# Wilkes Community College

## ASSOCIATE DEGREE NURSING HANDBOOK

## 2025-2026



## August 2025

\* Please note that students will be notified via email any time there is a revision to this handbook. Students should use the handbook in conjunction with the course syllabi.

# Welcome

Welcome to Wilkes Community College and to the Associate Degree Nursing Program. Nursing is an exciting career and one marked with many challenges. We are a student-centered college and we feel that you will find the program to be very meaningful, worthwhile, enjoyable, and a challenging course of study.

The **2025-2026 Associate Degree Nursing Handbook** is designed to assist you by providing policies and expectations that are specific to the Associate Degree Nursing Program. In addition to the college-wide policies found in the *Wilkes Community College Catalog* you are responsible for adhering to the program polices and expectations explained throughout the handbook. It is important that you understand the material and keep the handbook readily accessible should you have questions about the program.

Again, welcome! We are pleased that you have chosen to pursue your nursing degree at Wilkes Community College. As faculty members, we pledge to partner with you to meet the challenges of the program and we look forward to working with you as a student in the Associate Degree Nursing Program.

*Valerie Bailey, MSN, RN*
*Simulation Coordinator/Nursing Instructor*

*Tammy Carroll, MSN, RN*
*Nursing Instructor*

*Sonya Jordan, MSN, RN*
*Nursing Instructor*

*Anne Lawson, MSN, RN*
*Nursing Instructor*

*Stephanie Lunsford, MSN, RN*
*Nursing Instructor*

*Emily Orr, EdD, MSN, RN, CNE*
*Director of Nursing*

## *Table of Contents*

**Page Number**

# General Information

Ms. Tammy Beck, Dean of Health Sciences Division                336-838-6496
Ms. Haley Hall, Health Sciences Administrative Assistant          336-838-6249

### *Faculty Members*
Dr. Emily Orr, Director of Nursing                              336-838-6573
Ms. Valerie Bailey, Sim. Coordinator/Nursing Instructor        336-838-6257
Ms. Tammy Carroll, Nursing Instructor                          336-838-6484
Ms. Sonya Jordan, Nursing Instructor                           336-838-6511
Ms. Anne Lawson, Nursing Instructor                            336-838-6124
Ms. Stephanie Lunsford, Nursing Instructor                     336-838-6411

### *Clinical Facilities (not limited to)*
Atrium Health Wake Forest Baptist Medical Center               336-716-2011
Atrium Health Wake Forest Baptist Wilkes Medical Center        336-651-8100
Adult Day Care Center                                          336-667-2541
Ashe Memorial Hospital                                        336-846-7101
Brenner Children's Hospital                                    336-716-2011
Broughton Hospital                                            828-433-2111
Hugh Chatham Health                                           336-527-7000
Iredell Health System                                         704-873-5661
Novant Health Forsyth Medical Center                          336-718-5000
Villages of Wilkes                                            336-667-2021
Westwood Hills Nursing & Rehabilitation Center                336-667-9261
Wilkes Developmental Day School                               336-838-3119
Wilkes County Health Department
Wilkes County Schools

## Office Hours
Office hours are posted at the faculty office doors.  Faculty members welcome "drop-in conferences"; however, students are encouraged to make appointments.

# Curriculum Information

**Wilkes Community College**
**Associate Degree Nursing Program**

## Philosophy

### Mission

The Associate Degree Nursing Program supports the mission of the North Carolina Community College System and the mission of Wilkes Community College. The faculty is committed to providing accessible high-quality nursing education to meet the diverse and changing health-care needs of the service area and to promoting the development of qualified students prepared for the professional role of registered nurse at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-RN). The philosophy of the Associate Degree Nursing Program is derived from statements about the health, quality of life, achievement of potential, the client, environment, nursing, the practice, and education of the associate degree nurse. Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the client, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life and achievement of potential for the client.

### The Associate Degree Nurse

The graduate of the Associate Degree Nursing Program at Wilkes Community College is prepared to meet the educational competencies defined by the National League for Nursing and the Nursing Practice Act of North Carolina. The practice of nursing is directed toward meeting the health care needs of clients throughout their lifespan. The AND prepared nurse's role is characterized by evidence-based clinical practice with the provision of care for clients and families in structured settings. The AND graduate demonstrates the competencies identified by the National League of Nursing (2005) and the Institute of Medicine (2005) to provide nursing care.

### Associate Degree Nursing Education

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

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

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

The associate degree nursing curriculum is based on learning theory rooted in neurobiology. Neuroscientists discovered that the brain develops circuitry and grows as a result of experience and learning. Learning is about making connections. Neurologists and cognitive scientists agree that humans build their minds by "constructing" mental structures and "hands-on" concrete application that connects and organizes information. (Barkley, Cross, & Major, 2005)

Learning is a continuous process that results in a change of behavior and occurs when the client is challenged and motivated to enhance personal knowledge. Teaching and learning is an interactive process between teacher and student. The responsibility of the faculty of the Wilkes Community College Associate Degree Nursing Program is to facilitate the student's understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and develops the knowledge, skills, and attitudes necessary to provide quality client-centered nursing care.

## Conceptual Framework

The conceptual model provides a mental scaffold or framework to prepare students for new instruction and motivates by making a meaningful connection for the student. The student must attain mastery of each part of the framework; the client, the healthcare system and nursing in order to understand the complete curriculum (Knowles, 2005). The domains of the client, the healthcare system, and nursing provide the conceptual framework guiding the associate degree nursing curriculum. Concepts are organized within each of these domains and learning occurs from simple to complex.

## Definitions

**Client** – The faculty of Wilkes Community College believe that each client is a complex, multidimensional, unique, and significant being possessing inherent value and worth, and a member of a family, community, and culturally diverse society. All clients have dynamic bio-physical, psychological, socio-cultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the client to change throughout the lifespan. Each client has a right to healthcare and to information that will assist him or her to participate actively in his or her health care in order to achieve the highest level of wellness possible. All clients should be cared for, respected, nurtured, and be at the center of all nursing activity.

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

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

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

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

**Quality of Life** – Quality of life involves five domains including physical, functional, psychological, social, and spiritual wellbeing. The client's perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the client to cope successfully with the full range of challenges encountered in the real world. (Ignatavicius: Med-Surg Nursing 5th ed. p. 5)

**Achievement of Potential** – Achievement of potential is the client's growth toward attaining one's utmost wellness and quality of life. It is based on the client's choices, perceptions, personal goals, life experiences, and holistic health.

**NLNAC Core Competencies** – Practitioners should care for community's health, expand access to effective care, provide evidenced based, clinically competent, contemporary care, understand the role and emphasize primary

care, develop outcomes measurement, ensure care that balances client, professional, system, and societal needs, practice prevention and wellness care, involve patients and families in the decision-making process, promote health life-styles, assess and use communications and technology effectively and appropriately, improve the healthcare system operations and accountability, understand the role of the physical environment, exhibit ethical behaviors in all professional activities, manage information, accommodate expanded accountability, participate in a racially and culturally diverse society, and continue to learn and to help others. (NLNAC, 2005)

**Institute of Medicine Competencies** – The five core competencies identified by the IOM for healthcare providers are: patient-centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. (IOM, 2005)

Berman, A., Snyder, S., Kozier, H., Erb. G. (2008) Kozier & Erb's Fundamentals of Nursing: Concepts, Process and Practices, 8th ed. Prentice Hall, Upper Saddle Creek, NJ.

Ignatavicius: Med-Surg. Nursing 5th ed., pg. 5.

IOM, (2005)
Knowles, (2005)
NLN, (2005)
Rachel, (2002)


## Program Approval and Accreditation

The Wilkes Community College Associate Degree in Nursing Program is 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.



Wilkes Community College (WCC) Associate Degree Nursing (ADN) Program has full approval status by the North Carolina Board of Nursing.

Address:

4516 Lake Boone Trail, Raleigh NC 27607
Phone: 919-782-3211
Website: www.ncbon.org.



Further information regarding approval and accreditation status of the WCC ADN Program can be obtained by contacting the Director of Nursing, Dr. Emily Orr, at 336-838-6573.

**Wilkes Community College**
**Associate Degree Nursing Program**
**Purpose**

Wilkes Community College is committed to providing educational opportunities and educational support services for residents in Wilkes, Ashe, and Alleghany Counties and beyond.  The purpose of the college's Associate Degree Nursing Program is to educate beginning practitioners to deliver direct nursing care to clients throughout their lifespan with common to complex alterations of health in a variety of healthcare settings.  The graduate is prepared to practice nursing within the legal scope defined for the Registered Nurse by the North Carolina Board of Nursing.  The practice of nursing in North Carolina by a registered nurse consists of the following ten components:

1. Assessing the patient's physical and mental health including the patient's reaction to illnesses and treatment regimens.
2. Recording and reporting the results of the nursing assessment.
3. Planning, initiating, delivering, and evaluating appropriate nursing acts.
4. Teaching, assigning, delegating to or supervising other personnel in implementing the treatment regimen.
5. Collaborating with other healthcare providers in determining the appropriate healthcare for a patient but, subject to the provisions of G.S. 90-18.2, not prescribing a medical treatment regimen or making a medical diagnosis, except under supervision of a licensed physician.
6. Implementing the treatment and pharmaceutical regimen prescribed by any person authorized by state law to prescribe the regimen.
7. Providing teaching and counseling about the patient's health.
8. Reporting and recording the plan of care, nursing care given, and the patient's response to that care.
9. Supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions and administering nursing programs and nursing services.
10. Providing for the maintenance of safe and effective nursing care, whether rendered directly or indirectly.  (Nursing Practice Act, State of North Carolina, Section 1, Article 9, Chapter 90, GS 90-171.20, August 2009.)

**Wilkes Community College**
**Associate Degree Nursing Program**
**Core Values**

The core values of the nursing program are identical to the college core values. These core values are Integrity, Community, Social Justice, Respect, and Responsibility.

**Wilkes Community College**
**Associate Degree Nursing Program**
**Educational Outcomes**

Upon completion of the Associate Degree Nursing Program, the graduate will upon licensure:

1. Prioritize nursing care for individuals across the life span considering the concepts of needs assessment, and physiologic integrity.
2. Provide patient-centered, holistic nursing care to individuals and groups with common complex alterations in health, based on evidence-based practice and the nursing process.
3. Communicate effectively with other members of an interdisciplinary healthcare team, as well as with individuals/families through the use of written expression, verbal and non-verbal expression.
4. Actively participate in quality improvement initiatives in directing nursing care for individuals and groups with common complex alterations in health.
5. Collaboratively participate as a member of the healthcare team, upholding legal, ethical, and professional standards of nursing practice.
6. Utilize principles of critical thinking including pursuing best information, examining underlying assumptions, engaging in inquiry and analyzing different points of view when exercising nursing judgment.

