Southeastern

COMMUNITY COLLEGE

Nursing & Healthcare Training

Nursing Programs
Student Handbook

2023-2024
2024-2025

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President's Welcome

Dear Students,

It is my pleasure to welcome you to Southeastern Community College. I speak for everyone at SCC when I say "thank you" for making SCC your choice of education and for pursuing a career in the field of nursing.

We are recognized as a leader in the southeastern region of North Carolina.

The nursing program at SCC has a long, rich history of providing rigorous training that exceeds industry standards with state-of-the-art equipment, highly qualified instructors, and a thriving and supportive campus community. As a nursing student at SCC, you will be challenged at every level for excellence. The road to success is a commitment that begins with you and ends with a rewarding, fulfilling career in healthcare.

Our faculty and staff are committed to your success. We know that your time here will be forever memorable and rewarding. I hope that you will embrace every moment as a nursing student and return to the college as a well-regarded alumnus.

I wish you the best of luck on your new journey and welcome to the Rams Family!

Best regards,

Dr. Chris English, President

President

Executive VP/Chief Academic Officer

Dean of Healthcare & Public Safety Training

Director of Nursing

Associate Dean of Nursing & Healthcare Training

Nursing Faculty
Course Leads

Related Course Faculty

Clinical Faculty

SCC Nursing Students

An Introduction to the Nursing Programs Student Handbook

The Nursing Programs Student Handbook is intended as an informational guide for students admitted to the nursing programs at Southeastern Community College. This handbook contains guidelines and expectations to help develop and instill professional attitudes and encourage high standards of conduct in nursing students. These guidelines and expectations comply with the nature and legal responsibilities of nursing education and nursing practice. All students will be held accountable for understanding and meeting the guidelines and expectations set forth in this handbook at all times while enrolled in the nursing program. It is the expectation and responsibility of each student admitted to the nursing programs to read this handbook carefully and understand the information contained herein. Students that have questions pertaining to any information within the handbook should direct questions regarding clarification to the lead course instructor or Director of Nursing. The Nursing Programs Student Handbook will be reviewed during new student orientation in the first course of the nursing program. Student failure to comply with the information and/or guidelines as outlined in this document is a violation of the Nursing Programs Student Handbook.

Students who are in violation of the Nursing Programs Student Handbook will be subject to disciplinary action up to and including dismissal from the nursing program. Students who fail to follow the guidelines will receive a verbal and/or written warning that will become part of the student's file. Violations, consequences, and expectations will be discussed with the student by the supervising instructor and may require additional discussions with the lead instructor or Director of Nursing.

The Nursing Programs Student Handbook contains information that is guided by current laws and rules regulating nursing practice, institutional policies, clinical site policies, and best practices in nursing (evidence-based practice, EBP). As these laws/rules, policies, and best practices change, the information and guidelines contained within this handbook may also require change. Therefore, Southeastern Community College and the nursing department reserves the right to update, change, nullify, and/or add information to the Nursing Programs Student Handbook. Should changes occur after publication of the handbook, the pertinent information will be shared with students currently enrolled both verbally and in writing. Once students have been provided with the updated information and guidelines, failure to follow any changes will be in violation of the handbook.

The Nursing Programs adhere to the guidelines and policies set forth by Southeastern Community College. All students enrolled at Southeastern Community College are required to acknowledge acceptance of these rules and should be familiar with SCC requirements and expectations. The Southeastern Community College Student Handbook can be found on the SCC website at https://www.sccnc.edu/academics/college-catalogs/. The Nursing Programs Student Handbook will contain additional guidelines and expectations above the general college student handbook. In the event that guidelines and/or expectations differ, the student should follow the Nursing Programs Student Handbook.

The purpose of the Associate Degree Nursing and Practical Nursing (ADN/PN) Programs at SCC are to prepare students in these programs to function safely and effectively as members of the healthcare team in their respective roles as entry level practitioners. Criterion for graduation is in accord with outcomes expected of an individual to practice as legally defined for licensure level by the Nursing Practice Act for the state of North Carolina.

Both the ADN/PN Programs are regional programs. Graduates may be required to leave the local area to find employment.

Associate Degree Nursing and Practical Nursing Programs Statement of Philosophy

Mission

The Associate Degree Nursing and Practical Nursing Programs (hereinafter referred to as the nursing programs) support the mission of the North Carolina Community College System and the mission of Southeastern Community College. Faculty are committed to providing accessible, high quality nursing education to meet the diverse and changing healthcare needs of the service area, and to promoting the development of qualified graduates prepared for the professional role of registered or licensed practical nurse (RN or LPN) at the entry level. Graduates will meet the educational requirements to take the National Council Licensure Examination (NCLEX-RN or NCLEX-PN) specific to their program of study.

Philosophy

The philosophy of the nursing programs is derived from statements about the healthcare system, quality of life, achievement of potential, the individual, environment, health, nursing practice, and the education of both the practical and associate degree nurse. Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life, and achievement of potential for the individual.

Associate Degree Nursing and Practical Nursing Education

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

The nursing programs curricula incorporate evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning. The conceptual design defines the essential elements as the *environment*, *health, quality of life*, and *achievement of potential*. The organizing framework contains content related to *the individual*, *the healthcare system*, and *nursing*.

The nursing programs curricula are designed to use learning activities that accommodate various learning styles and a student friendly learning environment. Acknowledging the existence of different levels of nursing, the faculty are committed to promoting the concept of lifelong learning and facilitating the ease of educational access from one level of nursing education to the next higher level.

The nursing programs provide an education that is flexible, progressive, and sensitive to the changing needs of the individual, families, significant support person(s), and the community. Through these educational experiences, students will have the opportunity to develop critical thinking, and problem-solving skills.

Learning is a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning are interactive processes between facilitator and student. The responsibility of the faculty of Southeastern Community College Nursing Programs is to facilitate the student's understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and developing the knowledge, skills, and attitudes necessary to provide quality individual-centered nursing care.

The Practical Nurse (PN)– Dependent Role in Nursing

The graduate of the Practical Nursing program at Southeastern Community College is prepared to practice as an entry level nurse. The practice of the Licensed Practical Nurse, (LPN) is directed toward meeting the health care needs of individuals throughout their lifespan. Their role is supported by evidence-based clinical practice with the provision of care for individuals and families in structured settings. The LPN functions in a dependent role under the supervision of the registered nurse (RN) and other health care providers approved by North Carolina law. In accordance with the North Carolina Board of Nursing Administrative Code 21NCAC 36.0225 *Components of Nursing Practice for the Licensed Practical Nurse*, the LPN accepts assignments that can be safely performed and participates in assessing, planning, implementing, and evaluating the client's response to healthcare interventions. The PN graduate is prepared to meet the educational competencies identified by the National League of Nursing (2010), the Institute of Medicine (2003), Quality and Safety Education for Nurses, and the Nursing Practice Act of North Carolina. The practical nurse graduate is prepared to be a responsible life-long learner.

The Associate Degree Nurse (ADN) – Independent Role in Nursing

The graduate of the Associate Degree Nursing program at Southeastern Community College is prepared to practice as an entry level nurse. The practice of the ADN nurse is directed toward meeting the health care needs of individuals throughout their lifespan. Their role is characterized by evidence-based clinical practice with the provision of care for individuals and families in structured settings. The scope of RN practice is not defined by specific activities or tasks, but rather as a process, and is identified as independent and comprehensive. In accordance with the North Carolina Board of Nursing Administrative Code 21NCAC 36.0224 *Components of Nursing Practice for the Registered Nurse*, the RN safely accepts assignments that include assessing, planning, and implementing nursing interventions and prescribed treatments for an individual, group, or community; as well as evaluating responses to nursing care and treatment, and collaborating with others as needed. The ADN graduate is prepared to meet the educational competencies defined by the National League for Nursing (2010), the Institute of Medicine (2003), Quality and Safety Education for Nurses, and the Nursing Practice Act of North Carolina. The associate degree nursing graduate is prepared to be a responsible life-long learner.

The associate degree nursing graduate demonstrates competencies that include professional behaviors, communication, assessment, clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care inclusive of prioritization and delegation (*see Appendix C – Core Components and Competencies*).

