



# Table of Contents

- Introduction and Welcome** ..... 1
  
- Vocational Nursing Program Mission** ..... 3
  
- Vocational Nursing Program Philosophy** ..... 4
  
- Organizing Framework** ..... 6
  - Conceptual Framework/Program Design ..... 6
  - Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs..... 9
  - Scans Competencies .....12
  - Vocational Nursing Program Curriculum Definitions .....15
  - Vocational Nursing Program Objectives .....19
  - Program Outcomes .....21
  - Level I Objectives .....23
  - Level II Objectives .....25
  - Level III Objectives .....27
  - Level IV Objectives .....29
  - Vocational Nurse Course Description .....32
  
- Program Information** .....37
  - Admission Requirements .....37
  - Health Data Requirements.....37
  - Technical Standards and Essential Functions .....38
  - Criminal Background Checks.....42
  - Immunizations.....43
  - Program Length.....43
  - Cost of Program.....43
  - Degree Plan.....44
  - Transfer of College Credit.....45
    - Student Requirements for Transfer into the VNG Program .....45
  - Readmission Requirements.....46
    - Readmission Priority.....47

- Textbooks and Supplies.....48
- Licensure Eligibility.....48

**Program Policies .....50**

- Attendance.....50
- Grading and Grading System .....53
- Testing.....54
- Change of Schedule (Adds/Drops) .....55
- Dress Code.....55
- Hospital Visitation .....58
- Cell Phones and Pagers .....58
- E-mail Access .....59
- Inclement Weather .....59
- Cancelled Classes.....60

**Academic Policies .....61**

- Academic Integrity.....61
- Academic Dishonesty .....61
- Program Progression.....62
- Progressive Discipline.....63
- Student Complaint Procedure .....66
- Shared Governance.....66
  - Chain of Command for Student Concerns .....68
- Sexual and/or Racial Harassment Complaints.....68
- Grade Change Policy and Procedure.....68
  - Assignment of Grades .....69
  - Grade Change Appeal.....69

**Safety and Health Information .....70**

- Professional Risks .....70
- Health Insurance .....70
- Accidents/Exposure.....70
  - Medical Professional Liability Insurance .....70
  - Accident Insurance .....71
  - Accident Procedures.....71
- Infectious Disease Exposure Response .....72
- Latex Allergy .....72
- Environment of Care (EOC) .....72
- Health Insurance Portability Accountability Act (HIPAA).....73

- Workplace Violence .....73
- Substance Abuse Policy .....74
  - Testing Procedure .....74
- Clinical Practicum/Policies** .....76
  - Professional Behavior .....76
  - Professional Ethics and Confidentiality.....77
  - Safe/Unsafe Clinical Behavior .....77
- General Information** .....79
  - Student Organizations and Services .....79
  - Counseling Services .....79
  - Financial Aid .....79
  - Employment .....80
  - Bookstores: Textbooks and Supplies .....80
  - Student Activities .....80
  - Learning Resource Center – Library .....80
  - Graduation .....81
  - Vacations and Holidays .....81
  - Parking/Transportation.....81
  - Smoking.....82
  - Name Change.....82
  - Address/Telephone Number Change .....82

**Student Signature Sheet**



# Introduction and Welcome

Welcome to the Vocational Nursing Program of Austin Community College.

The program is approved by the Texas Board of Nurse Examiners (333 Guadalupe Street, Suite 3-460, Austin, TX 78701; telephone (512) 305-7400) and accredited by the National League for Nursing Accrediting Commission (NLNAC) (61 Broadway, New York, NY 10006; telephone (212) 363-5555).

The Austin Community College Vocational Nursing Student Handbook has been compiled by the faculty to provide information pertinent to students enrolled in the Vocational Nursing Program.

The purpose of this handbook is to detail policies and procedures specific to this program. The handbook is constructed to be used as a supplement to the Austin Community College Student Handbook and serves to bridge the overriding policies of the College with the policies specific to this program. Adherence to program policies is expected and required. The Program reserves the right to revise and update this handbook as needed. Students will be made aware in writing of any changes in the handbook that would impact them.

A copy of the **Austin Community College Student Handbook** is available at each campus's administrative offices or you may download from the ACC website at: [www.austincc.edu/handbook](http://www.austincc.edu/handbook).

The Division of Health Sciences is committed to providing quality educational programs for the purpose of developing successful healthcare professionals. Developing caring healthcare professionals requires interactions with patients and patient services, thereby resulting in an educational environment with unique characteristics and requirements. The policies and procedures set forth in this handbook are designed to support the success of the student.

The Health Sciences programs prohibit discrimination. Access to its programs or activities shall not be limited on the basis of race, color, religion, national origin, age, gender, sexual orientation, political affiliation, or disability.

It is through the spirit of cooperation that students and faculty share a common goal of learning. Competence in this profession is developed through diligence, mutual participation and evaluation in the classroom, clinical, and simulated laboratory.

The curriculum has been designed to provide you with a well-rounded education that reflects the high level of performance required of the Vocational Nurse in the healthcare setting.

You are a most important part of this program. Your suggestions and ideas are wanted and can be submitted to the faculty, the Program Advisory Committee or to the Administration.

We look forward to a very productive and successful educational experience.



# Vocational Nursing Program Mission

The Austin Community College Vocational Nursing Program is committed to excellence in education in an environment in which a diverse student population is able to develop the values, skills, and attitudes consistent with the nursing profession and the healthcare needs of the community. The program provides a setting which promotes caring behaviors, critical thinking skills, and competent nursing care. Site-based instruction and distance technology will be employed to increase student accessibility.

Revised and Adopted October 4, 2004.



# Vocational Nursing Program Philosophy

The Vocational Nursing Program supports the vision, helps fulfill the Mission, and aligns with the core values of Austin Community College.

The Vocational Nursing Faculty believes that all individuals are unique, with each being a dynamic blend of mind, body and spirit. Further, individuals have inherent dignity and worth, and are therefore deserving of respect. Individuals are social beings. Throughout the lifespan, individuals join together to form groups to achieve common goals, producing a society that assists the individual in maintaining homeostasis.

Health is a state of internal and external homeostasis existing on a continuum throughout the lifespan. Individuals make choices and take responsibility for their health based on their perception of their health needs.

Vocational nurses participate as members of the nursing profession and the interdisciplinary health team. They serve as providers and coordinators of care for clients with commonly occurring health needs, utilizing the nursing process to perform these functions safely in a variety of healthcare settings.

Nursing is an art and science that encompasses caring, compassion, and competence and combines this with knowledge, skills, and judgment in meeting the individual's health needs. Nursing exists in response to the health needs of society and is a process of nurse-client interaction. The nursing process is the systematic problem-solving approach used in promoting and restoring the individual's health.

The faculty believes that learning is an interactive process that fosters personal and professional growth. Learning is an individual and collective responsibility proceeding from familiar to unfamiliar, general to specific, and from simple to complex. Faculty members accept the responsibility for creating a learning environment and for facilitating educational experiences for students which are enhanced through open communication between students, faculty, and clinical staff. They are accessible for advising and willingly assist students in meeting their learning goals. Faculty serve as role models and facilitators in the learning process but expect students to be responsible and accountable for their own learning by actively participating in the overall learning experiences.

Nursing education encompasses the development of nursing knowledge, skills, and attitudes (caring, ethics, compassion, nurturing) that are essential for the initial practice of nursing. The faculty believes vocational nursing education should provide an environment in which the vocational nursing student can develop self-discipline, intellectual curiosity, problem solving techniques, critical thinking skills, and technological skills in preparation for meeting the nursing needs of a changing, culturally diverse society.

Education is a life-long process; as one educational experience ends, another begins. Attainment of certification in vocational nursing lays the foundation for continuing education. Each educational experience builds upon previous experiences, developing in the individual, rich resources for future learning.

Adopted 5-90. Revised, adopted 7/30/93. Adopted 4/25/94. Revised, adopted 10/23/95.  
Revised 05/29/98. Adopted 07/24/98. Revised, adopted 11/09/98.  
Revised, adopted 10/04/04. Revised, adopted 04/02/07.



# Organizing Framework

## Conceptual Framework/Program Design

The Austin Community College Vocational Nursing Program curriculum is based on a conceptual framework which is derived from the faculty's stated philosophy. The faculty believes that humans are a composite of mind, body, and spirit and that health is a state of internal and external homeostasis existing on a continuum throughout the life span. These beliefs are central to curriculum development and are the core of the conceptual model. The conceptual framework provides the foundation for instruction through the program. A conceptual model has been designed to explicate the components of the conceptual framework.

The program has four levels. The levels have a logical, sequential progression with increasing levels of complexity in introducing the student to the roles of provider of care, coordinator of care and member of a profession. Each level builds on a firm foundation for subsequent learning. LEVEL I serves as the foundation (core) of the framework. In this level, students are introduced to fundamental concepts necessary for safe and effective nursing skills development, and disease prevention and control. LEVEL II adds to the student's knowledge by introducing concepts of health promotion/health maintenance in the care of middle-aged and elderly persons. In LEVEL III, students expand their knowledge by learning concepts that assist them in caring for young adults, groups of people, and people with mental illness. LEVEL IV concepts relate to the child bearing family and professional development and builds on previous knowledge.

Major threads are integrated through the curriculum to strengthen the student's development. These threads are:

- critical thinking and the nursing process;
- concepts of mental health;
- caring behavior;
- communication skills;
- diversity;
- growth and development;
- competence in nursing interventions;

- nutrition;
- healthcare setting;
- professional values;
- and the roles of the vocational nurse.

Materials relevant to these threads are incorporated as appropriate into nursing courses in the classroom, in the simulated learning laboratory and in the clinical setting.

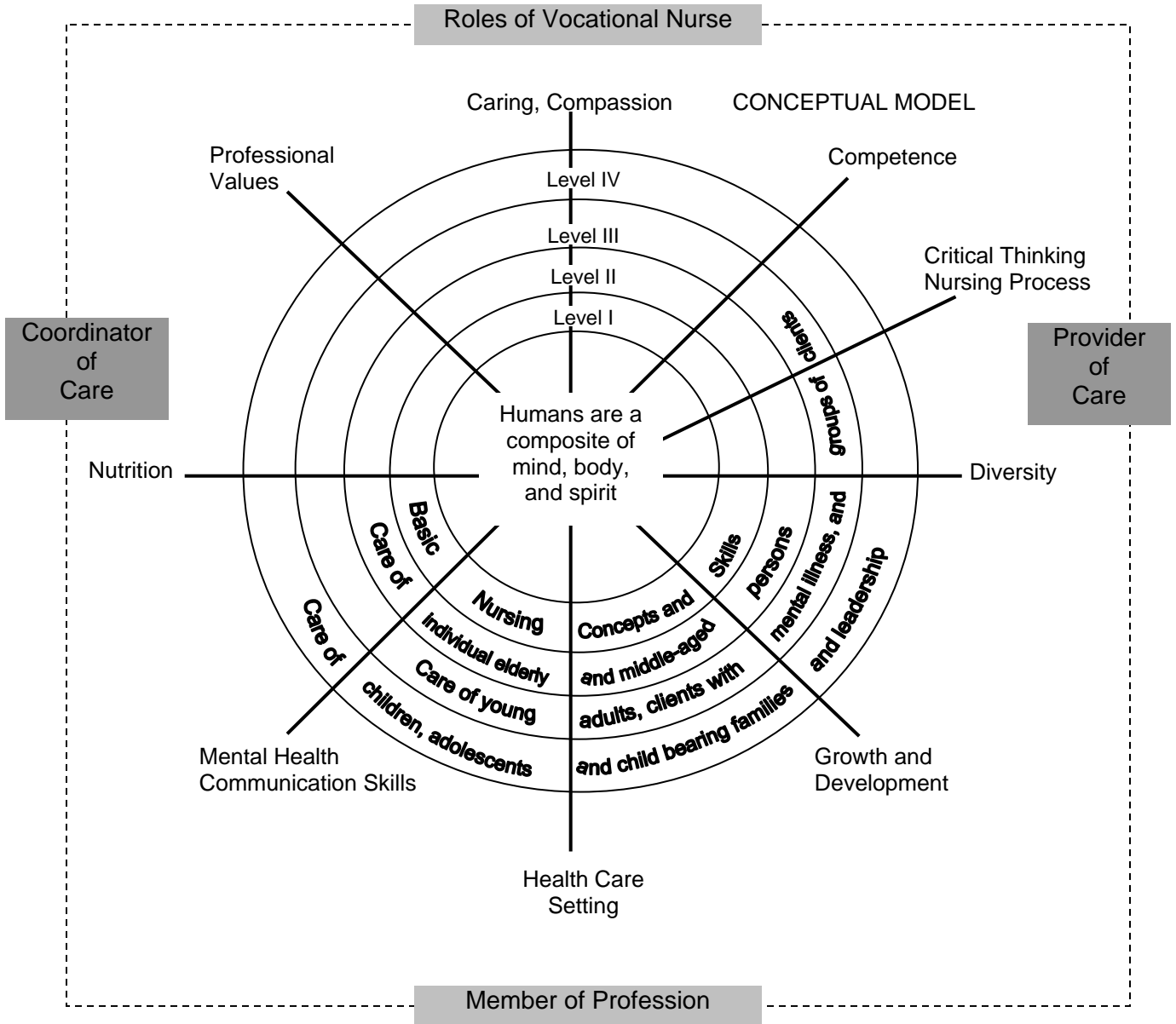
As the student progresses in the program, emphasis is placed on the role of the Vocational Nurse as a member of the health team and the various health care settings which employ the Vocational Nurse.

