action Plans may be developed in response to performance concerns. Repeated unsatisfactory ("U") clinical evaluations or behavioral patterns may result in faculty review and possible remediation or disciplinary action.

8. Falsification of Records

Any falsification of documentation—such as immunization records, CPR certification, course work, or clinical documentation—will result in review for dismissal from the nursing program.

9. Criminal Background and Drug Screening

A student dismissed from a clinical facility due to a criminal background check or positive drug screen will be immediately dismissed from the nursing program.

10. Clinical Attendance Violations

A “No Call–No Show” for any clinical assignment will result in review for dismissal from the nursing program.

11. College Policy Compliance

Violation of Bladen Community College policies, as outlined in the College Catalog, will result in review for dismissal from the nursing program.

12. Reporting Unsafe or Unethical Behavior

Students are expected to report any unsafe, dishonest, or unethical actions by peers to faculty immediately. Failure to report or malicious reporting will result in review for dismissal from the nursing program.

Criteria for Readmission to Nursing Programs

Any questions regarding Readmission into the nursing programs should be directed to Dr. Michelle Norris, Director of Nursing, at mnorris@bladencc.edu or 910-879-5541, or Building 20, Room 102.

Students are allowed a maximum of two attempts to successfully complete a nursing program at Bladen Community College. If a student enters and does not successfully complete a nursing program, they may apply for readmission one time to the nursing program of their choice. A second unsuccessful attempt will result in ineligibility for future admission to any nursing program at Bladen Community College.

Any student that failed or withdrew from a nursing program at Bladen Community College for academic reasons, after successful completion of the first semester, is eligible to apply for re-admission in the following academic year. If not readmitted within one year, the student will need to reapply to the nursing program of choice as a new student.

Readmission of a student who was dismissed from the program for physical, behavioral, or emotional reasons, must submit documentation of appropriate and successful counseling or treatment. A student dismissed for unsafe practice, academic dishonesty, or due to results of a criminal background check or drug test is NOT eligible for re-admission.

Student readmission into the Nursing Program will be based on program space availability and determined by evaluation of NLN test scores, student transcript of completed courses, medication calculation test score, and basic nursing skills proficiency.

Students must meet the following criteria:

1. Readmission must occur within 12 months of the last nursing course completed.
2. Consult with the Director of Nursing to determine eligibility.
3. Meet all pre-requisite and co-requisite course requirements for the program, depending on the semester of admission.
4. Contact the Director of Nursing to schedule a standardized NLN Exam and achieve a minimum raw score of "80." Fees apply. One attempt is allowed for the NLN Exam.
5. The required deadlines for readmission testing opportunities are as follows:

| ENTERING SEMESTER | TESTING TO BE COMPLETED BY |
|--------------------------|-----------------------------------|
| Fall | May 31 |
| Spring | November 30 |
| Summer | March 31 |

6. NLN testing for readmission will be selected based on nursing courses completed. The following courses for testing will be utilized:

| Nursing Course Not Passed | NLN TEST Required |
|----------------------------------|------------------------------|
| PN Program | |
| NUR 101 | Must re-apply to the program |
| NUR 102 | PN Fundamentals |
| NUR 103 | PN Adult Health Nursing |
| ADN Program | |
| NUR 111 | Must re-apply to the program |
| NUR 112 or 114 | Basic Nursing Care I |
| NUR 113, 211, 212 | Basic Nursing Care II |
| NUR 213 | Nursing Care Adult II |

7. Upon successful completion of the NLN Exam, take a written medication calculations test. Must score 100%. Two attempts are allowed for the medication calculations test.
8. Upon successful completion of NLN Exam, demonstrate proficiency and safety in performing selected basic nursing skills through simulation in the laboratory setting. Must receive 'satisfactory' in all skills demonstrated. Possible skill demonstrations may include head to toe physical assessment, nasogastric intubation, urinary catheterization, sterile wound care and dressing change, and intravenous therapy initiation. Two attempts are allowed for the skills demonstration.
9. Update clinical requirement documentation which includes updated Student Medical Form with proof of current immunizations, TB skin test, and American Heart Association Healthcare Provider CPR certification prior to the first day of reentering the nursing program course(s). Please note CPR certification must be obtained through a seated course that includes a skills practice component.
10. Complete nursing courses in succession following the Bladen Community College nursing program curriculum plan, beginning with the semester in which the student was previously unsuccessful. This may involve repeating select nursing courses previously taken. For example, Associate Degree Nursing students who fail to complete NUR 212 in the Fall semester are required to retake all Fall semester courses upon readmission (including NUR 211, NUR 113, and NUR 212). This is done to increase student success, as it ensures immersive program experience for the student who has been out of the program for a year.
11. Review and acknowledge Nursing Student Program Handbook for the current year.

Student Policies

General Course Attendance Policy

Regular attendance in class and lab is essential for academic success and progression in the nursing program. The following guidelines apply:

- **Attendance Threshold:** Students who miss more than 10% of the total contact hours scheduled for a course will be withdrawn by the instructor.
- **Tardiness:** Classroom doors may be locked at the beginning of class, so as not to allow late entrances to interrupt the learning environment. Late students may not enter until the first break. Time missed due to late arrivals or early departures is included in the total absence hours. Excessive tardiness may result in disciplinary action.
- **Notification of Absence:** For classroom or lab absences, students are encouraged to notify their instructor in advance.
- **Missed Exams:** Students must notify the instructor prior to a scheduled exam if they are unable to attend. It is the student's responsibility to arrange a make-up exam, typically by the next scheduled class date. The format of the make-up exam may differ from the original test.
- **Clinical Absences and Tardiness:** See Clinical Attendance Policy.

General Dress Code

Professionalism begins with appearance—students are encouraged to represent themselves and the nursing profession with integrity and respect in all settings.

In all educational settings where the official clinical uniform is not required—such as classroom instruction, skills lab (non-simulation), open lab practice, or program-related activities—nursing students are expected to dress in a manner that reflects professionalism and respects the learning environment. See Clinical Dress Code policy for dress code requirements for clinical experiences.