Conceptual Framework

The Conceptual Model provides a framework to prepare learners for new instruction and motivates them by making a meaningful connection for the learner. The learner must attain mastery of each domain of the framework to understand the complete curriculum (Knowles, Holton, & Swanson, 2011). These domains include *the individual*, *the healthcare system*, and *nursing*. Each domain provides the conceptual framework guiding the Practical Nursing and Associate Degree Nursing curriculums. Concepts are organized within each of these domains and learning occurs from simple to complex.

Outcomes and competencies of the graduate are based on the *NLN 2010 Outcomes and Competencies for Graduates of Practical Nursing and Associate Degree Programs*. The outcomes/goals that make up the four-part conceptual framework domains of the curricula include: **Human Flourishing**, **Nursing Judgment**, **Professional Identity**, and the **Spirit of Inquiry**. The domain of the *Individual* incorporates **Human Flourishing**. The domain of *Nursing* incorporates **Nursing Judgment** and **Professional Identity**. The *Healthcare* domain encompasses the **Spirit of Inquiry**.

The nursing programs also utilize additional professionally recognized sources to enhance the curricula, program outcomes, and student competencies. The following sources provide recognized competencies and core values that are threaded throughout the nursing programs curricula:

➢ **Institute of Medicine competencies (IOM, 2003)**: using informatics, employing evidence-based practice, providing client-centered culturally competent care, managing client care, and participating in interdisciplinary teams.

➢ **NLN 2010 Core Values**: caring, diversity, excellence, integrity, ethics, holism, and patient centeredness.

➢ **QSEN competencies**: patient-centered care, teamwork, collaboration, evidence-based practice, quality improvement, safety, and informatics

The Conceptual Model
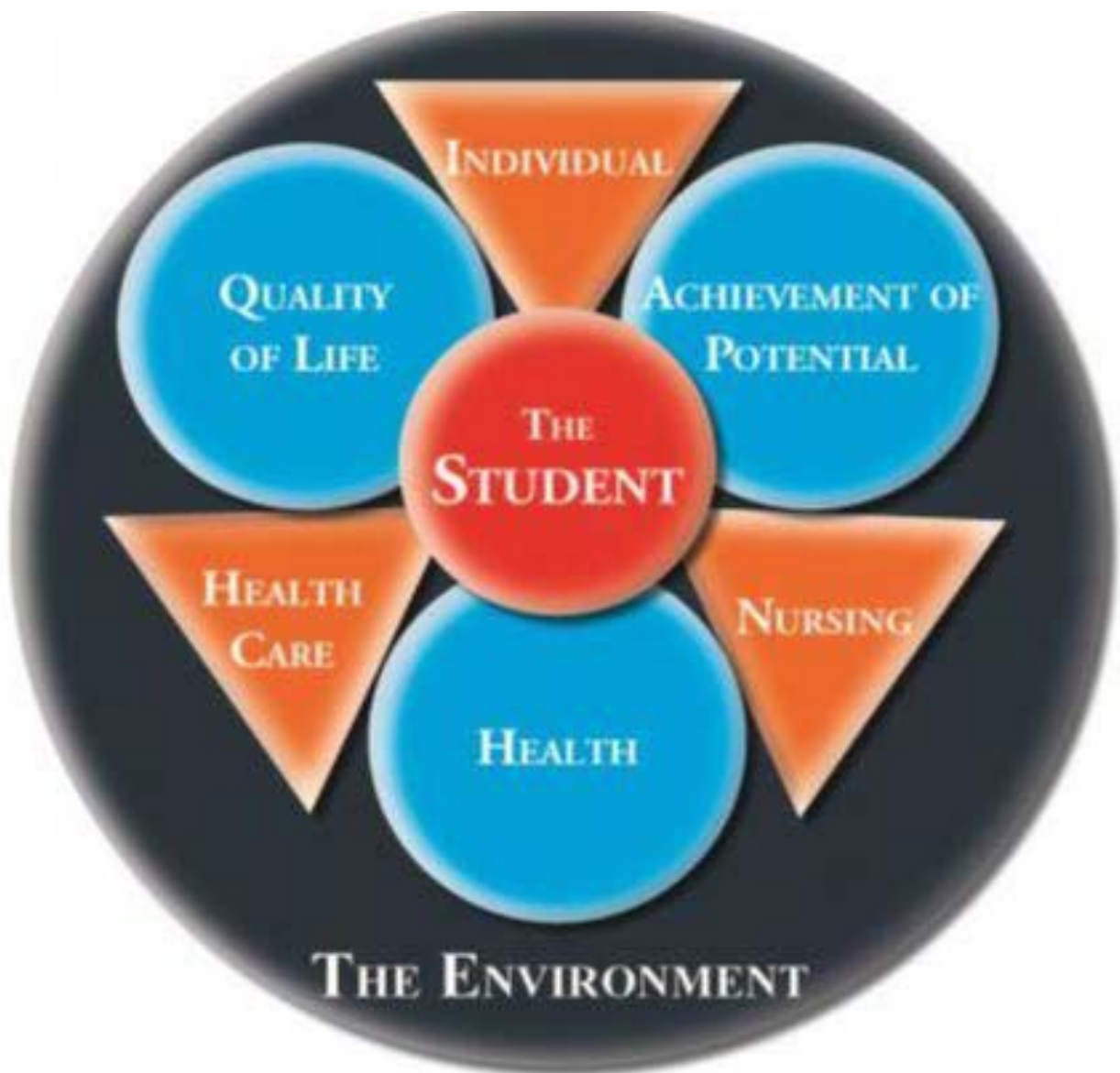
The Conceptual Model was adopted from the NCCCS for ADN programs but also is applicable to the Practical Nursing program with modification of scope of practice.

The NLN Education Competencies Model

National League for Nursing. (2010). Outcomes and competencies for graduates of practical/vocational, associate degree, baccalaureate, master's practice doctorate, and research doctorate programs in nursing. NLN.

Conceptual Framework Model Definitions:

Individual

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

Healthcare System

A system consists of the coming together of parts. The power comes from the energy of the interconnection and the way the parts come together. The community healthcare system is a macro-system and consists of a variety of parts or microsystems. Clinics, hospitals, pharmacies, laboratories, long term care and Internet sites are microsystems that are connected by patients and information to improve health (National Research Council, 2003).

Nursing

Nursing is defined as the science and art of integrating and assimilating knowledge and skills derived from biological, sociological, and behavioral sciences and information technology to deliver client-centered, culturally competent, holistic care. Through caring, empathy, ethics, and the development of a therapeutic relationship with the individual and significant support person(s), the nurse integrates the art of nursing with the scientific foundation for nursing practice that utilizes the nursing process. Incorporating documented best practice, while the LPN functions dependently, the ADN functions independently and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of quality client outcomes, promotion of wellness, prevention of illness, and restoration of health or assistance in achieving a dignified death. Emphasis is also placed on cost-effective care to facilitate the achievement of positive individual/organizational outcomes.

Environment

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

Health

Health is defined as a dynamic, ever-changing state of mental, physical, and spiritual well-being which exists on a continuum from optimal wellness to illness and ending in death. The

individual's needs for healthcare are determined by his/her position on the continuum. Each individual's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore or maintain wellness, or achieve a dignified death.

Quality of Life

Quality of life involves five domains including physical, functional, psychological, social, and spiritual well-being. The individual's perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges encountered in the real world. (Ignatavicius & Workman, 2013).

Achievement of Potential

Achievement of potential is defined as the individual's growth toward attaining one's utmost ability and quality of life. It is based on the individual's choices, perceptions, personal goals, life experiences, and holistic health.

NLN Core Competencies for Practical Nursing

Core competencies are the discrete and measurable skills essential for the practice of nursing (NLN, 2010).

- **Human Flourishing**: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team

- **Nursing Judgment**: Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context

- **Professional Identity**: Assess how one's personal strengths and values affect one's personal identity as a nurse and one's contributions as a member of the health care team

- **Spirit of Inquiry**: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences

NLN Core Competencies for Associate Degree Nursing

Core competencies are the discrete and measurable skills, essential for the practice of nursing (NLN, 2010).