Revised 7/16/93 Adopted 7/30/93 Retitled 8/26/93 Revised and adopted 11/20/95.

Revised and adopted 11/09/98. Revised and adopted 6/9/00.

Revised and adopted 10/04/2004. Revised and adopted 12/04/2006.

# Diagram of Conceptual Framework



# Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs

In April 2002, the Board of Nurse Examiners (BNE) adopted the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs*. The competencies are written for nursing programs to meet the approval criteria established by the Board of Nursing (BNE).

Competencies are defined as “effective demonstration,” by the time of graduation, of knowledge, judgment, skills and professional values derived from the nursing and general education content (BNE, 1993, p. ii).” The competencies describe the expected outcomes for students at the time of graduation. The intent of this document is not to include the expected competencies of VN, DIP/AND, or BSN prepared nurses who have been in practice and have progressed beyond the novice level.

The competencies are organized according to three major roles of the nurse: Provider of Care, Coordinator of Care, and Member of the Profession. Broad competency statements describe the expected behaviors of the graduate. The competencies are then further described in terms of “knowledge needed to achieve the competency” and “related clinical behaviors and judgments.”

The competency statements serve as guidelines for utilization of new graduates in practice settings and the development of plans for building upon competencies (e.g., orientation programs, job descriptions, clinical ladders, etc.). The competencies with general descriptions of roles and responsibilities for each type of nursing follow. The competencies are consistent with the Board of Nurse Examiners’ “Standards of Professional Nursing Practice” and “Minimum Standards of Vocational Nursing Education.”

Objectives for the theory, lab, and clinical components of the program are specifically developed to incorporate the competencies and are identified in the Austin Community College Vocational Nursing Student Handbook and the course syllabi.

The vocational nursing role represents the beginning level of the nursing practice continuum as Provider of Care, Coordinator of Care, and Member of a Profession. The entry level competencies of the Vocational Nursing (VN) graduate are listed below:

## **Differentiated Entry Level Competencies of Texas Graduates of Vocational Nursing Programs**

### **A. Provider of Care**

1. Assist in determining the health status and health needs of clients (individual) based on interpretation of health-related data, and preventive health practices in collaboration with clients (individual), their families, and other members of the immediate health care team.
2. Assist in the formulation of goals/outcomes and a plan of care with the client (individual), their families, and interdisciplinary healthcare team members.
3. Implement plan of care within legal and ethical parameters, including scope of education, in collaboration with the client (individual) and interdisciplinary health care team to assist client (individual) in meeting healthcare needs.
4. Implement teaching plan for client (individual) with common health problems and well-defined learning needs.
5. Assist in the evaluation of the client's (individual) responses and outcomes to therapeutic interventions.
6. Provide direct basic care to assigned multiple clients (individual) in structured settings.
7. Use the problem-solving approach as the basis for decision making in practice.

**B. Coordinator of Care**

1. Assist in the coordination of human and material resources for the provision of care for assigned clients (individual).
2. Collaborate with clients (individual) and the interdisciplinary healthcare team to provide direct care to assigned clients (individual).
3. Participate in the identification of client (individual) needs for referral to resources that facilitate continuity of care.
4. Participate in activities which support the organizational framework of structured healthcare settings.

**C. Member of a Profession**

1. Demonstrate accountability for own nursing practice.
2. Participate as an advocate in activities that focus on improving the healthcare of clients (individual).
3. Demonstrate behaviors that promote the development and practice of vocational nursing.

## **Scans Competencies**

The Secretary's Commission on Achieving Necessary Skills (SCANS), formed in 1990, was established to determine skills students need to succeed in the work world. The Commission determined that to be successful, a student needed a firm foundation in basic literacy and computational skills, the thinking skills to put knowledge to work, and the personal qualities that make workers dedicated and trustworthy. They also felt that high performance workplace requires competencies—the abilities to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with variety of technologies. Objectives for the theory, lab, and clinical components of the program are written to incorporate the “threads” of the SCANS competencies and are highlighted in the Austin Community College Vocational Nursing Student Handbook and the course syllabi.

## **Scans Competencies**

### **1.0 Resources**

- 1.1 Manages Time
- 1.2 Manages Money
- 1.3 Manages Material and Facility Resources
- 1.4 Manages Human Resources

### **2.0 Interpersonal**

- 2.1 Participates as a Member of a Team
- 2.2 Teaches Others
- 2.3 Serves Clients/Customers
- 2.4 Exercises Leadership
- 2.5 Negotiates to Arrive at a Decision
- 2.6 Works with Cultural Diversity

### **3.0 Information**

- 3.1 Acquires and Evaluates Information
- 3.2 Organizes and Maintains Information
- 3.3 Uses computers to Process Information

### **4.0 Systems**

- 4.1 Understands Systems
- 4.2 Monitors and Corrects Performance
- 4.3 Improves and Designs Systems

### **5.0 Technology**

- 5.1 Selects Technology
- 5.2 Applies Technology to Talk
- 5.3 Maintains and Troubleshoots Technology

## **6.0 Basic Skills**

- 6.1 Reading
- 6.2 Writing
- 6.3 Arithmetic
- 6.4 Mathematics
- 6.5 Listening
- 6.6 Speaking

## **7.0 Thinking Skills**

- 7.1 Creative Thinking
- 7.2 Decision Making
- 7.3 Problem Solving
- 7.4 Mental Visualization
- 7.5 Knowing How to Learn
- 7.6 Reasoning

## **8.0 Personal Qualities**

- 8.1 Responsibility
- 8.2 Self-Esteem
- 8.3 Sociability
- 8.4 Self-Management
- 8.5 Integrity/Honesty

# Vocational Nursing Program Curriculum

## Definitions

TERM	DEFINITION
Accountable	Refers to a state of being answerable or liable to self and others for one's own actions. Involves completing assigned tasks in a safe and timely manner.
Advocate	An individual who speaks or acts on behalf of another. In nursing, it also includes providing a client with information necessary to make informed decisions.
Caring	The integration of biophysical knowledge and knowledge of human behavior in the process of providing for the total well being of the client, family, or community and is communicated by the nurses' attitudes and actions of concern.
Compassion	Sympathetic consciousness of others' distress together with a desire to alleviate it.
Competence	Performance at predetermined standards of all nursing care.
Coordinator of Care	One who organizes and facilitates the delivery of comprehensive services to clients using other provider's services, human and material resources, and collaboration with clients, their support services, and a variety of providers.
Criteria	A standard of judging a condition, an established rule or principle for testing.
Critical Thinking	A systematic continual process of self-directed thinking using such methods as inductive and deductive reasoning, the nursing process, the problem-solving process and other strategies that lead to drawing scientifically based conclusions.

TERM	DEFINITION
Diversity	Refers to the state of being different. Factors accounting for diversity include age, gender, culture, race, ethnicity, sexual orientation, socioeconomic status, educational attainment, geographical location and so on.
Employer Satisfaction	The degree of satisfaction expressed by employers with the work performance of graduates.
Evidence Based Practice	Identifying and evaluating current literature and research and incorporating the findings into care guidelines.
Facilitators	One who helps brings about a desired outcome.
Health	State in which needs are being sufficiently met to allow the individual to function successfully with the ability to achieve the highest potential.
Healthcare Settings	Any location/environment where healthcare is being administered, i.e., hospital, clinical, home, physician's office, school.
Holistic	Focuses on all body systems as well as the spiritual and psychosocial aspects of the person/client.
Human Dignity	Respect for the inherent worth and uniqueness of individuals and populations.
Integrity	Acting in accordance with the appropriate code of ethics and accepted standards of practice.
Intellectual Curiosity	The desire to learn, gain awareness or knowledge through the use of the mind.
Interdisciplinary Health Team	A group of healthcare workers representing different occupations/disciplines who work together to provide comprehensive health care to the same client.
Nursing Process	Systematic problem-solving method for organizing and delivering nursing care.
Nurturing	To foster holistic development.

TERM	DEFINITION
Patterns of Employment	Strategies that prepare the graduate to obtain initial employment as a licensed vocational nurse in a variety of settings.
Problem Solving Techniques	The process of obtaining and using information to determine an effective solution.
Professional Values	Beliefs and attitudes necessary for personal and professional growth: integrity, accountability, and responsibility.
Program Satisfaction	The degree of satisfaction expressed by students and graduates regarding the curriculum, the learning environment, and resources.
Provider of Care	One who provides nursing care to individual clients (or as appropriate, families, aggregates, communities, and societies) using a systematic process of assessment, analysis, planning, intervention and evaluation.
Responsible	Refers to the obligation involved when one accepts an assignment, follows through with the assignment thus being reliable and trustworthy.
Role Model	Individual who demonstrates a positive, personal, and professional image which should be emulated.
Scholarship	<p>Four Domains:</p> <p>1-Discovery, where new and unique knowledge is generated and utilized.</p> <p>2-Teaching and Learning, where faculty creates learning experiences to foster personal, intellectual, and professional growth proceeding from unfamiliar to complex, general to specific, and familiar to unfamiliar.</p> <p>3-Application, where faculty maintain clinical competency and areas of expertise.</p> <p>4-Integration, where opportunities for interdisciplinary collaboration are sought to enhance the teaching/learning experience.</p>

TERM	DEFINITION
Self Discipline	Correction or regulation of oneself in order to be responsible, accountable, and for the sake of improvement.
Technological Skills	A manner of accomplishing a task especially using technical processes, methods, or knowledge.
Therapeutic Communication	Interactive verbal and nonverbal strategies that focus on the needs of the client and facilitate, a goal-directed, client oriented communication process.
Therapeutic Nursing Interventions	Behaviors based on theoretical knowledge, psychomotor and psychosocial skills that the student utilizes to meet the needs of the client, families, and communities.

Revised and adopted: 4/19/1999

Revised and adopted: July 2005

Revised and adopted: May 7, 2007

# Vocational Nursing Program Objectives

Upon completion of the Vocational Nursing Program, the ACC graduate will be able to:

- \*† 1. Demonstrate respect for humans and their right to make choices relevant to their health needs.
- † 2. Demonstrate caring behaviors in meeting the needs of the client.
- \*† 3. Demonstrate critical thinking skills in the delivery of safe and effective care.
- \* 4. Safely plan and implement therapeutic nursing interventions within the scope and role of the LVN as an entry level practitioner in a variety of healthcare settings.
- † 5. Utilize the nursing process as a conceptual model in the care of clients, families, and communities with commonly occurring health needs throughout the life span.
- † 6. Coordinate basic client care utilizing human and material resources to meet client health needs in a cost effective manner.
- † 7. Demonstrate therapeutic communication skills while interacting with clients, families, communities, and members of the interdisciplinary healthcare team.
- † 8. Communicate nursing interventions and client responses to appropriate members of the health team in a manner to facilitate client health goal attainment.
- † 9. Implement a teaching plan for clients with common health problems and well defined learning needs.
- \* 10. Summarize the concepts of growth and development as they apply to the client's health and illness across the life span.
- \* 11. Explain the concepts of mental health that guide practice when caring for clients across the life span.
12. Recognize the Vocational Nurses' responsibility for optimum development as an individual, as a member of a profession, and as a member of society.
- \*† 13. Demonstrate professional values and ethical behaviors in the practice of Vocational Nursing.
- \* 14. Explain the importance of life long learning on the practice of nursing.

- † 15. Demonstrate basic technology skills to acquire, organize, analyze, and communicate information.
- \*† 16. Provide culturally sensitive care to a diverse client population.
- \*† 17. Utilize appropriate resources and steps to attain employment.
- 18. Collaborate with members of the healthcare team to promote wellness behaviors for clients across the life span.
- 19. Apply the concepts of nutrition to the client's health and illness across the lifespan.

Adopted 5/90. Adopted 7/30/90. Adopted 4/30/94.

Revised and Adopted 11/20/95. Revised and Adopted 12/03/96. Revised 10/28/98.

Adopted 11/09/98. Revised and Adopted 11/12/01. Revised and Adopted 11/27/02.