**Quality and Safety Education for Nurses (QSEN)**
**QSEN Competencies (https://www.qsen.org/competencies-pre-licensure-ksas)**

| Patient-centered Care (PCC) | | |
|---|---|---|
| **Definition**: 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, and needs. | | |
| **Knowledge (K)** | **Skills (S)** | **Attitudes (A)** |
| **1.** Integrate understanding of multiple dimensions of patient centered care:<br><br>• patient/family/community preferences, values<br>• coordination and integration of care<br>• information, communication, and education<br>• physical comfort and emotional support<br>• involvement of family and friends<br>• transition and continuity | **1.** Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care<br><br>**2.** Communicate patient values, preferences and expressed needs to other members of health care team | **1.** Value seeing health care situations "through patients' eyes"<br><br>**2.** Respect and encourage individual expression of patient values, preferences and expressed needs<br><br>**3.** Value the patient's expertise with own health and symptoms |

| | | |
|---|---|---|
| **2**. Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values | **3**.Provide patient-centered care with sensitivity and respect for the diversity of human experience | **4**.Seek learning opportunities with patients who represent all aspects of human diversity<br><br>**5**.Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds<br><br>**6**.Willingly support patient-centered care for individuals and groups whose values differ from own |
| **3**. Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort. | **4**.Assess presence and extent of pain and suffering<br><br>**5**.Assess levels of physical and emotional comfort<br><br>**6**.Elicit expectations of patient & family for relief of pain, discomfort, or suffering<br><br>**7**.Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs | **7**.Recognize personally held values and beliefs about the management of pain or suffering<br><br>**8**.Appreciate the role of the nurse in relief of all types and sources of pain or suffering<br><br>**9**.Recognize that patient expectations influence outcomes in management of pain or suffering |
| **4**.Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families<br><br>**5**. Examine common barriers to active involvement of patients in their own health care processes<br><br>**6**.Describe strategies to empower patients or families in all aspects of the health care process | **8.**Remove barriers to presence of families and other designated surrogates based on patient preferences<br><br>**9**.Assess level of patient's decisional conflict and provide access to resources<br><br>**10.** Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management | **10**.Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care<br><br>**11**.Respect patient preferences for degree of active engagement in care process<br><br>**12**.Respect patient's right to access to personal health records |

| | | |
|---|---|---|
| **7**.Explore ethical and legal implications of patient-centered care<br><br>**8**.Describe the limits and boundaries of therapeutic patient-centered care | **11**.Recognize the boundaries of therapeutic relationships<br><br>**12**. Facilitate informed patient consent for care | **13.**Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care<br><br>**14**.Appreciate shared decision-making with empowered patients and families, even when conflicts occur |
| **9**.Discuss principles of effective communication<br><br>**10**. Describe basic principles of consensus building and conflict resolution<br><br>**11**. Examine nursing roles in assuring coordination, integration, and continuity of care | **13**.Assess own level of communication skill in encounters with patients and families<br><br>**14**.Participate in building consensus or resolving conflict in the context of patient care<br><br>**15**.Communicate care provided and needed at each transition in care | **15**.Value continuous improvement of own communication and conflict resolution skills |

**Wilkes Community College**
**A45110 - Associate Degree Nursing**

*Fall Semester First Year*

| Course and Hour Requirements | | | Class | Lab | Clin | Credit |
|---|---|---|---|---|---|---|
| ACA | 122 | College Transfer Success | 2 | 0 | 0 | 1 |
| BIO | 168 | Anatomy & Physiology I | 3 | 3 | 0 | 4 |
| NUR | 111 | Intro to Health Concepts | 4 | 6 | 6 | 8 |
| PSY | 150 | General Psychology | 3 | 0 | 0 | 3 |
| Total Hour Requirements Fall Semester First Year | | | **13** | **11** | **6** | **16** |

*Spring Semester First Year*

| Course and Hour Requirements | | | Class | Lab | Clin | Credit |
|---|---|---|---|---|---|---|
| NUR | 112 | Health-Illness Concepts | 3 | 0 | 6 | 5 |
| NUR | 212 | Health System Concepts | 3 | 0 | 6 | 5 |
| BIO | 169 | Anatomy & Physiology II | 3 | 3 | 0 | 4 |
| ENG | 111 | Writing and Inquiry | 3 | 0 | 0 | 3 |
| Total Hour Requirements Spring Semester First Year | | | **12** | **3** | **12** | **17** |

*Summer Term First Year*

| Course and Hour Requirements | | | Class | Lab | Clin | Credit |
|---|---|---|---|---|---|---|
| NUR | 114 | Holistic Health Concepts | 3 | 0 | 6 | 5 |
| PSY | 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| Total Hour Requirements Summer Term First Year | | | **6** | **0** | **6** | **8** |

*Fall Semester Second Year*

| Course and Hour Requirements | | | Class | Lab | Clin | Credit |
|---|---|---|---|---|---|---|
| NUR | 113 | Family Health Concepts | 3 | 0 | 6 | 5 |
| NUR | 211 | Healthcare Concepts | 3 | 0 | 6 | 5 |
| ENG | 112 | Writing/Research in the Discipline | 3 | 0 | 0 | 3 |
| Total Hour Requirements Fall Semester Second Year | | | **12** | **0** | **12** | **13** |

*Spring Semester Second Year*

| Course and Hour Requirements | | | Class | Lab | Clin | Credit |
|---|---|---|---|---|---|---|
| NUR | 213 | Complex Health Concepts | 4 | 3 | 15 | 10 |
| HUM | 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| Total Hour Requirements Spring Semester Second Year | | | **7** | **3** | **15** | **13** |

**MINIMUM SEMESTER HOURS:    67**

**NUR classes must be taken in the sequence listed above. General education classes must be completed before or during the academic term that they are listed above. Clinical can be any shift and any day of the week. Clinical is assigned by nursing faculty.**

* Foreign language courses may not be used as a humanities/fine arts elective for this program of study.

**AWARD: Associate in Applied Science Degree**

**Essential Skills for Admission and Progression Requirements**

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

| Qualifications | Standard | Examples of Necessary Activities |
|---|---|---|
| Critical Thinking | The nursing student must possess critical thinking ability sufficient for problem solving and clinical judgment. | •Identify cause-effect relationships in clinical situations.<br>•Assess risks and provide for client safety.<br>•Consider multiple priorities and make effective decisions quickly.<br>•Develop and evaluate nursing care plans. |
| Interpersonal Skills | The nursing student must possess interpersonal abilities sufficient to interact with clients, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. | •Establish helping relationships with clients, families, significant others and the interdisciplinary health care team.<br>•Demonstrate caring behaviors. |
| Communication | The nursing student must possess communication abilities sufficient for interaction with others in verbal and written form. | •Communicate relevant, accurate, and complete information in a concise and clear manner both verbally and in writing to clients and health care team members.<br>•Utilize information technology to support and communicate the planning and provision of care. |
| Mobility | The nursing student must possess physical abilities sufficient to move from room to room and maneuver in small spaces. | •Move around in client's rooms, workspaces, and treatment areas.<br>•Administer cardiopulmonary resuscitation.<br>•Stand, squat, reach above head, lift, push, pull.<br>•Walk the equivalent of 5 miles daily. |
| Motor Skills | The nursing student must possess gross and fine motor abilities sufficient to provide safe and effective nursing care. | •Calibrate and use equipment, e.g. administer injections, insert catheters, manipulate intravenous equipment, and position and transfer patients. |
| Hearing | The nursing student must possess auditory ability sufficient to monitor and assess health needs. | •Hear monitor alarms, emergency signals and cries for help.<br>•Auscultate sounds (blood pressure, breath and heart sounds). |
| Visual | The nursing student must possess visual ability sufficient for observation and assessment necessary in nursing care | •Observe client responses; see a change in skin color; read the scale on a syringe. |
| Tactile | The nursing student must possess tactile ability sufficient for physical assessment | •Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of catheters, palpate a pulse. |
| Weight Bearing | The nursing student must possess the ability to maneuver/move 40-50 pounds, weekly and sometimes daily. | •Position clients and move equipment. |

| Emotional | The nursing student must possess emotional stability sufficient to maintain composure in stressful situations. | •Cope effectively with stress in the workplace.<br>•Cope with client and colleague emotions calmly.<br>•Receive corrective feedback calmly. |
|---|---|---|
| Environmental | The nursing student must possess the ability to tolerate environmental stressors. | •Adapt to variations in work schedules.<br>•Work safely with chemicals used in health care settings.<br>•Work in areas that are close, crowded, or noisy. |

1. These are the essential skills that a student must possess in order to satisfactorily progress through the nursing curriculum. Should a student have a preexisting condition, which prohibits his or her ability to perform one or more of these skills, it is highly advised that the student pursue professional assistance for an evaluation of career suitability. Campus resources are available to assist with this process. For more information, contact the Career Planning and Placement Center in Counseling Services at 336/838-6147 (Mike Roope).  Students who have a disability, which may impact upon the ability to provide nursing care, may want to contact Disability Services at 336/838-6560 (Renee Macemore).

2. To verify a student's ability to provide essential nursing care during clinical training, a physical examination is required of all students. This examination will be documented by a physician/nurse-practitioner/physician's assistant on the form provided by the Admissions Office. Students' medical provider must attest to the student having the physical and emotional health to safely practice nursing.

3. Subsequent yearly TB screening is required. Participation in clinical is contingent upon negative documentation and/or appropriate medical treatment and clearance.

4. Students with HIV infection are not restricted from pursuing the associate degree or nursing licensure.  Students are required to implement standard precautions in the care of all clients. However, students with secondary infections or open skin lesions which are the result of HIV infection and which would place clients at risk shall not provide direct care. Students with HIV/AIDS will be provided reasonable opportunities to continue their nursing education or complete required components of their nursing education and clinical experiences.

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

6. Occasionally, a student may experience a change in the status of these Essential Skills for Admission and Progression Requirements while progressing through the curriculum. **The student is required to notify the faculty of any changes.**  The student will be provided with referrals for professional assistance. Each leaner will be given the opportunity to meet clinical objectives within a reasonable amount of time as determined by the Director of Nursing in consultation with the helping professional. However, a student may be denied continued enrollment in the Associate Degree Nursing Program until any identified issue is resolved. Should the issue remain unresolved after a reasonable period of time, the student may be dropped from the course.

7. Likewise, all students completing the Associate Degree Nursing Program and applying to take the National Council Licensure Examination to become a Registered Nurse (R.N.) must sign an affidavit of physical and mental competency to safely practice nursing in North Carolina. Forms are provided by the North Carolina Board of Nursing.

# Student Information
# and
# Program Policies

## Academic Advising and Registration

Students seeking a degree in the nursing program are assigned a nursing instructor as an academic advisor/faculty mentor.  The primary goal of the academic advisor/faculty mentor is to assist students in meeting their educational and career goals, planning class schedules, and reviewing their progress toward graduation.  Therefore, it is important that students inform their academic advisor/faculty mentor of any assistance they may need.  Academic advisors/faculty mentors are committed to providing appropriate, accurate, and timely information at every stage of the student's career.  ***However, students are ultimately responsible for understanding college regulations and for meeting graduation requirements.***

## Academic Integrity

Wilkes Community College's *"Academic Integrity Policy,"* sets forth the standards of academic honesty and integrity for students in all academic programs.  Violations include: cheating; fabrication or falsification of information; plagiarism; signature forgery; intentionally destroying, stealing or making inaccessible library/resource material or equipment; and knowingly helping another to commit one of the above acts.  Penalties for these offenses vary accordingly.

Academic integrity and honesty is essential for nurses.  ***Cheating will not be tolerated!***

## Academic Support Center

The Wilkes Community College Academic Support Centers offer free tutoring assistance for all WCC students. With multiple locations and online tutoring options, students can receive assistance in a way that best meets their scheduling needs. The ASC offers assistance in writing and math (across all subject areas), computers, sciences, health sciences, study skills coaching and workshops. The Academic Support Center at Herring Hall is located on the first floor of Herring Hall. It provides student support in Nursing, Medical Assisting, Respiratory Therapy, Radiography, Emergency Medical Services, Human Services, Dental Assisting, General Education courses, Study Skills, and Test Taking Skills. Tutoring is offered by professional tutors for the different programs of study in Health Sciences and is by appointment. To make an appointment please contact Bruce Hollar by email at bahollar052@wilkescc.edu or by phone at (336) 838-6167. Students may also access online tutoring or submit a paper for an ASC writing tutor to view by clicking the tutoring link located at http://www.wilkescc.edu/wccprowler/ .

