<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>4</td>
</tr>
<tr>
<td><strong>Section 1 Nursing Programs of Study</strong></td>
<td></td>
</tr>
<tr>
<td>Statement of Non-Discrimination</td>
<td>5</td>
</tr>
<tr>
<td>Division of Allied Health Organizational Chart</td>
<td>6</td>
</tr>
<tr>
<td>Mission &amp; Purpose</td>
<td>7</td>
</tr>
<tr>
<td>Core Performance Standards</td>
<td>8</td>
</tr>
<tr>
<td>ADN Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>VN Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>ADN Conceptual Framework</td>
<td>13</td>
</tr>
<tr>
<td>ADN Curriculum Concepts</td>
<td>14</td>
</tr>
<tr>
<td>ADN Curriculum Objectives</td>
<td>17</td>
</tr>
<tr>
<td>VN Curriculum Objectives</td>
<td>22</td>
</tr>
<tr>
<td>VN Scans Matrix</td>
<td>26</td>
</tr>
<tr>
<td><strong>Section 2 Academic Standards</strong></td>
<td></td>
</tr>
<tr>
<td>Grading</td>
<td>27</td>
</tr>
<tr>
<td>Progression Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Mathematics Competency</td>
<td>28</td>
</tr>
<tr>
<td>Skills Competency</td>
<td>28</td>
</tr>
<tr>
<td>IV Push Medication Supervision</td>
<td>29</td>
</tr>
<tr>
<td>Test Administration and Test Review</td>
<td>29</td>
</tr>
<tr>
<td>ADN Students Re-Admission</td>
<td>30</td>
</tr>
<tr>
<td>VN Student Re-Admission</td>
<td>31</td>
</tr>
<tr>
<td>VN Transfer (Campus to Campus)</td>
<td>31</td>
</tr>
<tr>
<td>Transfer from Other Schools of Nursing</td>
<td>31</td>
</tr>
<tr>
<td>Clinical Performance Review Committee</td>
<td>32</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>32</td>
</tr>
<tr>
<td>Appeal Process</td>
<td>32</td>
</tr>
<tr>
<td><strong>Section 3 Professional Responsibilities and Regulatory Issues</strong></td>
<td></td>
</tr>
<tr>
<td>Attendance and Absences</td>
<td>33</td>
</tr>
<tr>
<td>Personal Electronic Equipment</td>
<td>34</td>
</tr>
<tr>
<td>Social Media Policy</td>
<td>34</td>
</tr>
<tr>
<td>Student Health</td>
<td>34</td>
</tr>
<tr>
<td>Program Dismissal</td>
<td>34</td>
</tr>
<tr>
<td>Uniform and Personal Appearance</td>
<td>34</td>
</tr>
<tr>
<td>Student Employment</td>
<td>35</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>38</td>
</tr>
<tr>
<td>Criminal Background Checks</td>
<td>38</td>
</tr>
<tr>
<td>Drug Testing</td>
<td>38</td>
</tr>
<tr>
<td>Student Contact for Family Emergencies</td>
<td>38</td>
</tr>
<tr>
<td>Signature</td>
<td>38</td>
</tr>
<tr>
<td>Student Gifts to Faculty</td>
<td>39</td>
</tr>
<tr>
<td>Guidelines for Students Accidents or Injury</td>
<td>39</td>
</tr>
<tr>
<td>Exposure to Blood/Body Fluids</td>
<td>39</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>39</td>
</tr>
<tr>
<td>Health Information Confidentiality Agreements</td>
<td>41</td>
</tr>
<tr>
<td>Handbook Acknowledgement</td>
<td>43</td>
</tr>
<tr>
<td>Notification to Students</td>
<td>44</td>
</tr>
</tbody>
</table>
WELCOME

The Administration, Faculty and fellow students of Victoria College are happy to extend a warm welcome to each new student in the Victoria College Nursing Programs (Associate Degree Nursing and Vocational Nursing Programs).

This Handbook provides essential information, guidelines, rules, and regulations for students in both nursing programs and will assist in successful completion of one or both of the nursing programs.

It is the responsibility of the student to be aware of and follow all guidelines for nursing students and to also follow all regulations set forth in the Victoria College catalog and the Victoria College Student Handbook. Appropriate behavior and a professional attitude is expected at all times while you are a student in the Nursing Program.

Do not lose sight of the high ideals of the nursing programs or of the goals that you have set for yourself. Please continue to apply them in nursing and in all your endeavors.
SECTION 1 – NURSING PROGRAMS OF STUDY

Statement of Nondiscrimination

Victoria College does not discriminate on the basis of race, color, religion, national origin, gender, pregnancy, age, disability, genetic information, marital status, amnesty, veteran’s status, or limited English proficiency. It is our policy to comply fully with the nondiscrimination provision of all state and federal rules and regulations.
Division of Allied Health Organizational Chart

Executive Administrative Assistant
Mary Ann Rodriguez

Executive Administrative Assistant
Katherine Rodriguez

Administrative Assistant III
Natalie Ruiz

President
Dr. David Hyde

Vice President of Instruction
Cynthia Schemitz

Dean of Allied Health
Claire Strother

Associate Degree Nursing Program Chair
Irina Moreno

Vocational Nursing Program Chair
Joyce Harper

Nursing Simulation & Laboratory

Administrative Assistant II
Tyler Tark

Associate Degree Nursing
Devon Barcham
Alicia Howes
Juan Mata
Kim McClure
Vida Mike
Debbie Pena
Kristi Phipps
Leslie Porter
Jo Anne Sattler
Sharon Stevens
Susan Sullivan
Michelle Ullrich
Nadine Van Severen

Vocational Nursing Cuenca
Patrick Teray
Laurie Denten, Asst. II (PT)

Vocational Nursing Gonzales
Karen Bauer, Smith
Joyce Harper
Whitney Pealor
Cindy Fitch, Asst. III

Vocational Nursing Nafteffe
Michelle Hall
Dawda Latour
Tricia Graham, Asst. II (PT)

Vocational Nursing Victoria
Rebecca Sartfield
Katie Gibson
Stephanie Roddy
Frances Vasquez, Asst. II

Nursing Laboratory Assistant
Mary Kitchens

Nursing Simulation & Laboratory Coordinator
Monica Hamilton

Physical Therapist Assistant, Program Chair
Dr. Laura Candel

Administrative Assistant II
Francisco Vasquez

Academic Coordinator of Clinical Education
Dr. Tammy Muhl

Respiratory Care Program Chair
Cheri Ruff

Updated 6/18/2018
MISSION

The Victoria College Nursing Programs are committed to creating lifelong learners as health care professionals while improving the holistic health, well-being and betterment of the community and its citizens.

PURPOSE

The primary purpose of Victoria College (VC) Nursing Programs is to prepare graduates to successfully complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN) or the National Council Licensure Examination for Practical Nurses (NCLEX-PN), respectively; and therefore assume the responsibility of functioning as a member of the health care team and demonstrate a commitment to life-long learning. The administration and faculty acknowledge the concurrent responsibility of preparing graduates to meet the nursing care needs of people of this community and surrounding communities and to meet the educational needs of students who wish to pursue nursing as a means of personally satisfying intellectual, financial, and self-esteem needs.

The primary role of the entry level graduate of a vocational nursing program is to provide nursing care in structured health care settings for individual clients who are experiencing common, well-defined health problems with predictable outcomes. The new graduate can readily integrate technical skills and the use of computers and equipment into practice.

The ADN Program curriculum offers a variety of initial learning experiences in the cognitive, psychomotor and affective domains which will enable the graduate to enter nursing with graduate level skills and personal behaviors consistent with professional expectations. The educational experience emphasizes development of an inquiring mind which recognizes that the educational process of a contemporary, safe, and effective nurse requires the continual pursuit of knowledge.

The Vocational Nursing Program curriculum offers a variety of both classroom and patient care learning activities in many different healthcare facilities in the region. The educational experiences emphasize development of a contemporary, safe, and effective vocational nurse who recognizes the need for the continual pursuit of knowledge.

All students of Victoria College Nursing Programs must abide by all College policies and have the same privileges and responsibilities as of other Victoria College students.
## CORE PERFORMANCE STANDARDS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical thinking ability for effective clinical reasoning and clinical judgement consistent with level of educational preparation</td>
<td>Identification of cause/effect relationships in clinical situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of the scientific method in the development of patient care plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation of the effectiveness of nursing interventions</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups</td>
<td>Establishment of rapport with patients/clients and colleagues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capacity to engage in successful conflict resolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer accountability</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication adeptness sufficient for verbal and written professional interactions</td>
<td>Explanation of treatment procedures, initiation of health teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Documentation and interpretation of nursing actions and patient/client responses</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room and in small spaces</td>
<td>Movement about patient’s room, work spaces and treatment areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration of rescue procedures-cardiopulmonary resuscitation</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor abilities sufficient for providing safe, effective nursing care</td>
<td>Calibration and use of equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Therapeutic positioning of patients</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
<td>Ability to hear monitoring device alarm and other emergency signals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to discern auscultator sounds and cries for help</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in patient care</td>
<td>Ability to observe patient’s condition and responses to treatments</td>
</tr>
<tr>
<td>Tactile Sense</td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Ability to palpitate in physical examinations and various therapeutic interventions</td>
</tr>
</tbody>
</table>

Southern Regional Education Board
http://www.sreb.org/publication/americans-disabilities-act
ADN PHILOSOPHY

The philosophy of the Victoria College Nursing Program is in accord with the mission, philosophy and purpose, and values of Victoria College. The Nursing Faculty believe in the following concepts:

Nursing Education

Nursing education provides opportunities for the self-directed student to develop the necessary knowledge, skills, and attitudes to become a caring and competent provider of nursing care. Nursing education is grounded in natural, social, behavioral, and humanistic sciences with a strong emphasis on clinical judgement & reasoning, ethical behavior, and caring for culturally diverse individuals. The faculty is committed to the educational process that acknowledges the right of the individual to pursue the desired level of education. The Nursing Programs provide a mechanism for students to move through the nurse aide, vocational nurse, and associate degree nurse levels; it also prepares students to enter the baccalaureate level of nursing. Nursing education can occur in secondary, post-secondary, graduate, and post-graduate institutions. The faculty designs and implements a current and relevant curriculum guided by community needs, professional organizations, accrediting bodies, and evaluated by the program’s systematic plan of evaluation.