Revised and adopted 11/06/06

\* Demonstrate Entry Level Competencies

† Demonstrate SCANS Competencies

## Program Outcomes

1. 90% of all graduates and employers report that the graduate utilizes critical thinking skills and the nursing process as the basis for providing safe, effective individualized care to clients, families, and communities having basic nursing care needs.
2. 100% of graduates and employers will report that the Vocational Nursing program at ACC adequately prepared its graduates as entry level practitioners of Vocational Nursing.
3. 90% of all graduates and employers will report that the graduate is able to use therapeutic communication skills while interacting with clients, families, communities, and members of the interdisciplinary healthcare team.
4. 100% of graduates and employers will report that the graduate is able to safely plan and implement therapeutic nursing interventions as an entry level practitioner.
5. 90% of students and graduates report satisfaction with the learning resources and student support services made available by the college.
6. 90% of all graduates will report satisfaction with the learning environment created through the faculty's use of resources and support services.
7. 90% graduates of the Vocational Nursing program at ACC will pass the NCLEX-PN on the first writing.
8. 75% of students admitted to the Vocational Nursing program at ACC will complete the program within six semesters.
9. Each class admitted and graduated will reflect the ACC student population in terms of diversity.
10. 90% of all graduates will report that the Vocational Nursing program prepared them to meet their employment needs.
11. 100% of all graduates will report that the Vocational Nursing program provided opportunities to develop basic technology skills.

12. 100% of graduates will report the ability to provide culturally sensitive care to a diverse client population.
13. 90% of graduates and employers report that the graduate is able to provide cost-effective and appropriate care.

Adopted 4/30/94. Revised 10/28/98. Adopted 11/09/98. Revised/Adopted 06/09/00.  
Revised and adopted 10/16/06.

# Level I Objectives

**\* At the completion of Level I, the ACC vocational nursing student will be able to identify beginning roles as provider of care, coordinator of care, and member of a profession.**

## Provider of Care:

- † 1. Identify role of the vocational nursing student as a beginning provider of care under the supervision of the instructor.
- † 2. Identify the basic concepts of nutrition, growth and development, and mental health related to clients' health and illness.
- † 3. Give examples of (in simulated laboratory situations or clinical) the use of the nursing process and beginning critical thinking skills in the performance of basic therapeutic nursing skills necessary to implement plans of care.
4. Demonstrate competence in performance of basic therapeutic nursing skills.
- † 5. Give examples of basic therapeutic communication skills necessary to interact effectively with clients and families.
- † 6. Describe the use of the nursing process is the basis of decision making in the care of assigned clients.
- † 7. Identify basic health related learning needs of the client.

## Coordinator of Care:

- † 8. Follow established guidelines when reporting nursing interventions and client responses to the clinical instructor and appropriate member of the healthcare team.
- † 9. Identify the role of the nurse in the management of material resources.
- † 10. Contrast inpatient, outpatient, and community settings for the delivery of healthcare.

11. Give examples of the role of technology in acquiring and communicating information.

Member of Profession:

- † 12. Give examples of caring behaviors observed during interactions with clients and families.
13. Discuss the role of the vocational nurse in providing culturally sensitive care to the diverse client population.
- † 14. Identify ethical principles and legal guidelines applicable to the care of the client.
- † 15. Demonstrate responsibility and honest behavior.

Revised 7/16/93. Adopted 7/30/93. Revised 11/20/95. Adopted 11/20/95. Revised 10/28/98. Adopted 11/09/98. Revised/Adopted 06/09/00. Revised/Adopted 11/12/01. Revised/Adopted 11/27/02. Reviewed and adopted 10/16/06.

\* All Objectives Demonstrate Entry Level Competencies

† Demonstrate SCANS Competencies

## Level II Objectives

**\* Upon completion of Level II, the ACC Vocational Nursing student will demonstrate beginning skills as provider and coordinator of care for the elderly and middle-aged client and member of a profession by achieving the following objectives:**

### Provider of Care:

1. Differentiate specific concepts of growth and development between the care of the middle-aged and elderly client.
- † 2. Use the nursing process and critical thinking skills in providing care to the elderly and middle-aged client.
- \*† 3. Apply therapeutic communication skills in interactions with elderly and middle-aged clients and their families.
- † 4. Demonstrate competence in the performance of therapeutic nursing interventions that assist the elderly and middle-aged person in health promotion/maintenance and disease prevention.
5. Discuss common issues that arise with the elderly and middle-aged client.
- \*† 6. Apply the nursing process in the delivery of safe and effective care to the elderly and middle-aged client.
- \*† 7. Describe the principles of mental health as they relate to the elderly and middle-aged client.
- † 8. Give examples of the principles of nutrition as they relate to the elderly and middle-aged in health promotion/maintenance and disease prevention.
- † 9. Contribute to the individualized teaching plans designed to meet identified learning needs of the elderly and middle-aged client.
- \*† 10. Demonstrate critical thinking in the performance of advanced nursing skills.

Coordinator of Care:

- † 11. Identify alternatives available to assist this population in meeting their health needs.
- \*† 12. Communicate client data, nursing interventions, and client responses to care in the clients' record and to appropriate members of the health team.
- † 13. Discuss the role of the nurse in management of human and material resources in the care of the elderly and middle-aged client and their families.
- † 14. Use basic technology skills to acquire, organize, analyze, and communicate information.
- † 15. Model the role of the LVN as a member of the health care team to provide safe and effective care to the elderly and middle-aged client in a variety of healthcare settings.

Member of Profession:

- 16. Provide safe, effective, and culturally sensitive care to the elderly and middle-aged adult.
- \*† 17. Demonstrate caring behavior in the delivery of care to the elderly and middle-aged client and their families.
- \*† 18. Adhere to ethical principles and legal guidelines in the care of the elderly and middle-aged client.
- \*† 19. Demonstrate responsibility and accountability for own learning needs and nursing practice while caring for the elderly and middle-aged client and families.

Revised 7/16/93. Adopted 7/30/93. Revised 11/20/95. Adopted 11/20/95. Revised 10/28/98. Adopted 11/09/98. Revised/Adopted 06/09/00. Revised/Adopted 11/12/01. Revised/Adopted 11/27/02. Revised/Adopted 10/16/06.

\* All Objectives Demonstrate Entry Level Competencies

† Demonstrate SCANS Competencies

## Level III Objectives

**\* Upon completion of Level III, the ACC Vocational Nursing student will be able to integrate skills as provider and coordinator of care for the young adult, groups of clients and clients experiencing mental illness; and as a member of a profession by achieving the following objectives:**

### Provider of Care:

- † 1. Apply the principles of growth and development while administering care to young adults, groups of clients, and clients with mental illness.
- † 2. Utilize critical thinking skills and nursing process while administering care to young adults and groups of clients in multiple assignment situations of increasing complexity.
- † 3. Demonstrate therapeutic nursing interventions that assist the young adult and groups of clients in health promotion/maintenance and disease prevention.
- \* 4. Use therapeutic communication skills during interactions with clients and families.
- \*† 5. Apply teaching learning strategies to provide information that assists client to meet their needs for health promotion, maintenance and/or restoration.
- † 6. Determine the appropriate nutritional needs necessary for health promotion/maintenance and disease prevention of young adults.
- \* 7. Apply mental health concepts in providing care for clients with acute and/or chronic mental illness.

### Coordinator of Care:

- \*† 8. Utilize effective professional communication with members of the healthcare team.
- \*† 9. Manage the use of human and material resources efficiently to meet the needs of the young adult and groups of clients.

- † 10. Use technological skills to acquire, organize, analyze, and communicate information in meeting the needs of the young adult and groups of clients.
- † 11. Collaborate with members of the healthcare team to provide safe and effective care for the young adult, groups of clients, and the client with mental illness in a variety of healthcare settings.

Member of Profession:

- 12. Summarize ways to meet the culturally diverse needs of young adults, groups of clients, and clients with mental illness.
- \*† 13. Demonstrate caring behaviors in meeting the needs of young adults and groups of clients.
- \* 14. Demonstrate responsibility and accountability for own learning needs and nursing practice while caring for the young adult, groups of clients, and the client with mental illness.
- \*† 15. Apply ethical principles and legal guidelines when caring for young adults, groups of clients, and clients with mental illness.

Revised 7/16/93. Adopted 7/30/93. Revised 11/20/95. Adopted 11/20/95. Revised and Adopted 12/3/96. Revised 10/28/98. Adopted 11/09/98. Revised/Adopted 06/09/00. Revised/Adopted 11/12/01. Revised/Adopted 11/27/02. Revised/Adopted 11/20/06.

\* All Objectives Demonstrate Entry Level Competencies

† Demonstrate SCANS Competencies

## Level IV Objectives

**\* Upon completion of Level IV, the ACC Vocational Nursing student will be able to examine the roles of the vocational nurse in the obstetric and pediatric settings. At the completion of the leadership rotation, the student will be able to expand their role as coordinator of care and member of a profession by achieving the following objectives:**

### Provider of Care:

- † 1. Apply the concepts of growth and development in the care of children, adolescents, and the childbearing family.
- \* 2. Explain the principles of mental health as they relate to children, adolescents, and the childbearing family.
3. Integrate the principles of of nutrition to the care of children, adolescents, and the childbearing family.
- \*† 4. Utilize critical thinking skills and the nursing process in providing safe, effective care to children, adolescents, and the childbearing family.
- \* 5. Demonstrate therapeutic communication skills while interacting with children, adolescents, and the childbearing family.
- † 6. Establish individualized teaching plans appropriate for meeting the needs of children, adolescents, and the childbearing family within the clinical setting.
7. Modify therapeutic nursing interventions to assist children, adolescents and the childbearing family in health promotion/maintenance, and disease prevention.

### Coordinator of Care:

- † 8. Apply beginning vocational nursing management skills within selected systems of healthcare delivery in nursing.
- † 9. Establish effective professional communication with the appropriate members of the healthcare team.

- \*† 10. Evaluate effectiveness of the healthcare team to provide safe and effective care for a group of clients in various healthcare settings.
- † 11. Plan for the effective use of material and human resources as a member of the healthcare team.
- † 12. Utilize technology to acquire, organize, analyze, and communicate information related to the care of the client.
- \*13. Summarize major community resources available to meet the needs of the child, adolescent, and childbearing family.

Member of Profession:

- 13. Demonstrate appropriate caring behaviors in the care of children, adolescents, and the childbearing family.
- \* 14. Demonstrate responsibility and accountability while caring for obstetric and pediatric clients and their families, and when supervising and delegating to other health team members.
- \*† 15. Develop and implement a teaching plan directed at the learning needs of healthcare team members.
- \*† 16. Explain ethical and legal issues affecting current nursing practice.
- \* 17. Explore personal beliefs related to ethical and legal issues.
- \*† 18. Identify the resources and steps necessary for seeking employment.
- \*† 19. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

20. Plan culturally sensitive care for a diverse population of children, adolescents, and the child-bearing family.

Revised 7/16/93. Adopted 7/30/93. Revised 11/20/95. Adopted 11/20/95. Revised 10/28/98. Adopted 11/09/98.  
Revised/Adopted 06/09/00. Revised/Adopted 11/12/01. Revised/Adopted 11/27/02. Revised/Adopted 10/16/06.

\* All Objectives Demonstrate Entry Level Competencies

† Demonstrate SCANS Competencies

# Vocational Nurse Course Description

## LEVEL I

### **VNSG 1115      Disease Control and Prevention (1-1-0)**

Study of the general principles of prevention of illness and disease, basic microbiology, and the maintenance of aseptic conditions. Topics will include characteristics of microorganisms; types of microorganisms; the "chain of infection"; the actions of pathogens in the body; body's defenses against infection; immune process; resistance and susceptibility to infection; infection and the nursing process; handwashing and standard precautions for blood and body fluid; and, purposes and types of isolation.

### **VNSG 1304      Foundations of Nursing (3-3-0)**

Introduction to the nursing profession including history, standards of practice, legal and ethical issues and the roles of the vocational nurse. Topics include the vocational nurse as provider of care, coordinator of care, and member of a profession; mental health; therapeutic communication; cultural and spiritual diversity; introduction to the nursing process; elements of critical thinking; elements of caring behaviors; holistic awareness-human needs and stress and adaptation; elements of professional behavior to include accountability, responsibility, and honesty. Also included is an introduction to the client patient care team and to the healthcare system: agencies, financing, and trends.

### **VNSG 1400      Nursing in Health and Illness I (4-4-1)**

Introduction to general principles of growth and development, primary health care needs of the clients across the life span, and therapeutic nursing interventions. Other topics will include concepts of health and illness, adjusting to loss, care of persons with chronic illnesses and rehabilitative needs, and an introduction to the principles of health teaching.

Corequisite: VNSG 1160 and VNSG 1423.