Nursing students are strongly encouraged to access tutoring services early in the program. Students who score less than 80% on a scheduled unit exam or are making below 80% on their overall course grade will be required to participate in tutoring for a period time determined by the specific course syllabus.

## Adverse Weather, Emergency Closings, and Delayed Opening

The decision to close the college during inclement weather or other emergencies is the responsibility of the president or his designated representative. The college shall make every effort to reschedule curriculum classes missed or to establish alternate arrangements to make-up classes. Decisions regarding college closings will be made on a day-to-day basis.  The decision to close the Ashe Campus and/or Alleghany Center will be made independent of the termination of operations in Wilkes County. When the decision is made to close the college, it will be announced through the news media and the college website as early as possible.  If the college is closed, students ***are not*** to report to ***class, lab, simulation, or clinical***.

Procedure for Disseminating Alerts:
- All students and faculty are asked to sign up for WCC Alerts https://www.wilkescc.edu/alerts/
- Course lead instructors send an email to the class announcing the alert.
- Phone trees are initiated per the documented procedure on the phone tree to ensure all students receive the message. When an adjunct faculty cannot initiate the phone tree, a Full-Time Faculty steps in to initiate it.

During adverse weather of uncertain duration, the college may announce a delayed opening. If conditions improve and the college is able to open safely, students should report to the *class/lab/simulation* that would normally be in session at that time.  If it is a *clinical day*, students are to report to their assigned facility for the remainder of the clinical day. Students should monitor their Moodle/Office 365 accounts for specific instructions regarding adverse weather.

If the college is open and you decide to delay your departure, you ***must*** notify your instructor.  ***Your personal safety is of primary importance.*** *You are the only one who can evaluate driving conditions at your home!*

## Articulation with Baccalaureate Programs

Wilkes Community College has articulation agreements with UNC institutions as well as private colleges and universities.  These agreements facilitate the transferability of credit between the community college and a four-year institution. Students seeking a baccalaureate degree are encouraged to work closely with their academic advisor. There is also a 3+1 agreement with Appalachian State University. Reach out to your advisor for more information.

## Cellular Phones and Other Personal Electronic Devices

Cellular phones and other personal electronic devices (smart watches, etc.) are **not** permitted in the clinical sites or during any testing. Phone numbers to the college and clinical unit the student is scheduled on can be provided for student's family members to reach the student, in case of emergency. Cell phones and electronic devices brought to the classroom should be turned off and must not create distractions for other individuals. Please notify the instructor at the beginning of class if there is an issue requiring your phone to remain on during class (Example: being an on-call emergency responder).

## Children on Campus

While all visitors are welcome at Wilkes Community College, the college has rules concerning children on campus. For the safety of young visitors, children on campus must be supervised by an adult at all times. The college does not allow children in computer, science, industrial, medical and other labs, shops, or other environments that pose a safety hazard. A child may not accompany a student on a routine basis and may only attend a class if the instructor has granted permission prior to class. ***Instructors have the right to prohibit children from the classroom under any circumstance.***

## Code of Student Conduct

Wilkes Community College students are responsible for knowing the information, policies and procedures outlined in the Code of Student Conduct. The college reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check this page (https://www.wilkescc.edu/conduct/) for the updated versions of all policies and procedures.

**Core Values of Student Conduct at Wilkes Community College**

 A. **Integrity:** Students are expected to exemplify honesty, honor, and a respect for the truth in all of their dealings.
 B. **Community:** Students are expected to build and enhance their community. They should use available campus resources to resolve differences and conflicts peacefully.
 C. **Social Justice:** Students are expected to be just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.
 D. **Respect:** Students are expected to show positive regard for each other, for property and for the community.
 E. **Responsibility:** Students are expected to follow all college policies and take ownership of individual choices and any subsequent consequences.

Additional information regarding the Code of Student Conduct can be found on the college website via: https://www.wilkescc.edu/conduct/.

**Non-Academic Professional Standards Policy**

WCC Health Science programs value professionalism which is defined as the conduct, behavior, and attitude that is required of individuals in the workplace. Professional characteristics and standards provide proactive guidance on what it means to possess a set of professional values that cause one to act in the best interests of patients and promote a culture of ethics within the healthcare profession. Therefore, WCC Health Science programs will teach, uphold, and maintain professional standards in the learning environment (on campus and at offsite locations) to meet healthcare workforce expectations.

| Characteristic/Standard | Description | Examples |
|---|---|---|
| Honesty/Integrity | Students are required to exemplify honesty, honor, and a respect for truth in all their dealings. | Violations include but are not limited to cheating, fabrication or falsification of information, plagiarism, signature forgery, intentionally destroying, stealing, or making inaccessible library/resource material or equipment. |
| Respect | Students are required to show positive regard for each other, for faculty and staff, for property, and for the community | Violations include but are not limited to noisy, disruptive, or abusive language. Name calling. Destroying or defacing college, hospital, or personal property. Disrespecting the authority of instructors, staff, and/or administrators. |
| Responsibility and Accountability | Students are required to follow all college, program, and clinical policies. Students | Violations include but are not limited to repeat tardiness, absenteeism, or leaving the |

|  | are to take ownership of individual choices and any subsequent consequences. Students take full responsibility for what they say and do. | learning environment (class, lab, or clinical). Ignoring a problem and not recognizing a problem exists. Blaming others for problems and not taking steps to resolve it. Denied responsibility despite evidence. Took active steps to conceal error or failed to disclose known error. |
|---|---|---|
| Social Justice | Students are required to be just and equitable in their treatment of all members of the community and to act to discourage and/or intervene to prevent unjust and inequitable behaviors. | Violations include but are not limited to unlawful discrimination based on race, color, national origin, religion, pregnancy, disability, genetic information, age, political affiliation or veterans' status, sex, sexual orientation, gender, gender identity, gender expression. |
| Community | Students are required to build and enhance their community. They should use available resources to resolve differences and conflicts peacefully. | Violations include but are not limited to demonstrating disrespect of community partners and clinical affiliates. Behaviors that do not reflect a positive representation of WCC. |
| Confidentiality | Students are required to preserve the confidentiality of information gathered in association with patient care. | Subject to federal and state laws regarding the accommodation of disabling conditions, violations include but are not limited to HIPAA, leaving confidential information in an unsecured area, discussing confidential information in the presence of individuals who do not have a need to know. Taking or posting photos/images of patients without patient consent. |
| Self-Regulation/Conscientiousness | Students are required to stay professional under pressure. | Violations include but are not limited to having emotional |

|  | Students are required to be polite and respectful to people around them. Students are required to manage their emotions effectively. Students are required to be reliable, industrious, and organized by holding oneself accountable for thoughts, words, and actions. | outbursts and being quick to react, overacting to situations, addiction to alcohol and/or drugs. Violations include but are not limited to taking unacceptable risk to patient, agency, and/or public. Putting own interest above that of patient/agency/public. Disregard for patient safety. |
|---|---|---|
| Dress and Appearance | Students are required to dress appropriately for the situation. | Violation to program and/or clinical facility dress code policies. |

WCC Health Science Division will utilize T.H.I.N.K. to communicate (face to face and/or electronically) professionally with others. If one cannot answer "yes" to the following questions, then professionalism may be compromised.

Before you speak:
**THINK**

**T** = Is it True?

**H** = Is it Helpful?

**I** = Is it Inspiring?

**N** = Is it Necessary?

**K** = Is it Kind?

Violation of Professionalism Standards Procedure
Wilkes Community College's Health Science division believes that quality education requires adherence to established policies, procedures, regulations, practices, and high standards of academic and non-academic performance. We have an obligation to educate each learner in an understanding of professionalism standards, to make every effort to define and modify behavior, and to improve performance. Situations will occur, however, which require appropriate disciplinary action. Some violations are of such a serious nature that immediate dismissal from the program may be appropriate.

Violations to the health sciences non-academic professionalism guidelines will result in the following:
- An incident report will be prepared by the program faculty/director and reviewed with the student.
- Consequences may include the following depending on severity of incidence:
  - $1^{st}$ Offense: Verbal Warning
    - The student will have the opportunity to reflect on behavior, impacts of their behavior and modify their behavior.
  - $2^{nd}$ Offense: Written warning
  - $3^{rd}$ Offense: Dismissal from program

  - If the incident involves a violation of WCC's Student Code of Conduct, the report will be forwarded to the Dean of Student Services for adjudication per the Student Code of Conduct Policy/Procedure.

Note: Academic Integrity violations will be investigated and adjudicated per the guidelines provided within the Discipline & Appeal for Academic Violations Procedure (5.3.2). Sex Discrimination and Harassment violations will be investigated and adjudicated per the guidelines provided within the Title IX Sex Discrimination and Harassment Policy and Procedure (5.4.3.1). Other forms of unlawful discrimination will be investigated adjudicated per the guidelines within the Unlawful Discrimination Procedure (5.4.3.2)

## Conflict Resolution Plan

When a problem arises within the Associate Degree Nursing Program, the following methods can be used to resolve the situation:

1. If a problem concerns a particular course, concerned students should confer with the instructor involved, by requesting an appointment with the instructor to provide assistance in the resolution of the problem. If the problem is not resolved, students may then request a joint conference with the instructor and the Director of Nursing. If the problem is not resolved at the program level, the student can request a conference with the Health Sciences Dean.
2. If the problem concerns the overall nursing curriculum, students should contact the Director of Nursing.
3. If the problem concerns a group of students, the group should request a meeting with the appropriate instructor.
4. If the problem concerns the overall college or the policies of the college, students should contact the Student Services Office.
5. If the problem is between two students in the clinical setting, the students should begin the resolution with the clinical instructor. Upon request, the clinical instructor will confer with the involved students, jointly and separately where appropriate, in order to resolve the dispute. Problems interfering with nursing care or instruction require a conference with the clinical instructor involved.
6. If the problem concerns the hospital/agency's policies, staff, or procedures, the student ___*must*___ contact the clinical instructor.

Although most difficulties can be handled as outlined above, students may contact the Student Services Office for a complete description of the grievance process. For additional information about the complete grievance process, please contact **Scott Johnson** in Student Services at **336-838-6141.** Students may also view information regarding the grievance process on the college website via https://www.wilkescc.edu/student-grievance-process/.

## Counseling Services

Personal counseling is provided to currently enrolled Wilkes Community College students on a short-term basis. The goal is to assist students in developing better coping strategies, resolve conflicts, and handle crisis situations. Referrals to community agencies or resource persons are made if it is apparent that individuals can be assisted more appropriately in this manner.

To discuss screening results or other concerns, you may contact these counselors in Student Services by e-mail or phone:

Michael Roope, EdS, LPC
(336) 838-6147
msroope085@wilkescc.edu

Amber Cook, MSW, LCSWA, LCSW-A
(336) 838-6229
Alcook636@wilkescc.edu

A computer program, ATI – Nurse Logic, is available to students who need help with testing skills. Students who need assistance in this area should contact their academic advisor.**Equal Opportunity**

## Institution

Wilkes Community College (WCC), in compliance with and as required by Title IX of the Education Amendments Act of 1972 and its implementing regulations ("Title IX") and other civil rights laws, as well as in furtherance of its own values as a higher education institution, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law in admission, treatment, or access to, or employment in, its programs and activities.

## Financial Aid Services

Information on scholarships, grants, and work-study opportunities are also available in Financial Aid Office this office. For additional information and accessing applications and forms visit the website http://www.wilkescc.edu/financial-aid/. Continuation of financial aid from one academic year to the next is not automatic. Students who plan to enroll in college for another year must re-apply for financial aid. Applications (Free Application for Federal Student Aid and the WCC Scholarship Application) will be available after January 1 each year. The WCC Financial Aid Office offers information sessions each semester to assist students with the application process for financial aid. If you are interested, contact **336-838-6144** for more information.