Teaching-Learning Process

Learning is an active life-long process that results in a change in judgement, values, and/or behavior. Students are responsible for their own learning, must demonstrate preparedness and begin to develop clinical judgement & reasoning. Faculty is responsible for facilitating and structuring the learning experiences using a variety of teaching strategies and serving as a professional role model. Central to nursing education is the relationship between the student and faculty member and the partnership they develop to work through the educational process. The Nursing Programs provide the educational resources and structure to facilitate the desired outcomes.

Patient

The patient is a holistic being with biological, psychological, sociological, spiritual, cultural facets and individual human needs who exists at some point on the wellness – illness continuum and is constantly utilizing adaptation to maintain equilibrium throughout the life span. The patient is the intended recipient of health care regardless of the state of health.

Role of the Nurse

Practice capabilities among nurses are differentiated on the basis of the combined effect of education, experience, and achieved level of expertise. The graduate has essential nursing competencies at the technical level in the roles of member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. There are identified essential nursing competencies for each level of the Nursing Program.
Health

Health is a subjective dynamic state that includes well-being, optimal functioning in all dimensions of life, effective response to a continually changing environment, and achievement of personal potential. It is reflected as adaptation along the wellness – illness continuum; affected by illness, disability and dysfunction; and is an individual responsibility. Health care is concerned with promotion of wellness, prevention of illness, and restoration of health.

Community

A community consists of a group of individuals with varying socioeconomic characteristics, cultural beliefs, and values who interact with each other individually and as a whole at varying levels and in ever changing ways. The community exists in a variety of settings providing numerous opportunities for nursing practice. By practicing in the community, the student prepares for the regional, national, and global level.

Nursing

Nursing is a dynamic, interactive, and caring process where the nurse and client participate actively utilizing the nursing process in the diagnosis, treatment, and management of human responses to actual or potential health problems. In collaboration with the patient the nurse utilizes the nursing process to prevent disease and promote health.

Nursing Practice

Nursing practice integrates concepts from the arts and sciences into a theoretical base for the provision of health care to culturally diverse clients, families, and groups. Nursing practice is based on the nursing process, intellectual judgment, the continuing pursuit of knowledge, and a caring relationship. It includes professional and technical components, including informatics, which may be utilized individually or in aggregate in a variety of settings. An integral and complimentary part of nursing practice involves collaboration with other health professionals. The goal of nursing practice is to assist the patient/family to obtain their optimum level of health.

Nursing Aide Practice

The nurse aide practices in structured settings and provides basic nursing care under the direct supervision of a licensed nurse.

Vocational Nursing Practice

The vocational nurse practices in structured settings and practices safe, effective general nursing care utilizing the nursing process under the supervision of a registered nurse.
Associate Degree Nursing Practice

The associate degree nurse provides direct nursing care by implementing the nursing process in a safe and effective manner. This practice occurs in a variety of settings and includes coordination of care for a limited number of clients and supervision of other health care providers. Practice in the community is limited to care of individuals/families.

Baccalaureate Nursing Practice

The baccalaureate nurse utilizes nursing theory and research findings to implement and provide comprehensive nursing care for a variety of patients in various settings utilizing the nursing process. This practice may include coordination of care for individuals, families, aggregates and communities as well as supervision of other health care providers. Victoria College ADN graduates have an opportunity to articulate directly into the BSN Program at Texas A & M University – Corpus Christi, University of Houston Victoria, and Texas Tech University; therefore a statement regarding BSN practice is included in this philosophy.

Values

In keeping with the mission, philosophy and purpose, and values of Victoria College, we the faculty of the multiple entry-exit program are guided by the following values:

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEGRITY</td>
<td>Quality nursing education program</td>
</tr>
<tr>
<td>RESPECT</td>
<td>The unique characteristics and abilities of individual nursing students,</td>
</tr>
<tr>
<td></td>
<td>faculty and staff</td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>The commitment of the student and the community to nursing education</td>
</tr>
<tr>
<td>STUDENT SUCCESS</td>
<td>An environment conducive to the learning process</td>
</tr>
<tr>
<td>EXCELLENCE</td>
<td>The quality of life of the patient/community</td>
</tr>
<tr>
<td>PERSERVERANCE</td>
<td>The right of every nursing student to pursue the desired level of education</td>
</tr>
</tbody>
</table>
**VN PHILOSOPHY**

We, the faculty of the Vocational Nursing Program, believe that a human being is a highly complex interrelated system. This system is composed of biological, sociological, psychological, cultural, and spiritual aspects. Together, and in varying degrees separately, these composite aspects impact on health and human behavior. Furthermore, we believe that human beings are rational persons whose value and worth are explicit. We respect the rights and dignity of all individuals to self-determination. In keeping with this philosophy, we accept that all individuals, to the extent of their ability, are responsible for their own life choices.

Related to our beliefs about humanity, we believe that the purpose and goal of the practice of nursing is to enhance the health and well-being of the individual as an integral member of society. Nursing care is a service primarily concerned with the quality of human life and the support of the highest level of quality that each individual is capable of achieving. Nursing roles and functions are directed to the performance of such caring behaviors, which when administered in an organized way, will have a maximum positive effect on the individual’s potential for daily living. Consistent with our understanding of the complexity of human life and behavior, we acknowledge that the performance of nursing care is conducted on several levels and in a multiplicity of settings. The practice of vocational nursing is but one level of nursing practice which derives its body of knowledge and scope of practice from selected elements of the total body of professional nursing knowledge. Vocational nursing graduates are prepared to function as members of the health care team under the supervision of registered nurses and physicians. Vocational nurses provide nursing care in all health care settings requiring increasing levels of technical expertise. The preparation of nursing practitioners is based on scientific principles and structured so as to provide the foundation of skills upon which the vocational nurse may build in the future.

We believe that learning is a life-long process that enables the survival and enhancement of human existence. Learning has occurred when there has been a change in behavior as a result of a recognized need. Learning is best brought about when it occurs in an environment which is both positive and nurturing. We believe that the act of teaching is an art and a science whose aim is to bring about learning in a logical and efficient manner so as to achieve the greatest utility and meaning for the student. We believe that education is a process involving active participation of both learner and teacher which enables the individual to develop his or her potential in becoming a productive responsible member of our existing and changing society. We further believe that education should allow for upward and/or horizontal mobility according to the individual's capacity. The practice of nursing education occurs in community settings where nursing care is needed and can be delivered in a manner consistent with the philosophy of the program. Educational experiences are focused on the direct care of selected patients in all age groups with common deviations from wellness.

*VN – Client = individual*
THEORETICAL BASIS FOR THE CONCEPTUAL FRAMEWORK

The VC-ADN Program is based on the foundational concepts of Jean Watson’s Theory of Transpersonal Caring, Patricia Benner’s Novice to Expert Theory, and the adult educational theory of Experiential Learning. Watson’s concept of preventing illness and restoring health describes the framework of wellness to illness across the lifespan. This theory supports our belief that the patient and family are a composite of their psychosocial, spiritual, and cultural environments. Benner’s transition of the nurse from novice to expert utilizes a systematic approach (nursing process) in the integration of knowledge, skills, and ethical comportment. Assimilation into the role of professional nursing necessitates the application of acquired knowledge, skills, clinical reasoning/judgement, and ethics to operate safely in the complex field of nursing practice.