**VNSG 1423      Basic Nursing Skills (4-3-4)**  
Mastery of entry level nursing skills and competencies for a variety of healthcare settings. Utilization of the nursing process for all nursing interventions.

Corequisite: VNSG 1160 and VNSG 1400.

**VNSG 1160      Clinical-Licensed Vocational Nurse (LVN) Training: Introductory (1-0-4)**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. With emphasis on critical thinking and caring behaviors, the student is introduced to the role of the vocational nurse as provider of care, coordinator of care, and member of a profession. Clinical experiences provide the opportunity for students to apply foundational nursing concepts and basic nursing skills necessary to practice safe care of the elderly client.

Prerequisites: BIOL 2404, HPRS 1206 and HPRS 2300.

Corequisite: VNSG 1400 and VNSG 1423.

## **LEVEL II**

**VNSG 1509      Nursing in Health and Illness II (5-5-0)**

Introduction to common health problems requiring medical and surgical interventions. The course focuses on health promotion and health maintenance of middle-aged and elderly persons. Application of the nursing process and critical thinking skills to provide nursing care to diverse clients while offering opportunities for collaboration with members of the multidisciplinary healthcare team. Content includes common, but specific medical/surgical problems, sociological needs, the adaptation to internal and external influences

Corequisite: VNSG 2331 and 1461.

**VNSG 2331      Advanced Nursing Skills (3-2-2)**

Mastery of advanced level nursing skills and competencies in a variety of healthcare settings utilizing the nursing process as a problem-solving tool.

Corequisite: VNSG 1509 and VNSG 1461.

**VNSG 1461 Clinical-Licensed Vocational Nurse (LVN) Training: Intermediate (4-0-16)**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. With emphasis on critical thinking and caring behaviors, the student develops skills in the role of the vocational nurse as provider of care, coordinator of care and member of a profession. Clinical learning experiences provide opportunities for students to apply medical surgical theory and concepts and advanced nursing skills necessary to practice safe care of the middle aged and elderly client experiencing common healthcare problems.

Prerequisites: VNSG 1304, VNSG 1400, VNSG 1115, VNSG 1423, VNSG 1160. Corequisite: VNSG 1509 and VNSG 2331.

### **LEVEL III**

**VNSG 1510 Nursing in Health and Illness III (5-5-0)**

Continuation of Nursing in Health and Illness II. Further study of common medical-surgical problems of the young adult including concepts of mental illness. Incorporates knowledge of a systematic problem-solving framework and critical thinking skills necessary when providing nursing care for adults and for making the transition from student to graduate vocational nurse. Emphasis will be placed on the vocational nurse roles of provider and coordinator of care.

Corequisite: VNSG 2462.

**VNSG 2462 Clinical-Licensed Vocational Nurse (LVN) Training: Advanced (4-0-16)**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. With emphasis on critical thinking and caring behaviors, the student integrates the skills of the vocational nurse as provider of care, coordinator of care, and member of a profession. Clinical experiences provide opportunities for the student to further apply medical surgical and mental illness concepts necessary to provide safe care of young adult and groups of clients and clients experiencing mental illness.

Prerequisites: VNSG 1509, VNSG 2331, and VNSG 1461. Corequisite: VNSG 1510.

## **LEVEL IV**

### **VNSG 1230 Maternal-Neonatal Nursing (2-2-0)**

Utilization of the nursing process in the assessment and management of the childbearing family. Emphasis on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period. The student will utilize critical thinking and a systematic problem-solving process for providing care for the family during the prenatal, intrapartum, and postpartum periods, including abnormal conditions. The student will integrate the teaching needs of the childbearing family into the plan of care.

Corequisite: VNSG 1219, VNSG 1234, VNSG 2463.

### **VNSG 1234 Pediatrics (2-2-0)**

Study of childhood diseases and childcare from infancy through adolescence. Focuses on the care of well and ill child utilizing the nursing process. Disease processes are considered within the framework of the growth and development of the well and ill child. Emphasis is placed on learning the critical thinking skills required to provide nursing care to children and families experiencing acute, long-term and or terminal illnesses.

Corequisite: VNSG 1219, VNSG 1230, VNSG 2463.

### **VNSG 1219 Leadership and Professional Development (2-2-0)**

Study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary healthcare team, professional organizations, and continuing education. The course will also include content related to beginning leadership and management skills and legal and ethical concerns affecting the practice of vocational nursing and preparation for licensure.

Corequisite: VNSG 1230, VNSG 1234, VNSG 2463.

**VNSG 2463      Clinical-Licensed Vocational Nurse (LVN) Training: Maternal-Child and Leadership (4-0-16)**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. With emphasis on critical thinking and caring behaviors, the student experiences the role of the vocational nurse in the obstetric and pediatric setting. Clinical experiences in acute care and community settings provide opportunities for the student to synthesize pediatric and obstetric concepts to provide safe care to children and the childbearing family. The vocational nursing role of coordinator of care is expanded as the student develops beginning leadership and management skills in selected clinical environments. Prerequisites: VNSG 1510 and VNSG 2462. Corequisite: VNSG 1219, VNSG 1230 and VNSG 1234.

- \* Curriculum subject to change based on Texas Higher Education Coordinating Board mandates.



# Program Information

## Admission Requirements

Admission to Austin Community College does not automatically qualify a student for admission to the Vocational Nursing program.

Students are admitted to the Vocational Nursing program regardless of race, creed, gender, age, marital status and/or sexual preference.

Admission requirements for the Vocational Nursing program include:

1. Completion of high school or a GED equivalent.
2. Meet current requirements regarding Texas Success Initiative (TSI), GPA, and prerequisite courses.
3. Attendance at a Career Advising and Planning Session.
4. Satisfactory health status as certified by a completed ACC Health Sciences Health Data/Physical Exam form signed by a licensed physician within the last six months.
5. Current CPR for Healthcare Provider certification upon admission.

## Health Data Requirements

Health Sciences students must possess the physical abilities and characteristics required to meet the technical standards for their health sciences program. Therefore, all health sciences students are required to have a health assessment performed by a physician or other approved licensed health professional within six months of beginning a health sciences program. The ACC Health Data/Physical Exam form must be used for this purpose and is available at [www.austincc.edu/health/](http://www.austincc.edu/health/) - click on "Documents, Modules, and Tests." A

student must submit a current Health Data/Physical Exam form if he/she has a break in program enrollment.

## Technical Standards and Essential Functions

Health Sciences programs establish technical standards and essential functions to insure that students have the abilities required to participate and potentially be successful in all aspects of the respective programs. Students are required to meet technical standards and essential functions for the Vocational Nursing program as indicated below. If an applicant or student is unable to meet all of the outlined standards, he/she may be withdrawn from the program.

The student must demonstrate the following abilities:

Categories of Essential Functions	Definition	Example of Technical Standard (Not Limited to)
Observation	Ability to participate actively in all demonstrations, laboratory exercise, and clinical experiences in the professional program component and to assess and comprehend the condition of all clients assigned to him/her for examination, diagnosis, and treatment. Such observation and information usually requires functional use of visual, auditory, and somatic sensations.	Visual (corrected as necessary) <ul style="list-style-type: none"> <li>• Able to visually discriminate increment readings on syringes, sphygmomanometers and other various medical equipment.</li> <li>• Able to visually discriminate different colored objects.</li> <li>• Recognize and interpret facial expressions and body language.</li> <li>• Assess the environment at a distance.</li> </ul>

Categories of Essential Functions	Definition	Example of Technical Standard (Not Limited to)
		<p>Auditory (corrected as necessary)</p> <ul style="list-style-type: none"> <li>• Recognize and respond to soft voices or voices under protective garb</li> <li>• Distinguish between normal and abnormal lung and heart sounds, evaluate blood pressure.</li> </ul> <p>Tactile</p> <ul style="list-style-type: none"> <li>• Palpate a pulse and detect changes or abnormalities of surface texture, skin temperature.</li> </ul>
Communication	Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students, clients, families and all members of the healthcare team.	<ul style="list-style-type: none"> <li>• Able to elicit information</li> <li>• Assess nonverbal communications</li> <li>• Transmit information to clients, fellow students, faculty and staff, and members of the healthcare team.</li> <li>• Receive, write, and interpret written communication in both academic and clinical settings.</li> </ul>

Categories of Essential Functions	Definition	Example of Technical Standard (Not Limited to)
Motor	Sufficient motor ability to execute the movement and skills required for safe and effective care and emergency treatment.	<ul style="list-style-type: none"> <li>• Demonstrate adequate coordination, balance, speed and agility to assist and safely guard clients who are walking or performing other activities.</li> <li>• Move, adjust and position clients or equipment.</li> <li>• Able to provide emergency treatment to clients.</li> <li>• Lift up to 30 lbs.</li> <li>• Stand for long periods of time (6-8 hours).</li> <li>• Possess finger and manual dexterity necessary to manipulate equipment and to perform patient care procedures (i.e. starting IVs, dressing changes).</li> </ul>
Intellectual	Ability to collect, interpret and integrate information and make decisions.	<ul style="list-style-type: none"> <li>• Read and comprehend relevant information in textbooks, medical records and professional literature.</li> <li>• Measure, calculate, reason, analyze and synthesize.</li> </ul>

Categories of Essential Functions	Definition	Example of Technical Standard (Not Limited to)
		<ul style="list-style-type: none"> <li>• Utilize intellectual abilities, exercise good judgment and complete tasks, within required time limits.</li> <li>• Retain information.</li> <li>• Apply knowledge to new situations and to problem solving scenarios.</li> </ul>
Behavioral and Social Attributes	<ul style="list-style-type: none"> <li>• Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of good judgment, the prompt completion of all academic and patient care responsibilities and the development of mature, sensitive, and effective relationships with clients and other members of the healthcare team.</li> <li>• Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical settings with patients.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage heavy academic schedules and deadlines.</li> <li>• Perform in fast paced clinical situations.</li> <li>• Display flexibility.</li> <li>• Sustain professional activities for protracted periods under conditions of physical and emotional stress.</li> <li>• Demonstrate emotional health required for full utilization of intellectual abilities and exercise of good judgment.</li> <li>• Demonstrate integrity, concern for others, interpersonal skills, interest and motivation.</li> <li>• Accepts responsibility and accountability for one's own actions.</li> </ul>

Categories of Essential Functions	Definition	Example of Technical Standard (Not Limited to)
	<ul style="list-style-type: none"> <li>• Possess compassion, integrity, concern for others, and motivation.</li> <li>• Possess the ability to demonstrate professional behaviors and a strong work ethic.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop mature, sensitive and effective relationships with clients and others.</li> <li>• Comply with the professional standards of the Nurse Practice Act.</li> </ul>

Qualified applicants with disabilities are encouraged to apply to the program. It is the responsibility of the student to contact the Office of Students with Disabilities (OSD) if they feel they cannot meet one or more of the technical standards listed. Students can obtain complete information from the OSD website at [www.austincc.edu/support/osd/index.php](http://www.austincc.edu/support/osd/index.php) or through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes; for locations see [www.austincc.edu/support/osd/contact.php](http://www.austincc.edu/support/osd/contact.php).

May 2007

## Criminal Background Checks

Successful completion of a criminal background check is required for admission and continuation in **ALL** Health Sciences programs. Criminal background requirements are found at [www.austincc.edu/health](http://www.austincc.edu/health).

Background checks will be honored for the duration of the student's enrollment in the clinical program if the participating student does not have a break in the enrollment in the program. A break in enrollment is defined as nonattendance of one full semester or more.

Once accepted into the program, it is the student's responsibility to immediately notify the Executive Dean of Health Sciences in writing of any subsequent changes in criminal history that occur after the admission background check has been completed. Failure to do so may result in immediate withdrawal from the program. Students enrolled in programs longer than one year in length may be required to sign an affidavit at the beginning of the second year of the program attesting that their criminal history has not changed.

Additionally,

- Successful completion of a criminal background check for a Health Sciences program does not ensure eligibility for licensure or future employment
- Clinical agencies can establish more stringent standards, if they so desire, to meet regulatory requirements for their faculty
- Clinical agencies can conduct additional background checks at their discretion

If a student is found to be ineligible for clinical placement any time during the program, the student is unable to meet clinical learning objectives and will be withdrawn pending resolution of the situation.

## **Immunizations**

Healthcare professions include inherent health and safety risks. Therefore, all health sciences students are required to be compliant with Texas Administrative Code Rule 97.64 related to immunizations for the protection of themselves and patients. Additional information related to immunizations is available at [www.austincc.edu/health](http://www.austincc.edu/health). Click on Immunizations.

## **Program Length**

The Vocational Nursing Program is four semesters in length. Classes are conducted during the summer semester.

## **Cost of Program**

Estimated cost sheets can be viewed on the VNG web page: [www.austincc.edu/health/vng](http://www.austincc.edu/health/vng).