Clothing must be clean, modest, and appropriate for an academic setting. Attire that is overly revealing, offensive or distracting is not permitted. Specifically:

- Clothing must fully cover the midriff, chest, and buttocks always, whether standing, sitting, or bending.
- Garments should not be sheer or excessively tight.
- Shorts, skirts, or dresses must be of an appropriate length for a professional environment.
- Undergarments must not be visible.
- Footwear must be closed toe and appropriate for lab activities, when applicable.

Students who do not meet these dress expectations may be dismissed from the instructional setting and asked to return in appropriate attire. Repeated violations may result in disciplinary action.

Academic Honesty

Bladen Community College operates under the premise of academic honesty. The policy is that plagiarism, cheating, unauthorized multiple submissions, copyright encroachment, and sharing of electronic signatures are prohibited. Whereas it is the instructor's responsibility to create an environment in which academic honesty is expected, it is the student's obligation to uphold this policy.

Students who violate the academic honesty policy, either directly or indirectly, are immediately responsible to the instructor of the course. The instructor has the authority to assign an "F" or a "zero" for the exercise or examination, and/or to assign an "F" in the course. If the course serves as a prerequisite for sequential courses within the curriculum, the student will not be able to progress in the program of study until the course is completed with a passing grade.

In addition to the BCC Academic Honesty policy, students who are found to possess or utilize publisher test banks or unauthorized instructor resources will be reviewed for disciplinary action, up to dismissal.

Sharing one's electronic signature (username/password) with another individual is an act of academic dishonesty.

Exam Policies

1. Nursing faculty are responsible for establishing exam schedules and will communicate them to students in advance on the course calendar.
2. At least one faculty member or designated proctor will be present during all examinations to ensure academic integrity and provide supervision.
3. Students will be allotted approximately 1.5 minutes per question on instructor-developed exams. Time allowances for publisher-based, proctored exams will follow the publisher's recommendations and will be communicated prior to the start of the exam.
4. Once an exam has begun, students may not leave the testing environment without faculty permission.
5. All exams are reviewed by nursing faculty for validity and reliability. Faculty reserves the right to adjust exam items, offer remediation opportunities, or allocate additional points based on item analysis and professional judgment.
6. Students may request an individual review of a graded exam in a supervised setting, to be scheduled with a faculty member prior to the next exam.
7. Quizzes may be included in designated nursing courses and will be evaluated according to the specific grading criteria outlined in the course syllabus.
8. All course assignments, documentation, and requirements must be submitted and approved before the student is permitted to take the final exam.

Nursing Program Testing Rules

These rules seek to maintain the integrity of the testing environment and mirror licensure examination security protocols.

Before the Test

- Arrive on time; Late students may be denied access to the testing area
- Store all personal belongings away from the testing area
- Participate in a brief security check conducted by faculty. This may include, but is not limited to:
 - Emptying pockets
 - Pulling up long sleeves
 - Removing hats or head coverings not worn for religious or medical reasons
 - Showing that wrists are free of watches or wearable devices

Allowed at Your Desk

- Program-provided scratch paper & pencils
- Program-provided calculator (if applicable)

Not Allowed in the Testing Area

- Phones, smart devices
- Analog watches, Smartwatches, digital watches, fitness trackers
- Bags, purses, backpacks
- Food or drinks
- Hats, caps, hoodies
- Personal calculators

During the Test

- No talking, whispering, or looking at other screens/papers
- Keep eyes on your own work
- Raise your hand for instructor assistance
- Do not leave the room without permission

Academic Integrity

- Cheating, possession of prohibited items, or using unauthorized help will result in immediate review and disciplinary action per the college academic integrity policy

After the Test

- Ensure your exam is completely uploaded (if electronic testing)
- Return all scratch paper, pencils, and calculators
- Exit quietly and do not reenter until all testing is complete

Use of Artificial Intelligence (AI)

As an institution committed to academic integrity, Bladen Community College recognizes the emerging nature of artificial intelligence in society and in education. Students are encouraged to use AI technologies responsibly as a tool for learning and research. However, improper use of AI can compromise your learning, violate professional standards, and result in academic consequences.

Appropriate Uses of AI Tools

1. **Research Support:** You may use AI to explore ideas, gather general background information, or identify key concepts provided you verify accuracy and cite appropriately.
2. **Brainstorming or Outlining:** AI tools may assist with getting started on assignments, such as helping you generate a topic outline or organize your thoughts. However, you must write all submissions in your own words.
3. **Basic Editing Tools:** You may use AI-powered tools for basic grammar, spelling, and formatting corrections—similar to using spelling or grammar check in a word processor. However, you may not copy and paste entire assignments or written work into AI tools for rewriting or improvement. This often results in content that does not reflect your personal level of understanding or writing ability and may misrepresent your academic progress. All final submissions must demonstrate your own thinking, voice, and comprehension.

Prohibited Uses of AI Tools

1. **Submitting AI-Generated Content as Your Own:** Work that is entirely or substantially written by AI and turned in as if it were your own is considered plagiarism—even if the ideas came from a prompt you created.
2. **AI Use on Assessments:** Using AI to complete tests, quizzes, take-home exams, case studies, or assignments intended to assess your clinical judgment or content knowledge is strictly prohibited unless your instructor gives specific permission.
3. **Bypassing the Learning Process:** If an assignment is designed to build clinical reasoning, communication, or application skills, using AI to complete or rewrite large portions undermines your learning and professional development.
4. **AI-Generated Rewriting or Content Creation:** Using AI to paraphrase, rewrite, or generate substantial written content is not allowed, even if you edit it afterward.

Nursing Practice Standards

The use of AI cannot substitute for clinical reasoning, ethical judgment, or patient care decision-making, which are essential competencies in nursing. Your ability to think independently and apply knowledge is critical for safe, competent practice.

Accountability

Violations of this policy will be treated as academic dishonesty and addressed according to the College's Academic Honesty Policy. Consequences may include failure of the assignment, course failure, or disciplinary action. If you are unsure whether your planned use of AI is appropriate, consult your instructor before using the tool. Responsible decision-making is a vital part of your development as a future nurse.

Phone Use

Cell phones must not disrupt the learning environment in the classroom, laboratory, or clinical settings. All devices should be silenced or turned off during instructional time. Personal calls may only be made during designated breaks or lunch periods.