Through experiential learning, our integrated program emphasizes the concepts of Quality and Safety Education for Nurses (QSEN) to connect the patient and the nurse to provide optimal quality, safe patient care. The curriculum focuses on developing simple-to-complex concepts progressing from fundamentals in level 1 through leadership and advanced nursing in level 4. Experiential learning provides the framework to transcend the preparation-to-practice gap through selective strategies, i.e. simulation, clinical, debriefing, post conference, self-reflection, and/or open discussion.
ADN CURRICULUM DEFINITIONS

Because the ADN curriculum is organized integrating all five nursing content areas (Medical, Surgical, Pediatrics, Psychiatric Nursing, and Obstetrics) the Associate Degree Nursing Faculty has developed the following curriculum definitions, based on Quality and Safety Education for Nurses (QSEN), are found in every course that emphasize processes rather than specific content areas:

QSEN Competencies

I. Patient-Centered Care-
   a. Bio – Psycho – Social – Spiritual Integrity
      Nurses must assess clients’ needs as holistic beings as well as their biological, psychological, social and spiritual needs. Using this framework provides an organized method of assisting clients to achieve their highest potential for health. Nurses must use their knowledge of pathophysiology, psychology, sociology, and spirituality to assist clients and their families in achieving their highest potential of wellness. Implied in this framework are families’ and individuals’ needs as well as a variety of settings where they may be found.

   b. Caring
      Central to the art of nursing is the ability to demonstrate caring. Nurses must learn to view health care and its complex system from the client’s perspective. Only then can the nurse truly assist the client in setting achievable goals and provide individualized interventions to help accomplish these goals.

   c. Health Promotion and Health Maintenance
      At any given time clients can be located somewhere on the wellness – illness continuum. The goal of nursing is to assist clients in moving toward wellness or to maintain the level of health that they currently have. One of the major tools that nurses use to promote wellness is health teaching.

   d. Nursing Process
      “The nursing process is an organized systematic method of giving goal-oriented humanistic care that is both effective and efficient. It is organized and systematic in that it consists of five sequential and interrelated steps – Assessment, Diagnosis, Planning, Implementation, and Evaluation – during which you perform deliberate activities designed to maximize long term results.” (Alfaro, 1994, p. 3, updated-2014). It is used as the basis to plan and deliver nursing care to clients.

   e. Cultural Diversity
      In all aspects of providing nursing care the unique cultural background of individual clients, as well as families, is a part of the basis for mutual goal
setting. Nurses must also be aware of how their own cultural background affects their perspective of clients’ needs.

f. Ethics
The complex health care system and our ever-changing society present many ethical dilemmas for the nurse. The use of ethical principles as a standard to guide nurses as they assist clients in making very personal and often difficult decisions is paramount to providing quality health care.

II. Teamwork and Collaboration
a. Communication
The interaction and interplay between nurses and clients is a key component in the nursing process. It is the foundation of the nurse – client relationship and an integral part of conveying caring to clients.

b. Roles of the Nurse
Professional and Vocational nurses provide care to clients in a variety of settings. Their legal and ethical responsibilities in all these settings must be clearly understood. Standards of care for each level of nursing as well as competency statements guide the nurse in fulfilling the roles of provider of care, coordinator of care and member of the discipline.

III. Evidence-Based Practice (EBP)
 a. Clinical Judgement and Reasoning
The nurse must be able to use the process of critical thinking to make appropriate nursing decisions. Critical thinking is based on a specific knowledge base, experience, competencies, attitudes and standards. There are three levels of critical thinking: basic, complex, and commitment.

b. Nursing Skills
Nurses use a wide variety of skills when providing care to clients. Many of these skills use the same basic principles in different ways so that adaptation to individual clients can easily be done. Emphasis on principles gives nurses flexibility in making these adaptations as well as the ability to learn new skills.

c. Nutrition
Principles of therapeutic nutrition play a major role in health promotion and health maintenance for all clients. Nurses assist clients in using these principles in a cost effective manner that fits the individual or family life style.

IV. Quality Improvement (QI)
 a. Outcomes of Care
Using the evaluation component of the nursing process to approach the changing processes of care and identify gaps between local and best practices. Recognize that nursing and other
health professions are parts of systems of care and care processes that affect outcomes for patients and families.

b. **Leadership Development**

A leader must have the ability to influence others to achieve a goal. They do this by influencing their followers and focusing on effectiveness, vision and motivation. Some characteristics of a good leader includes intelligence, organizational skills, and confidence, decisive and independent, and personable.

V. **Safety**

a. **Growth and Development**

Clients present a wide range of health care needs related to their physical growth and psychological development. Nurses must utilize their knowledge of these principles of growth and development when implementing the nursing process with individual clients and families.

b. **Pharmacology**

Comprehensive knowledge of medication administration and drug classifications plays an important role in the nurse’s ability to assist clients with health maintenance and health promotion. Specific principles of medication administration and drug classes are paramount to safe effective care of the client in a variety of settings.

c. **Safety**

In all settings with clients of all ages, nurses must consider physiological and psychological safety factors. Specific knowledge in all other content areas is used to evaluate safety when providing nursing care.

VI. **Informatics**

a. **Information Technology**

Nurses identify and use essential available information to support patient care, patient safety, and quality improvement. Nurses protect confidentiality of health information in electronic health records. Continuous learning of evolving information technology skills is required.
## ADN Objectives

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Member of the profession:</strong></td>
<td><strong>I. Member of the profession:</strong></td>
<td><strong>I. Member of the profession:</strong></td>
<td><strong>I. Member of the profession:</strong></td>
</tr>
<tr>
<td>A. Begin, with assistance, to function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
<td>A. Function, with assistance, within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
<td>A. Function, with minimal assistance, within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
<td>A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
</tr>
<tr>
<td>B. Accept responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
<td>B. Demonstrate responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
<td>B. Demonstrate responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
<td>B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
</tr>
<tr>
<td>C. Seek opportunities for personal growth that will improve clinical performance.</td>
<td>C. Demonstrate behaviors that promote the development and practice of nursing.</td>
<td>C. Participate, with assistance, in activities that promote the development and practice of nursing.</td>
<td>C. Participate in activities that promote the development and practice of professional nursing.</td>
</tr>
<tr>
<td>D. Begin to demonstrate, with assistance, responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
<td>D. Demonstrate, with assistance, responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
<td>D. Demonstrate, with minimal assistance, responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
<td>D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
</tr>
<tr>
<td><strong>II. Provider of Patient-Centered Care:</strong></td>
<td><strong>II. Provider of Patient-Centered Care:</strong></td>
<td><strong>II. Provider of Patient-Centered Care:</strong></td>
<td><strong>II. Provider of Patient-Centered Care:</strong></td>
</tr>
<tr>
<td>A. Begin to identify and cluster data to use for clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.</td>
<td>A. Use, with assistance, clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.</td>
<td>A. Use, with minimal assistance, clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.</td>
<td>A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong> Begin, with assistance, to determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.</td>
<td><strong>B.</strong> Determine, with assistance, the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> Begin, with assistance, to analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td><strong>C.</strong> Analyze with assistance, assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> Begin, with assistance, to provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.</td>
<td><strong>D.</strong> Provide, with assistance, safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E.</strong> Begin, with assistance, to implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
<td><strong>E.</strong> Implement with assistance the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong> Determine, with minimal assistance, the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.</td>
<td><strong>C.</strong> Analyze, with minimal assistance, assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> Provide, with minimal assistance, safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.</td>
<td><strong>D.</strong> Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E.</strong> Implement, with minimal assistance, the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
<td><strong>E.</strong> Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules to emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules to emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules to emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules to emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
</tr>
<tr>
<td>B. Implement, with assistance, measures to promote quality and a safe environment for patients, self, and others.</td>
<td>B. Implement, with minimal assistance, measures to promote quality and a safe environment for patients, self, and others.</td>
<td>B. Implement, with minimal assistance, measures to promote quality and a safe environment for patients, self, and others.</td>
<td>B. Implement, with assistance, measures to promote quality and a safe environment for patients, self, and others.</td>
</tr>
<tr>
<td>C. Formulate with assistance, goals and outcomes using evidence based data to reduce patient risks.</td>
<td>C. Formulate goals and outcomes using evidence based data to reduce patient risks.</td>
<td>C. Formulate goals and outcomes using evidence based data to reduce patient risks.</td>
<td>C. Formulate goals and outcomes using evidence based data to reduce patient risks.</td>
</tr>
<tr>
<td>IV. Member of the Health Care Team:</td>
<td>IV. Member of the Health Care Team:</td>
<td>IV. Member of the Health Care Team:</td>
<td>IV. Member of the Health Care Team:</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>A. Begin, with assistance, to coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient centered care.</td>
<td>A. Coordinate, collaborate, and communicate, with assistance, with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient centered care.</td>
<td>A. Coordinate, collaborate, and communicate, with assistance, with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient centered care.</td>
<td>A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient centered care.</td>
</tr>
<tr>
<td>B. Identify, with assistance, situations that require the nurse to serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.</td>
<td>B. Serve, with assistance, as a health care advocate in monitoring and promoting quality and access to healthcare for patients and their families.</td>
<td>B. Serve, with minimal assistance, as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.</td>
<td>B. Serve as a health care advocate in monitoring ADN promoting quality and access to health care for patients and their families.</td>
</tr>
<tr>
<td>C. Begin, with assistance, to refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.</td>
<td>C. Refer, with assistance, patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.</td>
<td>C. Refer, with minimal assistance, patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.</td>
<td>C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.</td>
</tr>
<tr>
<td>D. Begin, with assistance, to communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.</td>
<td>D. Communicate and collaborate, with assistance, in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.</td>
<td>D. Communicate and collaborate, with minimal assistance, in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.</td>
<td>D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>Begin, with assistance, to communicate and manage information using technology to support decision making to improve patient care.</td>
<td>E. With assistance, communicate and manage information using technology to support decision making to improve patient care.</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>Begin, with assistance, to assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.</td>
<td>F. Assign and/or delegate, with assistance, nursing care to other members of the health care team based upon an analysis of patient or unit need.</td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>Begin, with assistance, to supervise nursing care provided by others for whom the nurse is responsible by using evidence based nursing practice.</td>
<td>G. Supervise, with assistance, nursing care provided by others for whom the nurse is responsible by using evidence based nursing practice.</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>With minimal assistance, communicate and manage information using technology to support decision making to improve patient care.</td>
<td>E. Communicate and manage information using technology to support decision making to improve patient care.</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>Assign and/or delegate, with minimal assistance, nursing care to other members of the health care team based upon an analysis of patient or unit need.</td>
<td>F. Assign and/or delegate, with minimal assistance, nursing care to other members of the health care team based upon an analysis of patient or unit need.</td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>Supervise, with minimal assistance, nursing care provided by others for whom the nurse is responsible by using evidence based nursing practice.</td>
<td>G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence based nursing practice.</td>
<td></td>
</tr>
</tbody>
</table>
### VN Program Objectives