# Degree Plan

Prerequisites			Credit Hours
	BIOL 2404	Introduction to Anatomy & Physiology <sup>1</sup>	4
	HPRS 1206	Essentials of Medical Terminology	2
+	HPRS 2300	Pharmacology for Health Professions <sup>1</sup>	3
			9
Semester I			
+	VNSG 1423	Basic Nursing Skills	4
+	VNSG 1304	Foundations of Nursing	3
+	VNSG 1400	Nursing in Health and Illness I	4
+	VNSG 1115	Disease Control and Prevention	1
+	VNSG 1160	Clinical-Licensed Vocational Nurse (LVN) Training: Introductory	1
			13
Semester II			
+	VNSG 1509	Nursing in Health and Illness II	5
+	VNSG 2331	Advanced Nursing Skills	3
+	VNSG 1461	Clinical-Licensed Vocational Nurse (LVN) Training: Intermediate	4
			12
Semester III			
+	VNSG 1510	Nursing in Health and Illness III	5
+	VNSG 2462	Clinical-Licensed Vocational Nurse (LVN) Training: Advanced	4
			9
Semester IV			
+	VNSG 1230	Maternal-Neonatal Nursing	2
+	VNSG 1234	Pediatrics	2
+#	VNSG 2463	Clinical-Licensed Vocational Nurse (LVN) Training: Maternal-Child and Leadership	4
+#	VNSG 1219	Leadership and Professional Development	2
			10
TOTALS			53
+	Prerequisites: See Course Descriptions		
#	Capstone course		
<sup>1</sup>	BIOL 2404 and HPRS 2300 must be current within the last five years		

## **Transfer of College Credit**

Students who desire to enter the ACC VNG program and receive placement based on previous experience and/or education will be evaluated individually by the Department Chair and an instructor from each VNG level. Prior college credit courses will be evaluated by the Admissions and Records Office. Additionally, transfer students must meet all requirements prior to the dates designated below, for the semester in which they wish to enroll:

Spring enrollment requirements are due by November 1<sup>st</sup>

Summer enrollment requirements are due by April 1<sup>st</sup>

Fall enrollment requirements are due by June 1<sup>st</sup>

### **Student Requirements for Transfer into the VNG Program**

1. Required to submit three references: one from the director of the previous program attended, one from the student's last clinical instructor and one from another faculty member of the nursing program to which the student was previously enrolled.
2. Attend an interview with the ACC VNG nursing faculty.
3. Transfer students will be required to demonstrate competency in nursing skills consistent with the level at which the student enters the program.
4. Transfer students may be required to take and receive an 80% or higher on a written comprehensive examination/s inclusive of theoretical concepts and the nursing process consistent with the level at which the student enters the program.
5. Transfer students will be required to take and receive 95% or greater on a written pharmacology examination inclusive of dosage calculations.
6. Provide a copy of his/her last clinical evaluation.
7. Submit course objectives for all courses completed.
8. Transfer students must be enrolled in a minimum of 15 college credit hours to be considered a graduate of the Austin Community College Vocational Nursing program.

Students must complete at least 25 percent of the semester credit hours used in the degree plan in residence at ACC (see ACC Catalog). [www.austincc.edu/catalog](http://www.austincc.edu/catalog).

9. Transfer students will be accepted on a space available basis. Priority will be given to continuing and re-applying ACC students.

Adopted 7/13/01

Revised and adopted 5/22/07

## **Readmission Requirements**

1. A student may submit a request for readmission after the first nursing course failure or withdrawal from the program.
2. After a second course failure or withdrawal, the student is not eligible to submit a request for readmission for five years from the date of the second course failure.
3. A student must complete program requirements within three years from the date of initial admission; otherwise, the student will be required to enter at the beginning of the program utilizing the current requirements and procedures. A&P and Pharmacology courses more than five years old must be repeated.
4. Readmission is based on space availability.
5. A student must submit a letter requesting readmission to the Chair of the Admissions and Progression Committee.
6. A student may be denied readmission to the Vocational Nursing program by the Admissions and Progression Committee according to readmission priority or for failure to satisfactorily demonstrate that unsafe, unprofessional, or unsatisfactory clinical behaviors are unlikely to occur.
7. The student will be readmitted to the appropriate level of the program as determined by the Admissions and Progression Committee. The decision will be based on curriculum in effect at the time of readmission.
8. Students will be required to enroll in all corequisite courses when re-entering regardless of prior grade(s) received.

9. The student may be required to demonstrate competency in nursing skills and knowledge consistent with the level at which the student re-enters the program.
10. The student will be required to submit a completed ACC Health Sciences Health Data/Physical form signed by a physician within the last six months if there has been a break in enrollment. The student must also provide proof of current immunizations and CPR.
11. Consideration for a second readmission in less than 5 years due to extenuating circumstances will be evaluated by written petition to the Admissions and Progression Committee. If granted, the student may be required to enter at the beginning of the program utilizing the current admission requirements and procedures.
12. Background checks will be honored for the duration of the student's enrollment in the clinical program if the participating student has not had a break in the enrollment at the college/school. A break in enrollment is defined as nonattendance of one full semester or more. If there has been a break in enrollment, the student must submit another background check.
13. Upon readmission, the student will be subject to current handbook/catalog policies.

## **Requirements for Readmission**

1. Exit interview with the Vocational Nursing Department Chair or faculty member conducted prior to withdrawal or at the time of withdrawal.
2. Petition in writing to the Admissions and Progression Committee:

If there has been a break in enrollment (defined as nonattendance of one full semester or more), the student must meet the following deadlines:

- February 1 for readmission into the summer semester.
- June 1 for readmission into the fall semester.
- October 1 for readmission into the spring semester.

If there has NOT been a break in enrollment, the student must meet the following deadlines:

- May 20 for readmission into the summer semester.
- August 20 for readmission into the fall semester.
- December 20 for readmission into the spring semester.

## Readmission Priority

The Admissions and Progression Committee will review all files of students requesting readmission to the nursing program. After ascertaining that applicants have met the above general criteria, the following priority guidelines will determine placement on a waiting list for space available openings:

**First Priority** – Students who withdraw for personal/health reasons are in good standing academically and clinically. Examples may include family crisis, personal health, finances and pregnancies.

**Second Priority** – Students who withdraw from and/or fail theory.

**Third Priority** – Students who apply for a second re-admission due to extenuating circumstances.

**Fourth Priority** – Students who withdraw and/or fail a nursing course for reasons of unsatisfactory clinical performance and/or personal behavioral problems related to clinical performance.

**Fifth Priority** – Students who were withdrawn because of *unsafe* clinical behaviors or practice.

## Textbooks and Supplies

Required textbooks and other supplies are described in the individual course syllabi.

## Licensure Eligibility

The Board of Nurse Examiners determines eligibility requirements for applicants for the initial licensure by examination. Eligibility is determined by: (1) Texas Occupations Code §§301.252, 301.257, and 301.452-469; and (2) Sections §§213.27 – 213.30 of the Texas Administration Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, and Declaratory Order of Eligibility for Licensure). All candidates for licensure will be required to answer the following questions:

1. Have you ever been convicted, placed on community supervision whether or not adjudicated guilty, sentenced to serve jail or prison time or granted pre-trial diversion, or plead guilty, no contest or nolo contendere to any crime in any state, territory or country, or received a court order whether or not a sentence was imposed, including any pending criminal charges or unresolved arrests whether or not on appeal (excluding minor Class C traffic violations)? This includes expunged offenses and deferred adjudications with or without a finding of guilt. **Please note that DUIs, DWIs, and PIs must be reported and are not considered minor traffic violations. One time minor in possession [MIP] or minor in consumption [MIC] does not need to be disclosed; therefore, you may answer “No.” If you have two or more MIPs or MICs, you must answer “Yes.” You may answer “No” if you have previously disclosed a criminal matter otherwise responsive to this question in a renewal and/or licensure form.**
2. Do you have any criminal charges pending, including unresolved arrests?
3. Has **any** licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you?
4. Within the past five (5) years have you been addicted to and/or treated for the use of alcohol or any other drug?
5. Within the past five (5) years have you been diagnosed with, treated, or hospitalized for schizophrenia and/or psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

If your response is yes to any of these questions, you are strongly encouraged to submit a petition for “Declaratory Order” to the Board of Nurse Examiners prior to enrollment or within the first semester of the program. For information or guidance in this process to determine eligibility for licensure by examination, contact the Board of Nurse Examiners at 305-7400 or go to the web site: [www.bne.state.tx.us](http://www.bne.state.tx.us). The “Declaratory Order” form can be accessed at <ftp://www.bne.state.tx.us/DOFile.pdf>.



# Program Policies

## Attendance

Nursing is a practice discipline. Attendance at scheduled classroom, clinical, and laboratory experiences reflects accountability and is required for professional growth. Students must be present in order to meet the learning objectives of the classroom and/or clinical experience.

### Classroom:

1. Specific classroom policies are outlined in the individual course syllabus.
2. If the student is absent, the student is responsible for all material presented in class.
3. Students must initiate and make arrangements with the instructor for learning experiences missed and are accountable for all assignments and examinations on the first day returning to class.
4. Students who are tardy may not interrupt the learning experience of other students and should remain outside the classroom until the next scheduled break.

### Clinical:

1. Clinical attendance is required in order to meet clinical objectives.
2. A maximum of 4 absences per semester are allowed. Student guidelines for attendance will be outlined in each clinical course syllabus. **Students who exceed the maximum number of allowed clinical absences will be withdrawn from the program. There are NO excused absences.**
3. Guidelines specific to the course and rotations will be detailed in the course syllabi.

4. **There is NO makeup for clinical absences.**
5. If the student will be absent for clinical, he/she must notify the **clinical facility first**, then the instructor no later than one hour before the designated time to begin clinical activities. The student must make every attempt to speak to the instructor; leaving a message on a recorder is not sufficient. If the instructor does not answer the page within fifteen minutes, repeat the page. If repeated attempts fail in contacting the instructor, the student is to call 223-5781 and notify the administrative assistant of his/her absence.
6. Tardy is defined by the VNG Program as "arriving late or leaving early from the assigned clinical experiences."

Students who plan to attend clinical but cannot arrive at the designated time must call and inform the instructor no later than 15 minutes after the designated time and then must be on the unit no later than 45 minutes after the designated time; this will count as a tardy. Failure to follow the outlined procedure will result in the student being directed to leave the unit and will be counted absent for the clinical period.

If the student arrives on the unit 15 minutes or more after the designated time without notifying the instructor, the student will be directed to leave the unit and will be counted absent.

Students leaving clinical early in excess of 45 minutes of the designated time will be counted absent. Students leaving clinical early, but less than 45 minutes of the designated time, will be counted tardy. Three tardies will count as an absence. The absence will apply to the rotation in which the third tardy occurred.

**It is the student's responsibility to keep track of his/her absences and to follow through with the instructor.**

7. Any absence due to illness of three consecutive days or more requires a release signed by the physician stating the student can return to clinical without any restrictions on activities.\*

8. Any injury that could jeopardize the safety of the student and/or the client requires a release signed by the physician stating the student may return to clinical without any restrictions on activities.\*

\*Please refer to the "Technical Standards" statement in the VNG Student Handbook.

9. If a student is absent on the day assignments are made or absent on a clinical day, the student must contact the instructor for assignments prior to reporting to the clinical setting.
10. Students who arrive in the clinical area without having received and prepared necessary written work for the clinical assignment will be dismissed from the clinical area and counted absent for the clinical day.
11. Students who have or have been exposed to a contagious illness may not be allowed in certain areas of certain clinical facilities. The student must check with the clinical instructor to determine those requirements in these situations:
  - a. diarrhea
  - b. fever
  - c. respiratory infections
  - d. open lesions on hands, face
12. Clinical times will vary on the clinical site and level of instructor. **These times may vary from the time published in the Course Schedule and could be as early as 6:00 am or as late at 11 pm.**
13. Students are to limit pages and telephone calls to the instructor homes to matters that cannot be handled during class, clinical, and/or instructors' office hours.
14. Students are to remain at the clinical facility for the entire clinical time, including lunch and break, unless specifically directed otherwise by the instructor.

## Grading and Grading System

Scholastic ratings are determined by the student's performance in the theoretical and clinical components of the curriculum. To maintain satisfactory standing in the Vocational Nursing program, a student must maintain a "C" (77%) or higher in each course, and must be rated satisfactory in each clinical rotation.

The minimum acceptable grade in each nursing theory course is 77%. The scoring of less than 77% constitutes a failure for that course.