The use of cell phones is strictly prohibited during testing and in any direct patient care areas to maintain academic integrity and protect patient confidentiality.

Transportation

Students must arrange and assume responsibility for their transportation to and from the college, and for all clinical experiences included in the program of study. Students should make transportation arrangements before entering the program, as excused absences will not be granted for transportation problems due to poor planning. Carpools are welcome but are the responsibility of the student to arrange.

Student Records

Students are responsible for ensuring that their current legal name, mailing address, phone number, and other contact information are accurate and up to date with Bladen Community College's Student Services Office. This information is essential for official communication regarding registration, financial aid, academic progress, program requirements, and emergency notifications.

Student Grievance Policy

Students who have a concern related to academic or non-academic matters are encouraged to follow the formal grievance process. This process provides a structured, equitable means of resolving complaints through appropriate channels.

Grievances should first be addressed at the level at which the concern occurred (e.g., with the instructor or staff member involved), following the chain of command in the department. If a resolution is not reached, students may continue to follow the college procedures, as outlined in the college catalog.

Health, Safety, and Wellness

Students with Disabilities

Students who have a disability (i.e. physical, mental, learning, vision or hearing) are welcome to contact Disability Services to arrange a confidential discussion. Services for students with disabilities are coordinated through the Student Success and Engagement Center. It is the student's responsibility to provide documentation about their disability so that the college can arrange for necessary services. Requests for services should be made prior to the beginning of each term. This process can take several weeks depending on circumstances, so students are encouraged to begin this process as early as possible.

Alysa VanDalen, Disability Services
Building 2, Room 145
910.879.5613
avandalen@bladencc.edu

Malpractice Insurance/Accident Insurance

Bladen Community College or the affiliating clinical agency will not be responsible for any illness or injury which the student may incur during the scheduled clinical experience. All nursing students are required to carry malpractice and accident insurance purchased through Bladen Community College, as included in course fees.

Disclaimer: There are risks for exposure to contact, respiratory, bloodborne pathogens or accidents in this program. Please be aware that accident insurance is not a health care policy and will not cover all expenses involved in treatment. The accident policy purchased through your course fees is only a supplemental policy.

Substance Abuse Testing

Criminal background checks and drug screenings are required by clinical sites for students prior to clinical experience. These screenings will be conducted at the student's expense by a professional and independent vendor approved by the college. Failure to achieve acceptable standards, as outlined by the agency, for these screenings will result in the denial of clinical privileges. Successful completion of clinical is required for program completion; therefore, the student will be immediately dismissed from the program.

A student may also be asked to submit to an alcohol and/or drug screening if the nursing faculty, clinical instructor, or staff at a clinical facility where the student is assigned:

- a. Has reasonable cause to suspect that the student is mentally or physically impaired due to alcohol or substance abuse immediately prior to or during the performance of his/her clinical duties, or
- b. Perceives the odor of alcohol or other illegal substance and/or observes physical signs and/or behavior including, but not limited to, erratic behavior, slurred speech, unsteady gait, confusion, or inability to concentrate.

Any student suspected of being under the influence of alcohol or drugs will be removed from patient care immediately and accompanied to the employee health department of the clinical facility. The student will be asked to submit to alcohol and/or drug testing according to the clinical facility's employee health policy. If testing is not available in the clinical facility, alternate arrangements for testing will be made with a professional and independent vendor approved by the college. Any student who refuses to comply with testing will be withdrawn from all nursing courses and dismissed from the nursing program.

If the results of the drug screening test are positive and the student provides documentation of a prescription for the substance, the Director of Nursing and/or designee will consider the case in collaboration with the student and his/her health care provider.

If the results indicate a positive drug screen for alcohol, illegal substances, or medications not prescribed for that individual, the Director of Nursing will withdraw the student from all nursing courses and dismiss the student from the nursing program.

Nursing students who have concerns related to another student being under the influence of alcohol and/or drugs should notify the lead clinical faculty on site immediately. Failure to report or malicious reporting by a student will be reviewed for disciplinary action, up to dismissal.

Latex Allergy/Sensitivity

Allergic responses to latex can range from irritation and allergic contact dermatitis to the possibility of life-threatening anaphylactic shock. Latex free environments are seldom available in either clinical or academic settings. Although latex gloves are the most prominent source of latex allergen, many other products contain latex including, but not limited to:

- Blood pressure cuffs, medication vials, syringe connectors and wound drains
- Stethoscopes, catheters, respirators, and goggles
- Oral and nasal airways, surgical masks, and electrode pads
- Endotracheal tubes, syringes, IV tubing, and tourniquets
- Simulation mannequins and equipment

Any student who has a latex allergy/sensitivity is advised to consult a licensed healthcare provider for evaluation prior to enrollment in the nursing programs. The student is also responsible for reporting new symptoms of latex allergy/sensitivity while enrolled in the nursing programs. It is the responsibility of the student with latex sensitivity to understand and acknowledge the risks associated with continued exposure to latex during clinical education for a healthcare career and to regularly consult with his/her health care provider.

To minimize the presence of latex in the campus lab facilities, the Nursing Department will provide latex-free gloves in nursing lab facilities and purchase latex-safe supplies and equipment whenever possible.

Student Injury Protocol and Incident Reporting

In the event of a student injury occurring during class, lab, or clinical activities, nursing faculty will follow the established protocol by completing the Bladen Community College Incident Report Form, which is located in the college's electronic Back Office.

Faculty will ensure that appropriate first aid is administered and, if necessary, that the student receives further medical attention through the appropriate channels. The completed Incident Report Form must include a detailed description of the injury, the circumstances under which it occurred, any immediate actions taken, and any follow-up recommendations or referrals.

Students are expected to promptly report any injury, no matter how minor, to their instructor or clinical faculty. In the event of a patient safety concern, near miss, or adverse event, students and faculty must immediately notify the appropriate facility staff and provider and follow all applicable facility policies and procedures for incident reporting.

Licensure and Certification

LPN and RN Licensure

Graduates of the Practical Nursing program are eligible to apply to take the National Council Licensure Examination (NCLEX-PN), to earn licensure as a Licensed Practical Nurse (LPN).

Graduates of the Associate Degree Nursing program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), to earn licensure as a Registered Nurse (RN).

