



Student Nurse Handbook

LPN

2024-2025

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INTRODUCTION

Congratulations on being accepted into the West Virginia Northern Community College LPN Program. The LPN faculty extend their welcome to you as you begin your career journey with us.

The field of LPN is an ever changing, exciting, and challenging profession that requires a special dedication. This handbook has been prepared to assist you in your course of study. An orientation program is provided prior to beginning the LPN program to facilitate your success in the program. It is also a time for you to meet the LPN faculty and have your questions related to the LPN program answered. The LPN faculty are available and willing to assist you at any time during your course of study.

You are responsible for being familiar with the content of this handbook and the current catalog for West Virginia Northern Community College. LPN faculty serve as advisors for you during your enrollment in the LPN program. You are encouraged to meet with your advisors throughout the LPN program. For your convenience, LPN faculty student hours are posted on faculty office doors.

Good luck and continued success in the pursuit of your LPN career!

WVNCC Faculty

Disclosures

WVNCC is an Equal Opportunity/Affirmative Action institution. The LPN department does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of their educational programs, activities, or with respect to admission or employment. Further, faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation under the Equal Opportunity/Affirmative Action Plan.

Admission to, and graduation from the LPN program does not guarantee that the West Virginia Board of Examiners for Licensed Practical Nurses will endorse the graduate as a candidate to sit for the licensure examination.

Mission

The mission of the WVNCC LPN Program is to prepare students for professional LPN practice while providing a knowledge base for career mobility and further academic study. The program is committed to providing affordable, accessible, high-quality LPN education to meet the diverse and changing health-care needs of the community and beyond.

Philosophy

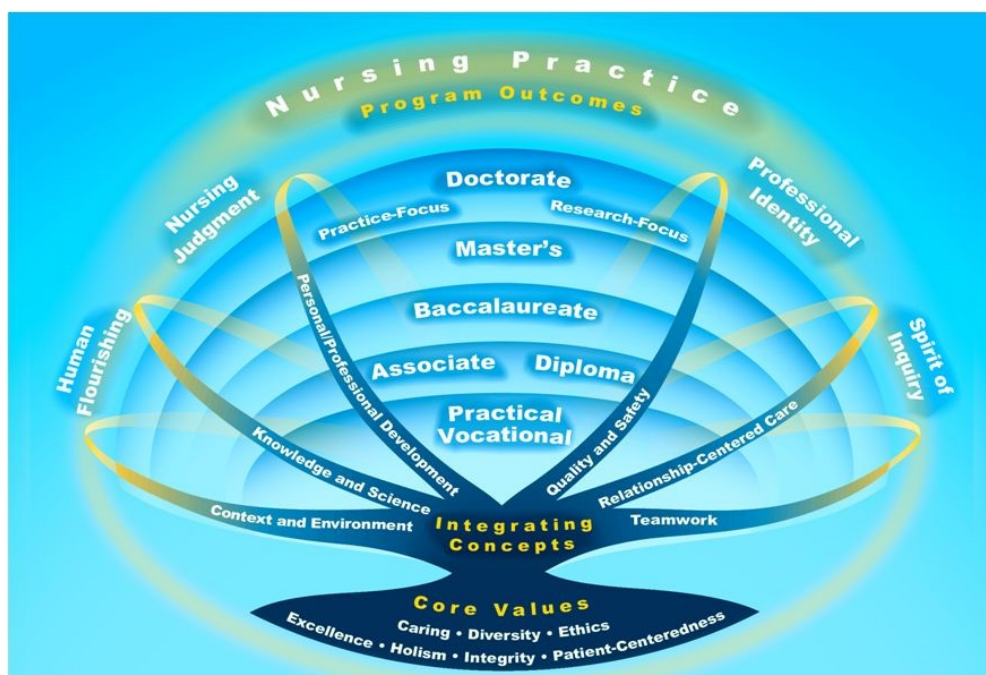
The educational philosophy of the WVNCC LPN Program incorporates the seven core values of the National League for LPN Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). We believe that “all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care” (NLN, 2010).

Vision

The LPN Program supports education as a life-long process incorporating a spirit of inquiry, supported by evidence-based research. The faculty believe that students need to develop LPN judgment in their practice, develop a professional identity as a nurse, and learn to support patients and families in development of their ongoing growth as human beings. Lifelong learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

The WVNCC LPN Program is committed to a quality educational environment.

Conceptual Framework



(National League for LPN, 2010, p.8.) The WVNCC LPN Program's conceptual framework is based on the National League for LPN (NLN) Educational Competencies Model and the components within it. The model consists of the following components (NLN, 2010).

Core Values: Seven core values, implicit in LPN's historic paradigm, are foundational for all LPN practice. These values are **caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness**. They are shown at the root of the model, to indicate that each type of LPN program and each type of competency must be grounded in these fundamental values (NLN, 2010, p. 8).

Integrating Concepts: Emerging from the seven core values are six integrating concepts: **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. These concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of LPN education, as new graduates return new learning, gleaned from multiple sources, to LPN practice through LPN education. In this way, LPN practice and LPN education remain perpetually relevant and accountable to the public and all those in need of LPN (p. 8). The WVNCC LPN Program upholds the core values of the National League for LPN: caring, diversity, ethics, integrity, patient-centeredness, excellence and holism as evidenced by the following program student learning outcomes.

Integrating Concepts

The Integrating Concepts of the WVNCC LPN Program's curriculum emerge from the seven core values identified by the National League for LPN (2010). The six integrating concepts include:

- Context and environment
- Knowledge and science
- Personal and professional development
- Quality and safety
- Relationship-centered care
- Teamwork

Within the Conceptual Framework schematic, these concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences.

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Program Student Learning Outcomes

At the completion of the Practical Nurse Program, graduates will be prepared to:

Human Flourishing

Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered LPN care.

1. Collaborate with the patient or designee to plan and provide LPN care that respects the patient's individual values and needs.

LPN Judgment

Make judgments in practice, substantiated with evidence, which integrate LPN science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.

2. Provide safe, quality care based on evidence and standards of care that promote the health of patients within the context of the family and community.
3. Collaborate with members of the health care team to implement and/or adjust the plan of care.

Professional Identity

Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.

4. Assume responsibility and accountability for the quality of LPN care provided to patients and their families in a variety of health care settings.
5. Function to the full scope of safe LPN practice, inclusive of management/leadership opportunities, as dictated by specific state practical LPN regulation.

Spirit of Inquiry

By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status.

6. Use best current evidence coupled with clinical expertise and patient preferences and values to make practice decisions.

Definition of Terms

(NLN, 2010 taken from Appendix D p.65-69)

Caring means "promoting health, healing, and hope in response to the human condition." (NLN, 2010b). "A culture of caring, as a fundamental part of the LPN profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders" (NLN, 2007).

Context and Environment, in relation to organizations, refer to the conditions or social system within which the organization's members act to achieve specific goals. Context and environment are a product of the organization's human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.

Core Competencies are the discrete and measurable skills, essential for the practice of LPN, which are developed by faculty in schools of LPN to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.

Diversity: The NLN (2006) defined diversity as "affirming the uniqueness of and differences among persons, ideas, values, and ethnicities." "A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns" (NLN, 2007).

Excellence means "creating and implementing transformative strategies with daring ingenuity." "A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated" (NLN, 2010b).

Ethics “involves reflective consideration of personal, societal, and professional values, principles and codes that shape LPN practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and LPN practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in LPN integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons,” (NLN, 2010a).

Holism “is the culture of human caring in LPN and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum,” (NLN, 2010a).

Human Flourishing: Defined as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. It encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. Achieving human flourishing is a life-long existential journey of hopes, achievements, regrets, losses, illnesses, suffering, and coping. The nurse helps the individual to reclaim or develop new pathways toward human flourishing.

Integrity means “respecting the dignity and moral wholeness of every person without conditions or limitation,” (NLN 2010b). “A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always were ourselves from the perspective of others in a larger community” (NLN, 2007).

Knowledge and Science refer to the foundations that serve as a basis for LPN practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside LPN that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from LPN science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding the nature of evidence- based practice.

LPN Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make

decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.

Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning.

NCSBN's Operational Definition of LPN Clinical Judgment: "An iterative decision-making process that uses LPN knowledge to observe and assess presenting situations, identify a prioritized client concern, generate the best possible evidence-based solutions in order to deliver safe client care and a final decision".

Patient-Centeredness "is an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care," (NLN, 2010).