**Grading Scale:** A = 100 - 91  
B = 90 - 83  
C = 82 - 77  
F = 76 or below

The following grading system is observed in the Vocational Nursing program:

Letter Grade	Interpretation	Numerical Grade
A	Excellent	100 – 91
B	Good	90 – 83
C	Satisfactory	82 – 77
F	Failing	76 and below
I**	Incomplete	not computed
W	Withdrew	not computed

\*\*An "I" grade may be given to students who are progressing satisfactory toward completion of course objectives but are unable to fulfill all course requirements because of extenuating circumstances.

A grade of "I" cannot be carried beyond the date in the following semester established by the College. The Department Chair will approve a change from "I" to a performance grade (A, B, C, F) for the course prior to the deadline.

# Testing

There will be **no** make-up exams given except the final in any VNG course. Specific grading and testing criteria will be provided at the beginning of each course in the course syllabus.

When tests are given in the computer testing center, if privacy screens are over the monitor display, they must be in place. Removal of privacy screens by the student constitutes academic dishonesty.

All students must be seated in the testing center no later than 30 minutes past the scheduled initiation of an exam. Students arriving later than 30 minutes past the scheduled time of an exam are not allowed to enter the testing center and will not be allowed to take the test. Students arriving within the 30 minutes will only be given the remaining time allotted for the original exam. (If the test is scheduled for 50 minutes and the student arrives 25 minutes late, they will only have 25 minutes to complete the exam.) All students will remain in the testing center until all students taking the exam have arrived, or until the 30 minute time period from the start of the exam has elapsed.

In the event of a technologic problem that results in lost time during LXR testing:

- Students are responsible for raising their hands immediately if their computer locks up during testing. Faculty will document the start and end of lock up time on the white board in the testing center. Timing begins when the first student reports the problem and concludes when all students are back on-line. Faculty timing is official. If the student does not report the problem to faculty during the testing session, no accommodations will be made.
- If lost testing time is < 5 minutes, no accommodation will be made.
- If lost testing time is > 5 minutes but < 15 minutes:
  - A. Students who complete the test despite the lost testing time may voluntarily choose to exit the test and leave the testing area. Once the student leaves the testing center, no accommodations will be made.
  - B. Students who do not complete the test or want to make up the lost testing time will remain sequestered in the testing center at end of the testing time.
  - C. At the conclusion of the testing period, additional testing time to equal, but not to exceed, the amount of time lost will be given.
- If lost testing time is > 15 minutes, faculty should have a hard copy of the test ready for administration. All students, who have not completed the test, will be given a paper copy of the test and the full testing time will be given to complete the paper

copy of the test in its entirety immediately following the decision to go to a paper test.

- At the conclusion of any LXR testing period, the student will raise his/her hand; faculty will record the student's raw score and computer number. If the electronic data in LXR is irretrievable for any reason, the faculty's written record of the student's score will be the official test score.

Scores displayed at the completion of a test are considered tentative until the exam results have been reviewed by the faculty. Distribution of final scores will be determined by the faculty teams.

## **Change of Schedule (Adds/Drops)**

Before a student changes his/her schedule of academic courses required by the nursing program, he/she should consult with the Department Chair to clarify the procedure and to discuss the effects of this change on his/her status in the program.

## **Dress Code**

### **Classroom:**

1. Although Austin Community College has not formal dress code for students, you are reminded that your appearance is an indicator of how you feel about yourself.

### **Clinical:**

1. Uniform
  - a. All students will wear the VNG program designated uniform and school patch in all clinical settings unless otherwise specified by the clinical instructor. The uniform can be purchased at either Total Uniforms (7801 N. Lamar #162 B or 209 E. Ben White). It consists of designate green pants and select white top. Estimate cost for one uniform and a patch is \$40.
  - b. Appropriate undergarments.

- c. Clean, white regulation nursing shoes (closed heel and toe) or all white leather athletic shoes in good condition with clean laces.
  - d. White or neutral hose, knee highs; or white socks may be worn with the uniform.
  - e. No fanny packs or other type purses in clinical area.
  - f. White sweater or white lab coat with the VNG patch on the left upper sleeve is acceptable.
  - g. Photo ID badges required in all clinical settings.
  - h. Students should only wear VNG name pin or patch during clinical experiences that are part of the Vocational Nursing program.
2. Hygiene and Body Grooming: Student must be neat and well groomed at all times.
- a. Appropriate oral and body hygiene.
  - b. Natural-appearing make-up.
  - c. No perfumes/colognes.
  - d. Hair neat, clean, and freshly combed so that it does not interfere with safe client care. Examples:
    - 1) Hair should not be in the face, or hang forward over the shoulders.
    - 2) Hair longer than shoulder length should be styled or arranged to avoid violation of the principles of medical asepsis (ex. pulled back in a clip, in a pony tail).
    - 3) Hair-colored or white clips, pins, or hair holders may be worn in the hair to have a neatly controlled appearance.
    - 4) No fad designs or colors will be acceptable.
  - e. To extent possible, body tattoos should be covered at all times in the clinical setting.

- f. Fingernails must meet the following criteria:
    - 1) No longer than 1/4 inch from the end of the finger.
    - 2) Clean.
    - 3) No artificial nails, nail jewelry, nail wraps, or other artificial additions to natural nails.
    - 4) No chipped nail polish.
    - 5) Natural to pale nail polish.
  - g. Men: clean shaven or neatly trimmed mustache or beard; sideburns no longer than bottom of ear lobe.
3. Jewelry
- a. Rings-plain band; no raised stones or designs.
  - b. One pair of small goldtone, silvertone, white or clear stud earrings allowed.
  - c. No other jewelry or body piercing may be visible while in any clinical setting; includes but not limited to lip rings, nose rings, eyebrow rings, and/or tongue piercing.
4. Other Required Items: All students will have the following items with them for every clinical experience, plus any materials specified by instructors:
- a. Watch with second hand
  - b. Bandage scissors
  - c. Pen with black ink, pencil, or notepad
  - d. Protective eye goggles
  - e. Penlight
  - f. Stethoscope

**Attire for Clinical Experiences Allowing Street Clothes:**

- 1. Students assigned to areas in the hospital that require a change of clothing may wear appropriate street clothes with a white lab coat over the clothing. Nursing hose and nursing shoes must be worn in, to, and from the hospital.
- 2. Students assigned to specialty areas will adhere to the dress code for that area.

## Hospital Attire for Non-Patient Care Activities:

1. When students enter the hospital for activities other than patient care, neat street attire under a buttoned lab coat or uniform may be acceptable dependent upon instructor and/or clinical faculty guidelines. (Shorts, thongs, jeans, short skirts, flip flops are not considered professional attire.) Student photo ID's are required when in the clinical agency setting.
2. Psychiatric Rotation: Dress in street clothes throughout the psychiatric nursing clinical rotation. Dress in a manner that does not call attention to oneself; dress neatly and conservatively. The dress will be interpreted by the clients and is a form of communication. Restrictions include, but are not limited to:
  - No costumes
  - No baseball suits
  - No scrubs
  - No high heel shoes or tennis shoes
  - No blue jeans, shorts, or short skirts
3. To avoid confusion about the student's role while in non-patient care activities, no scrubs are to be worn to the clinical setting (not even under a lab coat).

## Hospital Visitation

Students are permitted in the hospital in the role of "Nursing Student" only during the designated clinical rotation and clinical preparation times. Additional time on the nursing unit must be arranged with the clinical instructor. When not in the role of "Nursing Student," students assume the role of visitor and abide by hospital regulations and uniforms should not be worn.

## Cell Phones and Pagers

The use of cellular telephones **is prohibited** during assigned classroom or clinical times.

Digital or voice pagers must be on silent mode at all times in the clinical or classroom areas. The use of these devices is to be limited to emergency situations only.

Cell phones, PDAs, and other electronic devices at the computer during an exam are considered academic dishonesty.

## **E-mail Access**

All students must be accessible via an electronic mail address. Students may utilize the computers on campus to create and check their e-mail accounts. E-mail accounts should be checked for new messages at least once each week. See the lab manager for assistance in setting up a free e-mail account.

## **Inclement Weather**

**Austin:** Classes at Austin Community College may be canceled due to inclement weather. If classes are in session, notification is made to instructors and students by the Provost or the designated site supervisor. If classes are not in session, notification is made through local radio and television stations, as well as ACC's Channel 19. These local media sources should be consulted regarding resumption of classes.

**Fredericksburg Center:** Classes at ACC Fredericksburg Center may be canceled due to inclement weather. If classes are in session, notification is made to the instructor and students by the designated site supervisor. If classes are not in session, the following guidelines are followed: If the Fredericksburg Independent Schools are closed, then the ACC campus is closed. Notification is made over the local radio stations, on the Austin television stations, or the student may call 997-6363 and there will be a taped message giving further directions regarding class.

In compliance with the Texas Education Code, make-up classes may be scheduled to satisfy contact hour requirements. In such cases, students will be notified through their instructors who will receive written instructions from their Provost.

## **Cancelled Classes**

If for any reason classes cannot be held at one of the campuses (EVC and Fredericksburg), the other campus will hold classes as scheduled unless they receive notification otherwise from the VNG Department Chair. When classes can be resumed, both campuses will follow the outlined schedule.



# Academic Policies

## Academic Integrity

Health professionals receive a high level of public trust and respect. Maintaining academic and clinical integrity is essential to the development of the characteristics required for ethical and professional practice. Therefore, health sciences students must demonstrate ethical, responsible, professional behavior and accountability for their actions throughout the program.

## Academic Dishonesty

Academic work submitted by students shall be the result of their own thought, research or self-expression. For purposes of these regulations, academic work is defined as, but not limited to exams and quizzes, whether taken electronically or on paper; projects, either individual or group; papers; classroom presentations; and homework. When students borrow ideas, wording or organization from another source, they shall reference that information in an appropriate manner.

ACC Health Sciences programs' definition of academic dishonesty and discipline policies follows.

### Definition:

Academic dishonesty includes but is not limited to the following:

- Cheating on an exam or quiz by bringing information to the testing area (no use of cell phones or PDA's for calculation, approved calculators allowed), talking to another student during the test, or looking at another student's test during the examination, removal of privacy screen on computer
- Plagiarizing by borrowing ideas, wording or organization from another source, without appropriate referencing of the source
- Unauthorized collaboration/collusion with another in preparing outside work for fulfillment of course requirements

- Unauthorized entry (hacking) into test banks or examinations
- Falsifying data in a patient health record
- Assisting others in academic dishonesty
- Discussing any assessment tools such as examinations or mastery check-offs with students who have not taken the exam or completed the check-off
- Having a copy of the examination outside the time and place of test administration
- Lying about or misrepresenting care given, clinical errors, or any action related to clinical experience
- Recording, taping, taking pictures without consent from instructor
- Submitting of another student's work as own

Since dishonesty harms the individual, fellow students, and the integrity of the program, policies on academic dishonesty must be strictly enforced. Any documented incidences of academic dishonesty will result in probation at a minimum and can result in withdrawal from the program. If the withdrawal is for academic dishonesty, the student is not eligible for readmission into the program.

## Program Progression

In order to successfully progress through Health Sciences programs, the student must:

- Complete prerequisite courses before progressing in the program
- Be enrolled in corequisite courses in the discipline at the same time
  - a. Withdrawal from any corequisite course in the discipline prior to the college official withdrawal date will result in withdrawal from all other discipline specific corequisite courses regardless of the current grade in the course
  - b. Students who fail a corequisite course in the discipline will be required to retake all co-requisite courses in the discipline
  - c. Students who withdraw from a general education corequisite course during the semester may be ineligible for progression to the next semester until that course is completed
- Achieve a minimum grade of "C" in all health sciences courses in the degree plan
- Satisfactorily meet course objectives

# Progressive Discipline

Faculty is committed to assisting students to be successful in the program. Therefore, Health Sciences students who are not meeting course objectives in theory, lab, clinical or practicum will be apprised of their performance status using the progressive discipline process.

- Step 1: **Warning**

The instructor provides the student with a verbal warning or written feedback as to their status. The instructor counsels the student regarding criteria for successful completion of the course and makes recommendations for improvement. Recommendations may include but are not limited to – remediation by faculty, utilization of peer study groups, tutors, computer-assisted instruction, seeking assistance from ACC counselors.

At the discretion of the instructor and depending on the situation, this step may be skipped and a conference completed.

- Step 2: **Conference**

The student meets with the instructor in a formal conference to review the performance deficit. A written Health Sciences Conference Report will identify specific course or program objectives not met. A remediation contract including deadlines for completion will be developed to correct the deficit so the student can successfully progress through the program.

If at anytime the student does not comply with all terms outlined in the conference report, the student may be placed on probation or withdrawn from the program, if applicable.

- Step 3: **Probation**

Probation may be implemented for, but not limited to the following behaviors:

- Academic dishonesty
- Unsatisfactory clinical or practicum performance
- Unsatisfactory clinical attendance and punctuality
- Unethical, unprofessional behavior, and/or unsafe clinical, lab, or practicum practice

- Refusal to participate with a procedure
- Behavior which compromises clinical or practicum affiliations

Probation is a trial period in which the student must improve or be withdrawn from the program.