Upon completion of their respective program, students must demonstrate readiness for NCLEX before receiving approval from the Director of Nursing to apply for testing. Program course grades and proctored benchmark assessment scores are evaluated by faculty, who make recommendations to the Director of Nursing concerning student readiness for NCLEX. The Director of Nursing will counsel students regarding individualized plans of study and additional resources recommended for NCLEX success as needed.

Nurse Aide II Certification Eligibility

Students enrolled in the Practical Nursing or Associate Degree Nursing programs at Bladen Community College may be eligible to apply for Nurse Aide II (NA II) certification through the North Carolina Board of Nursing, upon meeting specific criteria.

To be eligible, students must:

- Be currently listed as a Nurse Aide I on the North Carolina Division of Health Service Regulation – Nurse Aide I Registry, with no substantiated findings of abuse, neglect, or misappropriation of property.
- Be in good standing in the nursing program and have successfully completed the required foundational coursework.
- Notify the Director of Nursing of their interest
 - upon successful completion of NUR 102 for Practical Nursing
 - upon successful completion of NUR 112 for Associate Degree Nursing
- Submit the application and fee to the North Carolina Board of Nursing within 30 business days of completing the qualifying coursework

Clinical Education

Clinical Attendance Policy

Attendance at all scheduled clinical experiences is mandatory. Clinical absences can significantly impact skill development and patient safety and are subject to the following standards:

- **Notification of Absence:** Students must speak directly to their clinical instructor (not via text or email) before the clinical day begins if they are unable to attend or will be late.
 - In focused client care experiences, students must notify both their clinical preceptor and faculty of any absence.
- **Tardiness:** Students will be given an unsatisfactory “U” for tardiness.
- **Leaving the Clinical Site:** Students must remain in their assigned clinical unit and inform the clinical instructor before leaving the clinical area for any reason.
- **Make-Up for Clinical Absences:** Alternate assignments, including clinical make up shifts may be assigned to meet clinical objectives, but they do not negate missed clinical hours from being calculated into total hours missed for the course.
- **Grounds for Clinical Day Dismissal:** A clinical instructor may require a student to leave the clinical area under the following conditions:
 - The student is unprepared for the clinical assignment.
 - The student is not in compliance with the Professional Dress Code.
 - The student fails to notify the instructor of late arrival.
 - The student exhibits unprofessional conduct or behavior that compromises patient safety.
- **"No Call–No Show" Policy:** A student who fails to notify their instructor of an absence prior to a clinical shift will be considered a "No Call–No Show" and will be reviewed for dismissal from the program.

Clinical Dress Code Policy

Students are expected to always maintain a professional appearance while functioning in the role of a student nurse. Personal hygiene, cleanliness, and appropriate dress are essential components of the professional image and conduct expected in clinical and simulation settings. Adherence to the dress code reflects your commitment to professionalism and respect for the standards of nursing practice.

Uniform Guidelines:

Students are required to wear the program-approved uniform to all clinical experiences, including simulation lab activities, unless otherwise instructed by faculty. The uniform is to be worn only when the student is actively participating in official BCC nursing student activities.

The approved clinical uniform includes:

1. A clean, unwrinkled, and well-maintained uniform in good repair.
2. A badge, worn visibly on the left side of the uniform.
3. Clean white leather, tennis, or nursing shoes with a closed heel and toe and no more than a two-inch heel.
4. White socks or white stockings.
5. Undergarments must not be visible through the uniform.
6. Tattoos must be covered in accordance with clinical facility policies.
7. Cosmetics should be worn in moderation; dramatic or distracting makeup is not permitted.
8. Jewelry is limited to:
 - One plain, unraised band worn on one hand.
 - One small earring or clear retainer per ear.
 - Ear gauges must not exceed one inch in diameter and must have a clear retainer.
 - No other facial, mouth, or body piercings or retainers are permitted.
 - A wristwatch with a second hand is required.
9. Hair must be clean, neat, and secured above the collar. Extreme hairstyles or unnatural colors are not permitted. Hair accessories should be neutral in color. Beards and mustaches must be neatly groomed. Hats, caps, and head coverings are not allowed, except for approved religious or medical reasons.
10. Fingernails must be clean, short (not extending beyond the fingertips), and free of polish. Artificial nails, acrylics, or gel nails are not permitted.

Professional Dress Requirements

In certain clinical experiences, professional attire may be required instead of the clinical uniform. Students will be notified in advance when this applies. The following items are strictly prohibited at any time during clinical or professional assignments: denim, sweatpants, shorts, sandals, revealing or inappropriate clothing.

Enforcement of Clinical Dress Code

- A verbal warning will be issued for the first violation of the clinical dress code policy.
- Subsequent violations will result in the student being dismissed from the clinical or simulation lab setting and receiving an Unsatisfactory for the day.
- Missed clinical time due to dress code violations will count toward course absences and may require make-up assignments to fulfill clinical objectives.

Health Requirements and Immunization Policy

Bladen Community College (BCC) complies with the Higher Education Act and affirms that, as outlined in North Carolina General Statute 130A-155.1(e)(1), the College is exempt from requiring proof of immunization for general admission. However, students enrolled in specific programs, including Nursing, must meet health requirements established by partnering clinical facilities.

Each nursing course includes clinical objectives that require students to participate in hands-on experiences at area healthcare facilities. To gain access to these sites, students must submit documentation verifying compliance with clinical site requirements. These requirements typically include—but are not limited to—current immunization records, American Heart Association BLS/CPR certification, drug screening, and criminal background checks.

Clinical assignments are based on faculty availability, facility policies regarding student capacity, course-specific clinical objectives, and the North Carolina Board of Nursing education regulations. Students are required to meet the compliance standards for *all* clinical sites used throughout the Nursing Program in order to ensure a well-rounded and comprehensive clinical education.

Failure to meet a clinical site's requirements, including those related to background checks, drug screenings, or immunizations—may result in denied access to the clinical site. If a student is denied placement and cannot complete the clinical component of a course, they will be unable to meet course requirements and, therefore, unable to progress in the Nursing Program.

It is the student's responsibility to maintain current CPR certification and immunization records throughout the duration of the program. Examples of health requirements that require annual renewal include tuberculosis (TB/PPD) screening and the influenza vaccine. CPR certification must be obtained through an American Heart Association-approved Healthcare Provider or BLS Provider course that includes an observed hands-on skills component.