- **Human Flourishing**: Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

- **Nursing Judgment**: Makes judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

- **Professional Identity**: Implements one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.

- **Spirit of Inquiry**: Examines the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Institute of Medicine Competencies

The five core competencies identified by the IOM for healthcare providers are: *patient centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics*. (IOM, 2003)

Quality and Safety Education for Nurses (QSEN) Competencies

The QSEN competencies are patient-centered care, teamwork, collaboration, evidence-based practice, quality improvement, safety, and informatics.

Student Learning/Educational Outcomes

Graduates should be prepared to promote and enhance **human flourishing** for patients, families, communities, and themselves; to show sound **nursing judgment**; to continually develop their **professional identity**; and to maintain a **spirit of inquiry** as they move into the world of nursing practice, and beyond.

Associate Degree Nursing Program

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

- Acknowledge the necessity for lifelong learning and educational attainment as a part of personal and professional development and growth. [1]

- **Human Flourishing:** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

- **Nursing Judgment:** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

- **Professional Identity:** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

- **Spirit of Inquiry:** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for patients, families, and communities.

Practical Nursing Program

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

- Acknowledges the necessity for lifelong learning as a part of personal and professional development and growth. [1]

- **Human Flourishing**: Promotes the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.

- **Nursing Judgment**: Provides a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.

- **Professional Identity**: Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team (Professional Identity).

- **Spirit of Inquiry**: Questions the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

[1]   This outcome reflects the college's mission and goals related to life-long learning and educational attainment.

Note: The 2010 NLN Educational Competencies for graduates of Practical Nursing and Associate Degree Nursing Programs have been adopted by the faculty as the Educational Outcomes for the SCC nursing programs. The educational outcomes developed by the North Carolina Department of Community Colleges Curriculum Revision/Improvement Projects are incorporated into the Educational Outcomes of the PN and the ADN Nursing programs.

Program Outcomes for the Associate Degree Nursing and Practical Nursing Programs

The program outcomes of the Associate Degree Nursing and Practical Nursing Programs are the standards for measurement of the effectiveness of the curriculum design.

1. **Performance on licensure exam**
   - *Graduates will pass the licensure exam at or above the national mean. (NCBON standard - The Practical Nursing and Associate Degree Nursing programs shall maintain a three-year average at or above 95 percent of the national pass rate for licensure level pass rate on the first writing of the licensure examination).*

2. **Program Completion**
   - *60% of students entering the program for the first time will graduate.*

3. **Program satisfaction**
   Graduates will achieve the following outcome expectations:
   - *90% express satisfaction with the program of learning*
   - *90% demonstrate satisfactory nursing practice to their employers reflecting the programs education outcomes.*

4. **Job Placement**
   - *90% of the students seeking employment will become employed as practical nurses or registered nurses within one year after graduation.*

5. **Lifelong learning**
   - *100% of graduates will acknowledge the need for lifelong learning by participating in professional development activities.*

6. **North Carolina Board of Nursing Program Approval Status**
   - *The Practical Nursing and Associate Degree Nursing programs will maintain full approval status.*

7. **Compliance with regulatory standards of governing agencies**
   - *The Practical Nursing and Associate Degree Nursing programs will be in compliance with the regulatory standards of the North Carolina Community College System (NCCCS) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).*

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QSEN: http://qsen.org/competencies/pre-licensure-ksas/

Nursing Programs Placement and Progression Criteria

General Admission Criteria

The nature and legal responsibilities of nursing education and nursing practice require the nursing department to adhere to strict admission standards. The number of students enrolled in a nursing program must not exceed the number approved by the Board of Nursing or a level commensurate with the total resources available to the program. Therefore, meeting admission requirements does not guarantee applicants admission to the nursing programs.

All applicants must meet admission criteria and be admitted to the general college prior to applying to any nursing program. See the SCC College Catalog for more information on general college admissions.

Applicants for the nursing programs must meet certain minimum qualifications to be eligible for admission. These qualifications are determined from the following criteria: cumulative GPA, entrance exam scoring, and listing on the NC Nurse Aide Registry. Students seeking admission who were previously enrolled in a nursing program at another school are required to provide a letter from the dean/director/faculty chair of that program stating they left the program in good standing and were not dismissed for issues related to safety or gross negligence in the clinical setting. See the Student Readiness Checklists posted online for specifics related to minimum qualifications for admission to the nursing programs.

Applicants are admitted to the nursing programs based on an objective points system. The points system is compiled from the following categories: cumulative GPA, entrance exam performance, number of required courses completed from the specific program of study, academic performance in those courses, and previous licenses or degrees. Students admitted to a nursing program must maintain a 2.0 GPA and earn a "C" in all nursing and selected college courses that relate to the nursing program for continuation in the program (see *Catalog; also see the 'Student Readiness Checklist" available on the SCC website*).

Enrollment and continuation in the nursing program are contingent upon the submission of the required documentation on or before the date specified by the college and/or tracking system in use. This documentation includes but is not limited to:

1. Completed health forms and consents.
2. Immunization proof that includes but may not be limited to:
   - **Tuberculin Skin Test:** negative 2-Step TB skin test OR a negative QuantiFERON Gold blood test (additional documentation will be required of students with a previous positive skin test or BCG vaccination)
   - **Tetanus and Tdap Vaccines:** one Tdap vaccine administered within the past 10 years OR a Tdap vaccine administered within your lifetime and a Td booster administered within the past 10 years
   - **Measles, Mumps, and Rubella (MMR):** two MMR vaccines OR a positive blood titer

- **Flu:** annual seasonal Influenza vaccine
- **Varicella:** two vaccinations OR a positive antibody titer
- **Hepatitis B:** three vaccinations OR 2 Heplisav vaccinations OR a positive antibody titer

3. Certification of ability to perform Essential Criteria, Functions, and Abilities Standards.
4. Malpractice insurance (included in tuition/fees, copy of receipt required)
5. OSHA training (Wake AHEC Clinical Consortium Training)
6. Acceptable Criminal Background Check
7. Negative 12 Panel Drug Screen

Certification from the student's healthcare provider that provides evidence the student meets the conditions of physical/emotional health and capabilities at a level that is acceptable to and in keeping with the student's ability to provide safe nursing care to the public (*see Student Health Forms, Appendix A*).

A person who perceives they were treated unfairly in the admission process should see the Director of Nursing. Any student who feels they have been treated unfairly for any reason during their association with SCC may make an appeal by following the grievance procedure outlined in the *Southeastern Community College Student Handbook*.

The nursing faculty reserve the right to deny admission to students who have demonstrated past behaviors which conflict with the safety essential to nursing practice.

Students with Disabilities

The Nursing and Healthcare Training department at Southeastern Community College does not discriminate on the basis of disability in admission or access to any of its programs, services, or activities to any individual who meets the essential eligibility requirements (*see Essential Criteria, Functions, and Abilities Standards, Appendix A-3*). The Nursing and Healthcare Training department will provide reasonable accommodations for documented disabilities for any individuals who are eligible to receive or participate in college programs or activities.

The Americans with Disabilities counselor has been designated to coordinate compliance with the nondiscrimination requirements contained in the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973. Information concerning provisions of the ADA and the rights provided therein are available from the ADA counselor (information must be updated each semester). Student Development Services provides an ADA counselor to assist students in requesting disability-related accommodations**.**

Individuals who require reasonable accommodations for any disability are encouraged to make this requirement known to the ADA counselor. The ADA counselor will provide the student with written verification to be given to the course coordinator of the enrolled course. This must be provided each semester reasonable accommodations are requested.

Medical Records/Health Certification Forms

Applicants to the nursing programs who are notified of acceptance will receive a packet that includes *Student Health Forms* with their acceptance letter. Student Health Forms (*see Appendix A*) are due by the date communicated by the college and/or tracking system in use. Students accepted into the program will not be allowed to register until the current and completed health forms are submitted and approved.

Medical examination must have been completed within one calendar year of the semester the student enters the nursing program. Immunizations must be current, as recommended by the N.C. Department of Public Health and the Center for Disease Control and/or clinical partners. A completed and current immunization record must be submitted prior to registering for nursing courses and immunizations must remain current during progression through any nursing program.