## Grading System

The WCC grading system is utilized in the nursing program. Please use this link to view.
For a Grade Appeal-please use this link, click Grades, and then click Grade Appeal.

## Graduation

Students who successfully complete the Associate Degree Nursing Program are awarded an Associate in Applied Science Degree.

**Requirements for Graduation**
To graduate, students must:

1. Complete all required courses for the degree, diploma, or certificate; (Associate degree graduates may participate in the annual spring graduation exercise if they have one or two courses to complete during the summer term. More than two courses needed during the summer term must be approved by the division dean and registrar. However, the college cannot guarantee courses needed for graduation will be offered during the summer term.)

2. Attain a cumulative grade point average of "C" (minimum of 2.00) in all work attempted; If a student's cumulative grade point average is not a 2.0, but their program GPA is a 2.0 or higher after switching academic programs, then the student may request a graduation exception. A graduation exception cannot be granted for certain programs based on state and accrediting body requirements. To request a graduation exception, the student must appeal to the VP of Instruction. If the appeal is approved, then the student will be allowed to graduate based on program GPA.

3. Complete no less than 25% of the semester hours required in the program of study at Wilkes Community College; and

4. Satisfy all financial obligations to Wilkes Community College.

Students who will complete all required coursework for graduation during the subsequent summer term may participate in graduation exercises if the following conditions are met:

1. Students have satisfied the criteria stated above;

2. Students have registered for all courses required to complete the degree, diploma, or certificate for the subsequent summer term and paid the tuition for the summer term; and

3. Students have been granted permission from the appropriate division dean. (Diploma seeking students are excluded.)

## Learning Resources Center - Pardue Library

The Pardue Library is located on the top floor of Window World Hall.  Students are encouraged to use the Library and are required to present an identification/library card to check out media. Orientation is provided to students as needed. Wilkes Community College students, including distance learning students, may borrow books from the Pardue Library and their associated libraries. Research access is through NC LIVE at www.nclive.org. A free password may be obtained through the Library by visiting the Library or by telephoning (336) 838-6115. For interlibrary loan requests, students must furnish full bibliographical information and the name of the library with the materials.  Interlibrary loan books will be sent to a public library or community college nearest the student.

## Licensure

In the final semester of the Associate Degree Nursing Program, students may apply to take the National Council Licensure Exam (NCLEX-RN) which is required for practice as a registered nurse. Students will apply for licensure and testing during the spring of the final semester in the nursing program, in course NUR 213. Students must meet all requirements of the Board of Nursing and pass the NCLEX-RN to be licensed as a registered nurse (RN) in North Carolina.

## Moodle and Office 365

Moodle and Office 365 work together to provide students with course content and email service.  Moodle provides a central location for accessing course information such as course announcements, grades, journals, assignments, tests, discussion boards, content and instructor email.  Office 365 provides students with both a personal email and a permanent email account for WCC. Students should check their Office 365 email at least daily.

A link to Moodle and Office 365 is located on the college's webpage at www.wilkescc.edu/WCCprowler. Initial login and password-change instructions are posted on the college's webpage.  Tutorials are available on the login page and additional help is available in the Student Success Center located in Thompson Hall.  A "Student Resources" course is located on the Moodle homepage which helps students become familiar with Moodle and Office 365.  All students are enrolled in this course.

## Nurse Aide I and II

Students are required to have a current listing as a Nurse Aide I with the North Carolina Division of Health Service Regulation (formerly known as the Division of Facility Services) for admission to the

program. Certification *__must__* be obtained prior to entrance into the program. An official transcript that reflects successful completion of an approved CNA program must be submitted. The CNA program must be approved by the North Carolina Division of Health Service Regulation and must have a clinical component with hands on experience. The certification must be free from any charges or investigations.

Students who successfully complete the second semester of the Associate Degree Nursing Program have met the requirements for listing as a Nurse Aide II. *A current Nurse Aide I listing must be maintained in order to apply for listing as a Nurse Aide II.* The North Carolina Board of Nursing charges an administrative fee for the listing. *Students are responsible for paying the administrative fee and completing the application online.*

## Pinning Ceremony

Prior to the college's commencement exercise and upon successful completion of the program, the graduating class will have a pinning ceremony. The Director of Nursing serves as the coordinator for the ceremony. *No part of the ceremony will be performed without prior approval by the Director of Nursing.* The graduating class is responsible for all expenditures for the ceremony with the exception of the printing of the programs. Students are required to wear a professional white nursing uniform, white socks/hosiery, white leather shoes and are required to purchase a school pin. Hair, jewelry, and makeup *__must__* be in accordance to the clinical dress code for the ceremony.

## Policy Violations

The policies in place for the Associate Degree Nursing Program are required to be followed. Three policy violations in one semester will result in program dismissal.

## Readmission/Transfer Admission Requirements

Please see the ADN webpage for most up-to-date information regarding readmission/transfer admission requirements. For interest in readmission or transfer, please contact Dr. Emily Orr at 336-838-6573. The following guidelines will be used regarding readmission to a Health Sciences Division program:

Health Sciences Readmission Policy

Applicants who have been enrolled in an Associate Degree or Diploma Health Science curriculum program may be eligible for readmission. Readmission is defined as re-entry at any point beyond the first semester.

Eligibility:

Applicants who have been enrolled in a Wilkes Community College's Health Sciences limited enrollment program within the last year.

Applicants must apply for readmission and begin the program within one year of having exited a Health Science limited enrollment program. Applicants who exceed the one-year limit must apply as a new applicant for the first semester of the program (Basic Entry).

A student may be readmitted to the same Health Science limited enrollment program one time only. Applicants who have two unsuccessful (withdraw or failure) enrollments in the same Health Science limited enrollment program will be referred to WCC's Career Services department.

Readmission is **always conditional** on the **availability** of space.

Procedure:
1. Applicants must write a letter to the Health Science Program Director stating:
   - the reason(s) they desire to be readmitted and
   - the circumstances, which have changed since withdrawal that would indicate that they will successfully complete their health education.
2. Applicants must submit an application to the Student Services Office and all admission requirements must be completed by the published deadline dates to be considered for readmission to the Health Science limited enrollment program.
3. Upon the receipt of the application and letter, the following guidelines will be used in making decisions regarding readmission:
   - Readmission is always conditional on the availability of space.
   - Students must have a 2.0 or better cumulative GPA (calculated only on courses in curriculum needed for graduation) in order to be readmitted.
   - Courses listed as concurrent in the catalog must be repeated in that manner.
   - Students seeking readmission to a limited enrollment health science curriculum will repeat all courses with a grade of "F" and may be required to repeat any health or science course(s) in which they made a "C" or below.
   - Students who have been absent from a limited enrollment health curriculum for less than 3 semesters may re-enter at the beginning of the semester they withdrew providing they meet all requirements (i.e. GPA, pre-requisites, clinical). However, students may be required to repeat or audit previous health course(s) taken while in that curriculum regardless of previous earned grade (prefix DEN, EMS, NUR, RAD, RCP).
   - Students will not be allowed to register for health courses (with the prefix of DEN, EMS, NUR, RCP or RAD) until they have been readmitted to the health curriculum.
   - New clinical requirements, or portions thereof, may be required for readmission.
   - In cases of medical withdrawal, subsequent medical clearance must be approved by the College as a condition for readmission. Medical clearance must be verified by a letter from the attending physician/therapist to the Program Director stating the student's health will not be hindered by readmission and participation in the health curriculum.
   - Any student seeking readmission must meet the admissions requirements, which were in effect for the class he/she will be joining.

Please note: All students withdrawn/dismissed from a health science program will have received a written letter by the Program Director at the time of dismissal stating the conditions necessary for readmission. This letter serves as a written student success plan for readmission and should be referred to during the readmission process.


## Self-Service

Self-Service is an online tool that provides students with real time, up-to-date, confidential access to specific college information.  Students may search for sections, view class schedules, check grades, print an unofficial transcript, view account status (holds/fines due/tuition and fees due), etc.  Students may go to www.wilkescc.edu/WCCProwler to access a link to Self-Service and to access login instructions. Students are required to complete the registration process on the days designated in the college calendar. Exact dates and times are announced through campus publications, the college webpage, and the media. Students *__must__* meet with an academic advisor each semester to arrange class schedules for the upcoming

semester and to review their progress toward graduation. Coursework, including all prerequisites and corequisites, ***must*** be completed as outlined in the college catalog. If the student chooses to drop or add a class after the semester has begun, he/she will use eForms to complete a drop/add request that will be routed to the appropriate person. This is a digital form that is located by choosing the eForms link at www.wilkescc.edu/wccprowler.  ***The educational success of students depends on their dedication and determination.***

**Supporting Academic Goals for Education (SAGE)**

The purpose of this program is to provide academic support services to increase the college success rates of its participants. Participants must be first-generation college, low income, and/or students with disabilities. All participants must have a need for academic support. Services provided by Sage include:

- Access to technology
- Access to textbooks
- Bridges to alumni at 4-year institutions
- Computer lab
- Financial advising
- Grant Aid Scholarships
- Personal counseling
- Study groups
- Tutoring

Students may contact the SAGE staff at 336/838-6558. Applications are required for this program and are available at http://www.wilkescc.edu/sage/

**Social Media Policy**

Wilkes Community College Associate Degree Nursing students are required to maintain confidentiality of all patient information and behave professionally at all times. Students participating on social media sites should not make derogatory comments regarding patients, patients' families, clinical/medical staff, clinical facilities, classmates, faculty, or Wilkes Community College. Students are responsible and legally liable for what they post online. Information regarding a clinical assignment that is posted on social media, regardless of the nature, content, or circumstances of such a post, is considered a HIPAA violation. This includes but is not limited to posting any possible patient identifying information, disparaging remarks, naming of the unit, or naming the clinical facility where the student attended clinical. Any such information posted online will result in dismissal from the nursing program at Wilkes Community College. Students should remember that what they do outside of the practice setting may affect how they are perceived professionally and may impact future employment opportunities.

**Student Nurse Expectations for Conduct**

Wilkes Community College (WCC) nursing students are required to provide safe care to members of the public. The Nursing Practice Act of North Carolina provides a definition of unsafe clinical behavior which is the measure used by the nursing program at WCC. Nursing students identified by faculty as having physical or emotional problems conflicting with safety essential to nursing practice; demonstrating behavior which conflicts with the safety essential to nursing practice; or failing to demonstrate professional behavior may be immediately dismissed from class, lab or clinical. A process to determine whether the student is safe to return to class, lab and/or clinical will include the faculty, the student, and

the Director of Nursing, and is further detailed in the nursing student handbook.  Students who are deemed unsafe to continue will be dismissed from the nursing program.

## Student Nurses Association

The purpose of the Student Nurses Association (Nursing Club) is to promote interest in and knowledge of nursing in the college community and to promote professional development. Membership is open to anyone enrolled in the Associate Degree Nursing Program.  Nursing faculty serve as advisors to the Student Nurses Association.  Members are expected to participate in fundraising activities including MerleFest.

## Students with Special Needs

Students who have a special need (physical disability, learning disorder, etc.) should register with the Disability Office at 336-838-6560 (Renee Macemore).  This office can provide special assistance and special accommodations for students who qualify including:

- Extended test taking time
- A quiet environment for testing
- Recorders for use in classroom
- Information about adaptive equipment such as magnification equipment
- Books in alternative format

No special concessions will be made for students who have not registered with Disability Office and completed the Wilkes Community College Student Data Sheet.