<table>
<thead>
<tr>
<th>SUMMER SEMESTER  (Semester I)</th>
<th>FALL SEMESTER  (Semester II)</th>
<th>SPRING SEMESTER  (Semester III)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Member of the Profession:</strong></td>
<td><strong>I. Member of the Profession:</strong></td>
<td><strong>I. Member of the Profession:</strong></td>
</tr>
<tr>
<td>A. Begin, <em>with assistance</em>, to function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practicesetting.</td>
<td>A. Function, <em>with assistance</em>, within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practicesetting.</td>
<td>A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practicesetting.</td>
</tr>
<tr>
<td>B. Accept responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
<td>B. <em>Demonstrate</em> responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
<td>B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
</tr>
<tr>
<td>C. <em>Seek opportunities to</em> contribute to activities that promote the development and practice of vocational nursing.</td>
<td>C. <em>Contribute, with assistance</em>, to activities that promote the development and practice of vocational nursing.</td>
<td>C. Contribute to activities that promote the development and practice of vocational nursing.</td>
</tr>
<tr>
<td>D. <em>Begin to</em> demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning <em>with assistance</em>.</td>
<td>D. <em>Demonstrate</em> responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning <em>with assistance</em>.</td>
<td>D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Provider of Patient-Centered Care:</strong></th>
<th><strong>II. Provider of Patient-Centered Care:</strong></th>
<th><strong>II. Provider of Patient-Centered Care:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <em>Begin to identify and use</em> clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.</td>
<td>A. <em>Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice with assistance.</em></td>
<td>A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.</td>
</tr>
<tr>
<td>B. <em>Identify aspects of</em> the physical and mental health status, and health needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of health-related data.</td>
<td>B. <em>Assist in determining</em> the physical and mental health status, and health needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of health-related data.</td>
<td>B. Assist in determining the physical and mental health status, and health needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of health-related data.</td>
</tr>
<tr>
<td>C. <em>Recognize and begin to report</em> data to assist in the identification of problems and formulation of goals/outcomes, and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>C. <em>Report data to assist in the identification of problems and formulation of goals/outcomes, and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.</em></td>
<td>C. Report data to assist in the identification of problems and formulation of goals/outcomes, and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.</td>
</tr>
</tbody>
</table>

### SUMMER SEMESTER (Semester I)

- **Objective:**
  - A. Begin, *with assistance*, to function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practicesetting.
  - B. Accept responsibility and accountability for the quality of nursing care provided to patients and their families.
  - C. *Seek opportunities to* contribute to activities that promote the development and practice of vocational nursing.
  - D. *Begin to* demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning *with assistance*.

### FALL SEMESTER (Semester II)

- **Objective:**
  - A. Function, *with assistance*, within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practicesetting.
  - B. *Demonstrate* responsibility and accountability for the quality of nursing care provided to patients and their families.
  - C. *Contribute, with assistance*, to activities that promote the development and practice of vocational nursing.
  - D. *Demonstrate* responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning *with assistance*.

### SPRING SEMESTER (Semester III)

- **Objective:**
  - A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practicesetting.
  - B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
  - C. Contribute to activities that promote the development and practice of vocational nursing.
  - D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
<table>
<thead>
<tr>
<th>SUMMER SEMESTER (Semester I)</th>
<th>FALL SEMESTER (Semester II)</th>
<th>SPRING SEMESTER (Semester III)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. <em>Begin, with assistance, to</em> provide safe, compassionate basic nursing care to assigned patients with predictable health care needs through a supervised directed scope of practice.</td>
<td>D. <em>Provide, with assistance, safe,</em> compassionate basic nursing care to assigned patients with predictable health care needs through a supervised directed scope of practice.</td>
<td>D. Provide safe, compassionate basic nursing care to assigned patients with predictable health care needs through a supervised directed scope of practice.</td>
</tr>
<tr>
<td>E. <em>Begin, with assistance, to</em> implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.</td>
<td>E. <em>Implement, with assistance,</em> aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.</td>
<td>E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.</td>
</tr>
<tr>
<td>F. <em>Begin, with assistance, to</em> identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.</td>
<td>F. <em>Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes with assistance.</em></td>
<td>F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.</td>
</tr>
<tr>
<td>G. <em>Begin, with assistance, to</em> implement teaching plans for patients and their families with common health problems and well-defined health learning needs.</td>
<td>G. <em>Implement teaching plans for patients and their families with common health problems and well-defined health learning needs with assistance.</em></td>
<td>G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.</td>
</tr>
<tr>
<td>H. Begin to assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.</td>
<td>H. <em>Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.</em></td>
<td>H. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.</td>
</tr>
</tbody>
</table>

---

III. Patient Safety Advocate:

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

B. *Begin, with assistance,* to implement measures to promote quality and a safe environment for patients, self, and others.

---

III. Patient Safety Advocate:

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

B. *Implement, with assistance,* measures to promote quality and a safe environment for patients, self, and others.

---

III. Patient Safety Advocate:

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

B. Implement measures to promote quality and a safe environment for patients, self, and others.
| SUMMER SEMESTER  
(Semester I) | FALL SEMESTER  
(Semester II) | SPRING SEMESTER  
(Semester III) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Begin to assist in the formulation of goals and outcomes to reduce patient risks.</td>
<td>C. Assist in the formulation of goals and outcomes to reduce patient risks.</td>
<td>C. Assist in the formulation of goals and outcomes to reduce patient risks.</td>
</tr>
<tr>
<td>D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</td>
<td>D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</td>
<td>D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</td>
</tr>
<tr>
<td>E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.</td>
<td>E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.</td>
<td>E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.</td>
</tr>
<tr>
<td>F. Accept assignments that take into consideration patient safety and organizational policy.</td>
<td>F. Accept and begin to make assignments that take into consideration patient safety and organizational policy.</td>
<td>F. Accept and make assignments that take into consideration patient safety and organizational policy.</td>
</tr>
</tbody>
</table>
| SUMMER SEMESTER  
(Semester I) | FALL SEMESTER  
(Semester II) | SPRING SEMESTER  
(Semester III) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Member of the Health Care Team</td>
<td>IV. Member of the Health Care Team</td>
<td>IV. Member of the Health Care Team</td>
</tr>
<tr>
<td>A. Begin to communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient centered care to assigned patient.</td>
<td>A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient centered care to assigned patient.</td>
<td>A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient centered care to assigned patient.</td>
</tr>
<tr>
<td>B. Begin, with assistance, to participate as an advocate in activities that focus on improving the health care of patients and their families.</td>
<td>B. Participate, with assistance, as an advocate in activities that focus on improving the health care of patients and their families.</td>
<td>B. Participate as an advocate in activities that focus on improving the health care of patients and their families.</td>
</tr>
<tr>
<td>C. Begin, with assistance, to participate in the identification of patient needs for referral to resources that facilitate continuity of care and insure confidentiality.</td>
<td>C. Participate, with assistance, in the identification of patient needs for referral to resources that facilitate continuity of care and insure confidentiality.</td>
<td>C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care and insure confidentiality.</td>
</tr>
<tr>
<td>D. Begin, with assistance, to communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the patient’s optimal health status.</td>
<td>D. Communicate and collaborate, with assistance, in a timely manner with members of the interdisciplinary health care team to promote and maintain the patient’s optimal health status.</td>
<td>D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the patient’s optimal health status.</td>
</tr>
<tr>
<td>E. Begin, with assistance, to communicate patient data using technology to support decision making to improve patient care.</td>
<td>E. Communicate, with assistance, patient data using technology to support decision making to improve patient care.</td>
<td>E. Communicate patient data using technology to support decision making to improve patient care.</td>
</tr>
<tr>
<td>F. Begin, with assistance, to assign nursing care to unlicensed personnel based upon an analysis of patient or unit need.</td>
<td>F. Assign nursing care to unlicensed personnel based upon an analysis of patient or unit need.</td>
<td>F. Assign nursing care to SVN/LVNs or unlicensed personnel based upon an analysis of patient or unit need.</td>
</tr>
<tr>
<td>G. Begin, with assistance, to supervise nursing care provided by unlicensed personnel.</td>
<td>G. Supervise, with assistance, nursing care provided by others for whom the student nurse is responsible.</td>
<td>G. Supervise nursing care provided by others for whom the student nurse is responsible.</td>
</tr>
</tbody>
</table>
## Vocational Nursing SCANS Matrix