Student who are pregnant or plan to become pregnant should consult their obstetrician before receiving required vaccinations (*see Student Health Forms, Appendix A*).

In addition to a complete and current health certification form, students in clinical courses will be required to provide proof of a negative 12 panel drug screening with a urine creatinine prior to participating in clinical practice. Students who demonstrate behaviors consistent with those related to substance abuse may be asked to submit to additional unannounced testing (testing will be at the student's expense). This information will be communicated to the student by the Course Coordinator or Director of Nursing. Refusal to submit to a reasonable request will result in immediate dismissal from the program.

Students who have not maintained continuous enrollment or have been out of the clinical setting

for a period greater than one semester are required to submit to a new drug screen and background check.

Physical and Emotional Health

The student will be required to provide professional and personal certification to the Nursing Department that they meet the conditions of physical health and/or physical capability on a level that is acceptable to and in keeping with safe nursing practice. The student will also be required to provide certification to the Nursing Department that they meet the conditions of emotional health on a level that is acceptable to and in keeping with safe nursing practice.

Students accepted into the nursing program with previous physical, emotional, or behavioral problems which conflict with the ability essential to provide safe and effective nursing care, or who have charges pending, or previous criminal convictions of abuse, neglect, fraud, larceny and drug/alcohol abuse must provide professional certification that appropriate treatment and/or counseling has taken place and that the problem has been adequately accommodated.

Nursing faculty follow published college and nursing department policies and practices that provide for identification and dismissal of students who are unable to meet the essential criteria necessary for safe nursing practice.

Admission/Readmission Criteria by Program

Students seeking admission/readmission to nursing programs must meet **current** admission requirements. The current policy regarding admission/readmission to the Associate Degree and Practical Nursing Programs may also be found in the *Southeastern Community College Catalog* (https://www.sccnc.edu/academics/college-catalogs/). Readmission to a nursing program is contingent on space and resources available.

Readmission of a student who was dismissed from the nursing programs for drug use and/or any physical, emotional, or behavioral problems which conflict with the safety essential to nursing practice is contingent on professional documentation that appropriate treatment and/or counseling has taken place and that the problem has been adequately accommodated.

Dismissal from the Nursing Programs

A student may be dismissed from the nursing program at any time for either academic or administrative reasons. Nursing faculty reserve the right to decide this on a case-by-case basis depending on the severity of the events, actions, or behaviors that lead to the dismissal. A student who is dismissed may follow the SCC procedure for issuing a grievance as outlined in the *SCC Student Handbook*.

Dismissal of a nursing student from the SCC Nursing Program may result from, ***but not be limited to***, any of the following:

Administrative Reasons:

> ➢ Excessive absence from class/lab/clinical
> ➢ Inability to meet clinical site requirements by the set deadline
> ➢ Behavior which conflicts with safety essential to nursing practice.

- ➢ Unsafe behavior in the class/lab or clinical setting which:
    - • Conflicts with safety essential to nursing practice, or
    - • Indicates an inability to make sound clinical decisions.
      Such behavior is defined as failure to assess/rescue or act appropriately on information that students at the same level of education/experience would recognize as important to client health and safety. Any student who requires an inordinate amount of the instructor's time in the clinical setting because of poor judgment, or poor decision-making ability, or safety violation may be dismissed from the program
    - • Unsafe clinical practice is defined as any deliberate or negligent clinical practice or act of commission or omission which threatens the safety and well-being of the public regardless of whether actual injury to the patient has occurred.
    - • A student who demonstrates behavior that conflicts with safety may be dismissed from the nursing program regardless of whether treatment or counseling has occurred.
    - • One incident of gross unprofessional misconduct
      (e.g., hitting or cursing a client, another student or health care team member, or any act of overt violence) or 1 incident of gross unsafe clinical behavior.
- ➢ Gross misconduct related to professional nursing to include, but not limited to:
    - • Substance misuse and or abuse: Presenting under the influence of alcohol, illegal drugs, or any medications resulting in cognitive impairment while in the clinical area, on school property or at a school sponsored activity, or; Testing positive for alcohol, illegal drugs, or for legal drugs for which the student does not possess a valid prescription. Dismissal can occur regardless of treatment or counseling has occurred previously. Students who refuse to submit to random drug testing by a clinical facility may be dismissed immediately.
    - • Abandonment
    - • Breaching patient confidentiality: The student is legally (privilege doctrine) and ethically (nurse's code of ethics) obligated to maintain confidentiality regarding any information concerning a client's illness or treatment which is obtained in the normal course of his/her professional duty. No client information can be revealed without the client's permission. It is appropriate to discuss client condition/nursing care in a learning situation such as instructor-student conference with the understanding that said discussion will not be repeated outside of the conference setting.
    - • Falsifying records
    - • Academic dishonesty: This may be defined as receiving or acquiring any information or materials regarding past, present, or future test/exam/assignment items from any individual. This includes but is not limited to theft of test/assignment items, sharing or receiving assistance during a test, transcribing notes related to test/assignment items. Violation of the academic dishonesty policy may result in immediate dismissal from the nursing program.
    - • Documented patterns of inappropriate, unprofessional, uncivil, or unsafe

behavior (patterns of behavior are cumulative throughout the program.)

- Violation of the SCC Student Code of Conduct (see *SCC College Catalog at https://sccnc.edu/academics/college-catalogs/*)
- Willful destruction of college or clinical agency property
- Problems which conflict with safety essential to nursing practice and do not respond to appropriate treatment/counseling/remediation within a reasonable amount of time or that interferes with the successful achievement of course objectives. These problems include, but are not limited to physical, emotional, or behavioral problems.

Academic Reasons:

➢ A student may be academically dismissed at any time for:
- Earning a grade of less than C (77%) in any required nursing program courses.
- Failing to maintain a 2.0 GPA once admitted to the program.
- Failing to achieve program academic and/or clinical performance requirements.
- Providing false information or failing to complete college records
- Academic dishonesty/cheating on any assigned work, unit test, or final exam.

Curriculum/Course Requirements for Graduation

Associate Degree Nursing Program

General Education Requirements
Take 16 credits from…

BIO-168* Anatomy and Physiology I - 4.00
ENG-111* Writing and Inquiry - 3.00
ENG-112 Writing/Research in Disc - 3.00
PHI-240 Introduction to Ethics - 3.00
PSY-150* General Psychology - 3.00

Major Requirements
Take 28 credits from…

NUR-111 Intro to Health Concepts - 8.00
NUR-112 Health-Illness Concepts - 5.00
NUR-113 Family Health Concepts - 5.00
NUR-114 Holistic Health Concepts - 5.00
NUR-211 Health Care Concepts - 5.00

Generic Completion
Take 15 credits from…

NUR-212 Health System Concepts - 5.00
NUR-213* Complex Health Concepts - 10.00

Other Major Requirements
Take 10 credits from…
(choose ACA 122 or PTE 121)

ACA-122* College Transfer Success - 1.00
PTE 121 Pathway to Employment – 3.00
BIO-169 Anatomy and Physiology II - 4.00
NUR-117* Pharmacology - 2.00
PSY-241 Developmental Psych - 3.00

Total Semester Hours Credit (SHC) 69.0

Practical Nursing Program

General Education Requirements

English
Take 3 credits from…

ENG-111* Writing and Inquiry - 3.00

Natural Sciences
Take 5 credits from (*choose BIO 163 or BIO 168/169*)…*

BIO-163* Basic Anat & Physiology - 5.00
BIO 168*-Anatomy & Physiology I – 4.00
BIO 169 – Anatomy & Physiology II – 4.00

Major Requirements
Take 30 credits from…

NUR-101 Practical Nursing I - 11.00
NUR-102 Practical Nursing II - 10.00
NUR-103* Practical Nursing III - 9.00

Other Major Requirements
Take 2 credits from…

NUR-117* Pharmacology - 2.00

Other Requirements
Take 1 credit from (*choose ACA 122 or PTE 121*)…

ACA-122* College Transfer Success - 1.00
PTE 121 Pathway to Employment – 3.00

Total Semester Hours Credit (SHC)
41.00

Application for RN/PN Licensure

Candidates for NCLEX-RN/NCLEX-PN must have their credentials verified electronically to the North Carolina Board of Nursing by the Director of the Nursing Programs. Verification is based on satisfactory completion of the nursing courses/curriculum.