## Tobacco Free Campus

Wilkes Community College is a tobacco-free college.  The use of tobacco products in campus buildings, facilities (including athletic facilities), vehicles, or on grounds and property owned or leased by Wilkes Community College is prohibited.  The advertising, distribution, and sale of tobacco products on college property or through college media outlets are prohibited.  Tobacco cessation information is available to students.

Clinical agencies are tobacco free.  Students who smoke should not do so in their uniform prior to clinical.  Smoke smells can penetrate clothing and may be carried into a client's room. In addition, students who smoke at home or in their car must be very careful about their breath odor.  It is highly recommended that they use a breath mint prior to providing client-care activities.

## Withdrawal/Dismissal

Students may drop a course during the official registration period as published in the college calendar. Please use this link, click courses and programs, then click Adding/Dropping Courses and Withdrawal from the College for additional information. Students dropping a course after classes begin are charged a penalty. Students who are planning to withdraw from the Associate Degree Nursing Program are requested to confer with the Director of Nursing.  Students ***must*** complete a drop form if they decide not to continue in the program.  ***Students who choose to withdraw from a course any time***

*after the official drop/add date and prior to the last day to withdraw for that academic term will receive a "W" grade.*

- **Policy for Dropping Course**
  Students who desire to withdraw from a course may do so by filling out and submitting the electronic drop form. The electronic drop form can be found on E-forms on the college website, by navigating to the WCC Prowler Student Resource Portal. The form must be completed and submitted by the withdrawal deadline in order to drop a class. *Failure to follow this policy will result in a failing grade for the class regardless of the circumstances surrounding the case.*

- **Health Science Program Dismissal**
  All students withdrawn/dismissed from a health science program will have received a written letter by the Program Director at the time of dismissal stating the conditions necessary for readmission. This letter serves as a written student success plan for readmission and should be referred to during the readmission process.

Students who receive a *"D" or "F"* in any course required for the ADN program, taken while in the ADN program, will be dismissed from the program. In addition, *"Satisfactory"* clinical performance <u>**must**</u> be maintained at all times. Students who exhibit difficulty in clinical performance <u>**must**</u> meet with the Director of Nursing.

Students will be involuntarily withdrawn if:

- They are absent more than the number of days stated in the syllabus. It will vary per course.
- They receive a grade of *"D" or "F"* in any course required for the ADN program, taken while in the ADN program.
- They have not completed the prerequisites and corequisites for the semester.
- They receive three *(3) "Unsatisfactory"* clinical evaluations at the final evaluation in any course that has a clinical component per sixteen-week semester. They receive two *(2) "Unsatisfactory*" clinical evaluations at the final evaluation in any course that has a clinical component for 8 weeks during the semester.
- Their cumulative grade point average is less than required for progress as described in the *Wilkes Community College Catalog*.
- They are documented as cheating.
- They exhibit behavior which is in conflict with safety essential to nursing practice. *(Documented evidence of three failures to comply with standard precautions is an automatic dismissal.)*
- They have a confirmed violation of HIPAA or client confidentiality.
- They present problems in physical, emotional, or mental health which do not respond to appropriate treatment and/or counseling within a specified period of time.
- They do not obtain a physician's statement stating that they are able to resume client care activities prior to returning to clinical after an admission to a hospital.
- They do not maintain current CPR certification (American Heart Association) that includes: adult, infant, child and AED certification.
- They do not keep clinical requirements current on Castle Branch and My Clinical Exchange.
- They are convicted of possessing, selling, or using illegal substances, preventing placement in clinical rotations.

- They refuse to submit to a blood and/or urine-screening exam or a breath analysis if exhibiting suspicious behavior, per clinical agency policy.
- They test positive indicating use of alcoholic beverages or non-prescribed controlled substances, preventing placement in clinical rotations.
- A clinical agency denies placement for a clinical rotation per the clinical agency policies.

*What is ATI?*

ATI stands for Assessment Technologies Institute. It offers an Assessment-Driven Review (ADR) program designed to increase students' pass rates on the nursing licensing exam and to lower program attrition.

The ATI program includes books, video modules, and online practice and proctored testing over the major content areas in nursing. The program tests students' critical-thinking skills, assesses students comprehensively on a test that is similar to the NCLEX-RN exam. These results include indicators of the probability of success in nursing school and passing the NCLEX.

Wilkes Community College utilizes ATI testing in every course from the first semester to the final semester. In order to get a true picture of competency, tests must be taken seriously. Used as a comprehensive program, ATI tools help students prepare more efficiently, as well as increase confidence and familiarity with content. The overall goal is that the student will achieve a proficiency of Level 2 on each end-of-course proctored test. **All students will complete remediation on each ATI assessment.**

## Wilkes Community College Associate Degree Nursing Program ATI Policy

The Associate Degree Nursing Education Program of Wilkes Community College has partnered with Assessment Technologies Institute (ATI) to provide an assessment and review program for nursing students. This comprehensive program offers multiple assessment, remediation, and practice activities designed to increase student success in both the nursing program and with state licensure by increasing student confidence in computer-based testing, and improving application of the nursing process, critical thinking skills, and competencies needed for new graduates.

The ATI program is initiated during the application process for incoming students when the Test of Essential Academic Skills (TEAS) is administered and continues with learning assessments used throughout the program. Examples of learning assessments include online tutorials, assessment indicators for success, assessment of critical thinking skills and learning styles, as well as proctored and practice testing. Assessments from ATI are congruent with the NCLEX-RN test blueprint.

Students will be involved in taking both proctored and non-proctored assessments throughout the nursing program. Data from student testing and remediation can be used by the student to assess their individual learning needs. Data can also be used for the program's quality improvement and outcome evaluations. Completion of ATI practice assessments, proctored assessments, and remediation will be required for all students in the nursing program. Guidelines for assessments relating to specific nursing courses will be included in individual course syllabi. Additional assignments utilizing other ATI resources may be assigned in individual courses and will be included in course syllabi.

Other resources from ATI include modules related to clinical skills, pharmacology, dosage calculation, case studies, and an end of program review. By combining ATI resources with content from the nursing program, students are able to prepare more efficiently for class and licensure while also increasing confidence and familiarity with nursing content. These resources

may be assigned in conjunction with class content or reviewed in class as an activity. Use of these resources in individual courses will be addressed through course syllabi.

Purchasing of ATI materials is mandatory for all students enrolled in NUR courses. The cost of ATI materials is incorporated into student registration fees, with fees payable by designated college registration deadlines. Students have ATI access for four years from the start date of activation.

**Testing:**

Proctored ATI tests consist of assessments included in the Content Mastery Series provided by ATI. Proctored assessments will be scheduled when approximately 80-90% of the theory content associated with a specific proctored exam has been addressed in an associated nursing course. All proctored tests will be conducted in a controlled testing environment, such as a college-designated computer lab or monitored classroom. Faculty members will verify that each student has met any requirements necessary to sit for a proctored exam.

Students should have their college ID available for identification upon entering the test environment. All personal items will be secured in a designated part of the testing room and not with the student during testing. Only one pencil and one blank sheet of paper will be allowed at a student's testing seat. Cell phones will be turned off when entering the testing environment. All students will begin testing at the same time; students who arrive late for a proctored exam will not be allowed to test.

Assessments in the Content Mastery Series also have accompanying practice assessments: Practice A and Practice B. Students are expected to complete both practice tests, as well as remediation for both practice tests, prior to a scheduled proctored exam. Students may take the practice assessments as often as they wish. However, there must be at least 24 hours between attempts and remediation will only be accepted in relation to topics missed on the first attempt of the practice exam, which is taken in the monitored testing environment. Remediation for proctored assessments is also expected. All remediation must be handwritten. Details for the completion of required remediation will be addressed in the course syllabi.

Students are expected to maintain an ATI notebook throughout the program. Students are required to bring their ATI notebook to all classes, labs, and clinical. This notebook should include transcripts of all completed ATI activities, as identified in individual nursing courses, as well as any remediation and the Individual Performance Profile associated with proctored assessments. Notebooks will be randomly reviewed during nursing courses.

Testing and assigned activities associated with ATI will be included in individual course grading and will comprise no more than 10% of the total course grade. The specific percentage awarded for ATI will be addressed in individual course syllabi. Scoring of student performance on proctored ATI associated items will be awarded in accordance with the following rubrics:

# CONTENT MASTERY SERIES GRADING RUBRIC

| Practice Assessment | | | |
|---|---|---|---|
| 40 Points (20 points/remediation) | | | |
| Complete Practice Assessment A<br>Remediation:<br>• Minimum 1 hour Focused Review on **initial attempt**<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember (as assigned).<br>• Take quiz that is generated when less than 75% is earned on Practice Assessment. | | Complete Practice Assessment B<br>Remediation:<br>• Minimum 1 hour Focused Review on **initial attempt**<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember (as assigned).<br>• Take quiz that is generated when less than 75% is earned on Practice Assessment. | |
| Standardized Proctored Assessment | | | |
| Level 3 = 40 points | Level 2 = 30 points | Level 1 = 10 points | Below Level 1 = 0 points |
| Remediation = 20 points:<br>• Minimum 1 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. | Remediation = 20 points:<br>• Minimum 2 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. | Remediation = 20 points:<br>• Minimum 3 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. | Remediation = 20 points:<br>• Minimum 4 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. |
| 100/100 points | 90/100 points | 70/100 points | 60/100 points |
| Proctored Assessment Retake | | | |
| Retake optional/Remediation required as above. Highest score will be recorded. | Retake optional/Remediation required as above. Highest score will be recorded. | Retake required/Remediation required as above and Rationales required. Highest score will be recorded. | Retake required/Remediation required as above and Rationales required. Highest score will be recorded. |

# COMPREHENSIVE PREDICTOR GRADING RUBRIC

| Practice Assessment | | | |
|---|---|---|---|
| 40 Points (20 points/remediation) | | | |
| Complete Practice Assessment A<br>Remediation:<br>• Minimum 1 hour Focused Review on **initial attempt**<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember (as assigned).<br>• Take quiz that is generated when less than 75% is earned on Practice Assessment. | | Complete Practice Assessment B<br>Remediation:<br>• Minimum 1 hour Focused Review on **initial attempt**<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember (as assigned).<br>• Take quiz that is generated when less than 75% is earned on Practice Assessment. | |
| Standardized Proctored Assessment | | | |
| 96% or above Passing predictability = 40 points | 92% or above Passing predictability= 30 points | 85% or above Passing predictability = 10 points | 84% or below Passing predictability = 0 points |
| Remediation = 20 points:<br>• Minimum 1 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. | Remediation = 20 points:<br>• Minimum 2 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. | Remediation = 20 points:<br>• Minimum 3 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. | /Remediation = 20 points:<br>• Minimum 4 hour Focused Review<br>• For each topic missed, complete an active learning template **and** identify three relevant critical points to remember. |
| 100/100 points | 90/100 points | 70/100 points | 60/100 points |
| Proctored Assessment Retake | | | |
| Retake optional/Remediation required as above. Highest score will be recorded. | Retake optional/Remediation required as above. Highest score will be recorded. | Retake required/Remediation required as above and Rationales required. Highest score will be recorded. | Retake required/Remediation required as above and Rationales required. Highest score will be recorded. |

### *Purchasing ATI Materials*

ATI cost are fees attached to the cost of the NUR courses.  You will see this cost at least three semesters. A large portion of ATI consists of online activities and testing rights, therefore students ***cannot*** "borrow" the program from a buddy or "purchase" a used program. In addition, students ***cannot*** purchase ATI materials online since the testing environment will not be set up correctly for WCC.

### *ATI Testing for Competence in Nursing Courses*

Students are required to take ATI competency tests pertaining to each of the courses/content areas throughout the program. The ATI test or tests will be given toward the end of each nursing course. Testing will take place on campus, will be proctored, and the testing schedule will be provided early in the course.