Personal and Professional Development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession's ongoing viability.

Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of LPN. These core values become self-evident as the nurse learns, gains experience and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the LPN profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being", "knowing," and "doing."

Quality and Safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective.

Relationship Centered Care positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team as the core of LPN practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.

Spirit of Inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in LPN engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

Teamwork means to function effectively within LPN and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

(National League for LPN, 2010)

Program of Study

West Virginia Northern Community College
Practical LPN Program

Curriculum Information

Program progression is dependent upon the student successfully completing each of the LPN courses with a grade of “C” (80%) or above. The Practical LPN program requires three fifteen (15) week semesters (11 months) to complete. Each semester builds on the knowledge and skills gained from the previous semester; professional coursework is sequential in nature. The three-semester sequence of professional courses is:

<i>Prerequisite Courses:</i>	<i>Credit Hours</i>
<i>(may be available in summer semester when in the program- consult with Program Director or Division Chair)</i>	
<i>English Composition I</i>	3
<i>Medical Terminology</i>	1
<i>A & P I BIO 114 and II BIO 115(BIO 220 and 225 also accepted)</i>	6
<i>ORNT 90</i>	1
<i>Total Prerequisite Hours</i>	10

PROGRAM CURRICULUM

Semester I	
LPN 110 Foundations and Principles of Practical LPN	8
LPN 111 Integrated Human Sciences	2
LPN 112 Pharmacology for Practical Nurses	2
Total Hours Semester I	12
Semester II	
LPN 121 Adult Medical Surgical LPN I	7
LPN 122 LPN and Healthcare I- Practice, Issues, & Trends	2
LPN 123 Mental Health Concepts/ Geriatric LPN	4
Total Hours Semester II	13
Semester III	
LPN 130 Adult Medical Surgical LPN II	7
LPN 131 Maternal-Child LPN	4
LPN 132 LPN and Healthcare II- Practice, Issues, Trends and NCLEX Review	3
Total Hours Semester III	14

Total Program Hours	39
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Course Descriptions

Foundations and Principles of Practical LPN (8 Credit Hours)

This is a 8-hour credit course that combines 4 credit hours of theory and 4 credit hours of clinical. This course introduces the student to the basic concepts, principles, and skills necessary for the practice of practical LPN. It is designed to provide the foundation of knowledge for providing basic, holistic LPN care to individuals with predictable health care needs. Emphasis is placed on the use of the LPN process to assist students develop critical thinking skills and to meet the physiological, social and psychological needs of hospitalized patients. The supervised clinical component of the course will focus on building competency in the utilization of LPN skills and concepts taught in the corequisite LPN courses. Student's progress from assisting with simple patient care to more complex LPN intervention. Critical thinking in clinical situations is introduced as students begin to use the LPN process to develop LPN plans of care. Students begin to participate in their clinical performance evaluation and are encouraged to see clinical supervision and learning, a ratio of 1 instructor to no more than 10 students in maintained.

Geriatrics (2 Credit Hours)

This is a 2-hour credit course that combines 1 credit hour of theory and 1 credit hour of clinical. This course focuses on the concepts and principles that guide LPN care of the elderly. Theories of aging, the aging process, promotion of wellness and common age-related alterations in physical, social, and psychological health are emphasized. LPN process is used to encourage the development of critical thinking in relation to developing LPN plans of care to meet the physical, social and psychological needs of the elderly. LPN skills commonly associated with care of the aging patient are discussed. Application of course content is provided during supervised clinical lab experiences throughout the program of study.

This supervised clinical laboratory component focuses on building competency in the utilization of LPN skills to provide care to the elderly patient. Students deliver LPN care in long term care facilities to small groups of patients. Critical thinking and the LPN process are used to assess, plan, implement and evaluate LPN care focusing on adapting care to meet the physical, social, and psychological needs of assigned patient groups. To provide meaningful clinical supervision and learning, a ratio of 1 instructor to no more than 10 students is maintained.

Adult Medical–Surgical LPN I (7 Credit Hours)

This is a 7 credit course that combines 3 credit hours of theory and 4 credit hours of clinical. This course builds on the principles, concepts, and skills introduced in Foundations of LPN (LPNU 105) and Geriatrics (LPNU 116) to focus study on adults with alterations in selected medical-surgical conditions. Utilizing a body systems approach, the course is designed to prepare the student in the use of the LPN process when caring for the adult patient experiencing pathophysiological alterations requiring medical and/or surgical interventions. Included in the course is the LPN care of the adult patient with simple to complex short term or long term LPN needs. Advanced LPN skills are introduced.

The clinical laboratory component focuses on building competency in the utilization of LPN skills and concepts taught in the prerequisite and corequisite LPN courses. Student laboratory assignments focus on providing care for adults experiencing pathophysiological alterations in health requiring medical and/or surgical interventions requiring complex short and long term LPN care. LPN process is used to continue development of critical thinking skills as students write one patient care plan each clinical week. Students participate in their own clinical performance evaluation and are encouraged to seek clinical experiences to enhance individual learning needs. To provide meaningful clinical supervision and learning, a ratio of 1 instructor to no more than 10 students is maintained.

Maternal LPN (2 Credit Hours)

This is a 2-hour credit course that combines 1 credit hour of theory and 1 credit hour of clinical. This course utilizes principles of family-centered LPN and LPN process to focus on LPN care of the young family. Course content includes maternal health and fetal development from conception through the postpartum period. Normal physiological and psychosocial changes associated with pregnancy and their relationship to patient and family needs for LPN care and education are emphasized. The role of the practical nurse in obstetrical LPN is delineated in various healthcare settings. Selected LPN procedures and skills associated with the care of the obstetrical patient during pregnancy, labor, and delivery, and immediately postpartum period are introduced.

Prerequisite: Successful completion of all first semester LPN courses.

Clinical Pharmacology/LPN (2 Credit Hour).

This course provides an introduction to the basic principles and concepts of pharmacology, including drug classification, identification, standards, laws and regulations governing drug manufacturing, selling, prescribing, and administering. The basic principles of pharmacology, including pharmaceuticals, pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and toxicology are discussed. Principles of drug administration are discussed, including dosage calculation. LPN process and patient education are emphasized as central to pharmacology in LPN. Finally, specific drug classes commonly used to manage severe to moderate pain as described. NOTE: Students must complete a drug calculation examination with a minimum score of 80% to continue in the practical LPN program.

Prerequisite: Successful completion of all first semester LPN courses

Adult Medical-Surgical LPN II (7 Credit Hours).

This is a 7- hour credit course that combines 4 credit hours of theory and 3 credit hours of clinical. This course builds on the knowledge and skills developed in previous LPN courses to focus study on adults with complex alterations in health, and the development of personal leadership skills. Utilizing a body systems approach, the course is designed to prepare the student in the use of the LPN process when caring for small groups of adults experiencing pathophysiological alterations requiring complex medical and LPN interventions.

The clinical component focuses upon building competency in the utilization of LPN knowledge and skill taught in prerequisite and corequisite LPN courses. Student laboratory assignments focus on providing care for groups of adults experiencing complex pathophysiological alterations in health. Students are given opportunities to develop leadership skills in team membership, team leading, and serving as the medication and treatment nurse for groups of 8 or more patients. LPN process is used to continue development of critical thinking skills. To provide meaningful clinical supervision and learning, a ratio of 1 instructor to no more than 10 students is maintained.

Prerequisite: Satisfactory completion of all first and second semester LPN courses.

Mental Health LPN (2 Credit Hours).

This is a 2-hour credit course that combines 1 credit hour of theory and 1 credit hour of clinical. This course studies human behavior with emphasis on emotional and mental abnormalities and modes of treatment incorporating the LPN process. Theoretical concepts of mental behavioral health for all age groups are introduced, including developmental disabilities. Therapeutic communication skills in relation to providing LPN care to patients with altered thought processes are emphasized.

Prerequisite: Successful completion of all first and second semester LPN courses.

Pediatric LPN (2 Credit Hours).

This is a 2-hour credit course that combines 1 credit hour of theory and 1 credit hour of clinical. This course utilizes principles of family-centered LPN and LPN process to focus on LPN care of the young family. Using Erickson's and Piaget's theories of growth and development, normal growth and development from birth through adolescence is combined with the study of common pediatric health alternations and associated LPN care needs of these age groups. The role of the practical nurse in pediatric LPN is delineated in various healthcare settings. Selected LPN procedures and skills associated with care of pediatric patients are introduced.