The student meets with the instructor and department chair. An ACC counselor may be asked to assist in representing the student. The faculty will complete a Health Sciences Probation Report explicitly stating expectations that must be followed during the probationary period and signed.

The probation period for safety or professional conduct violation is until the student successfully completes all program requirements.

A student can only be placed on probation once while in the Vocational Nursing program.

- Step 4:

**Withdrawal**

If at any time during the probation period, the student fails to meet any of the conditions of the probation contract, the student may be withdrawn from the program. Accordingly, if at the end of the probation period the student has not met the criteria for satisfactory performance outlined in the probation contract, the student will be withdrawn from the program.

A student who is placed on probation for unsafe or unprofessional conduct will be withdrawn from the program for subsequent safety or professional conduct violations at any time during the program. (If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of "F" for failure or "U" for unsatisfactory).

Some situations do not allow for the progressive discipline process due to the severity of nature or the timing of their occurrence. Incidents of this nature may require the student to be immediately placed on probation or withdrawn from the program. Examples of these include, but are not limited to:

- Violations of patient confidentiality
- Academic dishonesty
- Falsification of documentation
- Unprofessional behavior that seriously jeopardizes patient, student, staff, or preceptor safety

NOTE: If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of "F" for failure or "U" for unsatisfactory.

If the official withdrawal date has passed, and a student has a clinical occurrence that would result in withdrawal, the student will receive a "U" in that clinical course. The student will be allowed to complete the corequisite theory courses but will not be allowed to progress in the program and will officially be withdrawn from the program at the end of that semester. If a student fails a theory course at the end of the semester, they will receive a performance grade(s) in the corequisite clinical/theory courses but will not be able to progress and will be withdrawn from the program.

On readmission, students will be required to take all corequisite courses for the level entered, regardless of the previous grade in that course(s). The student must pass all courses taken in the current semester regardless of the previous grade in that course(s) in order to progress in the program.

The withdrawing student must meet with the course instructor and/or department chair to complete all exit forms and have an **Exit Meeting** within two weeks of the withdrawal. The student is required to turn in their program student ID and any equipment or items that belong to the department. Failure to do so may compromise their standing at ACC.

# Student Complaint Procedure

Health Sciences programs follow the college's general policy for student complaints as set forth in the **ACC Student Handbook**. A copy of the student handbook is available at each campus's administrative offices, or may be downloaded from the ACC website at: [www.austincc.edu](http://www.austincc.edu).

The purpose of student complaint procedure is to ensure students due process in the resolution of a complaint. Student complaints may include (but are not limited to) issues regarding classroom instruction or other college services and offices as well as discrimination based on race, color, gender, religion, age, national origin, disability or sexual orientation. This procedure does not apply to student disputes about course grades which are resolved under the supervision of the appropriate instructors and instructional administrators. The program will not retaliate against the student as a result of filing a complaint.

## Shared Governance

### College Wide

All students are invited and encouraged to participate in the shared governance activities of Austin Community College. Detailed information can be found at [www.austincc.edu/life4u/governance.htm](http://www.austincc.edu/life4u/governance.htm).

The Student Vocational Nursing Association has Recognized Status with the Office of Student Life. Officers and members are eligible to participate in many activities designed to meet the criteria required to maintain Recognized Status. Additional information can be found at [www.austincc.edu/life4u/clubs.htm](http://www.austincc.edu/life4u/clubs.htm).

### Vocational Nursing Program

The Vocational Nursing (VNG) faculty members welcome students' comments and maintain an "open door policy" to all students desiring to discuss course and program issues. Specific contact information for individual faculty member is provided at the beginning of each semester. This information is also available on the ACC web page ([www.austincc.edu](http://www.austincc.edu)).

Students may communicate with the Department Chair (DC) by email, telephone or appointment. The DC's email address is posted on the Vocational Nursing program web page ([www.austincc.edu/health/vng](http://www.austincc.edu/health/vng)). Students may also contact the DC by telephone or schedule an appointment by calling 223-5781.

### Committee Representation

Student representatives are selected for the following faculty committees:

- Curriculum
- Evaluation
- Admissions and Progression
- Educational Resources

### Addressing Faculty

Students desiring additional opportunities to address the VNG faculty group may do so at one of the regular faculty meetings. A time for "Student Comments" will be included in most Faculty Meeting Agendas. Students **must** follow the "Rules for Addressing the Vocational Nursing Faculty" as outlined below.

In order that the business of the VNG Faculty may be conducted in an orderly manner, the Faculty has set forth the following procedure for students to appear before them at the faculty meetings. This procedure is intended to maximize the benefit of student input. The VNG faculty reserves the right to amend and/or waive any or all of these procedural steps by a majority vote of its members.

1. Students desiring to be heard by the VNG faculty **must** make their intentions known by contacting the Department Chair by 5:00 PM the day before the scheduled meeting. Students will be contacted by the DC prior to the meeting to determine the nature of the concern. Faculty meeting schedules will be posted at the beginning of each semester on the VNG website [www.austincc.edu/health/vng](http://www.austincc.edu/health/vng).
2. Three minutes are allocated to each student to be heard. In the case where several students wish to speak on a particular issue, the DC may require the designation of a spokesperson.
3. Students are expected to demonstrate professional behavior and language. Failure to do so will result in the DC withdrawing permission to address the faculty.

4. Students are given an opportunity to address the faculty early in the meeting and are not allowed to remain for the faculty meeting.
5. Any issues requiring faculty comment or action will be discussed by the faculty and student(s) will be informed of the status of the issue or the faculty's decision within one month of the student's appearance.

Adopted: 4/03/00; Revised 6/21/06

## **Chain of Command for Student Concerns**

This process has been outlined to clarify the process whereby students may openly express concerns relative to VNG courses or clinical rotations. The following guidelines are to be followed regarding the chain of command.

<u>Class Course</u>	<u>Clinical Rotations</u>
<b>Step 1:</b> Consult with individual instructor	Consult with Clinical Instructor
<b>Step 2:</b> Consult with lead instructor for semester course	Consult with Department Chair
<b>Step 3:</b> Consult with Department Chair	
<b>Step 4:</b> Consult with Executive Dean of Health Sciences	

## **Sexual and/or Racial Harassment Complaints**

If a Health Sciences student has a complaint regarding sexual or racial harassment, then the student should refer to the **ACC Student Handbook** for the policy and procedure related to sexual and racial harassment.

See website: [www.austincc.edu/handbook/policies3.htm#sexual](http://www.austincc.edu/handbook/policies3.htm#sexual)

## **Grade Change Policy and Procedures**

ACC Health Sciences programs follow the college's general policy on grade change as set forth in the **ACC Student Handbook**. A copy of the student handbook is available at each

campus's administrative offices, or may be downloaded from the ACC website at: [www.austincc.edu/handbook](http://www.austincc.edu/handbook).

## **Assignment of Grades**

The instructor teaching the course shall assign grades. The instructor will provide information to the students at the beginning of the semester regarding the course, including the guidelines for grading. If the student has questions about or objections to the grading policy in a course, those must be brought up during the semester. Such questions or objections should first be addressed to the instructor and then, if the student believes it is appropriate, to the instructor's supervisor. These questions are not relevant when determining whether an error occurred in assigning a performance grade.

## **Grade Change Appeal**

If a student believes that an error has been made in the assignment of a grade, he or she should follow the "Procedures to Solve Grade Dispute" found in the **ACC Student Handbook** at [www.austincc.edu](http://www.austincc.edu).



# Safety and Health Information

## Professional Risks

Interactions with patients in the healthcare system carry inherent risks to both the patient and caregiver, including, but not limited to, communicable diseases. In the curriculum, students will be given information regarding known risks for various diseases and provided skills to implement precautions appropriate to these risks as part of the program curriculum.

All students are expected to provide appropriate care to all patients assigned to them in any setting. These assignments may include patients with medical diagnoses of tuberculosis, hepatitis A, B, or C or AIDS. Additionally, it is the responsibility of the student to implement standard precautions in the care of all assigned patients.

## Health Insurance

The college does not provide personal health insurance coverage for students. All Health Sciences students are encouraged to carry some type of personal health insurance. Information about health insurance is available at: [www.austincc.edu/ehs/insurance.html](http://www.austincc.edu/ehs/insurance.html).

## Accidents/Exposure

### Medical Professional Liability Insurance

Medical professional liability insurance is required for each Health Sciences student enrolled in a clinical course with patient contact. This insurance is purchased automatically through Austin Community College registration fees collected each semester.

## Accident Insurance

Student accident insurance coverage is required for students participating in certain college sponsored laboratory/clinical activities. The maximum medical benefit is \$10,000 per student with a \$25 deductible. The student is responsible for the \$25 deductible. Payment for insurance coverage is assessed at registration.

The student accident policy provides insurance coverage only while participating in specified laboratory/clinical classes. It does not extend to accidents involving automobiles and incidents outside the laboratory/clinical/classroom.

## Accident Procedures

1. Provide first aid for the student sufficient to get the situation under control.
2. If the accident occurs on campus, campus police are notified.
3. If the accident occurs in the clinical area, faculty responsible for the course in which the student is injured must be notified immediately of the incident.
4. If it appears that a physician should see the student, he or she may choose to see his/her own physician, go to a minor emergency center, or be transported to a hospital. The student can pay the bill at the time of treatment or assign benefits and request reimbursement from ACC's insurance company.
5. The injured student will use the designated claim form. All components of the claim form must be completed. The completed form must contain the signatures of (1) the faculty/supervisor, and (2) the student/claimant and submission of an **itemized medical bill** before reimbursement will be made. Reimbursement requests along with completed claim form should be sent to:

**Austin Community College**  
**Risk Management Department**  
9101 Tuscany Way  
Austin, TX 78754  
Phone: 223-1015 Fax: 223-1035

6. The student submits a copy of the completed insurance form and HIPAA release form to the Assistant Dean of Health Sciences immediately after the incident.
7. The Faculty submits TWO copies of the Supervisor's Injury and Illness Analysis and Prevention Report; one copy to the Department Chair and one copy to the Assistant Dean of Health Sciences within 48 hours of the event.

8. The Assistant Dean of Health Sciences will communicate the official notification of the claim to the Risk Management Department who confirms insurance coverage with the carrier and medical provider.

Forms are available in published course materials and on the web at:

- <http://accweb.austincc.edu/accforms/HZCM004studentaccidentclaim.pdf>
- <http://accweb.austincc.edu/accforms/formsfrontpage/superinjuryrep.html>  
(select view form)

## **Infectious Disease Exposure Response**

Students who experience an exposure to any potentially infectious materials (needle stick, mucous membrane, or non-intact skin) or airborne inhalation require specific follow-up. It is the responsibility of the individual to report the incident to the instructor and seek medical evaluation/care as soon as possible (preferable within one hour). Faculty will ensure that copies of the appropriate insurance forms will be made available to the students prior to their first clinical experience.

## **Latex Allergy**

Latex gloves have proved effective in preventing transmission of many infectious diseases to healthcare workers. But for some workers, exposures to latex may result in skin rashes, hives, flushing, itching; nasal, eye, or sinus symptoms, asthma, and (rarely) shock. Reports of such allergic reactions to latex have increased in recent years—especially among healthcare workers—NIOSH.

This statement is provided to notify students of the possible risk of latex allergies.

## **Environment of Care (EOC)**

Austin Community College Health Sciences students and faculty will follow procedures outlined in the Seton Safe Environment of Care (EOC) and the St. David's Mandatory Education Module and designed by Seton and St. David's and adapted for use at ACC in order to educate students and faculty in procedures mandated by healthcare facilities. All of the Seton Healthcare Network and St. David's Healthcare Partnership facilities, in which we

are affiliated, have agreed to the use of these procedures in order to educate students and faculty prior to their clinical rotations in those facilities.

Students are required to complete these modules according to specified deadlines established by the program. The purpose of the test is not simply to pass it, but to understand the concepts presented in the Seton Safe EOC Manual and St. David's Mandatory Education Module. The scope of these tests includes general safety, hazardous materials and waste, medical equipment, security, emergency preparedness, life safety and building construction, utility systems, and social environment.

These exams are available at [www.austincc.edu/health](http://www.austincc.edu/health) or on departmental home pages. Specific instructions about how to access the test will be given to students by their instructor. When students have completed the test, they will be required to make a copy for themselves and electronically mail a copy to their program.