### *What is ATI remediation?*

Remediation involves going back over the material pertaining to missed questions. The goal is to help students recover important information missed on the initial test.  ATI exam results include a printout of topics that need to be reviewed in a list format. Students should print the results at home and use them as a study guide.  All students will be required to complete remediation by accessing the focused review. Proof of completion must be submitted to instructor within time frame as specified.  When completing remediation activity that is not proctored (i.e. on the internet at home or out of the classroom), instructors have access to detailed information about the timing and duration of the activity.  Instructors who deem that adequate time has not been allocated to remediate seriously have the authority to ask students to complete additional remediation activities in a proctored environment.

### *What are my ATI requirements related to final semester and preparing for graduation?*

During the last semester, students receive review materials that are relevant to the courses taken in that semester. Students take a leadership test, critical-thinking test, and a comprehensive predictor test which are very important in preparing to take the NCLEX-RN. The Comprehensive Predictor Assessment is a 180-item assessment designed to reflect the content areas of the current NCLEX-RN test plan. This tool provides information regarding the student's probability of successfully completing the NCLEX-RN as well as detailed information about strengths and weaknesses. An end of program personalized review is required and provided by ATI. This fee is included in tuition and fees. Students are also able and required to participate in content review through Capstone and Virtual ATI during the last semester in preparation for the NCLEX-RN. Students are instructed to complete the content review all the way through to receiving the "green light" for NCLEX-RN testing.

# Classroom & Clinical Information

**Textbooks**

Textbooks are used throughout the program and they form the basis for a reference library as well as assist in preparation for the National Council Licensure Exam (NCLEX-RN). Required texts may be purchased at the Absher Wilkes Community College Bookstore located on the second floor of Thompson Hall. Operation hours for the Bookstore are 8:45 a.m. until 6:00 p.m. Monday through Thursday and 8:45 a.m. until 3:00 p.m. on Friday.

**Class, Lab, and Clinical Assignments**

Class and lab assignments will be held as announced in the class schedule each semester. ***Changing of class and lab schedules will not be permitted without prior approval from both the lead instructor and the Director of Nursing. It is the student's responsibility to make arrangements to complete any assignments missed! All paperwork, class, lab, or clinical assignments will be "Unsatisfactory"/grade of zero (0) if submitted late.***

Clinical assignments will be made by faculty and posted no later than the start of the course. ***Students are not permitted to change or trade scheduled clinical assignments.*** Inappropriate behavior, evidence of being unprepared, or the inability to safely administer nursing care may mandate removal from the clinical experience and require remediation. Specific difficulties prohibiting students from completing clinical assignments (illness, family problems, etc.) ___must___ be discussed with the appropriate clinical instructor before the experience begins if at all possible.

**Dress Code/Actions While Picking Up Assignments, Community Events, or Presentations**

- A white lab coat, picture ID, and closed-toe/closed-heel shoes (dress brown or white leather) with appropriate business casual dress uniform must be worn to pick up assignments. Shirts exposing midriff, jeans, sweat pants/yoga pants, and shorts are not acceptable attire. At no time should tattoos be visible. Students may choose to wear one pair of "stud" earrings, in the ear lobes only, one watch on the wrist, and/or a **wedding band**. No other jewelry is permitted. Hair is to be secured above the collar and out of the face. No artificial eye lashes.
- Students must adhere to the hours and date designated by the instructor for picking up the assignment.
- Family and friends are not permitted while the student is picking up assignments.
- If at any time a student is to enter a clinical facility for any reason, the above dress code must be followed at all times.

**Absences/Tardiness**

Students are expected to be in regular attendance at all scheduled classes and labs. Students who miss more than ***the maximum number of days outlined in the course syllabus*** each semester will be withdrawn from the course. ***Students are responsible for making arrangements to complete any assignments missed! All paperwork/assignments will be "Unsatisfactory" if submitted late.*** A copier is available in the Pardue Library for students and also in Herring Hall.

Class/lab/clinical begins promptly at the time stated in the college schedule. Tardiness and early departures are considered very disruptive. ***Tardy is defined as arrival to class/lab/clinical after the instructor begins the roll call or returning late from break. Early departure is defined as leaving before class/lab/clinical is over according to the college schedule. Three (3) tardy/early departures***

*equal one (1) absence. Tardy arrival of more than 15 minutes late or leaving more than 15 minutes early will result in an absence.*

Students are expected to attend all clinical experiences*. There are no absences allowed in clinical. If a student is out for any reason the student must make up the clinical time on the designated make-up day. Missing more than 12 hours of clinical time in an 8-week period cannot be made up and will result in withdrawal from the program.* Students that are absent on a clinical day *must call* their clinical instructor and assigned clinical area prior to the start of clinical. Phone numbers will be provided of your clinical instructor and clinical site. Do not text your clinical instructor.  Failure to report off from clinical according to this policy will result in an *"Unsatisfactory"* clinical experience.

## Illness/Injuries/Pregnancy

Students *are not* to report to a clinical agency when they are ill.  Absences caused by illness will be treated in the same manner as all other absences.

- Students who are experiencing an infectious disorder *are not* to attend a clinical experience until such time as their physician determines that they are no longer infectious.
- Students who have draining lesions anywhere on their body *are not* permitted to take part in any clinical experience activities until such time as their physician provides written documentation that there is no danger to others.
- Students who are hospitalized or have experienced an injury *must* bring a medical release form to the Director of Nursing when they return to school.  The statement *must* indicate the expected date of when they can safely resume clinical activities and *must be* signed by a physician. *Students will not be permitted to return to clinical without the release.*
- Any illness, injury, and/or pregnancy that would limit your ability to perform clinical activities as outlined in the clinical expectations will require written specifications from the health care provider managing your illness, injury, and/or pregnancy. Please keep in mind that the "Essential Skills for Progression" as outline in the handbook must be maintained in order to satisfactorily progress in the clinical setting.

## Information about Students

Instructors share information about students' progress, strengths, and weaknesses.  In addition to verbal sharing, anecdotal notes are also shared when students transfer from one instructor to another. Information about students concerning their progress in the Associate Degree Nursing Program is routinely shared with the Director of Nursing and may be shared with the Dean of Health Sciences. Student information is *not* shared with other students or persons at Wilkes Community College unrelated to the student's situation.

## Information about Clients

Students are to address clients using titles and last names (Mr., Mrs., etc.) unless the client requests that they be called by their first name. Students *are not* to discuss clients, client care, hospital/agency policies, or other information gathered during clinical experience outside of the clinical area.  Students *must* sign a confidentiality statement that is maintained in the student's personal file. Various agencies may require additional confidentiality forms.  Students are to be careful regarding written client information and *must* only use initials on written assignments.  Written material containing client information *must not* be left unattended.  If left unattended could result in an *"Unsatisfactory"* clinical or could be considered cause for dismissal (This includes computer screens with patient information). Upon completion of the clinical

day, all materials regarding the client ***must*** be disposed of appropriately. During post-conference, client confidentiality must also be maintained.  Innocent comments may be misinterpreted.  ***This type of behavior (breeching confidentiality) is unethical and will be cause for dismissal from the program.***

## Written Assignments

All assigned work ***must*** be submitted on the day and time designated to the instructor requesting the work.  If late, the material will be graded as ***"Unsatisfactory"/zero (0)***. All written assignments must be completed in order to receive an end of course grade.

## Exams

Exams may contain next generation NCLEX style questions, multiple choice, matching, essay, select all that apply, short answer questions, and/or other NCLEX style questions. Scores will be posted on Moodle.  There will be no rounding up for grades.

Students who are absent on an exam day ***must*** contact the instructor the day the exam is administered, ***before the exam begins or receive a grade of zero (0)***.  Students ***are expected*** take the exam the first day back to class/lab/clinical or receive a grade of zero (0).  ***Students are responsible for contacting the instructor to reschedule the exam.***  The instructor reserves the right to administer a different exam when students take an exam at a time other than the announced day. Students exhibiting a pattern of absenteeism on test days will be counseled by the lead instructor and the Director of Nursing.  Pop quizzes/daily grades administered during the time a student is absent ***cannot*** be made up and the recorded score will be a zero (0).

Unit exams may be reviewed privately with the instructor. They are only available for review for 2 weeks from date of exam administered.  Final unit exam and final course exam only available day of exam.

## Evaluation

Continuous evaluation of a student's progress will occur throughout the program.  Scheduled conferences with the instructors are required for students twice each semester.  If appropriate, the Director of Nursing may attend the conference.  Students or instructors may initiate additional conferences at any time convenient to both parties.  Specific grading scales are included on each course syllabus. ***Students are required to maintain satisfactory academic progress at all times.***  Students who receive an Incomplete *(I)* in any nursing course will not be allowed to proceed until the Incomplete *(I)* is removed.

Evaluation of clinical performance is a shared responsibility between students and clinical instructors. Students are expected to evaluate their performance in the clinical area by completing and submitting to the clinical instructor an *"Anecdotal Note"*.  Students are given a copy of the clinical evaluation form that delineates the requirements for satisfactory performance each semester. Clinical instructors have the primary responsibility to determine whether the student's daily performances is satisfactory with remediation or unsatisfactory.

***Criteria for overall satisfactory/unsatisfactory performance in the clinical area are based primarily on three factors:***

> *(1)  **Ongoing improved consistency of satisfactory performance throughout the semester.***
> *(2)  **Progressive independence in providing basic nursing care.***
> *(3)  **Progressive improvements in performing basic clinical skills.***

While in the clinical setting, students ***must*** exhibit behaviors implying the presence of professional nursing values such as, but not limited to the following: placing the client's safety first, adhering to all nursing policies and procedures, and displaying a commitment to nursing. Students must be cooperative and possess intellectual and personal integrity. As students' progress through the semester, they are expected to assess basic needs, analyze and organize, plan, implement, and evaluate outcomes of basic care for their assigned clients.

Students who have an *"Unsatisfactory"* clinical day(s) will have a clinical remediation plan/contract developed to assist them successfully complete clinical expectations throughout the semester. Students are expected to make necessary arrangements to meet the goals established in the plan/contract before returning to clinical.

Students ***must*** complete their self-evaluation (anecdotal) before meeting with the clinical instructor for the mid-term and final clinical evaluation conference. During the mid-term and final clinical conference, evaluations completed by the clinical instructor will be shared with students and comparisons will be made. Completion of the mid-term and final evaluations is required to successfully complete the course. Performance in the clinical component will be evaluated as either *"Satisfactory"* or **"Unsatisfactory."** An *"Unsatisfactory"* clinical rotation experience at the final conference denotes that the student was unable to meet the clinical evaluation criteria and will result in failure of the course and immediate dismissal from the program regardless of the theory average.