**Program:** Vocational Nursing  
**CIP:** 51.3901  
**Credential:** Certificate

### List of All Courses Required and Identified Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>PSYCH 2301 Intro to Psychology</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>HPRS 2200 Pharmacology</td>
</tr>
<tr>
<td>X X</td>
<td>X X X</td>
<td>BIOL 2404 Intro to Anatomy and Physiology</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 1122</td>
<td>Vocational Nursing Concepts</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 1270</td>
<td>Intro to Medical Surgical Nursing</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 1423</td>
<td>Basic Nursing Skills</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 1160</td>
<td>Clinical</td>
</tr>
<tr>
<td></td>
<td>PSYCH 2314</td>
<td>Lifespan Growth and Development</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 1330</td>
<td>Maternal-Neonatal Nursing</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 2331</td>
<td>Advanced Nursing Skills</td>
</tr>
<tr>
<td>X X X X X X</td>
<td>VNSG 1429</td>
<td>Medical Surgical Nursing I</td>
</tr>
<tr>
<td>X X X X X X</td>
<td>VNSG 1334</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 2460</td>
<td>Clinical</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 1119</td>
<td>Professional Development</td>
</tr>
<tr>
<td>X X X X X X</td>
<td>VNSG 1238</td>
<td>Mental Illness</td>
</tr>
<tr>
<td>X X X X X X</td>
<td>VNSG 1332</td>
<td>Medical Surgical Nursing II</td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>VNSG 2461</td>
<td>Clinical</td>
</tr>
<tr>
<td>X X X X X X</td>
<td>VNSG 1105</td>
<td>NCLEX-PN Review</td>
</tr>
</tbody>
</table>

### SCANS COMPETENCY REFERENCES

- **1** - Reading
- **2** - Writing
- **3** - Arithmetic or Mathematics
- **4** - Speaking and Listening
- **5** - Thinking Skills
- **6** - Personal Qualities
- **7** - Workplace Competencies
- **8** - Basic Use of Computers
SECTION 2 – ACADEMIC STANDARDS

GRADING FORMULA

Grades will adhere to the following percent minimums; for point-based courses, a ceiling function will uniformly round up the cut-off values based on total points possible to ensure academically rigorous letter grades.

<table>
<thead>
<tr>
<th>Classroom Theory Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-92% of Total Possible Points</td>
</tr>
<tr>
<td>B</td>
<td>91-83% of Total Possible Points</td>
</tr>
<tr>
<td>C</td>
<td>82-74% of Total Possible Points</td>
</tr>
<tr>
<td>D</td>
<td>73-65% of Total Possible Points</td>
</tr>
<tr>
<td>F</td>
<td>64% and below of Total Possible Points</td>
</tr>
</tbody>
</table>

Learning and Clinical Laboratory Grade:

A numerical grade is not given for the performance in the learning and clinical laboratory. The student’s performance is either judged to be “Satisfactory” or “Unsatisfactory.” Further explanation of the grading of clinical and learning laboratory performance is explained later in the handbook and in each course syllabus.

PROGRESSION REQUIREMENTS

1. Students must attain at least a grade of “C” or “satisfactory” in each nursing course in each level/semester to continue in the Nursing Program. Students must attain a “C” in each nursing theory course in the level/semester in order to progress to the next level/semester. Students who attain less than a “C” in a theory course cannot progress. They must repeat both the theory and the clinical course even if the clinical course grade was initially an “S”. Students who receive a “U” in the clinical course cannot progress. They must repeat the clinical course and the core theory course(s).

   a. At least a minimum score of 74% of the total number of possible points must be attained in order to pass the course in the VN Program.
   b. At least a minimum score of 74% of the total number of possible exam points must be attained on nursing theory exams in order to pass the course in the ADN Program.
   c. A student must achieve a “Satisfactory” clinical evaluation in order to pass the clinical course.
   d. A student must meet the selected criteria for successful course completion as outlined in each course syllabus.
   e. Students must satisfactorily complete theory and clinical written work according to stated criteria in course syllabi. At the discretion of the instructor, students may be asked to resubmit any work that is illegible or contains more than 5 spelling or grammar errors.

2. A student must have a “C” or better in all courses on the curriculum plan for that semester in order to progress to the next semester of the nursing program. A student will be dropped from the nursing program if the overall VC GPA drops below 2.0. Additionally, the student is required to notify the nursing program chair if their GPA falls below 2.0.

3. An overall grade point average of 2.0 on all completed courses at Victoria College is required for graduation.
4. Nursing courses may be repeated only once. If a student receives less than a “C” in a theory course, or a “U” in a clinical course, or withdraws from a course after the Official Reporting Date, the student may re-enroll in that course only ONCE more. Students will be required to enroll in concurrent nursing courses for the semester. This includes previous courses that the student completed successfully.

5. A student may not repeat more than one entire nursing semester. Exceptions for unusual circumstances will be determined by the ADN Selection and Retention Committee or the VN Program Chair and Coordinators.

6. Students who miss a test must contact the course coordinator/instructor on the first day back to class or clinical to schedule a make-up test. Failure to do so may result in a grade of zero (0) for the missed test. The course instructors reserve the right to give an alternate make-up test.

7. It is the students’ responsibility to maintain current Health Care Provider CPR certification and required immunizations/screenings throughout the program. It is also the students’ responsibility to upload current records onto the Castle Branch web site. Additional TB screening requirements must be submitted annually. Failure to keep immunizations/screenings up to date will result in clinical absence time.

8. The student is responsible for monitoring his/her own GPA and meeting the academic requirements.

9. Students who successfully complete 1) RNSG 1119 with a C or better and RNSG 1260 with an “S”) are eligible to apply for a Nurse Aide certificate of completion and are eligible to take the exam to become a certified Nurse Aide / Home Health Aide.

10. Students who successfully complete HPRS 2200, VNSG 1423, VNSG 2360 and VNSG 1160 and are currently employed as a Certified Nurse’s Aides are eligible to apply to take the Texas Medication Aide Certification Exam.

**MATHEMATICS COMPETENCY POLICY**

Students will be tested each semester to determine Mathematical competency. A math test will be administered to all nursing students at the beginning of each semester. Students must score 90% accuracy on the examination to prove competency. The nursing students will be given three opportunities to prove competency.

If a nursing student scores below 90% on either of the first two Mathematical Competency Examinations, remediation and/or tutoring must be completed and recorded on an anecdotal record signed by an instructor/tutor and the student.

See individual clinical course syllabi for specific requirements for meeting math competencies. The dates for the mathematical competency exams will be designated in the course calendar. If a nursing student does not achieve 90% competency by the third attempt on the Math Exam, he/she will receive a “U” for the clinical course and will be required to withdraw from the Nursing Program.

**SKILLS COMPETENCY REQUIREMENT**

Students are expected to perform the skills assessments listed in each syllabus following the timelines set forth for the semester. Students who are unable to demonstrate those skills will receive a “U” for the clinical course and will be required to withdraw from the Nursing Program. Students who pass the skills test for any level/semester will be expected to perform that skill safely throughout the clinical experience for the remainder of the program.
Failure to continue to demonstrate the skill safely with patients may result in clinical failure.

The overall purpose of the skills assessment process is to have students demonstrate the ability to safely perform leveled psychomotor skills in a laboratory setting in order to increase student confidence and to enable students to become safe practitioners. Skills are selected based on the degree of risk and the frequency that students may encounter them in the clinical setting. Assessments are done in a stepwise fashion beginning with basic skills and ending with a multi-skill scenario which focuses on clinical reasoning and judgement in the final semester of the nursing program. Dates and deadlines for the skill assessment can be found in individual course syllabi.

In the Nursing Program, laboratory skills must be performed satisfactorily before students are allowed to perform that skill in the clinical setting. Remediation will be assigned after second unsuccessful attempt. Failure of third attempt may result in failure of the course.

**IV PUSH MEDICATION SUPERVISION**

1. ADN students will not give IV push medications (other than IV flushes) before Level III and then in selected situations. 
   VN students will not give IV medications before Semester II.
2. Nursing instructors must be present for the preparation and administration of the IV push medications.
3. ADN and VN students are not allowed to administer IV chemotherapeutic agents.

**TEST ADMINISTRATION**

The following procedure describes the test administration process:

- Students are to bring only car keys into the exam room.
- Electronic devices (such as cell phones, PDAs, computers, smart watches, etc.) are not permitted in the exam room.
- A simple four function calculator will be given to the student along with pencils, scantron, and their exam. All items will be turned in after the exam.
- The student’s grade will be determined only by the submitted scantron; it is the student’s responsibility to ensure the scantron is correctly completed and submitted by end of testing session.
- Students may not ask even the instructor about test items.
- A cover sheet will be provided with each exam.
- All exams, scantrons, pencils, and calculators will remain in the testing room.
- The students are not permitted to review the exam once it is submitted after the examination process and content review will not be provided unless faculty deem a test review is necessary.
- Some exams may be given online. Please see specific course syllabus for more details.
- In the event of an exam being missed a replacement exam may be issued by the instructor.
- No items are allowed in the skills testing area unless approved by the Program Chair and Faculty.
TRANSFER GUIDELINES

ADN RE-ADMISSION OF PREVIOUS VICTORIA COLLEGE STUDENTS

A student wishing to repeat an ADN course must follow the readmission guidelines:

1. Students who wish to be considered for re-admission to the ADN Program must meet all the current admission requirements as listed in the Victoria College catalog. Additionally, the student should submit a letter to the Program Chair two (2) months prior to the beginning of the semester they wish to re-enter the Program.

2. If it has been more than a year since the student has been enrolled in the Nursing Program he/she may be required to demonstrate both theoretical and clinical competency of the last course successfully completed prior to re-entry.