A lapse in CPR certification, immunization records, or failure to maintain current documentation on file may result in missed clinical hours and disciplinary action, including program dismissal.

Prior to beginning clinical experiences, students are required to undergo a physical examination using the official Student Medical Form. This form must be signed by a licensed healthcare provider and must include an up-to-date and verified immunization record. The following immunizations and health records are required:

- Two (2) **MMR vaccines (Measles, Mumps, and Rubella)** or a titer (blood test) which indicates immunity to all three.
- Two (2) **Varicella** vaccines (Chicken Pox) or a titer (blood test) which indicates immunity. History of the disease alone is not acceptable to indicate immunity.
- Three (3) **Hepatitis B** vaccines or a titer (blood test) which indicates immunity.
- One **Tetanus, Diphtheria, and Pertussis (Tdap)** within the last ten years.
- Documentation of “2-step” **Tuberculin (TB/PPD) skin test** within the last year.
- **Influenza** vaccine for the current or most recent influenza season.
- **COVID-19** vaccination series. Requirements for COVID-19 vaccination may vary by facility.

Clinical Skills Instruction and Supervision Guidelines

1. **Didactic Instruction:** Students receive formal classroom instruction on nursing skills prior to hands-on practice to ensure a strong theoretical foundation.
2. **Skills Practice and Evaluation:** Students must complete supervised practice and demonstrate competency in each skill through a faculty-observed evaluation in the lab or clinical setting *before* performing the skill independently in direct patient care.

3. **Remediation:** If a student's clinical performance does not meet expected standards, the clinical faculty will develop a written remediation plan using the official *Skills Lab Remediation Form* to support student improvement. Students must successfully complete the remediation plan prior to returning to direct patient care.
4. **Electronic Documentation:** Students are granted access to document in the clinical facility's electronic health record (EHR) system following appropriate computer training. All student documentation must be co-signed by nursing faculty and/or designated facility staff to ensure accuracy and accountability.
5. **Patient Safety and Incident Reporting:** In the event of a patient safety concern, near miss, or adverse event, students and faculty must immediately notify the appropriate facility staff and provider and follow all applicable facility policies and procedures for incident reporting.
6. **Hand-Off Communication:** Students are required to conduct SBAR (Situation, Background, Assessment, Recommendation) hand-off communication with designated facility staff at the start and end of each clinical shift or assignment. Abnormal changes in patient assessment, vital signs, lab results, or patient condition should be communicated to the nursing faculty and designated facility staff immediately.
7. **Medication Administration:** Prior to administering any medication, students must review the medication with their assigned faculty member. This review must include the rights of medication administration, intended effect, contraindications, potential side effects, nursing implications, patient education, and any other relevant considerations.
8. **Invasive Procedures:** Students must communicate with and receive approval from their clinical faculty before performing any invasive procedures or interventions to ensure patient safety and proper supervision.

Focused Client Care Experience (FCCE)

Duration and Structure: The FCCE is a designated number of clinical hours—typically 120 hours for Associate Degree Nursing (ADN) students and 90 hours for Practical Nursing (PN) students. These hours are completed in the program's capstone course: NUR 213 for ADN and NUR 103 for PN.

Preceptorship: In NUR 213, students are assigned to a preceptor, an experienced nurse who provides guidance and supervision to meet the FCCE objectives. The preceptor's schedule dictates the student's clinical hours, which may include days, nights, weekdays, or weekends. In NUR 103, students participate in faculty-led clinical experiences designed to meet the FCCE objectives.

Clinical Competency: The FCCE allows students to apply theoretical knowledge in real-world settings, enhancing their clinical judgment, decision-making, and hands-on skills.

Evaluation: Students are assessed on their ability to provide safe, effective, and compassionate care. Successful completion of the FCCE is required for graduation and eligibility to take the NCLEX examination.

Phone Use

Phones should not disrupt the learning environment in the class, lab, or clinical settings. Calls can be made during breaks or lunch. Phones are strictly prohibited in direct patient care settings.

Inclement Weather

Bladen Community College has established special procedures to be followed in the event of inclement weather, natural disasters, or other weather-related emergencies. It is the responsibility of the President or a designated representative to make the decision regarding whether to delay classes, cancel classes, or close the College.

The nursing faculty reserves the right to modify clinical assignments if travel to neighboring counties is deemed unsafe due to inclement weather conditions. This is to ensure the safety of students, faculty, and patients while maintaining the integrity of the clinical learning experience.

Simulation and Skills Lab Education

Simulation and Skills Lab Dress Code

All students are expected to maintain a professional appearance when working in the Bladen Community College Simulation and Skills Lab. Appropriate dress supports the integrity of the learning environment and reflects the standards of the nursing profession.

- **Simulation Lab – Clinical Rotations:**
Students participating in scheduled clinical simulation experiences within the Bladen Community College Simulation Lab (BCCSL) are required to wear the *full BCC nursing program uniform* in accordance with the clinical dress code outlined in the Nursing Program Student Handbook. This includes compliance with guidelines for hair, nails, jewelry, shoes, and overall grooming as would be expected in an actual clinical setting.
- **Skills Lab or Open Lab Practice:**
For scheduled instructional labs or open lab practice sessions not designated as clinical simulation, students should follow faculty guidance regarding appropriate attire. While the full uniform may not be required in these settings, students must still dress in a manner that is clean, modest, and safe for practicing psychomotor skills.

Student Orientation

At the beginning of each semester, faculty will provide a general student orientation as needed including tour, hours of operation, simulation lab contact information, and use of space. Before each simulation event, BCCSL faculty will provide students with an orientation to the simulation-learning environment, purpose, and use of equipment and explanation of roles and expectations.

Skills Lab Requirements and Skill Performance

Selected courses within the Nursing Program include mandatory laboratory components that require the successful demonstration of designated psychomotor skills. Each skill must be performed satisfactorily in the lab before it may be attempted in the clinical setting.

Following faculty demonstration, students are provided with time to practice each skill. To meet competency standards, students must successfully demonstrate the skill within three attempts. Failure to do so will result in a grade of Unsatisfactory (U) for the lab portion of the course.