## Associate Degree Nursing Program – Personal Appearance and Uniform Policy

## Students are required to purchase the following approved school uniform at the WCC bookstore:

Female
- Caribbean blue pants-Hemmed to appropriate length (pants cannot touch the ground)
- Island blue Polo Shirt
- Khaki pants- Hemmed to appropriate length (pants cannot touch the ground)
- White scrub top with embroidered school logo
- White scrub jacket with embroidered school logo (optional)
- White lab coat with embroidered school logo
- White leather shoes (closed toe & heel) with clean white laces (May purchase outside of bookstore)
- Optional dress brown shoes (closed toe & heel, with 2-inch or less heel) may be worn with business casual uniform (May purchase outside of bookstore)
- White hose or crew socks (May purchase outside of bookstore)
- Solid white short/long sleeved shirt may be worn under scrub top (optional, May purchase outside of bookstore)
- WCC picture ID (Obtained in the Pardue Library)

Male
- Caribbean blue scrub pants-Hemmed to appropriate length (pants cannot touch the ground)
- Island blue Polo Shirt
- Khaki pants- Hemmed to appropriate length (pants cannot touch the ground)
- White scrub top with embroidered school logo
- White scrub jacket with embroidered school logo (optional)
- White lab coat with embroidered school logo
- White leather shoes (closed toe & heel) with clean white laces (May purchase outside of bookstore)

- Optional dress brown shoes (closed toe & heel, with 2-inch or less heel) may be worn with business casual uniform (May purchase outside of bookstore)
- White crew socks (May purchase outside of bookstore)
- Optional solid white short/long sleeved shirt may be worn under scrub top (optional, May purchase outside of bookstore)
- WCC picture ID (Obtained in the Pardue Library)

Uniforms are to be clean, pressed, in good repair, and sized appropriately. Pants must be at the level of the heel of the shoe. Shoes must be white leather, closed heel and toe, clean, polished, and in good repair. Smoking or gum chewing is not permitted while in uniform or in the clinical setting. Makeup is to be used sparingly and no colognes, perfumes, or after shave lotion is to be worn. Nails must be clean and at fingertip length only. Clear nail polish may be worn. No artificial or acrylic nails are acceptable in the clinical setting. Jewelry may consist of an analog watch with second hand, a plain band as a ring, and one pair of stud earrings in the ear lobe. **No other jewelry or piercings are to be worn.** Hair must be clean, neat, secured above the collar and out of the face, and natural hair colors only are permitted. Hair must be secured to prevent risk of contamination. Any hair accessories are to be plain and the same color as the hair. Facial hair and/or mustaches are to be closely trimmed. Tattoos are not to be visible while in uniform.

**Students not following the dress code policy above will be dismissed from the clinical area and receive an unsatisfactory grade for the day. Students represent Wilkes Community College, the faculty, and the nursing profession while in uniform, and must dress appropriately and professionally.**

**Criminal Background Check and Drug Screening**

To ensure the public health and safety of all clients, our clinical affiliation sites require personal criminal background checks (CBC) and/or drug screening in order for the student to participate in clinical education at that site. *The criminal background check and drug screening will be provided by Castle Branch:* www.castlebranch.com. Some of our clinical partners require My Clinical Exchange for scheduling and clinical site onboarding, as well.

Most disciplines of Health Sciences require registration, certification or licensure to practice in the health care field. Most examining boards require proof of good moral character to apply to take the registration, certification or licensure examination.

**CPR**

Students are required to be certified and *maintain certification in Cardiopulmonary Resuscitation (CPR)* by the **American Heart Association Healthcare Provider** while in the Associate Degree Nursing Program. The certification <u>**must**</u> be obtained prior to the entrance into the program and <u>**must**</u> be kept valid for the entire length of the program. Students are responsible for making arrangements for re-certification. Students whose CPR has expired will not be permitted to go into the clinical setting and will receive an *"Unsatisfactory"* weekly clinical grade and an absence for clinical time missed.

**Medical Forms**

The student's medical provider must attest to the student having the physical and emotional health to safely practice nursing.

Students are required to provide evidence of a correctly completed medical form prior to the start of the first semester of the Associate Degree Nursing Program, including immunization history.  TB testing must be repeated annually while in the program; Tetanus status must be current (<10 years) while in program. Proof of the required, current immunizations must be kept on file within Castle Branch and My Clinical Exchange.

Students are not permitted to attend any clinical experience until these medical forms and immunization history information is completed and submitted. Students who are absent from clinical due to the lack of a completed medical form, expired CPR, expired immunizations or missing immunizations, or expired TB testing on file will obtain an unexcused absence and receive an "*Unsatisfactory*" weekly clinical grade. Clinical requirements must be uploaded to Castle Branch and My Clinical Exchange seven (7) days before expiration so that there is time to get the new documentation approved. **This policy will be strictly enforced!  Maintaining immunizations, CPR, TB testing, etc., is the student's responsibility.**

If a student is denied access to a clinical facility for any reason, including CBC, drug screen, or vaccination status (i.e. including the COVID-19 vaccine), the student will NOT receive a secondary placement in another facility. The student will not be able to progress in the program due to the inability to meet the clinical objectives.

## Name Changes While Enrolled in the Nursing Program

Our clinical affiliates have requested that name changes are avoided while enrolled in the program and that each student's name should remain the same in all systems through graduation.

## Telephone Calls/Texting/Emailing

Telephone calls/texting/emailing can be disruptive to the class setting. If you must be contacted while at the college in class/lab, the party trying to contact the student may call the Health Sciences administrative assistant at (336) 838-6249 who will take a message for you.  For calls within the college or emergency calls, a courtesy phone is located on the 1st & 2nd Floor, Herring Hall.  An in-house directory is posted beside the phone. *Cell phones must be turned off while in class and lab! Students not adhering to the policy will be dismissed from class with an absence recorded!*

 No cell phones (or other electronic devices such as smart watches, iPads, for example) are permitted in the clinical setting. Students in a clinical agency are not to make or receive telephone calls on the units unless it is an emergency.  Family members and/or baby sitters should call the agency and have the clinical instructor paged. The instructor will contact the student to return the call while on break or lunch. *It is important that family members and/or baby sitters be made aware of your class, laboratory, and clinical schedules in case you need to be contacted!*

## Meals

Students are encouraged to eat a well-balanced breakfast prior to class or clinical experience.  Vending machines and a small kitchen area are located on the first floor of Herring Hall.  Students may bring lunches, etc. to store in the refrigerator.  Students are responsible for removing items from the refrigerator. *All items left in the refrigerator will be discarded weekly on Friday!*  While at the clinical agency, students may purchase their meals.  Meals may also be brought, but no refrigeration is available. Snacks are available in the vending areas.  Students are not allowed to leave the clinical site during meal time.

## Breaks

Students are permitted a 10-minute break for each hour of classroom instruction. Since other classes are meeting, noise should be kept to a minimum. Students should only leave the classroom during breaks to avoid disturbing others. ***Due to fire regulations, students are not permitted to sit in the floor in the hallways. Also, during the hours of operation of the Dental Assisting Clinic, students are not permitted to sit in the Dental Lobby Area.***

Students are permitted a 15-minute break and a half-hour meal period each clinical experience over 6 hours long provided all clinical activities are completed. The time of these breaks will vary according to students' clinical schedule. It is impossible for all students to have a break at the same time. ***Students are expected to report off to the clinical instructor, the staff RN, and to another student, who will care for their assigned client in their absence, when they leave their assigned area. Patients' needs must be met first before we can leave the floor.***

## Drug and Alcohol Policy

The manufacture, distribution, dispensation, sale, possession, and/or use of alcohol, drugs, controlled substances, banned substances, and/or illegal substances is prohibited on college premises or as a part of any of its activities. Equally, being under the influence or intoxicated on alcohol, drugs, controlled substances, and/or illegal substances is prohibited on college premises or as part of any of its activities. *Alcohol* means any beverage containing at least one-half of one percent (.05%) alcohol by volume, including malt beverages, unfortified wine, fortified wine, spirituous liquors and mixed beverages. *Controlled substance* means any substance listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally, this term refers to drugs whose manufacture, use, or possession is controlled by government and includes, but is not limited to narcotics, hallucinogens, stimulants, depressants, anesthetics, opioids, and steroids. This term also includes any drugs that are illegal under federal, state, or local laws and legal drugs that have been obtained illegally or without a prescription by a licensed healthcare provider or are not intended for human consumption. *Banned substances* include all smokeless tobacco products (chews, dips, snuff, snus, dissolvable products); energy dips/flavored dips; nicotine water and nicotine gel; hookahs/hookah products, all vaping products (vaporizers, electronic cigarettes, cigars, pipes, pens, and flavored cartridges), and any other items containing or reasonably resembling tobacco or tobacco products. Furthermore, any substance taken that may cause impairment, including but not limited to bath salts, inhalants, or synthetic herbs is also considered a violation of the Drug and Alcohol Policy. WCC faculty and staff have the right to ban any substance or any smoking/inhalation device, whether legal or illegal, whether characterized as a tobacco product or not, that can potentially create a biohazard for other employees and students on campus. The college maintains a separate **Tobacco-Free College Policy (Policy 2.2.1)** for further reference. Exceptions to the alcohol possession and use provision may be made by the president in accordance with local, state, and federal laws in specific circumstances and designated areas. Violation of this policy may result in consequences such as, but not limited to, a counseling assessment, required treatment, probation, dismissal, suspension, expulsion from the college, and/or referral for prosecution, consistent with local, State, and Federal law.

It is the responsibility of each student to comply with all provisions of the Drug and Alcohol Policy while participating in college-sponsored events, athletics, student activities, and instructional activities. The scope of the policy includes all WCC campuses and centers, off-campus instructional sites, clinical sites, athletic fields, college-sponsored transportation (including, but not limited to, WCC vans and rented or chartered buses), and any other property that is owned, leased, or controlled by WCC. Each student is required to inform the college, in writing, within five days after he/she is convicted for violations of any federal, state,

or local criminal drug statute or alcoholic beverage control statue where such violation occurred while on or at a college location. Failure to so could result in disciplinary action.

Students engaged in off-campus instructional or clinical activities (including internships, practicums, externships, and work-based learning) may expect to be subjected to the additional drug and alcohol policies of those sites. Those policies may include provisions for drug and alcohol testing prior to and during placement at those sites. Those policies are enacted and enforced by the management of those specific facilities. Violations of a specific site's policy does not exclude consequences under WCC's Drug and Alcohol Policy, as clinical placement for academic credit is considered a college-sponsored activity.

The illegal use of drugs and alcohol constitutes a serious crime under federal, state, and local laws. Convictions may result in imprisonment, fines, and/or mandatory community service.

Every student is entitled to procedural due process; these procedures are published and accessible to students in the general catalog of the college, published under the heading "Student Grievance Process," and on the **Student Grievance Process** webpage.

Use of medications, other than those prescribed by the student's physician, is grounds for dismissal from the program, as clinical sites can deny placement in clinical rotations per their policies, preventing the ability to continue in a course.  Use of mind-altering substances (including alcohol) during class or clinical is grounds for dismissal from the program.  In the event that an instructor or clinical site has reason to believe that a student is under the influence of a mind-altering substance, the student may be requested to submit to a blood and/or urine-screening exam or breath analysis. If the situation occurs in a clinical agency, the student will be sent home from the clinical experience. The cost for such exams is the responsibility of the ***student.***  Students who refuse to take such exams will be dismissed from the program.

## Gum

Gum is not to be chewed in the clinical area.

## Standard Precautions

Students must adhere to standard precaution guidelines.  These guidelines ***must*** be followed at all times. Documented evidence of ***three*** *(3)* failures to comply with these requirements will result dismissal from the program.

## Hepatitis/HIV Guidelines

The following are Hepatitis/HIV guidelines for students in the Associate Degree Nursing Program:

(1) Students who know that they have a potentially infectious condition (hepatitis, positive, HIV antibody titer, TB, etc.) are required to report such status to the Director of Nursing.
(2) Students who have hepatitis and/or positive HIV antibody titer may be prohibited from taking part in invasive procedures such as injections or starting IV's pending the outcome of a review of their status by a special committee.
  A. The committee shall take into account how the disease is transmitted; how long the student will be infectious; to what degree the student's presence in the class exposes others (students, instructors, and clients) to harm; and the probability of transmission of the disease to others.

B.  If the committee determines that significant risk of transmission exists, the committee shall consider alternative means of eliminating the risk prior to prohibiting the student from taking part in invasive procedures. The committee shall be constituted for each case and shall include as a minimum: the WCC Health Sciences Dean, WCC Director of Nursing, a WCC Nursing Instructor, a WCC Counselor, and a professional health care provider not employed by WCC.  The committee shall conduct its investigation in a timely manner. The committee, at the request of the student, shall conduct periodic reviews of the student's condition/status.