Clinical pediatric laboratory assignments emphasize normal growth and development, developing skills related to pediatric assessment and providing age appropriate LPN care

to children with common alterations in health. To provide meaningful clinical supervision and learning, a ratio of 1 instructor to no more than 10 students is maintained.

Prerequisite: Successful completion of all first and second semester LPN courses.

Practical LPN: Practice, Issues and Trends (2 Credit Hour).

This capstone course aids the practical LPN student in the transition from student to licensed practical nurse. The content focuses on the concepts and principles associated with leadership, delegation, team leading, professionalism, and selected LPN and healthcare issues. Sections of the WV Nurse Practice Act associated with practical LPN, including role, scope of practice, licensure, discipline, and continuing education, are studied in detail. Preparation and review for the NCLEX-PN licensing examination is offered with emphasis on computer testing skills, and the various content areas included in the examination.

Prerequisite: Successful completion of all first and second semester LPN courses.

FACULTY ADVISING

LPN faculty are assigned as LPN student advisors during the student's course of study at WVNCC. Upon acceptance into the LPN program, each student will be assigned a faculty advisor on his/her respective campus and will retain that advisor until graduation. The enrolled LPN student should meet regularly with the advisor to review the student's program of study and to discuss strategies for success in the LPN program. Faculty are available during office hours and by appointment to advise students.

New students must meet with their advisor as soon as possible during the first semester in the program. Students should also keep their advisor informed of their progress throughout the semester. Students are required to meet each semester with their advisor to receive an alternate pin number for registration.

Students should also meet with their advisors prior to withdrawing from any course required for the LPN Program to discuss the effect this withdrawal could have on their placement in the LPN Program. The LPN Reinstatement Procedure is included in this LPN Student Handbook for review and reference.

Standards of Progress

LPN courses are sequential and have prerequisite and/or co-requisite requirements which include LPN and general education courses. Students must meet all course requirements to progress to the next course. All LPN and co-requisite course requirements must be successfully completed with a grade of C or better in the prescribed order according to the program of study. Students enrolling in the LPN Program who have previously completed the required science courses may count those courses for progression within the LPN Program so long as the science courses have been completed **within the three (3) years previous to enrollment in the LPN courses**. Students who successfully complete LPN courses but do not successfully complete co-requisite course(s) in any semester are considered to be out of compliance with the LPN program of study and cannot continue in the next LPN course or receive the LPN degree until the co-requisite course requirement(s) are met. Students must enter into the next LPN course within 12 months of completion of the last LPN course, at which time all co-requisite requirements must be completed successfully.

Once admitted to the WVNCC LPN Program, students are expected to complete the Program in one (1) calendar year. If a student is unsuccessful in an LPN course, unsuccessful in a required course to progress, or a student must withdraw (for any reason) from an LPN course or required core education courses to progress, the student is considered temporarily suspended from the LPN Program. If the student wishes to return to the program, they must provide, in writing, a request for reinstatement. The student should refer to the Reinstatement Policy in the Student Nurse Handbook for notification timelines. A student may only be reinstated into the LPN Program **once**, pending available space.

Students re-enrolled in the LPN Program are required to complete the program in two (2) calendar years (4 semesters). **Students who withdraw for the second time or are unsuccessful in their second attempt in any required course, will be permanently suspended from progression in the LPN Program.**

A student who is permanently suspended from the program has the right to an Academic Appeal. See Academic Appeals & Administrative Procedure at https://www.wvncc.edu/docs/54_FinalAcademicAppealsProcedure4_21_2021.pdf.

Professional Standards & Safe Clinical Practice Standards

Students enrolled in the WVNCC LPN Program are held accountable to uphold the **Professional Standards** and **Safe Clinical Practice Standards**. Any student who engages in unethical, illegal, or dishonest behavior, or poses imminent danger to the safety of a patient, health care member or a visitor, faculty or peer may face immediate dismissal/permanent suspension from the LPN Program by Director or designee.

Overview of LPN Student Requirements and Actions

Assess patient health problems and needs, develop and implement LPN care plans, and maintain medical records. Administer LPN care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management.

TASKS

- Monitor, record, and report symptoms or changes in patients' conditions.
- Maintain accurate, detailed reports and records.
- Record patients' medical information and vital signs.
- Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.
- Modify patient treatment plans as indicated by patients' responses and conditions.
- Direct or supervise less-skilled LPN or healthcare personnel or supervise a particular unit.
- Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.
- Monitor all aspects of patient care, including diet and physical activity.
- Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.
- Prepare patients for and assist with examinations or treatments.

SKILLS

- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Speaking** — Talking to others to convey information effectively.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- **Service Orientation** — Actively looking for ways to help people.
- **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Science** — Using scientific rules and methods to solve problems.

ABILITIES

- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Information ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- **Speech Clarity** — The ability to speak clearly so others can understand you.
- **Speech Recognition** — The ability to identify and understand the speech of another person.
- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.

WORK ACTIVITIES

- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

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- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others and maintaining them over time.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

WORK STYLES

- **Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- **Integrity** — Job requires being honest and ethical.
- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- **Self-Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

-
- **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.
- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- **Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- **Initiative** — Job requires a willingness to take on responsibilities and challenges.
- **Independence** — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

Technical Standards

The following technical standards describe the non-academic qualifications required in addition to academic qualifications that the college considers essential for entrance to, continuation in, and graduation from its LPN program. Candidates must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

Standards

A. Visual, Auditory, and Tactile Abilities

- Sufficient abilities to allow him/her to gather data from written reference materials, oral presentations, demonstrations and observations of a patient and his/her environment.
- Sufficient ability to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a client's condition.

Examples of relevant activities:

- Visual acuity sufficient to draw up the correct quantity of medication in a syringe or detect changes in skin color or condition.
- Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient physiological status.
- Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices used in patient care or detect anatomical abnormalities, such as edema or small nodules.

B. Communication Abilities

- Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and nonverbal communications, such as interpretation of facial expressions, affect and body language).
- Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.

Examples of relevant activities:

- Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of patient care.

- Ability sufficient to elicit and record information about health history, current health state, or responses to treatment from patients or family members.
- Ability sufficient to convey information to clients and others as necessary to teach, direct, and counsel individuals.

C. Motor Abilities

- Sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings.
- Required motor functions include gross and fine motor skills, physical endurance, physical strength and mobility to carry out LPN procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients.
- Student nurses cannot need assistive devices to function in the clinical setting (canes, walkers, or splints are not allowed by student nurses in the health care facilities while providing direct patient care).

Examples of relevant activities: ○ Fine motor skills sufficient to obtain assessment information by palpation, auscultation, percussion, and other diagnostic maneuvers.

- Physical endurance sufficient to complete assigned periods of clinical practice. Must be able to **run** to codes or to get supplies in an emergency situation and use steps without assistance.
- Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
- Strength sufficient to carry out patient care procedures, such as assisting in the turning and lifting of patients.

D. Behavioral, Interpersonal, and Emotional Abilities

- Ability to relate to colleagues, staff and patients with honesty, integrity and nondiscrimination.
- Capacity for the development of a mature, sensitive and effective therapeutic relationship with clients.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the professional LPN and student honor codes.

Examples of relevant activities: ○ Emotional skills sufficient to remain calm in an emergency situation. ○ Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural, and social backgrounds. ○ Behavioral skills sufficient to demonstrate the

exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.

E. Cognitive, Conceptual, and Quantitative Abilities

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- Ability to gather data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.

Examples of relevant activities:

- Cognitive skills sufficient to calculate appropriate medication dosage given specific patient parameters.
- Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
- Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.
- Ability to comprehend spatial relationships adequate to properly administer IM injections or assess wounds of varying depths.

*Adapted from the Technical Standards for Admission, Progression, and Graduation from The University of North Carolina at Chapel Hill with permission.

Ethics

Ethics refers to the expected standards and behavior related to your professional conduct as a LPN student. The **Code of Ethics** for Nurses requires that nurses gain the patient and public trust by embodying the reputation of the profession of being open and honest and acting with integrity. Those who receive care from student and/or professional RN's must be able to trust them to provide honest and open caring. Violation of this trust undermines the LPN profession.

The American Nurses Association has published a code for Nurses (ANA, 1985) which delineates the conduct and responsibilities nurses are expected to maintain in their practice. Nurses' ethical obligations are acting in the best interest of their clients, not only as individual practitioners, but also as members of the LPN profession, the health care team, and the community. A nurse is responsible to know and comply with the standards of ethical practice and to ensure that all nurses also comply. Interpretive statements have been developed that explain how each item in the code is manifested in LPN practice.