A Satisfactory (S) grade in both the clinical and laboratory components is required in order to pass the course and progress within the program.

All students are required to purchase a Nursing Skills Equipment Bag prior to the start of the first semester. Each student is responsible for maintaining their personal supplies to successfully complete all required skill competencies and to participate in lab experiences.

Access to the storage room, supply cabinets, or drawers is prohibited without explicit permission from an instructor. Faculty will set up the necessary supplies and equipment for skills practice and evaluation unless otherwise directed. Students are expected to maintain a clean, organized, and professional environment in the skills laboratory always.

Open Lab

Open lab is one of the practice components provided to BCC nursing students. Open lab sessions allow students continued skill practice outside of their course schedule and are facilitated by a nursing department work-study with faculty oversight. Faculty are not available during these sessions for information or skill reinforcement; individual practice or peer group practices are supported and encouraged during these sessions.

The days, times and location for scheduled sessions are established at the start of each semester and communicated to students. Scheduled sessions are subject to change due to availability of personnel and space, in which case, students will be notified. Attendance is optional unless mandated by faculty for remediation activities. Failure to complete mandatory remediation for unsatisfactory clinical performance is grounds for dismissal from the program. Students are responsible for tracking and logging their own time for open lab remediation purposes.

Faculty are available by appointment as a resource to guide and reinforce information or skills previously taught in the class, lab and/or clinical. Students have the option to request a faculty facilitated lab session by communicating with their course faculty at least one week prior to the requested date.

Confidentiality

The BCCSL is a non-threatening and professional environment designed to be conducive to learning. Students are expected to behave professionally and maintain the confidentiality of the activities and performance of others while in the BCCSL. Participants are required to sign a confidentiality form stating that they will not discuss the performance of individuals or details of the training scenarios outside of the BCCSL. Pictures or video within the BCCSL is not permitted without prior permission from the BCCSL faculty. If images are taken of visitors in the BCCSL, completion of the BCC Authorization for Release of Photo/Video/Audio must be obtained and kept on file. Actual patient information is not used in the BCCSL. Patient scenarios/ information are either developed internally or pulled from simulation education material to maintain compliance with the Health Insurance Portability and Accountability Act (HIPAA).

Set up and Take Down of Rooms

The BCCSL faculty will complete room set-up for each course, with assistance as needed from the course faculty, instructors, and students. The BCCSL must remain neat and clean in preparation for the next event. Faculty, instructors, and students should ensure the following:

- Food and/or drinks are not permitted in the lab.
- Waste materials should be picked up and placed in trash containers.
- Chairs should be pushed in and organized.
- Training materials and supplies are to be organized on tables for BCCSL faculty to return to their appropriate storage areas.
- All used supplies are to be appropriately disposed of, at the direction of BCCSL faculty.
- Soiled linen is to be placed in the hamper. Clean linens that can be re-used should be refolded and returned to the linen cart.
- Manikins should be placed neatly in the bed. Any props placed on the manikin (i.e., tape, topical meds) should be removed or cleaned off.

- Beds should be placed back in the lowest position, lower side rails left down, curtains pulled back, bed linen straightened, and overhead light/lamp should be turned off.
- All beds must be remade after use. Bedside tables are cleaned and returned to each bed.
- Personal belongings (i.e., coats, phones, computers, and books) are not the responsibility of the BCCSL faculty. Students are encouraged to use the classrooms to store their belongings and personal items.
- Personal items left in the BCCSL are placed in the Allied Health Administrative Assistant's office at the end of the day. Students are encouraged to check with her the following day for lost items. Items left longer than one week are subject to be discarded, and the BCCSL faculty hold no responsibility for their replacement.

Quality Improvement Process and Evaluation

The BCCSL has a comprehensive Quality Improvement and Evaluation Plan that addresses four areas: program, course/scenario, student, and facilitator.

Each student evaluates the simulation program at the end of their course of study as part of the exit surveys. Questions on these surveys assess the overall simulation program and its effectiveness in promoting students' achievement of course and program outcomes, development of skills, and ability to relate classroom learning to practice.

Course faculty, facilitators, and BCCSL faculty evaluate the simulation experiences at the end of each event and semester. Questions on these surveys address whether the simulations enabled students to meet objectives, prioritize interventions, develop skills, and if they were valuable and high-quality learning experiences. Data from each of these surveys are reviewed collaboratively by facilitators, course faculty, and BCCSL faculty to revise the scenario or teaching modality as needed.

The evaluation of student learning and performance during simulation experiences and skills training is done to provide feedback to students for further education (formative). Results may be discussed with students at post-event debriefing meetings. Evaluation results may also be shared with various stakeholders by designated faculty. To maintain confidentiality, all student entered survey and evaluation data is reported in a deidentified manner to the course faculty.

Psychological Safety of Students

The emotional well-being of students is a principal concern for the BCCSL. Transparent policies such as record access and confidentiality are in place to assure students of their privacy. Orientation to introduce the students to the simulation environment and equipment are provided at the beginning of each course to alleviate the anxiety of participating in simulation-based education and are integrated into the curriculum development process. BCCSL faculty maintains constant vigilance for undoing emotional stress of learners participating in simulation-based programs and are aware of the potential vulnerabilities perceived by the participant. BCC course faculty and BCCSL faculty contact information is readily available for all participants who may have concerns. Evaluations routinely include questions specific to the debriefing process as a means of quality assurance that debriefings are perceived as non-threatening, objective, and protective of the confidentiality of all students.

Remediation Plans

Remediation Plan for Improving Academic Performance

Students who are failing to meet course outcomes and objectives with an unsuccessful grade (less than an 80 or unsatisfactory in clinical) or not meeting benchmarks on standardized testing may be required to initiate a Strategic Plan for Success (SPFS) (Appendix D).

Other issues such as, but not limited to, unpreparedness for clinical experience, unsafe clinical practice, deficits in the professional demeanor, and low numerical exam scores will be considered as justification for the initiation of an SPFS.

The SPFS will be specific to individualized student needs, and may include:

- Use of resources
- Focused practice in skill sets
- Testing remediation activities
- NCLEX review questions
- Other strategies to improve academic and clinical performance

Any student on an SPFS will be expected to document the completion of the SPFS activities before each unit test and submit via email to the nursing faculty. This process allows for an ongoing, accurate student self-reflection and evaluation of the student's progression.