Nursing Programs Information and Student Responsibilities

Student Conduct

All students are expected to always behave in a socially acceptable manner. A display of disruptive, hostile, aggressive, rude and/or otherwise uncivil or unprofessional behavior on the part of the nursing student is inexcusable. A student is expected to remain in control of his/her emotions even under trying circumstances, conditions, and/or situations. The quality and tone of the voice should be quiet, pleasant, and reassuring. Use of profane or obscene language intended to denigrate or demean another person will not be permitted at any time. This is not an inclusive list of inappropriate conduct (*see Code of Ethics for Nurses – Provisions, Appendix D-1*). All students are expected to be truthful and respectful in all professional activities. It is further expected that every student will refrain from any activity, which might impair the image of the college, nursing program, or the nursing profession.

A student who does not adhere to required specific behaviors or characteristics as identified in the *Nursing and Healthcare Training Nursing Programs Student Handbook* and/or in the *SCC Student Handbook* will be asked to leave the clinical, laboratory, and/or classroom area or any other school activity immediately as necessary. If the student is asked to leave the clinical area due to violations related to student conduct, they may be dismissed from the nursing program. See dismissal criteria in the *Nursing and Healthcare Training Nursing Programs Student Handbook.* Refer to the *SCC Student Handbook* Code of Conduct at https://www.sccnc.edu/academics/college-catalogs/.

Students shall address instructors, hospital staff, clients, and family members in the classroom and/or clinical area by an appropriate title and surname as requested by the party being addressed.

Incivility

The nursing programs at Southeastern Community College have a zero-tolerance policy for incivility, bullying, or violence in nursing. Actions taken, and/or actions not taken, that perpetuate these types of behaviors/incidences are harmful to the nursing profession and can place society in jeopardy.

- Incivility includes, but is not limited to, rude or discourteous actions, gossiping and spreading rumors, refusing to assist coworkers, name-calling, using a condescending tone, and/or expressing public criticism.
- Bullying is repeated, unwanted harmful actions intended to humiliate, offend, and cause distress in the recipient. These actions include, but are not limited to, hostile remarks, verbal attacks, threats, taunts, intimidation, and/or withholding of support. Bullying actions harm, undermine, and degrade others.
- Violence consists of physically and psychologically damaging actions/behaviors and can lead to emotional distress, temporary or permanent injury, or death.

The definitions and examples of incivility, bullying, and violence included here are adopted from the ANA, Position Statement on Incivility, Bullying and Workplace Violence, 2015 which can be found at https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/id/incivility-bullying-and-workplace-violence/.

Students exhibiting actions/behaviors that may be perceived as incivility, bullying, or violence, intended or not, may be dismissed from the nursing program. These expectations extend to social media and online environments, both public and private.

Students who experience or witness acts of incivility, bullying, or violence should report these experiences or acts to the appropriate person (clinical instructor, course lead, etc.) immediately. If the student is uncomfortable reporting experiences or acts to the appropriate person, they should provide a **written complaint** to the Director of Nursing and Healthcare Training within **3** working days of the incident.

Social Media/Networking

Nursing faculty believe responsible use of social media, social networking, and online activity are an integral part of professionalism in nursing. SCC Nursing Programs have adopted the ANA's Principles for Social Networking as a guide for nursing students as it relates to online activity, social media, and social networking.

According to the ANA, social networks and the internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people which gives information posted online the capacity to propagate itself, taking on a life of its own. Nursing professionals (including student nurses) have a professional obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Users should understand that poor judgement can lead to unintended consequences such as breaching a patient's privacy, damaging a patient's trust in the nurse and the profession, and further damage the nurse's professional and personal future. Patient privacy is a fundamental, ethical, and legal obligation of nurses and must be observed at all times and in all environments. (*ANA's Principles for Social Networking and the Nurse, 2011*).

Social Networking Guidelines include, but may not be limited to the following:

1. Confidentiality and adherence to HIPAA must be maintained always. Students are prohibited from posting information that identifies or could reasonably/potentially identify individuals, family members, or members of the healthcare team. Students are also prohibited from posting information concerning clinical agencies or its employees.

2. Use of social media is always prohibited while in the clinical setting, including lunch or breaks. Students who do not follow this expectation may be asked to leave the clinical site immediately and will be subject to disciplinary action.

3. Students must maintain a professional presence in all online platforms while in the nursing programs. Posts about individuals or clinical agencies that may be construed in a negative manner are prohibited. Think before you post. Be aware of your mood before posting. Deleting posts after the fact will not make those posts go away permanently as they may always show up in archival systems and search engines or be copied and

distributed by others.

4. Take advantage of privacy settings but be aware that nothing posted or housed online is private. Take care to separate personal and professional information with the understanding, these may always overlap and be viewed by patients, colleagues, employers, or educational institutions potentially affecting one's standing as a nursing student, their future career, or the nursing profession.

5. When posting information related to healthcare, nursing students should refrain from posting information that is opinion-based. Any information posted or shared should be based on factual, evidence-based information. Nurses may be held legally liable for what they post online as it relates to health and public safety.

6. Online postings related to feedback or feelings related to class, lab, clinical, clinical sites, or associated individuals is considered inappropriate. Students are provided a formalized way to evaluate and provide feedback throughout the nursing programs and within each course.

7. Nursing students are held to high standards of behavior by the public and by future potential employers. These expected behaviors extend to all online activity. If you are unsure about whether or not to make a post, it is best to delay posting and seek clarification from a faculty member to ensure the post will not violate expected guidelines.

8. Employers are increasingly utilizing web searches and social media activity when evaluating candidates for job opportunities. Every online post made is creating a brand for the public of who you are as an individual and member of the nursing profession.

Violations or failure to follow these guidelines or other serious infractions related to social networking, social media, or online activity may be subject to disciplinary action up to dismissal from the nursing program. Violations related to confidentiality or HIPAA may result in immediate dismissal.

The guidelines and information provided have been derived from the ANA's *Principles for Social Networking and the Nurse* alongside the National Council for State Boards of Nursing *A Nurse's Guide to the Use of Social Media*. Students may review these standards/guidelines more in depth at:

- https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf

- https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-social-media

Confidentiality

We believe in the uniqueness of each individual and place a great value on our relationships with all persons including coworkers, students, clients, friends, acquaintances, and any other person with whom we come in contact in our activities of daily living. Valuing relationships with an individual or with a group of individuals is evidenced by the respect and care given to that relationship. The basic component of a respectful, caring relationship is honesty. Honesty

implies trust. As nurses, we pledge to be trustworthy – *"I will hold in confidence all personal matters committed to my keeping and family affairs coming to my knowledge in the practice of my calling"* (*Florence Nightingale Pledge*).* As nursing faculty, we pledge to maintain confidentiality and to help our students develop and refine skills, including the skill of maintaining confidentiality in all situations.

We believe a nurse is effective only if they are trusted. Breaking a co-worker, friend, or client's trust and/or inappropriately revealing privileged information can result in harm to the person and can also damage the reputation and career of the person who violated the trust. We are committed to helping students recognize subtle and sometimes seemingly accepted situations that devalue another human being by breaching confidential and/or privileged information.

The guidelines listed below are to be followed by all nursing students at Southeastern Community College. Breaching one of these guidelines is a serious behavior and will result in the immediate dismissal of the student from the nursing program.