(3)  If the mastery of specific invasive skills is required in a particular course in the program, the student may receive a failing grade for that course if such mastery cannot be attempted due to the student's inability to take part in such activities without the probability of transmission of the disease to others, as directed by the special committee.

(4)  Students must complete the series of Hepatitis B immunizations.  Students assume full responsibility for the cost of such immunizations and any treatment required due to the lack of immunization and/or reaction.  Students who elect not to be immunized _must_ sign a declination form.  *Students who elect not to be immunized will not be permitted to take part in clinical experience at agencies where this is a requirement and will be withdrawn from the program due to inability to complete clinical rotation.*

## Clinical Guidelines for Exposure to Blood or Bodily Fluids

Health Sciences students are at risk for exposure to blood and body fluids that may be contaminated with the Hepatitis B virus, the Hepatitis C virus, the human immunodeficiency virus (HIV) and other potentially harmful or contagious pathogens while in the clinical setting.  Information about bloodborne pathogens and how to protect oneself and others from exposure is taught before the student's first clinical experience.  It is imperative that students always follow standard precautions when working with clients in any type of clinical setting.

In the event of exposure to blood or body fluids, it is the responsibility of the student to arrange and pay for initial and post-exposure medical follow-up and care.

Following exposure to blood or bodily fluids, the student should take the following steps immediately:

1.  Clean area thoroughly depending on area exposed.
    - Skin exposure with blood – wash area with antimicrobial soap and water for at least 15 seconds.
    - Contaminated needle stick, contaminated puncture, or cut with sharp object – wash area with antimicrobial soap and water for at least 15 seconds.
    - Eye exposure – Rinse/flush eye with 100mL of water, sterile saline, or eye irrigating solution for at least 15 minutes.
    - Mucus membranes (mouth or nose) – rinse/flush area with water.
2.  Report  exposure to clinical instructor or preceptor immediately after taking the above preventative measures. If clinical instructor/preceptor is not a WCC faculty member, then report the exposure to the WCC Director of Nursing.  The nursing clinical faculty or the Director of Nursing will assist the student in completing a WCC accident report.
3.  Determine the nature of the exposure and determine if there was exposure to body fluids. Assess the integrity of skin exposed to body fluids or blood.
4.  Follow the agency policy for occupational exposure, testing, or post-exposure medications as indicated. If the clinical agency does not provide baseline testing and/or prophylaxis the leaner will need to call his/her primary care provider immediately.
5.  Further testing, medical follow-up and post-exposure medications will be with the student's primary care physical or local health department at the student's expense.

48

All students in the Health Sciences programs at Wilkes Community College are required to purchase accident insurance through the college. Health sciences students are encouraged to purchase and maintain personal health/hospitalization insurance. If a student does not have health insurance coverage, affordable health insurance is available for community college students through http://www.studentccsi.com. Students should be aware that some of the clinical affiliate sites now require that students assigned to their facilities maintain personal health/hospitalization insurance.

## Procedures to Follow for Student Incident

Faculty/Staff should notify the cashier of the Business Office (ext. 6519) within one business day of any student incident that occurs on college property, clinical site, or off-site course location.

The student must complete the WCC Student Incident Report form and submit it to the Business Office as soon as possible. To be reimbursed for payments made, the student should also complete and mail the Student Insurance Claim Form, along with their medical bills, to the insurance company's address, located on the back of the form. Students are encouraged to report any acute medical condition to the Registrar's Office and to their instructors.

All student incident reporting forms are available in the Business Office or on the iNsider under Forms and Resources >Student Incident Procedures and Forms.

If a student suffers a life-threatening injury, proceed to call 911.

Students with illness or injury should be referred to their family physician. If they do not have a family physician, below is a list of available providers according to the campus or class location.

**Wilkes Campus**
**FastMed Urgent Care**
1903 Addison Avenue
Wilkesboro, NC 28697
Phone: (336) 667-2710


**Alleghany Center:**
**Alleghany Family Practice**
214 Doctors Street
Sparta, NC 28675
Phone: (336) 372-5606


**Ashe Campus:**
**Mountain Family Care Center**
200 Hospital Ave
Jefferson, NC 28640
Phone: (336) 846-6322

**Wilkes Community College**
**Student Incident Report**

**Name of Student (Full):** _____

**Student ID #:** _____ **Date of Birth:** _____

**Daytime Telephone #:** _____

**Email Address:** _____

**Date of Incident:** _____ **Time of Incident:** _____

**Location of Incident (Classroom #, etc.):** _____

**Part(s) of the body injured:** _____
_____

**Description of Incident:**
_____
_____
_____
_____
_____

**Were there any witnesses to the incident? _____ Yes _____ No**

**If Yes, list all known witnesses/phone #'s below.**

**Name:** _____ **Phone:** _____
**Name:** _____ **Phone:** _____

**Student's Signature:** _____ **Date:** _____
**Authorized Signature:** _____**Date:** _____ust
**Culture**

With permission from the North Carolina Board of Nursing (NCBON), the program elects to utilize the Student Practice Event Evaluation Tool (SPEET) when reviewing a practice event involving a student. The SPEET assists faculty and students to see the "big picture" surrounding a student practice event and helps guide appropriate follow-up to a student practice event.

## North Carolina Board of Nursing (NCBON)
## STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

Event(s): _____ Event Number: _____

| | Criteria | Human Error | At Risk Behavior | | | Reckless Behavior | | Score |
|---|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | 5 | |
| G | General Nursing Practice | No prior counseling for practice related issues | Prior counseling for single non-related practice issue | Prior counseling for single "related" issue | Prior counseling for "same" issue | Prior counseling for multiple related or non-related practice issues | Prior counseling for same or related issue with no or little evidence of improvement | |
| U | Under-standing expected based on program level, course objectives/ outcomes | Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight | Task driven/rote learning or wrong action for this circumstance | Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners | Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this instance, failed to obtain sufficient info or consult before acting | Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits. | Knows or should have known correct action, role and limitations. In this instance action was "gross negligence/ unsafe act" and demonstrated no regard for patient safety. | |
| I | Internal Program or Agency Policies/ standards/ inter-disciplinary orders | Unintentional breech or no policy/standard/ order available | Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted | Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior. | Aware of policy/ standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event. | Disregarded policy/standard/order for own personal gain | Maliciously disregarded policy/standard/order | |
| D | Decision/ choice | Accidental/ mistake/ inadvertent error | Advantages to patient outweighed risk | Emergent situation - quick response required | Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgment. | Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety. | Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags | |
| E | Ethics/ credibility/ accountability | Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated. | Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated. | Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice. | Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation. | Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation. | Took active steps to conceal error or failed to disclose known error. | |

Criteria Score: _____

## North Carolina Board of Nursing (NCBON)
## STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

| Mitigating Factors – check all identified | | Aggravating Factors – check all identified | |
|---|---|---|---|
| Unavailable resources (inadequate supplies/equipment) | | Especially heinous, cruel, and/or violent act | |
| Interruptions/chaotic environment/emergencies – frequent interruptions/ distractions | | Knowingly created risk for more than one client | |
| Inadequate supervision by faculty or preceptor | | Threatening/bullying behaviors | |
| Inappropriate assignment by faculty or preceptor | | Prior formal student disciplinary record for practice issue(s) | |
| Non-supportive environment – interdepartmental/staff/student conflicts | | Other (identify) | |
| Lack of response by other departments/providers | | | |
| Other (identify) | | | |
| | | | |
| Total # mitigating factors identified | | Total # aggravating factors identified | |

| Criteria Score (from page 1) | |
|---|---|
| Mitigating factors (subtract 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors) | |
| Aggravating factors (add 1 point for each identified factor) | |
| **Total Overall Score** | |

| Human Error | At-Risk Behavior | Reckless Behavior |
|---|---|---|
| # criteria in green= ____ | # criteria in yellow= ___ | # criteria in red = ____ |
| IF 3 or more criteria in Green OR Address event by consoling student and/or improvement plan with student | IF 3 or more criteria in yellow OR Address event by coaching student, and/or developing remedial improvement plan with student | IF 3 or more criteria in red OR Consider disciplinary action and/or remedial event with student |

Evaluator: _____

School Name: _____

Date of Event: _____

NCBON Consultant: _____

Action Taken: _____

**NOTE:** This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.

Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.
At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.
Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
Consoling = Comforting, calming; supporting student while examining event.
Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.
Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.
Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.
Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

2020 – Version 2.0 @ NCBON-Permission Required Before Use

# Acknowledgements

# Acknowledgement
## Essential Skills for Admission and Progression
## Physical and Psychological Requirements

I _____ acknowledge that I have read the "Essential Skills for Admission and Progression – Physical and Psychological Requirements" of the Associate Degree Nursing Program of Wilkes Community College and have had all of my questions answered.  I understand the physical and psychological requirements needed for providing safe nursing care.  I have assessed my ability to perform these skills and acknowledge that I am able to demonstrate these essential skills.


_____
*Signature of Student*


_____
*Date*


# Consent to Release Confidential Information

I _____ give permission to Wilkes Community College to release information concerning my medical records to all clinical agencies during my participation/enrollment in the Associate Degree Nursing Program.  I understand that the release of all information will be made in a confidential manner.


_____
*Signature of Student*


_____
*Date*

**Acknowledgement**
**Wilkes Community College 2025-2026 Associate Degree Nursing Handbook**

Name of Student _____

I have access to the Wilkes Community College Associate Degree Nursing Handbook for 2025-2026.  I have read this myself in its entirety and have had my questions answered.  I understand that, as a student in the Associate Degree Nursing Program of Wilkes Community College, I am bound and responsible to comply with all of the policies.  I also understand that I am subject to all of the requirements, provisions, and procedures contained in these policies and/or policies that may be implemented while I am enrolled in the Associate Degree Nursing Program.  I recognize that changes to any of the policies/procedures may be necessary and will be communicated with me.

I understand that it is mandatory that I participate in the NCLEX-Review scheduled at the end of my program of study.

_____
*Signature of Student*

_____
*Date*

**Acknowledgement**
**Essential Skills for Admission and Progression**
**Physical and Psychological Requirements**

I _____ acknowledge that I have read the "Essential Skills for Admission and Progression – Physical and Psychological Requirements" of the Associate Degree Nursing Program of Wilkes Community College and have had all of my questions answered. I understand the physical and psychological requirements needed for providing safe nursing care. I have assessed my ability to perform these skills and acknowledge that I am able to demonstrate these essential skills.

_____
*Signature of Student*

_____
*Date*

**Consent to Release Confidential Information**

I _____ give permission to Wilkes Community College to release information concerning my medical records to all clinical agencies during my participation/enrollment in the Associate Degree Nursing Program. I understand that the release of all information will be made in a confidential manner.

_____
*Signature of Student*

_____
*Date*

**Acknowledgement**
**Wilkes Community College 2025-2026 Associate Degree Nursing Handbook**

Name of Student _____

I have access to the Wilkes Community College Associate Degree Nursing Handbook for 2025-2026. I have read this myself in its entirety and have had my questions answered. I understand that, as a student in the Associate Degree Nursing Program of Wilkes Community College, I am bound and responsible to comply with all of the policies. I also understand that I am subject to all of the requirements, provisions, and procedures contained in these policies and/or policies that may be implemented while I am enrolled in the Associate Degree Nursing Program. I recognize that changes to any of the policies/procedures may be necessary and will be communicated with me.

I understand that it is mandatory that I participate in the NCLEX-Review scheduled at the end of my program of study.

_____
*Signature of Student*

_____
*Date*