Students on SPFS are encouraged to schedule a meeting with faculty during office hours to obtain feedback and clarify learning points as needed throughout the process.

Remediation Plan for Improving Clinical Performance

If a student's clinical performance is not progressing satisfactorily toward meeting the course objectives, the clinical faculty member will prepare a written remedial plan in collaboration with the lead faculty member. The plan will be presented to the student at a meeting to include student, lead faculty, and adjunct clinical faculty involved. The plan will define the specific area(s) of remediation, proposed learning options/methods, expected outcomes and a period for evaluation of student progress. Remediation must be completed before returning to direct patient care.

A copy of the plan will be retained by the full-time faculty and a copy placed in the student's file in the Nursing Department Office. Progress will be documented by the faculty and communicated to the student. Adjunct clinical faculty is responsible for informing full-time faculty of the student's progress.

For students identified as requiring additional practice in the nursing laboratory, faculty will complete a Skill Lab Remediation form (Appendix E) and request a referral to the Lab Instructor.

Remediation Plan for Improving NCLEX Readiness

All students will complete remediation on assigned Clinical Judgement Exams, regardless of the exam score achieved. Faculty may also elect to assign remediation for Open Check exams.

Following scheduled Nurse Think standardized exams:

1. Students will review their individual Nurse Think Strengths and Opportunities Report to identify their lowest scoring areas/concepts.
2. Students will complete and sign the Nurse Think RN Strengths & Opportunities Student Remediation Contract and submit to faculty via a Moodle assignment link.
3. Students will complete remediation activities as indicated on the Nurse Think RN Strengths & Opportunities Student Remediation Contract.
4. Students will participate in evidence-based debriefing techniques in class during small group discussion and reflection activities about the clients and remediation experiences.
5. Students will consult the course syllabus and Moodle course page for more information on Clinical Judgement Exams required in each course, including grading policies and Nurse Think support resources.

Nursing Program Action Plan

A Classroom/Lab/Clinical Action Plan may be initiated for any of the following reasons:

1. The student has demonstrated the inability to perform clinical or laboratory skills (core competencies) consistently and satisfactorily or using a method that is inconsistent with the principles of safe and effective nursing care.
2. The student cannot consistently function at the level as outlined in the Clinical Evaluation Tool and Course Syllabus.
3. The student demonstrates unprofessional or disruptive behaviors in the class, lab, or clinical setting.

When any one or combination of these circumstances exist, the instructor will schedule a conference with the student to:

1. Outline and review the behaviors that have been identified as unsatisfactory
2. Answer any questions the student may have and establish a goal.
3. Review recommended course of action to accomplish the goal.
4. Establish an acceptable time frame to meet the goal
5. Schedule meeting to evaluate completion of a goal and declare as met (S) or unmet (U). This agreement must be fulfilled satisfactorily to meet the objectives of the course.
6. Documentation is completed utilizing the Classroom/Lab/Clinical Action Plan form (Appendix A) and the Student-Faculty Conference Report form (Appendix B).

Nursing Faculty Review Board Guidelines

A nursing faculty review board may be convened when needed to review repetitive or singular egregious unsatisfactory performance by a student within the Bladen Community College nursing programs.

The objective of the nursing faculty review board is to ensure fair and equitable review of student performance in consideration of further remedial actions that may be deemed necessary to correct student performance. The review board may also recommend disciplinary action for continued patterns of unsatisfactory performance, up to and including dismissal from the program.

The nursing faculty review board will consist of nursing faculty members organized by the Director of Nursing or designee. Faculty involved in issuance of unsatisfactory actions in the case will not be included as a member of that case review board but may be requested for further information by the review board and may be requested to attend by the student.

The Director of Nursing or designee coordinates the review board meeting including meeting date/time/location, notification of board members, and student. The student is provided an opportunity to represent themselves in-person, providing requested feedback to review board members. The student will be notified of the review board decision. Documentation is completed utilizing the Nursing Review Board Conference Form (Appendix C).

Appendices

Appendix A

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
CLASS, LAB, CLINICAL ACTION PLAN

Student: _____

Instructor: _____

Date: _____

1. Identified class, lab, or clinical “Unsatisfactory” Performance

2. Student Goals necessary for Satisfactory Performance

3. Plan of Action/Time Frame (Instructors Discretion)

4. The consequence for Not Meeting Established Goals

Student Signature _____

Date _____

Instructor Signature _____

Date _____

5. The outcome of Class, Lab, Clinical Action Plan

- a. Goal(s) Met _____
- b. Goal(s) Not Met _____
Student Initials _____ Instructor Initials _____

6. Decision/Recommendation

Appendix B

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT-FACULTY CONFERENCE REPORT

Date/Time: _____ Course: _____

Participants:

Students: _____

Faculty: _____

Purpose:

Plan of Action:

Signature of Nursing Faculty

Signature of Nursing Faculty

Student Comments: (to be attached to this document)

Signature of Student

Date

Signature of Director of Nursing

Date

Appendix C

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
NURSING REVIEW BOARD CONFERENCE FORM

Date/Time: _____ Course: _____ Student: _____

Review Board Faculty Members:

ADN: _____

PN: _____

Convening Purpose:

1. Can you explain to the Board, in your own words, why you were brought here today?

2. Looking back on what brought you here, have you developed a plan of action that will help you get back on track and prevent another unsatisfactory? If so, can you describe to the Board what the plan will consist of?

3. Are there any barriers you have identified that may prevent you from being successful with this plan, and if so, can you describe them to the Board?

4. Your successful completion of this program is very important to all nursing faculty, as well as our community. As you reflect on what brought you here, is there anything that your faculty could do better to support your success in this program, if so, would you please describe.

5. Can you describe to the Board what the consequences should be if you receive another "U"?

Other Discussion:

Review Board Decision:

Further Students Comments can be attached to this form

Signature of Student

Date

Signature of ADN Nursing Faculty

Date

Signature of LPN Nursing Faculty

Date

Signature of Director of Nursing

Date

Appendix D

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
STRATEGIC PLAN FOR SUCCESS (SPFS)

Student Name: _____ **Date of Initiation:** _____

This student's strategic plan for success was initiated by which of the following:

_____ The student does not benchmark on proctored electronic exams for _____

_____ A grade of less than 80 at midterm in the current nursing course: NUR _____

The student plans to complete the following focused review activity for remediation pertinent to his/her identified learning needs.