Professional Behavior is defined as consistent behaviors reflecting the role of the professional nurse. These professional behaviors include maintaining personal appearance according to dress code, promptness in the clinical area and for lecture class, accepting responsibility for assignments, maintaining confidentiality, and incorporating knowledge and skills into the practicum. Actions that are expected of the professional student nurse are taken directly from the West Virginia LPN standards of Practice and Code of Ethics.

Professional behavior is expected with all interactions with clients, families, health care agencies, peers, and instructors.

A CODE FOR LPN STUDENTS

As students who are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in LPN by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of LPN students.
11. Encourage faculty, clinical staff, and peers to mentor LPN students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.
14. Assist the staff nurse or preceptor in ensuring there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

NSNA House of Delegate, Nashville, TN, April 6, 2001

Program Dismissal and Re-Admission Policy

Reasons for Dismissal:

- If a student fails a LPN course the student is automatically dismissed from the program. The dismissal could be the result of, but not limited to, a failure in a theory course, a laboratory/clinical failure, a serious clinical violation and/or unprofessional behavior.
- The Program Director will notify the student, in writing, that the student has been dismissed from the program. The letter will state whether the student is eligible to apply for re-admission.

Re-Admission:

A student seeking readmission must complete a new admission application.

Dismissal/Permanent Suspension from Program

Reasons for permanent suspension from the WVNCC Associate Degree LPN Program include but are not limited to the following:

1. Clinical or behavioral dishonesty.
2. Infractions of professional rules, and regulations (e.g. behavioral expectations as stated in Student LPN Handbook).
3. Failure to meet clinical objectives by conducting oneself in a manner considered harmful and/or unsafe in regard to patient, staff, faculty, and peer safety.
4. Violation of the “Professional Standards and Safe Clinical Practice Standards.”
5. Positive drug test or refusal for random or suspected drug screen.

Dismissal/permanent suspension from the LPN Program renders the student ineligible for readmission.

When the decision to dismiss/permanently suspend a student from the LPN Program has been made, the student may choose to institute an appeal. The appeal process is provided in the college catalog and should be followed.

Student Procedures

Chain of Command

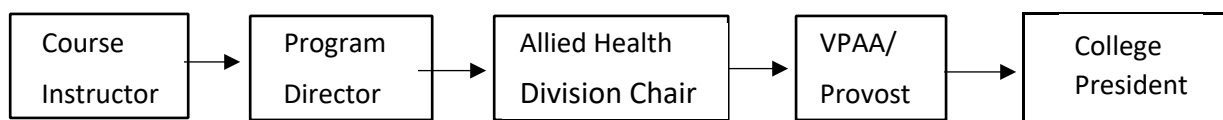
Procedure: Chain of Command	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: Students are EXPECTED to follow the established chain of command while in the LPN program.

Procedure:

1. Students who have a concern in the classroom, clinical site, simulation, precepting or campus lab settings are to first express their concerns to the class instructor.
2. Students are expected to make an appointment with the classroom, clinical, precepting, simulation, or campus lab instructor to express their concerns in private.
3. If concerns cannot be mutually agreed upon, the student can then request an appointment to meet with the Director of LPN.
4. Student issues should first remain within the LPN department. Immediately going to the College president or other members of administration will not result in resolving the issue.
5. **Anonymous** letters, emails, calls, voicemails are considered unprofessional ways to report LPN Program issues.
6. Students are expected to report concerns utilizing the chain of command and maintaining a professional mannerism while addressing concerns. Failure to do this can result in immediate **dismissal from the program**.

WVNCC CHAIN OF COMMAND



Student Code of Conduct

Procedure: *Student Code of Conduct*

Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: WVNCC LPN Program seeks to provide educational programming and rules that encourage independence and maturity. Within this context, WVNCC LPN Program has adopted a Student Code of Conduct Procedure. This procedure expresses the sanctions for certain inappropriate behaviors for students and establishes due process procedures consistent with regulations governing the College. Behavior that interferes with the educational mission of WVNCC LPN Program is unacceptable. Such behavior will result in disciplinary action, including but not limited to disciplinary warning/probation, interim suspension, permanent suspension, or other appropriate action as determined by the LPN Disciplinary Committee. The procedure is intended to be enforced and is not subject to interpretation or personal discretion.

The Disciplinary Committee will consist of a faculty from each campus. The committee will investigate the charge and decide an appropriate sanction to resolve the violation. The affected parties are entitled to an appeal process. This policy includes the use of WVNCC owned or leased grounds, buildings, equipment and other facilities and includes the conduct of the students while utilizing these facilities in the student nurse role. The procedure is also in effect at all WVNCC and LPN sponsored events, including class field trips. Any conduct outside the role of student nurse will be addressed at the discretion of the program director.

Examples of violations in WVNCC Student Code of Conduct:

- Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to education or professional matters.
- Any posting of clinical, educational or professional activities, or postings that would be considered non-professional on any form of social media.

Student Code of Conduct (continued)

- Falsification or misrepresentation of facts pertaining to client records/EHR while at clinical or any other LPN activity.
- Violation of confidentiality, privacy, or security standards as discussed in the Health Insurance Portability and Accountability Act (HIPPA).
- Unauthorized use of computers for the purposes of engaging in any activity aimed at compromising computer systems or network security.
- Violations of Copyright policies.
- Cheating/plagiarism.

- Drinking alcohol or using illegal substances at college events.

The above listed behaviors are not intended to be a complete listing of all possible sanctions for improper behavioral conduct. The Disciplinary Committee and the LPN Program Director has the authority to issue discipline to any behavior not listed which is deemed to be severe enough to require discipline.

Any violation of conduct will be addressed according to the policies outlined in their LPN Student Handbook, the College Student Handbook, and the WV State Board of License Practical Nurses.

Grading Policy

Procedure: Grading Policy	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description:

Grades in LPN courses will be determined by student performance on exams, assignments, class participation, lab and clinical performance. Refer to individual course syllabi and CPET.

Procedure:

Theory

- Theory quizzes or exams may or may not be made up at the faculty discretion. Refer to course grading policy.
- Students enrolled in the WVNCC LPN Program must earn a “C” grade in LPN and required core education courses in order to complete the program.
- Failure to achieve this grade will result in temporary or permanent program suspension.
- Theory grade will be affected by clinical performance.
- LPN Department audio/video taping of classroom facilitation of learning will be permitted by ADA guidelines/request only. The signed agreement must be completed prior to recording.

Lab/Clinical

- The lab/clinical component of any LPN course is evaluated weekly by the faculty and must be satisfactorily completed prior to progression in the LPN program. Lab/ clinical performance is graded as satisfactory (S), needs improvement (NI), or unsatisfactory (U) on the clinical performance evaluation tool (CPET).
- By the end of the semester, students must meet each Course Student Learning Outcomes (CSLO) with an “S” or satisfactory grade to pass the clinical component of the course and to progress in the LPN program or graduate.
- If a student receives an unsatisfactory grade during a lab/clinical experience, the student will receive a 1 percentage point deduction from the overall course grade.
- Each clinical experience will be evaluated on the CPET.

Grading Policy (continued)

Instructors will review lab/clinical evaluations with the student during mid-term and final clinical conferences at the end of the semester.

- Students are expected to complete a reflection of each clinical experience focusing on strengths, weaknesses, and goals for the next experience.
- Refer to Unsatisfactorily Clinical Performance Policy for additional information.

LPN Grading Scale:

Students enrolled in the WVNCC LPN Program must earn a “C” grade in LPN and require core education courses to complete the program. Failure to achieve this grade will result in temporary or permanent program suspension.

The LPN Program course grading scale is as follows and there will be **no rounding of any scores**: As an example, a final calculation of 79.99 will NOT be rounded to an 80%.

Grade	Scale
A	92-100
B	85-91.99
C	80-84.99
D	73-79.99
F	0-72.99

Testing Procedure

Procedure: Testing Policy

Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: It is expected that students will be present for all examinations. If a student misses an exam due to illness or emergency, it is the student's responsibility to contact the course instructor prior to the administration of the exam. Failure to do so could result in a zero grade for that scheduled examination.