1. We believe in the Patient's Right to Privacy - students will not be forced to take care of clients that are so personally known that the client, student, or faculty are made to feel uncomfortable.
2. Personal information about the client is limited to the assigned student/instructor and health care personnel involved in the client's care.
3. Students should not reveal personal information not related to nursing care during post conference.
4. Discussion of clients, including diagnosis, sex, behavior, family, etc. in any public area such as hallways, elevator, cafeteria, parking lot or elsewhere is a breach of confidentiality.
5. Discussion of privileged information in public areas such as provider/nurse conflicts, conflicts between and among nursing and other staff, provider/client relationships, overheard hospital gossip, etc. is a breach in privileged confidentiality. Ethical and philosophical concerns can be discussed with the instructor in the hospital setting or in the private campus setting, and/or discussed through established hospital grievance procedures.
6. Reading or reproducing charts, portions thereof, or requesting information on any client other than those in your care is a breach to the client's right to privacy.
7. Using a client's name or room number on any written material except hospital records requiring such name is a breach of the client's right to privacy.
8. No audiotape, photograph, photocopy (Xerox), or videotape will be made of a client or the client's medical record. Cordless and cellular phones are not secure and talking about privileged information over these telephones violates SCC Confidentiality statement.
9. Transmission of electronic data regarding clients and/or other students is a breach of the client's and/or student's right to privacy.
10. Computer passwords are to be used only by the person to whom they are assigned. Passwords should never be shared. When using computers, screens should be positioned to ensure privacy, and active screens should never be left unattended.

Nursing students are required to sign a confidentiality certification statement.

Excerpt from the Florence Nightingale Pledge

Academic Integrity

Academic Integrity:

The nursing programs at Southeastern Community College (SCC) expect students to adhere to the guidelines for academic integrity set forth in the *SCC Student Handbook* Code of Conduct (https://www.sccnc.edu/academics/college-catalogs/). Ensuring honesty and competence in academic work is the responsibility for both students and faculty. All students, staff, and faculty are responsible for acquainting themselves with, adhering to, promoting, and enforcing policies governing academic conduct. Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality.

In addition to the Code of Conduct expected of all students, SCC nursing students are expected to recognize and accept their obligation as a member of the professional community of nursing. The American Nurses Association *Code of Ethics for Nurses* (ANACEN) is recognized by the professional world of nursing and the SCC nursing faculty as the gold standard of ethical obligations and conduct becoming of a nurse. Nursing students are expected to always adhere to these same *Code of Ethics for Nurses* while enrolled in the nursing programs and as they embark on careers after graduation (*see Appendix D-1*).

SCC nursing faculty recognize and accept their obligation to create and maintain an environment which insures safe and effective healthcare to the public. To that end, SCC nursing programs have adopted an Honor Code, the specific basis of which is derived from the ANA's *Code of Ethics for Nurses*, as a clear and concise statement of the "special" obligation incumbent on nurses with respect to academic and professional conduct. SCC nursing faculty believe that a commitment to upholding the Honor Code is a justifiable condition of enrollment.

Students will be required to affirm their commitment to the Honor Code by signing and dating the *Honor Code Pledge* the first time they are enrolled in any nursing course. Students may be required to reaffirm commitment by signing, initialing, or acknowledging an abbreviated statement as a part of completion for any graded assignment or examination.

Explanation of the Honor Code

The Honor Code is intended to be a systematic description of the basis for and description of conduct that is deemed to be honorable for the student nurse. Honor, in general, is defined as a commitment to excel in the achievement of virtue, to adhere to core values, and to do what is "right". The American Nurses Association (*Provision 6.1 of the Code of Ethics for Nurses*) provides relevant background for the identification of habits of character that should be "central values" for nurses and therefore can be said attributes of honor and virtue and are habits of character that predispose persons to meet their moral obligation to do the right things – the faculty at SCC extend these attributes to be essential for nursing students as well.

Students adhere to this Code by abstaining from dishonest, deceitful, or fraudulent conduct, and by taking appropriate action to confront dishonest, deceitful, or fraudulent conduct when aware of such behavior by others.

Honor Code Violation(s) include(s), but are not limited to the following:

- Giving or receiving unauthorized aid on tests, examinations, or graded assignments. Unauthorized aid may involve:
    - Providing, developing, or distributing recorded or written notes related to any specific exam questions after taking the examination (this includes discussion regarding the test questions on social media).
    - Giving or receiving unauthorized assistance or working in groups while taking on-line quizzes, exams, or other assignments (this includes, but is not limited to, the use of unauthorized written notations or prompts of any sort, and of unauthorized tactile, audio, or electronic memory prompts).
    - Observing another student's work or deliberately revealing one's own work to another student.
    - Obtaining reproducing, in any form, and/or distributing a partial or full copy of any assignment or examination without written consent from the faculty
    - Using exam material received from other sources, inclusive of those available at cost or free, from internet sources without faculty verification that the use of the material has been approved.
- Misrepresenting information includes:
    - Plagiarism:
      Plagiarism in any form will not be tolerated. All assignments must reflect the student's own work. Evidence of plagiarism will result in disciplinary action. A handout that defines plagiarism and outlines ways to avoid it is available from the "On-Line Writing Lab", Purdue University at: http://owl.english.purdue.edu/ or http://owl.english.purdue.edu/handouts/research/r_apa.html
    - Submitting work that was completed by another person or persons
    - Falsifying or fabricating clinical experiences/hours
    - Altering transcripts or university records
    - Charting or reporting assessments, treatments or medications that were not performed or administered
- Any breech in a client's right to confidentiality (violating the Health Insurance Portability and Accountability Act [HIPAA] includes copying or reproducing any part of the client's medical record).
- Reporting to the classroom, laboratory, or clinical area under the influence of any substance, whether prescribed or illicit, that may interfere with the cognitive, emotional, or physical ability to provide safe patient care.
- Removal, destruction, or misuse of any college, clinical facility, or client property.

Read and sign Honor Code Pledge, Appendix A-5

Attendance

Class, lab, and clinical are essential to the student's learning experience. Absences from the curriculum influence the ability of the student to successfully meet course objectives. It is expected that students will attend all class, lab, and clinical hours for which they are scheduled. Students are expected to arrive to class, lab, and clinical in a timeframe that allows them to be prepared to begin promptly at the scheduled start time. Students who are absent or tardy for any reason assume full responsibility for *any* content, assignment, skills, competency check offs, or objectives that were missed. Absences/tardies for class, lab, and clinical are counted on an hour-by-hour basis, unless otherwise specified.

Nursing students who are absent or tardy to class/lab/clinical for any reason are required to submit a *Tardy/Absence Self-Report Form* to the instructor (see Appendix B-7). These self-report forms will be kept in the student's permanent file throughout enrollment in the nursing program.

Student absences (excused or unexcused) that exceed 5% of all scheduled contact hours will receive an excessive absence warning (either written or oral). Absences are counted from the first course meeting of the semester. As an example, students enrolled in nursing courses with 3 contact hours for class and 6 contact hours for clinical (144 total contact hours), will receive an excessive absence warning at 7 hours missed. Students who accumulate excessive absences in the classroom, lab, and/or clinical area may be dropped from the course in accordance with SCC policy. For the nursing programs, students missing 15% or more of the total contact hours for a course will be dropped by the instructor unless there are extenuating medical circumstances with supporting documentation from a healthcare provider and the student has a passing course average as well as satisfactory clinical performance. Students dropped from a course due to excessive absenteeism will not be allowed to progress in the program.

Attendance and reliability are highly valued in the nursing profession; therefore, these characteristics are also highly valued in nursing education. Employers often inquire about the attendance patterns of students during their nursing education. References provided, at the request of the student, will include attendance and tardy behaviors for the program.

Tardy

Tardies are defined as arriving after the scheduled start time, leaving before the scheduled end time, or returning late from breaks. Timeliness is a professional behavior important to the profession of nursing and is expected of all students. Repeated tardiness may result in disciplinary action.

Classroom Attendance

Students are expected to be in attendance for the entirety of all scheduled nursing classes. If a student is going to be absent or tardy for a class, the student should notify the instructor *prior* to the start of class. It is not acceptable to expect a classmate or other instructor to pass along information regarding absences or tardiness.

Students who miss class due to participation in an official college function must notify the instructor prior to the absence. (An official college function is one that has been approved by the appropriate college vice president.) Under normal circumstances, the absence should not result in the students' total absences exceeding the maximum allowed by the course syllabus. If, however, the absence would result in a violation of the class attendance policy, then students must obtain written approval from the class instructor to be eligible to participate in the official college function.