## **Health Insurance Portability Accountability Act (HIPAA)**

**The Health Insurance Portability Accountability Act (HIPAA)** requires that all protected health information be kept private and secure by all persons that handle, or have access to that information. Since health sciences students, faculty, instructors, and staff use protected health information as part of the educational process (i.e. access to client health data to provide care and use of de-identified health data for educational assignments such as case students and care plans), all health sciences students must complete an online **HIPAA Training Module** on an annual basis to remain in compliance with HIPAA regulations. Students are not allowed to enter the clinical settings/fieldwork until this training has been completed. Any violations of HIPAA regulations will result in disciplinary actions up to and including withdrawal from the program.

## **Workplace Violence**

Students who are assigned a clinical or practicum experience in a Seton Healthcare facility are required to complete the **Safety Module for Non-Employees: Workplace Violence Module**.

# Substance Abuse Policy

The well-being of patients and clients cared for by our students is of primary concern in all Health Sciences programs and a carefully designed and administered drug and alcohol misuse procedure can reduce accidents. Therefore, the Health Sciences Department has adopted a substance abuse testing program wherein a student who is participating in clinical classes will be tested for drugs when there is reasonable suspicion that the student is under the influence of alcohol and/or illegal drugs, i.e., drugs which are controlled substances under federal law which are not being used under the supervision of a licensed healthcare professional, or otherwise in accordance with the law.

Students will be asked to submit to drug screening by their ACC clinical instructor at the expense of the college in the following circumstances:

1. Observable indication of actual use or impairment such as slurred speech, lack of coordination, incoherency, marijuana, or alcohol odors
2. Possession of drugs, apparent paraphernalia or alcoholic beverages
3. Detailed, factual and persistent reports of misuse by multiple colleagues
4. Abnormal or erratic behaviors such as sudden outbursts, mood swings, hostility, or unusual anxiety that suggests possible drug use or alcohol misuse
5. Involvement in suspicious accidents
6. Apparent lapses in judgment or memory
7. Unusual lethargy

## Testing Procedure

1. Document student's behavior. Confer with department chair. If a department chair is the faculty member concerned about the student's behavior or if the department chair is unavailable, the conference will be with the dean or dean's designee.
2. If a student denies being under the influence of unauthorized substances, a request for a drug screen will be initiated.
  - a. The student will sign a consent to undergo drug screening.
  - b. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program.
3. Arrange for transportation directly to a designated testing center by taxi accompanied by a Health Sciences representative.
4. After the drug screen specimen has been obtained, the student will be transported by taxi to home.
5. Student is excluded from all clinical activities pending results of the drug screen.

6. Drug screen findings will be interpreted by the designated testing center within 24-48 hours.
7. Results will be sent to the Dean of Health Sciences where they will be kept in a confidential, locked file. Results of the drug screen will be released only to the student or the decision-maker in a lawsuit, grievance, or other legal proceeding against the College or its agents arising out of the positive drug test.
8. All positive drug screens will be reviewed by an independent Medical Review Officer. During the review process the student will have the opportunity to:
  - a. Explain the cause of the positive drug screen.
  - b. Provide the name of the physician authorizing any prescription medications. The Medical Review Officer will contact the attending physician for verification. If verification is obtained, the student will be placed on probation. Any subsequent evidence of substance abuse will result in a recommendation that the student be dismissed from the program. The student may appeal the recommendation using the Student Complaint Procedure in the ACC Student Handbook.
9. If drug screen is positive and unexplained, unverified via the Medical Officer, the student will be:
  - a. Dismissed from the program and
  - b. Reported to the state licensing agency, if applicable.
10. A student who tests positive will be referred by the ACC counselor to a community resource for evaluation at the student's expense.
11. If the drug screen is negative, the student will be immediately reinstated in clinical by the department chair and will be provided opportunity to make up assignments. The student will be subject to all other objectives related to safe behavior and care of clients.
12. Readmission to the program is based on program admission policies.

**Note:** Some clinical affiliates may require a preliminary drug screening prior to actual clinical practice in their facility. Students who do not pass a drug screen may be unable to continue in the program as alternative clinical arrangements may not be available.



# Clinical/Practicum Policies

## Professional Behavior

Austin Community College and the Health Sciences programs have certain expectations of behavior. Health Sciences students while on campus or while representing Austin Community College at any clinical agency must conduct themselves in a professional manner as to reflect favorably upon themselves and the program they represent. Students are expected assume responsibility for their actions and will be held accountable for them. If at any time a student behaves in a manner which is inappropriate, unprofessional, disrespectful, argumentative, or endangers the health or safety of fellow students, instructors, patients, healthcare team, they will be referred to the “Student Discipline Policy and Procedures” as outlined in the **ACC Student Handbook** and administered through the office of Student Services. Students will abide by clinical agency policies during each clinical experience.

Students will also be disciplined for academic dishonesty and unprofessional conduct. Unprofessional conduct includes, but is not limited to:

- Verbal or non-verbal language, actions, or voice inflections, or insubordination which compromise rapport or working relations with peers, faculty, patients, and their family or healthcare team members.
- Any behavior that may compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations of legal or ethical standards.
- Using or being under the influence of any drug (OTC, prescription, and/or illegal) or alcohol that may alter judgment and/or interfere with safe performance.

Violations of the professional behavior standards can result in immediate removal from the clinical site, probation, or withdrawal from the program.

## Professional Ethics and Confidentiality

Students must remember that the information concerning patients is confidential. Refer to the regulations in the Health Insurance Portability Accountability Act (HIPAA). Failure to comply with the above is cause for immediate dismissal from the program.

## Safe/Unsafe Clinical Practices

The Health Sciences programs identify safety as a basic human need. A safety need can be identified as physical, biological, and/or emotional in nature. Safe practices are an academic requirement of each program.

Unsafe clinical practice shall be deemed to be behavior demonstrated by the student which threatens or violates the physical, biological, or emotional safety of the patients, caregivers, students, faculty, staff or self. Unsafe or unprofessional clinical practice may result in:

- a performance conference and written report
- a probation conference and written report
- immediate withdrawal from the program. (If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of "F" for failure or "U" for unsatisfactory.)

The following examples serve as guide to these unsafe behaviors, but are not to be considered all-inclusive.

**Physical Safety:** Unsafe behaviors include but are not limited to:

- inappropriate use of side rails, wheelchairs, other equipment
- lack of proper protection of the patient which potentiates falls, lacerations, burns, new or further injury
- failure to correctly identify patient(s) prior to initiating care
- failure to perform preprocedure safety checks of equipment, invasive devices or patient status

**Biological Safety:** Unsafe behaviors include but are not limited to:

- failure to recognize and correct violations in aseptic technique
- improper medication administration techniques/choices
- performing actions without appropriate supervision
- failure to seek help when needed

- attending clinical while ill
- failure to properly identify patient(s) prior to treatments

**Emotional Safety:** Unsafe behaviors include but are not limited to:

- threatening or making a patient, caregiver, faculty, staff or bystander fearful
- providing inappropriate or incorrect information
- performing actions without appropriate supervision
- failure to seek help when needed, unstable emotional behaviors

**Unprofessional Practice:** Unprofessional behaviors include but are not limited to:

- verbal or nonverbal language, actions, or voice inflections which compromise rapport and working relations with patients, family members, staff, or physicians that may potentially compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations of legal/ethical standards
- behavior which interferes with or disrupts teaching/learning experiences
- using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the clinical or classroom setting
- breach of confidentiality in any form



# General Information

## Student Organizations and Services

Student Vocational Nurses Association (SVNA) is a registered Austin Community College student organization and your class organization is a part of this group. The SVNA is open to all Austin Community College Vocational Nursing students and the sponsor will be an appointed member of the Vocational Nursing faculty. The student activities office publishes a handbook for student organizations and this organization will abide by the rules and regulations of Austin Community College as outlined in this handbook.

## Counseling Services\*

Professional counselors are available at every campus to assist students to define educational and career goals, to benefit from instruction, and to deal with life challenges which may reduce their chances of succeeding at ACC. The counselors provide *free* and *confidential* assistance by appointment and on a walk-in basis. For more information or to make an appointment to see a counselor, contact the counseling office at the Eastview Campus. Fredericksburg vocational nursing students will be able to access counseling services of a nonpersonal nature via the IVC or the PolyCom system. An ACC Counselor will travel to Fredericksburg for assistance with serious student situations.

## Financial Aid\*

Financial Aid information is available at the Eastview Financial Aid Office (Building 2000, First Floor) and the ACC Fredericksburg Center Office. You may secure financial aid information from these offices. In addition to completing the proper financial aid forms, the student should have an interview with a Financial Aid Officer. Financial aid *rarely* covers all of your school and living expenses. Students should have other resources available to cover the expenses of the Program. Students should refer to the College catalog for more detailed information.

\* see ACC Student Handbook for detailed information.

## **Employment**

Students are strongly advised against full-time employment while enrolled in the VNG program. If employment is necessary, students must determine how many hours they can work and continue to meet the requirements of the vocational nursing program. No special consideration will be afforded students with regard to their employment.

## **Bookstores: Textbooks and Supplies**

ACC bookstores provide VNG materials and the textbooks at the Eastview (EVC) Campus store. These materials will be made available to the Fredericksburg students during the first week of class.

## **Student Activities**

The Student Activities Office publishes a student bulletin giving student news. Events for the students and by the students are organized in conjunction with city event. Student government within the nursing school is an important part of the educational experience and is part of ACC's student organizations. Class officers should reflect student representation and be vehicles for voicing student concerns.

## **Learning Resource Center – Library**

The Learning Resource Center (LRC) on the Eastview (EVC) Campus is comprised of library, media, and computer services. In addition, the EVC LRC has a health sciences collection available for study or reference reading. Students are encouraged to utilize the Reference Librarians in order to select appropriate LRS resources.

Students at the Fredericksburg Center will be linked via ACCNET to on-line and CD-ROM resources and to a computer and scanner located at the ACC Riverside Library Reference Desk. Through this link, a Medical Reference Librarian at the Riverside LRC will respond to student questions; gather and transmit materials directly to students at Fredericksburg via telephone or Internet (e-mail or chat). In addition, a book delivery service is available via overnight courier.

## **Graduation**

Austin Community College holds annual commencement exercises at the end of the spring semester.

Students are eligible for graduation from the program when they have completed all prerequisite courses with a grade of "C" or better; all Vocational Nursing didactic courses with a grade of "C" (77%) or better; and satisfactory performance (passing) in all clinical areas. Students must meet all other requirements stipulated by ACC. See College catalog: "Graduation" for complete details.

Students may have a completion/pinning ceremony in addition to graduation ceremonies.

## **Vacations and Holidays**

The Vocational Nursing program observes the following holidays:

- Labor Day
- Thanksgiving
- Martin Luther King's Birthday
- Spring Break
- Memorial Day
- Independence Day
- ACC semester breaks

## **Parking/Transportation**

Students are responsible for providing their own transportation to classes and clinical facilities. Parking is limited; however, some hospitals provide controlled access parking at a nominal cost to students.

Students are to follow ACC policies regarding parking on campus.

## **Smoking**

While assigned in the clinical area, students are to smoke in designated areas only during the coffee break and meals; never on the units. Smoking is not permitted in the Health Sciences Center Building. Smoking is permitted on the Eastview Campus in designated areas only.

## **Name Change**

Students who have had a legal name change must present legal proof of this name change within two weeks after the date of legal action and make changes through the Admissions and Records Office and the NHT offices.

## **Address/Telephone Number Change**

Any time address or telephone number changes occur, the Vocational Nursing program office is to be notified *immediately*.

# Student Signature Sheet

Please read each statement below. Initial each statement in the space indicated and provide your name and signature below.

1. \_\_\_\_\_ I have read and agree to, and will comply with the student policies as outlined in the Student Handbook. Furthermore, I will agree to and will comply with the course requirements as listed in the Syllabus and Student Policies of Vocational Nursing.
2. \_\_\_\_\_ I understand that while performing my regularly assigned duties, I may be exposed to blood, body fluids, or tissues. I will use the appropriate personal protective equipment required when there is an inherent potential for mucous membrane or skin contact with blood, body fluids or tissues, or a potential for spills or splashes of them. Appropriate protection may include the use of gloves, gowns, masks, face shields, eye protection, mouthpieces, resuscitation bags, and other protective equipment. I understand that if I fail to use available personal protective equipment, I may be subject to disciplinary action.
3. \_\_\_\_\_ I have been informed regarding the inherent health/safety hazards in the healthcare field and release ACC from any liability for such hazards.
4. \_\_\_\_\_ I have read and agree to the "Substance Abuse Administrative Policy."
5. \_\_\_\_\_ I agree to criminal background checks and agree to immediately notify the Dean of Health Sciences in writing of any subsequent changes in criminal history that occur after the admission background check has been completed.
6. \_\_\_\_\_ I have read the information regarding conditions that may disqualify me from licensure and my rights to petition the Board for a Declaratory Order of Eligibility.
7. \_\_\_\_\_ I will complete all clinical educational training modules and submit signed documentation to the program as required.

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_