3. A student must have a “C” or above on all support courses listed on the degree plan for the semester of re-entry.

4. Before registration, the Selection and Retention Committee will review the records and rank candidates seeking re-entry into Levels (semesters) I, II, III, or IV based on the following criteria.
   a. GPA on the ADN program of study (including nursing courses completed). If a tie exists between two candidates based on this criterion, then overall GPA will be utilized.
   b. Overall GPA on all college hours attempted.
   c. Special circumstances that were involved in the student’s withdrawal/dismissal from the program will be considered in the re-admission decision.

5. Readmission must occur within three years of a prior enrollment.

TRANSFER STUDENTS FROM OTHER SCHOOLS OF NURSING

Associate Degree Nursing Program

1. Transfer students are considered for admission on a space available basis after all previous Victoria College students seeking re-entry have been admitted.

2. Students who have successfully completed a nursing course at other accredited schools are evaluated on an individual basis by the A.D.N. Program Chair to determine their entry level in the Victoria College A.D.N. program.

3. The transfer student must furnish a copy of each nursing course syllabus with course description to the A.D.N. Chair so each course can be evaluated.

4. Transfer students must meet the same admission, progression, and graduation requirements as all other ADN students.

5. It is the responsibility of the applicant to furnish all necessary documentation to the A.D.N. office at least two months prior to the semester the student is seeking entry.
VN RE-ADMISSION OF PREVIOUS VICTORIA COLLEGE STUDENTS

Students who wish to be considered for re-admission to the VN Program must meet all the current admission requirements and submit a letter to the VN Program Chair at least two (2) months prior to the beginning of the semester in which they wish to re-enter the Program. Student’s coursework and clinical performance of prior admission will be evaluated by the VN Program Chair. Readmission students will be selected based on scoring on theoretical assessment (70% correct) and skills assessment (satisfactory performance), GPA and any special circumstances involved in a student’s withdrawal/dismissal from the program. Students who are unsuccessful in the program and/or desire to reenter the program must repeat all concurrent nursing courses for that semester. Grade waivers will not be granted. This includes successful coursework in which a student received a grade of “C” or higher. Readmission must occur within three years of a prior admission.

VN TRANSFER STUDENTS

Prospective students interested in transferring into the Victoria College VN Program must contact the VN Program Chair. Students can join the current VN class on a space-available basis.

TRANSFER STUDENTS WITHIN VICTORIA COLLEGE SYSTEM

The student may seek transfer within the Victoria College Vocational Nursing Program (campus to campus) at the end of each semester by submitting a written request to the VN Program Coordinator and Program Chair at least one month prior to the end of the semester. The letter should include a narrative with the rationale and should be dated on the same day of submission. Students will be selected based on the transfer request submission date and availability. Transfer requests are not guaranteed. Selection will be based on theoretical assessment, performance of skills and GPA.

TRANSFER FROM VICTORIA COLLEGE ADN to VN PROGRAM

VC ADN students may request admission into the VN Program for the spring semester (after successfully completing ADN Semesters II, and III) according to the following criteria:

- Students may be required to demonstrate both theoretical and clinical competency of the last courses successfully completed prior to admission into the VN Program.

- ADN students will be considered for admission to the VN Program on a space available basis after all previous VN students have been admitted.

- The criteria utilized to rank students for admission will be based on GPA pertaining to ADN Program of Study, for nursing courses completed thus far.
CLINICAL PERFORMANCE REVIEW COMMITTEE

The Clinical Performance Review (CPR) Committee is comprised of ADN Program and VN Program Faculty. The committee was created to assist Faculty to make appropriate decisions regarding students’ clinical performance. The student may provide a written letter to be read during the committee session. The student will be given 24 hours to compose and submit the letter to the assigned clinical instructor. The clinical instructor will then submit the letter to the CPR Committee Chair.

The functions of the committee include:

1. Assess students' clinical evaluation and anecdotal records for objective teacher evaluation of students' ability to meet clinical objectives.


3. Act as a support system to the clinical instructor by offering positive reinforcement when accuracy of clinical performance assessment has been validated and student failure has been determined.

4. Assist clinical instructor in devising alternative methods for evaluating performance when the student is in jeopardy of failing. (Example: Student evaluation by an additional instructor).

WITHDRAWAL

When a student finds it necessary to drop a course or withdraw from the nursing program before the end of a semester, the student must notify the Department Chair before initiating the drop/withdrawal through the counseling office. (See Victoria College Catalog for further information.)

APPEAL PROCESS

It is advised for the student to meet with the Program Chair regarding guidance for the Appeal Process. The Victoria College Student Handbook includes the rules, procedures, rights and responsibilities, governing academic and non-academic relationships. The Appeal form may be found at:

SECTION 3 – PROFESSIONAL RESPONSIBILITIES AND REGULATORY ISSUES

ATTENDANCE POLICIES

Attendance will be monitored in a variety of ways. Examples include, but not limited to, sign-in sheets, roll call, classroom response system, on-line discussions, quizzes, scan sheets/exams, or assignments. If a roll sign-in sheet is being utilized, it will be kept at the front of the class and must be signed by students before class starts. It will not be circulated. Students arriving after the start of class may sign the roll sheet at the first break. They will indicate next to their signature the time of arrival into the class. Honesty is expected and students forging signatures may be dismissed from the program.

Students who arrive after class or clinical has started will receive one hour of class absence. Students who miss more than 60 minutes of a class or clinical will receive an absence for the actual time missed. Hours will be cumulative toward the total time absent.

Excessive Absences:

1. Because of the complexity and volume of course content, the interactive nature of the health professions, and the personal responsibility that must be developed in today’s health care workers, students whose absences in any selective admission health care course exceed the equivalent of two weeks of class meetings may be dismissed from the program.

2. If the student wants to appeal that dismissal before it is processed the student must:
   a. Pass the course to be eligible to appeal a program dismissal for excessive absences.
   b. Notify the coordinator of their wish to be reinstated;
   c. Within 24 hours of exceeding the absences, the student must submit a letter to faculty stating: 1.) the circumstances of all previous absences, and 2.) an action plan for success.

   The coordinator and the faculty will meet upon receipt of the appeal letter and will provide notification after the decision has been confirmed with the department chair.

3. The student will sign a contract with the understanding that further absences may result in being withdrawn from the program.

4. Students who have been absent due to a serious illness or childbirth must submit written documentation from their health care provider stating they are eligible to return to class/clinical.

Clinical Absences

A student who will not be able to attend a clinical learning experience MUST contact by calling or texting the clinical instructor one hour prior to the time of the clinical experience. Failure to contact the clinical instructor one hour prior, or failure to arrive at the assigned clinical site will result in a "no call no show". Students who miss more than half of the allotted clinical absences/hours are subject to clinical make-up hours at the discretion of their clinical instructor. The first failure to comply with the absence policy will result in a written counseling. The second “no call – no show” may result in dismissal from the program.
PERSONAL ELECTRONIC EQUIPMENT

1. Unauthorized personal electronic equipment must be turned off during class to prevent disruption of learning activities.

2. No personal electronic equipment (ex. cell phone or watch phone) is allowed in the classroom during testing. Evidence that a student has an electronic device on their person during the testing process will result in immediate dismissal from the exam. On the first offense the students will be given an alternate exam; on the second offense and for all other infractions of the policy the student will be given a score of zero on the exam.

3. Use of personal electronic equipment (ex: cell phone, watch phone) is not allowed in clinical areas and institutional and instructor guidelines will be followed. No personal calls may be received during the clinical learning experience via personal electronic equipment. In case of emergency, the appropriate nursing administrative assistant should be contacted and the clinical instructor will be notified and the student will be made aware as soon as possible.

4. The abuse or misuse of authorized personal electronic equipment (computer tablet) will result in disciplinary action including (but not limited to) counseling, contract or dismissal from the program.

SOCIAL MEDIA POLICY

Students need to be aware of the potential consequences for disclosing patient-related information (intentionally or unintentionally) via social media. Any discussion of patient information including (but not limited to) shared experiences is considered a violation of professional conduct for Victoria College Nursing Programs. Additionally, all students must adhere to the HIPAA guidelines and maintain ethical behavior at all times. Failure to comply may result in disciplinary actions including dismissal from the Nursing Program and/or Victoria College.

STUDENT HEALTH

1. A yearly tuberculin test is required.

2. It is the student’s responsibility to keep immunizations current and documentation submitted into their CastleBranch account in compliance with program deadlines.

3. The influenza vaccination is required by all nursing students prior to the clinical experience. A student’s refusal to receive immunization will result in the student’s compliance with the assigned facility policy.

PROGRAM DISMISSAL

The following nursing student policies pertain to conduct that warrants immediate dismissal from the Victoria College Nursing Programs. Any demonstration of the following, including (but not limited to):

1. Evidence of actual or potential harm to patients, clients, or the public. This includes self-report to Program Department Chair of a status change with a clear criminal background (CBC) that involves harm to another individual.

2. Criminal behavior whether violent or non-violent, directed against persons, property or public order and decency.

3. Intemperate use, abuse of drugs or alcohol, or diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity;
4. The lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicates that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board’s rules and regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity. **All unprofessional behavior will be investigated.**

5. Any infraction of the basic medication rights (Right Drug, Right Dose, Right Route, Right Time, Right Patient, and Timely and Accurate Documentation) could lead to immediate dismissal from the nursing program.