Lab Attendance

Students who are absent during nursing labs are held to the same standard of performance as other students. It is the student's responsibility to come to lab prepared to perform the required skills as instructed by the course lead faculty. Students who are absent from scheduled lab hours should contact the course lead faculty to determine if there is an opportunity to make up the

objectives missed. This is the student's responsibility. Make up practice and/or checkoffs are offered at the discretion of the course lead faculty and are not guaranteed.

Clinical Attendance

Students who must be absent from an assigned clinical day are expected to notify their clinical instructor by the preferred method *prior* to the time they are to report to the clinical site. If students are unable to contact the instructor by the preferred method, they should call the clinical site and leave notification for the instructor prior to the scheduled start time. It is not acceptable to provide notification of absence or tardiness through another classmate or instructor not directly supervising the student. Students who do not provide the appropriate notification will be counseled for unprofessional behavior which may include an unsatisfactory. Clinical absences are counted on an hour-by-hour basis unless otherwise specified.

Messages and Announcements

Students should check their SCC email and course specific Blackboard daily. Updates and announcements will be communicated to students mainly through these systems, outside of scheduled class time. The course lead faculty or clinical instructor may use additional forms of communication, (Remind, etc.) and will advise students of these modes of communication at the beginning of the course. It is the student's responsibility to utilize the appropriate mode of communication instructed by the faculty.

Nursing students are expected to stay informed and are held accountable for information distributed through school approved systems. Therefore, it is imperative that students check the approved forms of communication frequently, and no less than every day.

Messages and announcements from SCC or the Nursing and Healthcare Training department will be forwarded to the appropriate course lead faculty and will be distributed to students accordingly.

Students should remain in close communication with their course lead faculty, assigned clinical instructor(s), and nursing advisor throughout the program. It is the student's responsibility to make appointments with faculty, instructors, and advisors to discuss progression in the program, concerns, or to answer any questions.

Cell Phones, Electronic Devices, and Personal Items

The use of electronic devices (e.g., cell phones, laptops, netbooks, tablets, wearable devices, etc.) for learning purposes are permitted in the classroom providing they do not disrupt the learning environment or create an academic integrity issue. Nursing faculty may, at their discretion, prohibit the use of any electronic device, at any time, for any reason. Any student who does not comply with such a request will be considered in violation of the Student Code of Conduct and subject to disciplinary action.

Cell phones, laptops, and other electronic devices are often used in the classroom setting for informational or class participation purposes. Use of these devices for personal issues is not allowed. Students using any device (personal or college-owned) for purposes other than those permitted will be asked to power down the device and may be asked to leave the classroom.

Due to confidentiality issues, audio or visual recording is not permitted without the expressed permission of the instructor in any nursing class and ***never*** in any client care area.

The Nursing and Healthcare Training department is not responsible for lost or stolen personal devices/items. It is the student's responsibility to secure personal items in a safe location whether in class, lab, or clinical.

Tobacco Use

Campus

Southeastern Community College (SCC) is committed to providing its employees and students with a safe and healthful environment. Due to the detrimental effects of tobacco products on the health and safety of students, staff, faculty and visitors, SCC maintains a tobacco free campus. The use of tobacco products in any form, including e-cigarettes, are not permitted. Faculty, students, and visitors are respectfully requested to follow the SCC Tobacco Free Campus Policy regarding tobacco use (https://www.sccnc.edu/academics/college-catalogs/).

Clinical Sites

All clinical sites utilized by the nursing programs are tobacco-free campuses. Students are not allowed to use tobacco products or e-cigarettes during clinical hours or while on the clinical site property. The use of tobacco products is harmful to the health and safety of the clients and visitors on the campus of the clinical facilities. Due to this fact, students are expected to refrain from using tobacco products while on clinical site property or within a timeframe that this use may hinder the care of clients. This expectation is also seen as an ethical obligation for nursing students to ensure the safety and health of their clients. Any student who uses tobacco products while at a clinical site is subject to disciplinary action, up to and including, dismissal.

Student and Clinical ID Badges

Student ID Badge

All SCC students are required to obtain and display their SCC photo identification (ID) badge by the third day of class/lab. The picture side of the ID badge must be displayed and must be worn above the waist on the outer clothing. ID badges must be displayed at all times while on campus and at other school functions. ID Badges should never be altered or loaned to another individual. The badge may be required in order to participate in various student activities or events. **After the third day of class, students will not be allowed to participate in class or lab without the appropriate ID badge.**

Clinical ID Badge

Nursing students will be required to obtain a SCC Clinical ID badge that will identify them by photo, program type, and first name only. These badges may be purchased from the Student Center for an additional fee of $1.50. The SCC Clinical ID badge is the badge that nursing students are required to wear to the clinical facilities. Students should not wear their SCC Student ID Badge with first and last name identification when caring for clients.

Inclement Weather

To enhance the communication of inclement weather closings and ensure the safety of our clinical participants, students who identify situations that may endanger them while traveling to assigned clinical sites should notify their assigned clinical instructor. Clinical instructors will notify the course coordinator of any inclement weather, natural disaster, or any other emergency situation occurring in their area of residence that may endanger student travel to distant site locations. The course coordinator will notify the director of nursing. Based on this, and any other pertinent information, the director and instructor(s) will make a collaborative decision. The decision may be to (a) proceed with clinical as scheduled, (b) to delay the clinical start time in order to allow for further evaluation of the situation, or (c) reschedule clinical to a later date.

Rescheduling occurs automatically when public schools in a county where clinical is scheduled are closed due to safety concerns related to inclement weather or other emergencies, or when Southeastern Community College issues an announcement that the college is closed.

The course lead faculty will implement the faculty/student phone tree (or other method of specified communication) to notify students and instructors of any decision to delay or reschedule clinical.

Students and faculty affected by the rescheduled clinical day(s) **do not report** for work that day even if the college remains open. Students will make up the missed clinical hours and faculty will make up the missed workload contact hours on the rescheduled clinical day. Students not affected will be expected to report to clinical assignments or on-campus classes as scheduled. In the event Southeastern Community College closes, classes will be rescheduled on the first or second Saturday following the missed day.

Students are normally expected to follow the directions of the clinical instructor; however, no student is ever expected to place him/herself in a position that endangers their personal health or well-being. Ultimately, students must make a personal decision regarding personal safety. State Highway and local authorities may be of assistance when making these decisions.

Emergency Notification System

In the event of an emergency on campus or college closings, a notification will be sent to the cell phones and emails of registered students and employees. It is essential that students maintain current contact information with the Registrar's Office and any online student information system (e.g. Aviso, Self-Service, etc.).

Classroom/Course Information and Responsibilities

Grading

The final numerical grade in all nursing courses will be computed based on unit tests, a final examination, and participation/proctored student readiness scores unless otherwise specified in the individual course syllabus. The final letter grade for each course will be based appropriately according to the grading scale below. All nursing courses must be completed each semester with a grade of "C" or better to progress in the program. Students must also maintain a cumulative GPA of 2.0 or higher to remain in the nursing program and graduate.

Grading Scale:

Letter Grade	Numerical Grade
A – Excellent	93-100
B – Good	85-92
C – Average	77-84
D – Below Average and Not Passing	70-76
F – Failure	69 or less

Students must achieve a minimum final average of 77 in the classroom, a final evaluation of Satisfactory ("S") in the lab and/or clinical portion of the course and meet all course objectives as outlined in the course syllabus to progress to the next nursing course. If a student receives an Unsatisfactory ("U") final evaluation in the lab or clinical areas, the final course grade recorded will be a "D", despite numerical grades from class. If the lab and/or clinical final evaluation is a "S", but the classroom final average is a "D" or "F", the final course grade will be recorded using only the classroom final average. When the lab and/or clinical final evaluation is a "S", the final classroom average will translate into the final course grade using the grading scale presented above.

All numerical grades (e.g., unit tests, final examinations, participation, proctored student readiness exams, etc.) will be recorded into the SCC web- based learning module system's gradebook (e.g., Rams Online). Grades will be posted within 3 business days of collected assignments, tests, and/or examinations. Students should not contact instructors regarding grades prior to this time. Grades will **NOT** be given over the telephone, through text messaging, social media messaging, or in other manners except through the SCC approved web-based learning system's gradebook or in person. Grades will **NOT** be discussed with any individual other than the student without the prior required appropriate documentation.