Procedure: Tests must be taken at the date and time as scheduled. For every day the test is not taken, there will be a course identified deduction of 1% per day from the test grade. Testing room standards and practices for the LPN Program are:

- No study aids (i.e. textbooks, notebooks, classroom notes) are allowed in the testing environment.
- No cell phones, photographic equipment or any other electronic devices are allowed in the testing area.
- **No hats, drinks, or smart watches** are allowed to be in the testing environment.
- Students may use disposable sponge ear plugs (supplied by student) during an exam.
- Scratch paper will be given to students by the instructor. Unauthorized scratch paper may not be used during testing and may result in a zero grade. All authorized scratch paper must be returned to faculty before leaving the testing room or action could result in zero grade.
- Test proctors will approve student calculators, as necessary. Either computer drop down calculators or basic calculators will be allowed to be used during examinations.
- Students may not leave the testing rooms during an examination. In an emergency or health situation –faculty will identify consequences based on the situation.
- Students will not be permitted to ask questions during the administration of an exam.
- Test proctors may provide the pencils allowed for use during testing.
- Students are required to leave personal belongings in designated areas.

Please come to class on time prepared with the proper books, materials and completed homework.

- Chapters in the textbook should be reviewed/read, prior to the start of class.
- Homework/all paperwork is checked/turned in before the specified due date. Late work will either be deducted points or not accepted and counted as a zero.
- Cell phones must be turned off and placed with personal belongings in the designated area. If your cell phone rings/vibrates during an exam, you may be asked to leave the testing environment without the opportunity to finish the exam.

- Students who go outside the “browser” are subject to ejection from the testing room and will receive a zero grade on that exam.

Tardiness policy:

- Once the classroom door is closed and the exam has BEGUN, the student will be counted as absent. The student will have to make arrangements with the instructor to make up the exam. 1% test deduction applies.
- Technical difficulties occurring during a proctored exam will be evaluated by the instructor on an individual basis.
- A Lockdown Browser will be utilized for testing at the discretion of the instructor.
- Remote testing may be required for some exams. The student must have a computer that meets the minimum requirements of the remote testing program and dependable internet access.

It is the student’s responsibility to keep track of their own academic progress in the course and schedule a conference for evaluation prior to “Last Date to Drop Course” if passing the course with an 80% is not likely.

Class/Clinical/Campus Lab Attendance

Procedure: Class/Clinical/Campus Lab Attendance	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: Attendance in LPN class, clinical and laboratory experiences is necessary in order to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, attendance is expected/strongly encouraged. It is expected that students be punctual and stay for the duration of the class, clinical and laboratory experiences.

Procedure:

- Punctual Attendance for class, clinical and all lab experiences is required. Punctual attendance is defined as arriving at the instructional site at least 10 minutes prior to the scheduled start, with all materials in hand that are needed to complete the planned instructional activities. Individuals who are late for class, clinical or lab experiences cause a disruption in the classroom setting and may interfere with the learning of other students in the course.
- LPN faculty monitor attendance. For an absence, tardiness or the need to leave early students must:
 - Notify the instructor via email, phone, voice message, or in person prior to the beginning of the class, clinical or lab.
 - Follow any other notification procedure and requirements established by the instructor and/or clinical agency.
 - Provide acceptable, written medical or legal documentation immediately upon return to the class, clinical or lab, verifying the absence, tardiness or the need to leave early.
- Excessive absences, more than 2, are adequate reasons for being administratively withdrawn from the course/program. The LPN Program Director and Course instructor will review extenuating circumstances. Appropriate documentation will be required.
- A student who becomes ill while in the clinical setting must report to his or her clinical LPN instructor and will be referred for medical treatment or sent home as indicated. The return to the clinical unit after an illness requires a full release from the attending Health Care Provider and will follow the policy and procedure of the clinical agency.
- Being absent from Class, lab and clinical for 2 consecutive weeks will result in the student needing to repeat the course.

Class Attendance:

Class attendance is expected/strongly encouraged to gain mastery of course content. Students will lose participation points for class absences per course syllabus. LPN students are responsible for all content covered during the missed class time. The completion of additional assignments may be given to demonstrate mastery of missed content.

- **Three tardies equal one absence.**
 - A tardy is attending class/lab more than 10 min late.

Attendance:

- You are required to attend all classes.
- **Two (2) unexcused absences will result in a written warning.**
 - *Doctor's excuses are NOT accepted as an excused absence.*
- **The third (3) absence may result in dismissal from the program.**

**Bereavement documentation is required for an excused absence*

**The LPN instructor and program director have the right to make special accommodations for extenuating circumstances if needed.*

Lab Attendance:

Attendance in scheduled lab classes is required. Any absences will be required to be made-up within one week. Consequences of lab absences is as follows:

- 1st absence: Make up lab time at the convenience of the instructor.
- 2nd absence: Make up lab time at the convenience of the instructor (in addition, a simulation skill paper may be assigned),
 - **Lose 1% from the final grade**
- 3rd absence: Make up lab time at the convenience of the instructor and a simulation skill paper is required.
 - **Lose 3% from the final grade**

Clinical Absence:

Attendance at all scheduled clinical days is mandatory.

- Students are expected to be punctual and stay for the duration of the clinical experiences. If the student is absent, arrangements to make-up the clinical day must be made by the student with their clinical instructor and program director, within one week and completed within 3 weeks of the absence. Failure to follow the procedure will result in an unsatisfactory grade for that clinical week.

Consequences for clinical absences is as follows:

- 1st absence: Make up clinical time at the convenience of the instructor.
- 2nd absence: Make up clinical time at the convenience of the instructor (in addition, a simulation skill paper may be assigned),
 - **Lose 1% from the final grade**
- 3rd absence: Make up clinical time at the convenience of the instructor and a simulation skill paper is required.
 - **Lose 3% from the final grade**

A student who becomes ill while in the clinical setting must report to his or her clinical LPN instructor IMMEDIATELY and will be referred for medical treatment or sent home as indicated. The return to the clinical unit after an illness requires improvement in symptoms AND to be fever free for 24 hours without the use of medication. A full release from the attending Health Care Provider is required if three (3) or more consecutive days are missed and will follow the policy and procedure of the clinical agency.

An absence occurring the last clinical week of the semester may result in an incomplete for the semester.

Academic Dishonesty

Procedure: Academic Dishonesty	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description:

In nursing, student academic dishonesty can harm the integrity of the academic LPN community and impair the quality of the health care system. It can also result in incompetent LPN practice which jeopardizes patient safety. Integrity, quality of practice, and personal lifelong commitment are expected values of the professional nurse. These values are reflected in the American Nurse Associations Code of Ethics.

Definition:

Academic dishonesty usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise (all forms of work submitted for credit or hours) or receiving credit for work which is not their own. (WVNCC College Catalog)

Plagiarism- WVNCC defines plagiarism as but is not limited to using someone else's ideas without giving credit to that person in an appropriate citation in required assignments or using someone else's words without placing them in quotation marks and/or without identifying that person in an appropriate citation. (WVNCC College Catalog).

This includes the use of AI, Chat GPT, etc.

Cheating- WVNCC defines cheating as but is not limited to, such practices as receiving test answers from or giving answers to another students verbally, written, online, text or any other method of transmission; submitting another student's work as one's own work (unless permitted to do so as a result of a joint agreement), stealing tests or test items, buying faculty test banks online etc....", or using notes when not permitted. (WVNCC College Catalog)

Procedure:

1. Students will maintain academic honesty when completing all learning activities.
2. Students will refrain from purchasing educational assignments/papers online or from another student and submit as their own.

3. Students will not resubmit a paper/assignment from another course without disclosing it to the faculty.
4. Students will not provide false references of sources.
5. Students will not use any unauthorized assistance in taking quizzes or examinations including test banks.
6. Students will not share test or simulation content with other students who are to take the same test/simulation.
7. Students will report patient-care errors to the instructor in the clinical setting.
8. Students will not photocopy, print or remove client records from the clinical setting,
9. Student will report known or suspected academic dishonesty to the course instructor or Program Director.

This list of offenses is not intended to be fully exhaustive of all potential instances of academic dishonesty. Faculty may identify additional cases of academic dishonesty.

(Procedure adapted from the WVUP School of LPN Handbook 2021)

The LPN faculty will not tolerate academic dishonesty in any form. Potential consequences for plagiarism and/or cheating are outlined in the Academic Integrity and Student Responsibilities Rule on the WVNCC Website. It is the student's responsibility to read and be aware of these policies. Any student engaged in academic dishonesty is at risk for immediate permanent suspension from the LPN program and places himself /herself at risk for being denied the opportunity to become licensed as a Registered Nurse in the State of West Virginia.