In addition to criteria defined in the College’s General Policies above, students may be subject to immediate dismissal from the program for any of the following:

1. Making verbal (non-written) false statements:
   “Failing to accurately or intelligibly report and/or document a client’s status including signs, symptoms, or responses and the nursing care delivered.”
   “Giving false testimony or other evidence at any official hearing of the College or giving false information [in this case regarding the care of a client] to any faculty or staff member acting in the performance of their duties.” (See Victoria College Student Handbook)

2. Falsification of patient’s records: “Failing to make entries, destroying entries, and/or making false entries in records pertaining to care of clients.”

3. Abandoning clients: Leaving a nursing assignment without notifying one’s instructor or in the case of emergency another instructor or a member of the nursing staff on the assigned unit.

**UNIFORM AND PERSONAL APPEARANCE**

Any student who is at a health care facility, in the role of a student, and does not comply with the dress code regulations will be dismissed from the facility immediately. Time lost will be considered a clinical absence.

A professional appearance must be maintained at all times. Students will maintain good personal hygiene. Cleanliness and grooming are necessary to prevent disease transmission and are an indication of professionalism.

Nursing students must adhere to dress code policies of the facilities where they are assigned. Bandage scissors, stethoscope, and penlight should be brought to the clinical setting each clinical day clean and in working order.

A complete, clean, and neat uniform is to be worn by the VC Nursing Student while in the hospital and for campus simulation experiences. Students are required to wear their clinical uniform for some learning laboratory experiences and all simulations. The student uniform is to be worn only when the student is in the role of student nurse. The student must not wear the VC nursing logo or patch when not engaged in VC learning activities.
The nursing program uniforms guidelines:

- Any required uniform deviation listed in the nursing handbook must be approved by the Nursing Program Department Chair.

- The VN uniforms should be made of non-transparent material (so that undergarments are not easily visible through the outer garment – no denim) and fit loosely for freedom of movement and comfort. Scrub shirt and pants are required for every student. Scrub pants should touch the tops of the shoes. Students are advised to select uniform tops with patch pockets. Shirts designed to be tucked must be tucked. Shirts worn under the scrub top should be white, grey, or black only.

- The ADN uniforms should be made of non-transparent material (so that undergarments are not easily visible through the outer garment – no denim) and fit loosely for freedom of movement and comfort. Shirts worn under the scrub top should be white, grey, or black only.

- The Victoria College bookstore has uniforms and long or short lab coat for purchase available for purchase.

- The ADN uniform will be the following brand, color, and style number:

<table>
<thead>
<tr>
<th>Associate Degree Nursing Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand</td>
</tr>
<tr>
<td>Med Couture</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Pants - Yoga</td>
</tr>
<tr>
<td>Top</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Pants - 7 Pocket Cargo</td>
</tr>
<tr>
<td>Top - 3 Pocket</td>
</tr>
</tbody>
</table>

- ADN Program: A white lab coat with insignia is required for the ADN program. It **must** be worn over street clothes when checking on patient assignment and **may** be worn over uniform when caring for the patient or when attending other selected clinical assignments. Shoes should be mostly white or mostly black, preferably supportive loafer or oxford type (no open toes or clogs). Athletic shoes should be mostly white leather or leather-like (no canvas).

- The VN uniform will be the following brand, color and style number:

<table>
<thead>
<tr>
<th>Vocational Nursing Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand</td>
</tr>
<tr>
<td>Wonder Wink</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Pants – with embroidered VN Logo</td>
</tr>
<tr>
<td>Top – with embroidered VN Logo</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Pants</td>
</tr>
<tr>
<td>Top– with embroidered VN Logo</td>
</tr>
</tbody>
</table>

- The appropriate VC nursing program insignia (available at the VC Bookstore) is worn on each uniform and lab coat.

  - **Insignia Placement on Uniform** - The insignia is placed on the left chest area approximately three to four (3-4) inches below the shoulder seam.
  - **Insignia Placement on Lab Coat** - The insignia is positioned on the left sleeve, one and one-half (1 ½) inches below the seam.

- VN Program: Lab coats can be purchased if student desires additional covering at clinical. Shoes should be mostly white, grey or black, preferably a supportive loafer or oxford type (no open toes or clogs). Athletic shoes should be leather or leather-like (no canvas).
• Hair should be neat, clean, and should be pulled back from the face so that it does not interfere with the student while performing procedures or potentially contaminate sterile fields. Students should avoid extremes in hair styles. Hair styles should be such that they do not invite negative feedback from patients or agency staff. There will be no ribbons, bows, or jewelry worn in the hair. Barrettes or other elastic bands used to keep the hair back must be white or neutral color without excessive ornamentation. False eyelashes are not to be worn in patient contact areas.

• Facial hair should not impede personal protective equipment and should form a contact seal with the student’s skin. Facial hair must be able to be completely covered by an O.R. mask or personal protection equipment. Any facial hair must be fully grown at the beginning of the semester and be well-groomed and closely trimmed; otherwise, the face will be clean shaven.

• Photo identification badges are required. They must be worn on the uniform (near the insignia) or lab coat and must be clearly visible. No adhesive tape is to be used to cover anything on an identification badge, except during psychiatric nursing clinical experiences.

• Jewelry is limited to the watch, wedding and engagement rings, and earrings. Small studs for pierced ears are permitted. Only one earring in the lobe may be worn. No other visible body piercing, including the tongue, is acceptable. Body graphics or tattoos must be covered at all times during the clinical rotation. Rings are discouraged because they tend to tear gloves. No necklaces are permitted.

• Student must wear a professional appearing water resistant watch with a second hand to all clinical and laboratory settings. The watch band must be flexible to allow for adequate hand washing.

• Fingernails should be clean, relatively short and well-manicured. Only clear, non-chipped nail polish can be worn with the uniform. Artificial nails are not permitted.

• Perfume, cologne, or after shave cannot be worn in patient contact areas.

**Dress for patient assignment pick-up (ADN students only):** A professional appearance will be expected during the time the student is in the agency to pick up patient assignments. When in the hospital to pick up patient assignments, students will comply with the following dress code:

1. A white lab coat with the ADN insignia attached will be worn over clothes.

2. VC student identification tag will be plainly visible on the front upper half of the lab coat.

3. Street clothes worn under the lab coat must be neat, clean, and unwrinkled.

   a. No denim of any type or color will be worn.
   b. Any clothing worn must cover the knees.
   c. No midriffs will be exposed.
   d. Visible tattoos will be covered.
   e. No T-shirts are allowed.
   f. Only closed-toed shoes will be worn.
STUDENT EMPLOYMENT

The performance of students when working for compensation is the legal responsibility of the employing agency and the individual worker. The student may not wear the VC uniform, identification badge, lab coat, or follow their signature with “SN” or “SVN” when working for compensation or at any time other than when assigned to a particular facility by authorized Victoria College Nursing faculty. The student will be counseled if class work and/or clinical performance are affected by employment. Nursing students are strongly encouraged to work less than 20 hours per week.

LIABILITY INSURANCE

Students are required to carry liability (malpractice) insurance throughout the nursing program. The insurance is included with registration fees. The liability insurance coverage does not extend to student employment in a health care setting.

CRIMINAL BACKGROUND CHECKS

All VC nursing students must maintain a clear criminal background check (CBC), according to Texas Board of Nursing (BON) standards for the entire time they are enrolled in the nursing program. If an incident occurs that could change the student’s CBC status and/or if the student is arrested, they must notify either the ADN Chair or VN Chair within 24 hours of the incident. (Students who do not provide this notification may not be eligible for program re-admission.) Once the program is aware of the incident the student will be withdrawn from the program. The student’s readmission to the program will be determined through collaboration between the student, the respective nursing program and the BON.

DRUG TESTING

All Nursing students must complete the required drug screen test at their own cost by a college approved agency. Nursing students must allow Victoria College to provide their drug screen test results to any clinical facility where the students may have learning experiences. If a nursing student’s behavior during clinical warrants additional testing, the student may be required to submit screening samples such as (including but not limited to) urine, blood, or saliva. If nursing faculty determine the need for a random drug screen, this will be done at the student’s expense and a copy of the results will be filed in the Dean’s Office and may be reported to the Texas Board of Nursing. Furthermore, students may be referred to the Victoria College campus counselor who may recommend a rehabilitation program. Nursing students must understand that at any time they could be prohibited from entering the nursing program and/or dismissed from the nursing program as it pertains to their drug screen test results. Furthermore, students must understand/agree that all clinical agencies, in which the student is assigned, may require random drug tests at their discretion.

STUDENT CONTACT FOR FAMILY EMERGENCIES

Since students may not have cell phones turned on during class nor are they permitted to bring their cell phones to the clinical site, the student’s family should contact the appropriate administrative assistant for which the student is enrolled in case of emergencies. Students will be contacted as soon as possible by their instructor.

SIGNATURE

Due to the legal aspects of clients' clinical records, entries are signed only by the person writing them. A student will sign his or her first initial and last name followed by SN (for ADN student) or SVN (for VN student) when charting. Example: Smith, SN or M. Smith, SVN, as appropriate. These initials will identify the nursing student throughout the college period.
STUDENT GIFTS TO FACULTY

The faculty-student relationship is a professional relationship in which gift giving is neither expected nor encouraged.