_____ Explore available campus tutoring service resources

_____ Explore opportunities for peer study group

_____ Complete focused review NCLEX questions.

Specify concept area and number: _____

_____ Complete standardized testing remediation activities following proctored exams.

Specify which proctored exam: _____

_____ Complete other focused review activity identified by the student/and or faculty.

Specify resource and activity details:

Deadline for completion of Remediation Activity _____

By initialing the following statements, the student acknowledges

- ___ 1. If I work more than 20 hours a week, I may not be successful with the SPFS.
- ___ 2. If I obtain the recommended performance level as stated in the SPFS, I will need to continue to study to be prepared for the NCLEX.
- ___ 3. I must complete each item in the SPFS requirements as stated.
- ___ 4. If technical difficulty prevents completing the SPFS requirements, I will need to adjust my schedule to complete the requirements for alternate dates and settings.
- ___ 5. If I do not meet the conditions of the SPFS, I will be dismissed from the program.
- ___ 6. I hereby acknowledge that I have been notified of the remediation plan deadline and requirements as described in this document, as well as given an opportunity to ask questions.

Student, Signature and Date

Director of Nursing, Signature and Date

Appendix E

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
SKILLS LAB REMEDIATION FORM

Skills Lab Remediation Process

1. Clinical Faculty will complete the Skills Lab Remediation Form.
2. The student will contact the lab instructor within two days to schedule a remediation appointment.
3. The student will bring form and present to the Lab Instructor in the Nursing Simulation Lab.
4. Lab instructor will complete appropriate area of the form. The student is responsible for returning a copy to clinical faculty who initiated the remediation request. One copy will remain with the lab instructor, and one copy will be provided to the student.

Student: _____ Date: _____

Clinical Faculty Signature: _____

Skill(s) to be reviewed _____

Skill(s) to be reviewed by (date) _____

Lab Instructor Recommendations

Methods used for review:

___ Video ___ Reading ___ 1:1 Demonstration ___ Skill checklist review ___ Other

Lab Instructor Evaluation

Return demonstration by student:

_____ Satisfactory _____ Unsatisfactory and needs additional work

Additional Comments:

Lab Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Clinical Faculty Signature: _____ Date: _____

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Appendix F

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
CONFIDENTIALITY STATEMENT

As a Student in the Bladen Community College Nursing Program, I will be working with patient information that is confidential. These charts/records are to be seen only on a “need to know” basis. Federal and state statutes and regulations regarding the private and confidential nature of patient medical records protect patient information. Due to the ethical standards of a patient’s right to privacy, I understand that information I may be exposed to during my clinical affiliations may not be discussed outside the clinical unit and the healthcare facility. Violation of the confidential rights of a patient may result in liability, including monetary damages. Recording of classroom sessions is not allowed to protect confidentiality during classroom discussions. I understand that any breach of confidentiality will result in immediate dismissal from the Nursing Program.

Student Printed Name

Student Signature

Date

Appendix G

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
SIMULATION LAB CONFIDENTIALITY AGREEMENT

As a nursing student at Bladen Community College, I will participate in simulations. I understand that the content of these simulations is to be kept confidential to maintain the integrity of the learning experience for fellow students and myself. I also realize that in working side by side with my fellow students, I will be witnessing their performance. It is unethical for me to share information in any format (verbal, written, electronic) regarding students' performance with persons outside of the laboratory or classroom. I acknowledge that I fully understand that the unauthorized release, inappropriate exchange, or mishandling of confidential information is prohibited, and will be reviewed as grounds for dismissal from the program. I will practice according to the Bladen Community College nursing program standards of professional behavior, including core values of caring, human dignity, and trust.

Student Printed Name

Student Signature

Date

Appendix H

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT POLICY AND PROCEDURE CONTRACT AGREEMENT

I recognize that I am personally accountable for my actions in the classroom, lab, and clinical area, within the boundaries as defined in the North Carolina Nurse Practice Act. I must follow the policies and procedures of the health care agency to which I am assigned during clinical experiences within the entire Nursing Program.

I understand that I may be held legally liable for any injury or damage to clients that I care for in the clinical setting, if I deviate from, or fail to follow the agency guidelines, as well as those in the Nursing Student Handbook.

I understand that the Nursing Faculty reserves the right to revise policy guidelines at any time for improvement of the program. I will be notified of these changes, along with the date of implementation, and I will be expected to adhere to the new policies.

I have been given a copy of the Nursing Student Handbook and have read the handbook in its entirety, understand it, and have had an opportunity to ask questions.

I understand and agree that, as a student in a Nursing Program of Bladen Community College, I am bound and responsible for complying with all these policies.

Student Printed Name

Student Signature

Date

Appendix I

BLADEN COMMUNITY COLLEGE
NURSING PROGRAM
DISCLOSURE STATEMENT

I understand that satisfactory completion of clinical in each nursing course is necessary to progress in the nursing program. Bladen Community College nursing programs are required to comply with clinical site policies and procedures.

I understand my personal information (i.e. name, student identification number, email address, phone number, and date of birth) will be shared in the planning of my clinical experiences for each nursing course in which I am enrolled.

The following clinical facilities are routinely utilized by Bladen Community College nursing programs.

Bladen County Health Department
Cape Fear Valley Health System
Columbus Regional Healthcare System
Elizabethtown Healthcare and Rehabilitation
UNC Health Southeastern

I hereby consent to the disclosure of my personal information with clinical facilities in the planning of my clinical experiences. This consent shall remain in effect for the entirety of my continuous enrollment in the nursing program.

I understand that if a clinical site denies me access to a clinical site based on noncompliance with facility requirements and/or drug screening results and/or criminal background results, I will be unable to satisfactorily complete the clinical component of the enrolled nursing course(s). I understand that if I am unable to satisfactorily complete a nursing course, I will be unable to progress in the nursing program.

Student Printed Name

Student Signature

Date