Clinical Readiness Requirements

Procedure: <i>Clinical Readiness Requirements</i>	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description:

Each student admitted and/or progressing in the LPN program must meet clinical agency requirements for participation in clinical experiences. It is the responsibility of the student to ensure that all established clinical practice requirements are met to protect the health and safety of both the student and the community. All established requirements must be completed with documentation submitted to Lisa Baker, lbaker@wncc.edu, Senior Administrative Secretary for Allied Health by the published deadline. Agency requirements must remain current throughout the program to attend clinical experiences.

Procedure:

The Allied Health Division's Administrative Secretary will be responsible for collecting the required clinical readiness documentation and entering it into an excel spreadsheet. He/she will check monthly for due to expired requirements and communicate with students via email a deadline date for submission. The Program Director will be notified of missing clinical readiness information.

On Admission to the Program:

1. Physical Examination

- a. After formal acceptance into the LPN program, the student must have a physical examination completed with immunizations and/or titers performed by a health care provider. **You MUST keep a copy of these forms to enter into Platinum Education for clinical sites to access if needed.**
- b. Email a copy of all forms to lbaker@wncc.edu for your student file or you may give you instructor a copy of all forms on the first day of class

2. Required immunizations and/or titers include:

- A. Initiation of the Hepatitis B vaccination series or Hepatitis B titer verifying immunity.
 - The Hepatitis B series with titer must be completed prior to the start of the final semester. Documentation verifying completion of the series must be in the student's file.

- If the student has received 2 complete series of the Hepatitis B vaccine and continues to not demonstrate immunity, the LPN program will need a letter from the student's physician stating his/her recommendations. In addition, the student will need to sign the risk acceptance form.
- B. Varicella titer
- C. MMR titer
- D. DTdap vaccination within the last ten years.
- E. Two step Mantoux tuberculosis upon admission unless yearly testing done. Then one step is all that is required.
- F. COVID Vaccine & Boosters as required by clinical facilities.
- G. A seasonal influenza vaccine is required by November 1st.

The Program Director will review all health forms and immunization records prior to the start of the academic year.

Failure to comply with the immunization requirements will **prevent** the student from attending the clinical experiences until the documentation is on file. The student will earn a clinical **unsatisfactory grade** for all missed clinical days due to noncompliance.

ONGOING WHILE IN PROGRAM: Change in Health Status

- Any changes in the student's health status (i.e. pregnancy, surgery, accident) that would affect safe patient care during the course of the program must be self-disclosed and be submitted via email to the LPN Program Director.
- If the student is absent from clinical for one week or more due to health problems, the student must notify the course instructor and/or the LPN Director, and the need for additional clearance will be determined.
- In the event the student is hospitalized or seen in an emergency room or an urgent care for any health reason, the student must notify the clinical instructor and/or LPN Director and provide clearance to return to theory and clinical LPN courses **WITHOUT restrictions**.
- Falsification or withholding of information that may affect patient safety is cause for permanent suspension in the LPN program.
- Additional requirements may be deemed necessary due to environmental and or clinical exposures.

HEALTH INSURANCE

Students are responsible for any expenses incurred if injured in any instructional setting, i.e., the classroom, campus lab, and/or clinical setting. Students are encouraged to carry health insurance.

Criminal Background check

- A criminal background check is required for all students entering the WVNCC LPN Program. Costs associated with the state and federal criminal history checks will be the responsibility of the student. Criminal Background checks will be processed through Castle Branch. Directions and school code for completing the process are included in the admission packet.
- The Program Director will review the results of the criminal background check no later than the first day of classes. A clinical facility has the right to refuse a student access to clinical experiences based on results of the criminal background check, which may prevent progression in the LPN Program. The WVNCC LPN Program reserves the right to nullify a student's provisional admission based on the results of his or her background check. Background checks for the WVNCC LPN Program do not constitute the right to sit for NCLEX.
- Providing false information and/or failure to disclose background information on the application to the LPN Program is grounds for immediate dismissal/permanent suspension.

Initial Drug Screen

- Initial drug screening will be performed by the LPN faculty during the summer LPN orientation day. It is part of the Castle Branch Package. The student must show proof of payment for Castle Branch on orientation day in order to be eligible to take the initial drug test.

CPR Certification:

- Each student admitted to the LPN program is required to complete CPR Certification, BLS –Basic Life Support Course from American Heart Association. **Online courses are NOT accepted.** There will be one CPR class offered in your lab for those who need certified.
- It is the student's responsibility to ensure that CPR certification remains current and valid while enrolled as a student in the LPN program. Students will be asked to show a **copy of their certification the first week of classes in campus lab each semester.**
- Failure to maintain to-date certification of your BLS certification will result in the student being ineligible to attend any clinical experiences.

Hospital Required Trainings:

- Completion of OSHA and HIPPA and other training may be required by clinical sites prior to beginning rotations.
- Computer training will be arranged by your clinical faculty.
- Additional requirements may be required by specific healthcare sites.

Confidentiality Statement:

Students in the LPN Program are subject to institutional, state, and federal HIPPA regulations. Completion of required documentation is necessary for participation in clinical and community experiences. Students will sign a HIPAA confidentiality agreement at the start of each semester prior to clinical experiences. This is required by the clinical facility.

Confidentiality is both an ethical and a legal concern in LPN practice. As an LPN student, you are an important part of the health care profession. Confidentiality is the protection of private information gathered or observed about a patient during the provision of health care services in any health care facility. Faculty stress the importance of **not discussing** your assigned client or any clinical learning experiences **outside of the clinical environment**.

Confidentiality behavior also includes the use of all technology, i.e., computer access to generated data. The photocopying and/or the printing of parts of a patient's Electronic Health Record is NOT permitted to be taken from the clinical facility.

BREACH OF CONFIDENTIALITY IS GROUNDS FOR PERMANENT SUSPENSION / DISMISSAL FROM THE PROGRAM! These regulations will be explained to you during your clinical orientation.

Transportation:

Students need their own reliable transportation. They are responsible for their own transportation to and from the college and clinical agencies. Students will travel to clinical sites located in Ohio, WV, and Pennsylvania.

Liability:

Students are provided liability insurance coverage under the West Virginia Board of Risk & Insurance Management program while actively enrolled in the WVNCC LPN program. This policy covers LPN students regardless of setting, so long as the student is functioning within the student's role. LPN students are legally responsible for their own actions. LPN students providing care beyond their level of education is not covered.

If a student is employed outside the college setting, the student is not covered by the State of WV liability insurance while performing the duties of employment.

Dress Code

Procedure: Dress Code

Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: Compliance with this Dress Code is mandatory. The West Virginia Northern Community College LPN **program expects students to reflect professionalism and maintain high standards of appearance** and grooming in all clinical and laboratory settings. While in uniform, the student must be clean, neat, reflect good health and act with professionalism. Non-compliance will be documented on the weekly Evaluation Tool. Lab/Clinical instructors will dismiss a student from the lab/clinical setting for failure to comply with the dress code and/or in personal grooming. The dismissal from the clinical site or lab area will result in an unsatisfactory for the day.

Procedure:

1. Students must maintain a professional appearance.

A. Uniform: The uniform is defined as the WVNCC LPN uniform, white laboratory coat, and a white warm-up jacket (optional). A laboratory coat must cover the uniform when entering and exiting a clinical area. The uniform pants must not drag the ground. White or Black above the ankle socks. Uniform tops and bottoms must be all black with no brand or business logos.

Male and female students must wear full undergarments while in uniform. Plain black undershirts may be worn, but the sleeves cannot stick out farther than the scrub top. Name tags/ badges must be worn while in uniform. No part of the uniform is to be worn in public places outside of the clinical/lab experience. It is imperative to have an appropriately fitting and well-maintained uniform. If at any point during the program, your uniform is no longer professionally acceptable, you may be required to purchase a new uniform. This will be determined by your clinical/lab instructor and/or LPN Program Director.

B. Professional Attire:

1. Hair must be arranged so that it is **OFF** the collar and face, neat, clean, and contained. Hair color must be a naturally occurring color. No free-flowing hair is to touch the uniform. **NO PONY TAILS**. A thin solid colored headband, hair clips or elastic bands the same color as your hair, may be worn to assist in holding the “fly aways” in place. Scrunches are not permitted. Mustaches and beards are permitted, providing they are trimmed to less than one-half inch and do not obstruct lips or mouth.
2. No jewelry is permitted except for a plain wedding band, medical alert bracelets, and a **plain non-decorative watch with a second hand**. **No Smart watches** are to be worn in the clinical or lab setting.
3. All black or white clean and polished LPN uniform type shoes/ tennis shoes must be worn in the clinical setting. Shoestrings must also be clean. Clogs or sling-back shoes are not permitted. Leather is recommended but not required.