GUIDELINES FOR STUDENT ACCIDENTS OR INJURY

1. A student who is injured should immediately notify his/her instructor.

2. If the incident took place in a clinical setting, a Victoria College Incident Report will be completed by the student and submitted to the instructor for review. In addition to the institution's required documentation, the instructor will then submit the original copy of the report to the Director of Nursing who will maintain the original.

3. Students who are injured have access to the hospital emergency room, walk-in clinic, or private health care provider for medical care. The student is responsible for all expenses charged.

4. Nursing students are strongly urged to carry a personal health insurance policy.

EXPOSURE TO BLOOD/BODY FLUIDS

1. In the event of exposure to blood/body fluids, the responsible faculty member will ensure that the student involved in the exposure completes an incident report according to the facility’s policy where the exposure occurred and the Nursing Program Occurrence Report.

2. Testing of the source patient will be completed according to agency protocol and state law. Copies of the source patient’s lab work will be forwarded to the student’s health care provider. Students who do not have a personal health care provider will be given a list of facilities that can provide follow-up testing and counseling.

3. All expenses for any initial and follow-up testing and care of the exposed student will be paid by the student.

4. Neither the facility where the exposure occurred nor Victoria College is responsible for initial and follow-up testing or counseling of the exposed student.

5. A copy of the completed Nursing Program Occurrence Report will be forwarded to the Director of Nursing.

6. Should a student experience exposure or potential exposure to blood and body fluids in a campus laboratory setting, supervising faculty will implement the appropriate policies and procedures.

CONFIDENTIALITY

Students will abide by the Health Insurance Portability and Accountability Act (HIPAA) regulations in all agencies in which they participate in clinical experiences. Each student will be asked to sign a Health Information Confidentiality agreement for each applicable clinical agency.

Students who violate the provisions of HIPAA, such as accessing private patient information not pertinent to their role as a student health care provider or violating patient confidentiality, may be dismissed from the program.
A sample HIPAA agreement is attached.

Under no circumstances are students to make photocopies or print computerized copies of any portion of the client’s chart or medical record.

If the student fails to comply with the above regulation concerning copying, the ADN student will be notified to make an appointment with the Course Coordinator and/or Director, and the VN student with the VN Program Coordinator. At this time, the situation will be evaluated to determine if the student will be allowed to remain in the nursing program.
This Health Information Confidentiality Agreement ("Agreement") applies to the student whose signature appears below ("Student") and who has access to protected health information ("PHI") maintained, received, or created by FACILITY. As used in this Agreement, "FACILITY" includes any and all facilities listed in Attachment A, attached hereto and made a part hereof by reference, where Student receives training. Attachment A may be updated by Victoria College upon at least ten (10) days’ written notice to students. This Agreement shall be effective from the date listed below (the “Effective Date”) until Student completes training at every applicable FACILITY.

Please read all sections of this Agreement, in addition to FACILITY’s privacy and security policies and procedures, before signing below.

FACILITY has a legal and ethical responsibility to safeguard the privacy of all FACILITY patients and to protect the confidentiality of their health information. In the course of your training at FACILITY, you may hear information that relates to a patient’s health, read or see computer or paper files containing PHI and/or create documents containing PHI. Because you may have contact with PHI, FACILITY requests that you agree to the following as a condition of your training:

1. **Confidential PHI**
   I understand that all health information which may in any way identify a patient or relate to a patient’s health must be maintained confidentially. I will regard confidentiality as a central obligation of patient care.

2. **Prohibited Use and Disclosure**
   I agree that, except as required for training purposes or as directed by FACILITY, I will not at any time during or after my training at FACILITY speak about or share any PHI with any person or permit any person to examine or make copies of any PHI maintained by FACILITY. I understand and agree that personnel who have access to health records must preserve the confidentiality and integrity of such records, and no one is permitted access to the health record of any patient without a necessary, legitimate, work or training-related reason. I shall not, nor shall I permit any person to, inappropriately examine or photocopy a patient record or remove a patient record from FACILITY.

3. **Safeguards**
   When PHI must be discussed with other healthcare practitioners in the course of my training at FACILITY, I shall make reasonable efforts to avoid such conversations from being overheard by others who are not involved in the patient’s care.

   I understand that when PHI is within my control, I must use all reasonable means to prevent it from being disclosed to others, except as otherwise permitted by this Agreement. I will not at any time reveal to anyone my confidential access codes to FACILITY’s information systems, and I will take all reasonable measures to prevent the disclosure of my access codes to anyone. I also understand that FACILITY may, at any time, monitor and audit my use of the electronic/automated patient record and information systems.

   Protecting the confidentiality of PHI means protecting it from unauthorized use or disclosure in any form: oral, fax, written, or electronic. If I keep patient notes on a handheld or laptop computer or other electronic device, I will ensure that my supervisor knows of and has approved such use. I agree not to send patient identifiable health information in an email, or email attachment, unless I am directed to do so by my supervisor.

4. **Training and Policies and Procedures**
   I certify that I have read FACILITY’s policies and procedures, completed the training courses offered by FACILITY, and shall abide by FACILITY’s policies and procedures governing the protection of PHI.
5. **Return or Destruction of Health Information**
   If, as part of my training, I must take PHI off the premises of FACILITY, I shall ensure that I have FACILITY’s permission to do so, I shall protect the PHI from disclosure to others, and I shall ensure that all of the PHI, in any form, is returned to FACILITY or destroyed in a manner that renders it unreadable and unusable by anyone else.

6. **Termination**
   At the end of my training at FACILITY, I will make sure that I take no PHI with me, and that all PHI in any form is returned to FACILITY or destroyed in a manner that renders it unreadable and unusable by anyone else.

7. **Sanctions**
   I understand that my unauthorized access or disclosure of PHI may violate state or federal law and cause irreparable injury to FACILITY and harm to the patient who is the subject of the PHI and may result in disciplinary and/or legal action being taken against me, including termination of my training at FACILITY.

8. **Reporting of Non-Permitted Use**
   I agree to immediately report to FACILITY any unauthorized use or disclosure of PHI by any person. The persons to whom I report unauthorized uses and disclosures for FACILITY is listed in Attachment A.

9. **Disclosure to Third Parties**
   I understand that I am not authorized to share or disclose any PHI with or to anyone who is not part of FACILITY’s workforce, unless otherwise permitted by this Agreement.

10. **Agents of the Department of Health and Human Services**
    I agree to cooperate with any investigation by the Secretary of the U.S. Department of Health and Human Services (“HHS”), or any agent or employee of HHS or other oversight agency, for the purpose of determining whether FACILITY is in compliance federal or state privacy laws.

11. **Disclosures Required by Law**
    I understand that nothing in this Agreement prevents me from using or disclosing PHI if I am required by law to use or disclose PHI.

    By my signature below, I agree to abide by all the terms and conditions of this Agreement.

    Signature of Student: ________________________________
    Printed Name of Student: ________________________________
    Effective Date: ________________________________
    Address: ________________________________
              ________________________________
    Phone: ________________________________
I hereby verify that I have received the current *Victoria College Nursing Programs Student Handbook*, and agree to abide by all rules and regulations contained therein for the entire time I am enrolled in the nursing program. I also agree to abide by the rules and regulations delineated in the *Victoria College Catalog* and the *Victoria College Student Handbook* while I am a student at Victoria College.

I have read, understand, and agree to abide by the orientation information provided by the clinical facilities where I may have learning experiences.

By signing this document I also agree to allow Victoria College to provide to any clinical facility where I may have learning experiences any documentation required by that facility for student nurses such as, but not limited to, immunization records, TB test results, etc.

*The college reserves the right to make changes to this handbook as necessary and appropriate.*

________________________________________  __________________________
Student Name *(Please print)*                Date

________________________________________
Student signature
Notifications to Students

1. The Allied Health Dean has the authority to withdraw any Allied Health student from a course that requires direct patient care for all of the following reasons (but not limited to) safety concerns, violations of agency’s policies or procedures, violations of state or federal laws, or any violation of the rules, policies, or standards noted in the Victoria College/Allied Health/Nursing Program Handbook.

2. In accordance with Texas Occupations Code, Chapter Fifty-three, all applicants and enrolled students in pursuit of an occupational degree with licensure must be notified of possible ineligibility. Admission to and/or complete of a Victoria College Allied Health program does not ensure licensure eligibility. An ‘occupational license’ is a license, certificate, registration, permit or other form of authorization required by law or rule that must be obtained by an individual to engage in a particular business or occupation. Moreover, ineligibility is determined by the corresponding occupational organization that provides approval for the licensure or examination for licensure. Some reasons for ineligibility could be, but are not limited to, an overall criminal history, criminal conviction, substance abuse, a mental health issue or certain singular criminal or other acts in violation of the current guidelines or state/local restrictions issued by the applicable licensing authority. Any student or prospective student declared ineligible has the right to request a criminal history evaluation letter from the licensing agency.

3. All Allied Health students are responsible for maintaining a clear criminal background check (CBC) and/or reporting a change with their CBC status to the appropriate licensure entity for their discipline. Failure to contact the licensure institution may result in the student/graduate being ineligible to take the licensure exam or attain licensing. The student’s signature below indicates his/her acknowledgement of the responsibility to report his/her status to the appropriate entity, thus Victoria College is not responsible for his/her failure to report.

A student signature is required to demonstrate acknowledgement of these notifications.

Applicant/Student signature

Date