4. Eyelashes must be natural. No eyelash extensions /magnetic eyelashes are allowed to be worn while in uniform.
5. All body art must be covered. A student may wear an all-black thin long sleeve or high neck body shirt to cover body art. **All piercings must be removed:** mouth, lip, nose, eye, ear, tongue, or any visible sites. "Spacers" are not permitted to be inserted during patient care. Daith (migraine) piercings must have medical documentation of necessity.
6. Fingernails must be cut or filed so that the nail does not extend beyond the fingertip. Unchipped, clear polish is allowed if permitted by the clinical facility. No acrylic or gel nails are permitted.
7. Smoking or vaping is not permitted in any areas during clinical experience. Uniforms that have an odor of smoke will not be permitted in the clinical or lab setting.
8. Students are not permitted to chew gum while in the clinical area.
9. Individual personal hygiene is required. No heavy makeup or odor of perfumes, colognes, or smoke. These odors may be unsafe to patients and staff.
- 10.If there is a change to the dress code for **a select rotation**, students will be notified by the assigned clinical instructor.

General Guidelines for Clinical Experiences

Procedure: <i>General Guidelines for Clinical Experiences</i>	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: Nursing students during their course of study will rotate through various acute care settings, community agencies, mental health agencies, clinical simulations, and other selected sites to enhance their learning. They will be expected to adhere to the policies and procedures of the Health Care Facility as well as the Nursing Program.

Clinical assignments are designed to meet course objectives. The following standards of behavior have been developed to promote student success and to ensure student and client safety. Repeated violations of these standards or a single serious violation may result in immediate dismissal from the clinical setting, the course, and/or the Nursing Program by the Director or designee.

Definition: Clinical experiences refer to campus/nursing lab, simulations and all assigned health care settings.

Procedure:

- Students are expected to attend all clinical sessions. A student unable to attend a clinical session for any reason is responsible for notifying the clinical instructor prior to the start of the shift. All clinical hours must be made up within 3 weeks of the absence.
- Students must arrive at the clinical unit at the stated time. If the student is more than 30 minutes late, the student must arrange a make-up clinical experience.
- Excessive absences or tardiness (more than 2) is adequate reason for administrative withdrawal from the course/program. Each student is responsible for providing their own transportation to clinical facilities and adhere to parking regulations according to agency guidelines.
- Each student is responsible for providing their own meals during clinical experiences.

General Guidelines for Clinical Experiences (continued)

- The student must come to the lab/simulation/clinical setting demonstrating evidence of preparation to provide responsible, safe nursing care. If the student is unprepared for the clinical experience, the student may be required to leave the lab/simulation/clinical unit with no make-up potential. Students will earn an unsatisfactory grade for the clinical day and be required to meet before the Nursing Disciplinary Committee. If this behavior is repeated, the student may be at risk from being academically withdrawn from the nursing program. The student is responsible for seeking direction from the clinical instructor prior to the performance of nursing skills.
- The student will perform nursing care only when the clinical instructor is present in the assigned agency during scheduled times. The student is to follow clinical agency policies, procedures, and student affiliation guidelines.
- Hospital-generated client information is not to leave the hospital.
- No smart watches, cell phones or computer devices are to be worn/taken to any clinical experience.
- The student must notify the clinical instructor prior to leaving the clinical unit.
- In the event, a student's health or behavior threatens or disrupts the clinical learning experience; the clinical instructor may require the student to leave the clinical unit. If a student is required to leave for health reasons, the incident will be documented, and the student will be required to make up the clinical hours. If the incident is related to behavioral issues, the student will leave the unit and receive an unsatisfactory grade for the clinical day.
- A student who is required to leave the clinical site may be subject to an appearance before the Nursing Disciplinary Committee after completion of Counseling Form by Clinical Faculty.
- Any student who observes behavior by another student that threatens student or client safety has a responsibility to promptly report the behavior to the clinical instructor.
- Drug screening may be indicated at the student's expense IF behavior warrants.
- Additional guidelines will be provided by the instructor for each specific clinical rotation.

Drug and Alcohol Testing

Procedure: Drug and Alcohol Testing	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: The West Virginia Northern Community College's Nursing Program supports drug-free communities and has a responsibility to maintain a safe environment for its students, faculty and patients in a clinical experience. "Any student under the influence of drugs or alcohol may pose serious safety and health risks, not only to themselves, but to all who work with them and to patients for whom they provide care. Students are strictly prohibited from the use, abuse, presence in the body or reporting to school or clinical experiences under the influence of illegal drugs and/or reporting to the same under the influence of alcohol. Also prohibited is the manufacture, distribution, possession, transfer, storage, concealment, transportation, promotion or sale of controlled substances, or drug related paraphernalia and/or the consumption or use of alcoholic beverages, and/or the use of prescription or over-the-counter medications in a manner inconsistent with the recognized medical procedure at any time while performing work related duties on or off the school's premises and/or traveling to and from school or clinical setting".

Reasonable Suspicion: Objectively justifiable evidence or reasonable cause to suspect Drug & Alcohol use by a student in the class, lab, or clinical facility.

Procedure:

1. A current list of prescribed medications must be listed on the student's health form. Students are responsible for updating this list as necessary to stay in compliance.
2. Nursing students may be required to submit to an annual, randomized or suspected mandatory drug screening without notice.
3. Any student demonstrating behavior of reasonable suspicion or impaired capacity in any class, clinical or lab setting or reported as using illicit drugs with reasonable suspicion will be required to undergo immediate drug/alcohol testing.
 - Observable signs of impairment may include, but are not limited to: slurred speech, odor of alcohol on breath, unsteady gait and coordination, changes in demeanor, changes in alertness, excessive absences from class with incomplete or missing class assignments.
4. All costs incurred as a result of these impaired behaviors are the responsibility of the student.
5. Failure to cooperate or complete the drug testing will be identified as a positive result and will result in the administrative dismissal from the Nursing Program.
6. Students who test positive for alcohol, illegal usage of a controlled substance, or illicit drugs will be immediately sent home with a responsible individual. The student will not be allowed to drive home. The student will be dismissed from the program and will not be eligible for readmission to the Nursing Program.
7. ***The student's confidentiality will be strictly maintained with all drug testing.***

8. All positive drug screens results will be reported to the WV Board of Licensed Practical Nurses

Simulation Procedure

Procedure: <i>Simulation</i>	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Purpose: The Simulation Procedure is to provide the student with the requirements and expectations during their participation in Simulated Clinical Scenarios.

Definition of Simulation: An activity or event replicating clinical practice using scenarios, high-fidelity manikins, medium-fidelity manikins, standardized patients, role playing, skills stations, or computer-based critical thinking simulations.

Simulations are included in the curriculum to:

- Provide the student with additional methods to identify their learning needs and to improve their performance in a supervised and safe environment.
- Assist the student in identifying ways to adapt care to meet the needs of a variety of patients in a range of settings.
- Support and enhance clinical judgement while a student in the nursing program.
- Integrate theory and practice to prioritize and implement evidence-based practice.
- Foster collaboration and professional communication between interdisciplinary healthcare professionals.
- Use reflection to self-analyze performance.

Unsafe Clinical Performance

Procedure: Unsafe Clinical Performance	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: Clinical performance evaluation is a continuous, ongoing process designed to assist the student with the identification of strengths and areas of needed improvement. Clinical performance evaluation includes an assessment of the student's performance both in the Nursing Laboratory and in the Clinical setting. The clinical performance evaluation is built on and integrates all the student course learning outcomes into clinical behaviors as outlined in the course description.

Description: Unsafe clinical practice shall be deemed to be behaviors demonstrated by the student which threaten or violate the physical, biological or emotional safety of the patient(s) assigned to his/her care.

Procedure:

1. If at any time a student performs in an "unsafe" manner which jeopardizes client safety, the student must receive immediate feedback (verbal/written) regarding the specific behavior in question. The student will receive an unsatisfactory grade for the day.
2. Students who perform unsafe clinical practice will be expected to complete an occurrence report and a counseling form with their clinical instructor.
3. Occurrence reports will be forwarded to the Nursing Program Director. The student will be expected to make an appointment to discuss the occurrence.
4. Students who perform unsafe clinical practice that is in violation of WVNCC Nursing Student Code of Conduct may be required to meet with the WVNCC Nursing Disciplinary Committee.
5. An unsatisfactory evaluation of any objective will result in a reduction of 1 percentage point from the overall corresponding course grade.
6. An unsatisfactory grade on the final Clinical Performance Evaluation Tool will result in a clinical failure. Students who receive a clinical failure will receive a grade of "F" for the corresponding nursing course.
7. Students may be dismissed from the program for unsafe behavior.

Social Media / Social Networking

Procedure: Social Media/Social Networking	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Description: This procedure applies to all currently enrolled WVNCC nursing students. This procedure is inclusive of all types of social media. Nursing students are professionally obligated to understand the nature, benefits, and consequences of participating in social networking. WVNCC nursing students are reminded that posts to any and all social networking or social media must reflect the same behavioral standards of honesty, respect, consideration and professionalism that are expected in college, clinical and health care work environments.

Definition: Social media is “a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities” (Investopedia.com). The term “social media” includes web and mobile phone applications, blogs, photo and video sharing sites. Specific examples include but are not limited to LinkedIn, podcasts, Twitter, Facebook, YouTube, Snapchat and Instagram.

NO STUDENT shall post ANYTHING which encompasses: any clients, patients or families, residents, physicians, healthcare providers or any workers for whom students have interactions within the clinical setting. In addition, no clinical site names can be mentioned.

Students and Instructors are NOT permitted to be social media “friends” while enrolled in the LPN program have that instructor in any courses.

Consequences for noncompliance: Any student found to be non-compliant with this procedure may be permanently dismissed for the program.

Inclement Weather

Procedure: Inclement Weather	
Department: LPN	Section: Student Procedures
Approved by LPN faculty & Dv.Chr.	Date Last Reviewed/Revised: 8/1/25

Purpose: To provide guidelines to assure consistency in instruction during inclement weather.

Procedure:

1. All students are encouraged to sign up for the WVNCC text alert notification system in case of class changes due to inclement weather.
2. The student should refer to the news on area radio and television stations and websites, WVNCC text alert notification system, or the college website for class delays, remote days, cancellations, or school closings.
3. The college will determine class delays, remote days, cancellations, or school closings for morning classes no later than 6:30 am.

Classroom/Campus Lab/Simulation Lab:

- If the college is closed for the day, students will need to check their emails for communication from their nursing faculty member.
- If the college is remote for the day, students will have class and campus lab on zoom during their scheduled class time. • Simulation lab experience will be rescheduled for all college remote and cancelled class days due to inclement weather. Students will need to check their emails for communication from their assigned faculty member.

Clinical Experiences:

- In the event that the college classes are **cancelled**, clinical experiences for that day will be cancelled. Faculty may assign an alternate learning assignment for the scheduled clinical day.

- If the college classes are **remote** for the day, the Program Director along with the clinical instructor will determine if students already on their way to clinical sites or at clinical sites should stay at the clinical site as scheduled.
- Clinical instructors will maintain communication with their assigned students.

WVNCC encourages all students to use their own judgement when traveling to class, lab and clinical experiences during inclement weather. If the student determines that it is not safe to travel to the college or clinical sites, they need to report off to the instructor and to the clinical facility. The student will need to contact their instructor within **one week** to schedule a clinical, campus lab, or simulation lab make-up day. All make-up days need to be completed within **3 weeks** to promote the success of the nursing student in the semester.

WVNCC License Practical Nursing Program Leave of Absence Policy

Policy: This policy is applicable to enrolled students that have incurred an illness, injury, disability, or an unforeseen circumstance that would temporarily prevent them from performing the essential functions of the clinical and/or didactic education component. “Enrolled” is defined as having registered for LPN Courses at WVNCC. In the event of such, all reasonable efforts will be made to meet the student’s limitations or restrictions. However, if the student is unable to participate in their clinical/ didactic education for an extended period that will ultimately cause excessive absences or grade or any other course grade to drop below a “C” in a given semester, a Leave of Absence can be granted – providing certain criteria are met.

Procedure:

Conditions for granting a Leave of Absence:

1. If the student opts to take a “Leave of Absence”, they are only permitted to be absent from the program for 1 year. If they does not return at the start of the next corresponding semester, they will forfeit their spot as a student in the WVNCC LPN Program & will be required to re-apply to the program.
2. The leave of absence will be granted until the start of the next corresponding semester in which the leave of absence was granted. If a student decides not to return to the LPN Program, they must inform the Program Director at least 4 weeks prior to first day of the semester in which they plan to return. If they fail to do so, their spot as a student in the WVNCC LPN Program will not be held.
3. Credit for didactic, lab, and clinical achievements will not be given for the semester in which the leave of absence is granted if the semester is not completed by the student.
4. Should the student be unable to re-enroll after the leave of absence, readmission must be obtained through re-application & re-evaluation.
5. Each case will be handled on an individual basis. The final decision is left to the discretion of the Program Director and Division Chair.

This policy is enacted for the purpose of:

1. Assuring that all students meet the required hours determined by the WV LPN board for the LPN program. This ensures the student meets the education objectives and competency achievements & NCLEX exam eligibility can be documented.

2. Affording students who have made satisfactory academic, clinical, & professional progress in the program an option for completing their education after a leave of absence.
3. A student will be permitted to take only one leave of absence while enrolled in the WVNCC LPN Program.

STUDENT'S NAME (Printed)_____

STUDENT'S SIGNATURE_____

DATE_____

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

Licensed Practical Nursing Student Handbook 2024-2025

Nursing students are responsible for reading and complying with the information which appears in the current College Catalog and in the West Virginia Northern Community College Nursing Program's Nursing Student Handbook. Students are required to comply at their expense with any host health facility policies/ procedures related to background and drug screening, impairment, or suspected impairment on site. It will be the host health facility's option to permit student individual practice if background check identifies conviction of a crime. It is the intent of this Handbook to ensure client safety and professional, ethical, and legal conduct of all nursing students. Failure to comply with College, Nursing Program, and host health facility's policies will lead to a review of student behavior by the Nursing Program Disciplinary Committee and possible disciplinary action, including permanent suspension from the Program.

The West Virginia Northern Community College Nursing Program reserves the right to modify any statement in this Handbook. Changes will be given to students through a Nursing Student Handbook Addendum.

Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply

I, _____, acknowledge electronic availability of the Nursing Program Handbook and Student responsibility statement.

- I agree to comply with the policies stated within the Handbook and Student responsibility statement.
- I acknowledge that prior to signing I have been provided the opportunity to seek further clarification.
- I understand that this statement will placed in my nursing program student record.

Student Name (Print)

Northern N#

Signature

Date



Medical Release Form

Date: _____

Program: LPN

_____ has been under my care and is able to return to **class, lab and clinicals without** restrictions to perform nursing lab activities and to provide direct patient care safely in the clinical setting as a West Virginia Northern Community College LPN Student.

Health Care Provider's Name Printed

Health Care Provider's Signature

**The original form must be submitted to Lisa Baker, Allied Health Division Senior Administrative Secretary no later than 4:00 pm the day prior to your scheduled return to class day. A copy of your release needs to be given to your clinical instructor prior to the clinical experience.



Authorization to Release Information to Clinical Agencies

I, _____, hereby authorize West Virginia Northern Community College to release my comprehensive physical examination, any felony/misdemeanor conviction, background check, or drug screen results to any clinical agency **upon request**.

I understand that this information will be utilized to determine if I meet the requirements set forth by these medical facilities in relation to being eligible to participate in clinical education in these clinical agencies.

I understand I may consult an attorney at my own expense prior to signing this document.

Printed Student Name

Student Signature

Date

Authorization to Release Information to WV State Board of Practical Nursing

I, _____, hereby authorize West Virginia Northern Community College to release to the West Virginia Board of Examiners for Licensed Practical Nurses any and all information concerning me during the time I was enrolled in the nursing program at WVNCC. This authorization includes but is not limited to: any felony and or misdemeanor records, medical records or records relating to my physical, mental, or emotional condition and any treatment rendered to me; drug screen results; school transcripts, or other records relating to my attendance; disciplinary actions for academic dishonesty, professional misconduct, and/or violations of any other information relating to the professional standards and conduct expected of nurses.

Printed Student Name

Student Signature

Date