Grading System:

Assignment	Percentage
Unit Tests Average	65%
Clinical Judgment Exams & Remediation	2.5%
Participation/Other Course Assignments	2.5%
Final Examination	30%
Final Course Average	Unit Tests Average x 65% = W CJE/Remediation Grade x 2.5%=X Participation/Assignments x 2.5%=Y Final Examination x 30% = Z W + X + Y + Z= Final Course Average

Numerical grades awarded for any assignment, including unit tests and final examinations, will be computed through the second decimal place (hundredths place) when applicable. Rounding to the next whole number will occur with the final course average **_only_**.

Extra credit assignments will not be given to students who do not meet the passing average for nursing courses.

Written Assignments

Nursing is a professional practice. Therefore, all written assignments (graded or not) should be presented in a manner that represents professional demeanor on all levels.

Unless otherwise specified, classroom/lab/clinical assignments should be presented with the following guidelines in mind:

- Use black ink when handwriting or computer printing assignments
- Use standard 8.5 x 11-inch paper, unless otherwise specified
- Work must be neat and legible to professional standards
- References must be credited when appropriate per the instructor's guidelines
- Correct spelling, punctuation, and grammar is expected.

All assignments are to be submitted by the deadline set. Any work submitted that is unprofessional, in any manner, is subject to reduced points or an Unsatisfactory ("U") grade. Students refusing to meet a request by the instructor to re-write an assignment due to

unprofessionalism will receive a zero or Unsatisfactory for that assignment.

Testing

The nursing programs utilize formalized testing and exams throughout all courses. The security and integrity of tests and exams are extremely important. Students are held accountable for academic integrity and honesty throughout the nursing programs for all assignments. Students are not allowed to discuss the topics or questions of tests/exams with other students after taking a test/exam. Doing so compromises the security and integrity of the test/exam and may result in dismissal from the program. Students who have knowledge of circulating test/exam questions that may potentially be on past or future tests/exams are required to report this knowledge to the faculty immediately. Students who have knowledge of previous or future test/exam topics/exemplars that are detailed enough it would compromise a test/exam must report this information to the faculty immediately. Students not complying with these expectations are in violation with the academic integrity policy and honor code and will be subject to dismissal.

Unit Tests

Unit tests are designed as a tool for students and instructors to identify areas of strength and areas needing improvement, as well as a measure of the student's ability to recall and apply previously learned principles and information.

Unit tests will consist of 50 questions per test. Questions may be presented in a variety of alternative formats (e.g., select all that apply, identifying sounds, identifying pictures, short answer, multiple response, scenarios, NGN learning style questions, etc.). The number of unit tests may vary depending on the content and specific nursing course.

Final Examinations

All students are required to take the final exam in all nursing courses. Final exams will consist of 100 questions which will include alternate and NGN type questions. NUR 117 is the only nursing course that may have reduced question items on the final exam. Make-up final exams are not offered or considered unless prior arrangements were initiated with the instructor prior to the scheduled exam and there are extenuating circumstances (e.g., serious illness, accident, injury, death, etc.).

Final exams are cumulative. Test Reviews or *Request for Test Item Review* **will not be accepted** for final exams. Students who fail to achieve a satisfactory score may review their exam *at the discretion of the instructor*. Extra credit assignments/points are not offered in any manner.

ExamSoft

SCC Nursing Programs use a computerized testing platform to administer tests/examinations in all courses. This testing software is called ExamSoft and provides reliable and meaningful statistical data on student/program performance. ExamSoft more closely simulates the computerized testing environment of NCLEX and is a strong tool to prepare students for future testing.

Students are responsible for activating and maintaining their ExamSoft accounts. Students are also responsible for remembering their ExamSoft usernames/passwords. Instructors **will not** keep a list of usernames/passwords. Usernames/passwords are required to be able to take all tests/exams and participate in test reviews. Extra time will not be extended to students who must troubleshoot forgotten usernames/passwords prior to the test start time. Students are expected to always keep their usernames/passwords secure and confidential.

All students are required to take a Mock Test in ExamSoft prior to utilizing the platform for course tests/exams. Students are responsible for learning to use the software during the Mock Test and held accountable for this information after the Mock Test. Students are required to know their username and password prior to tests/exams.

Students are not allowed to backward navigate during tests/exams to prepare them more readily for NCLEX.

ExamSoft provides a calculator, highlighter, and the ability to take notes on each question while testing. Scrap paper and pencil will only be provided for tests/exams that have math calculations.

Test review can only be completed at the same computer station that the test/examination was administered. Students are responsible for remembering which computer station they tested on. Instructors will not keep this information for students. Review will be programmed to delete at a time set by the instructor. If a student misses the scheduled test review, the test will no longer be available for review after the programmed deletion. Only incorrect answers will be available during review.

Test Tardiness or Absences

Tardiness

Students who are tardy on test/exam days **will not** be given extra time to complete the test/exam. Any student who has been granted additional time allotted for test-taking purposes and fails to meet the start time established with their instructor is not guaranteed any extra additional time beyond the test stop time.

Absences

Students are expected to be present in class for each scheduled test/exam. A test/exam written in an alternate format, possibly with a different number of questions, may be administered to students who are absent or required to test on an alternate date for other reasons. Make-up tests will be administered on the first day the student returns to campus unless otherwise specified by the course lead faculty. Make-up tests will not be administered during regularly scheduled classroom/lab/clinical hours. It is the student's responsibility to contact the course lead faculty regarding test/exam make-up. Any student who is absent for a scheduled make-up test/exam will receive an automatic zero for that test/exam unless there are extenuating circumstances (e.g., serious illness, accident, death, etc.).

Testing Environment

Due to the nature of nursing and the unpredictability of the healthcare environment, nursing students are expected to be able to perform under reasonable degrees of stress. Complete elimination of distractions in the testing environment is not possible, but efforts will be made to reduce distractions that are within the control of the instructor. If at any time during a testing period a student feels that they are unable to concentrate due to extraordinary, unusual, superfluous activity/confusion in or around the testing area, the student should alert the instructor immediately so the problem can be resolved if possible. Students who are being evaluated in the lab and/or clinical settings are expected to function within the environment and with any stressors that may be present.

During all tests/exams students will not be allowed to bring any belongings into the classroom. Keys will be placed in a location designated by the instructor. The nursing department will not hold or secure any student belongings (e.g., phones, jewelry, wallets/pocketbooks, etc.). Any student who brings a phone, smartwatch, or other electronic device into a testing environment will be subject to disciplinary action and possible dismissal from the nursing program.

Students are not allowed to wear extra layers of clothing, hoodies, hats, or any type of arm jewelry or watches into the testing environment. Instructors may ask to check glasses, masks, other articles of clothing, etc. prior to or during the exam.

Scrap paper and pencils will only be provided for tests/exams that have math calculations.

Student seating during tests/exams may be randomized/assigned by the instructor.

Test Review

The course lead faculty will schedule test review after **all** students have taken the unit test that is to be reviewed. Test reviews ***will not*** be conducted until all students have taken the test. Final exams are not eligible for test review.

Test reviews will not be scheduled during regular class hours. Instructors typically hold test reviews immediately following class. Although test reviews are held outside of class hours it is strongly recommended that students make every effort to attend. Due to the testing software used to administer tests/exams, reviews are only available for a limited amount of time. Students who miss the initial scheduled test review may not have an opportunity to review later.

The test review environment will be conducted in the same manner as the testing environment. Students are not allowed to bring any belongings into test review. No talking is allowed during test review. Any students who are caught talking or with unpermitted belongings will be asked to leave immediately and will be subject to disciplinary action, up to dismissal.

Students who have questions or concerns regarding test items may request a personal meeting with the course lead faculty during scheduled office hours. All questions or concerns should be presented in a professional and civil manner. Students with unresolved questions or concerns may complete a *Request for Test Item Review* before leaving the meeting with the course lead

faculty. Students are allowed 15 minutes to complete the form which will be provided by course lead faculty upon student request. The *Request for Test Item Review* will be presented to a faculty panel for thorough discussion. The student will receive a response, verbally or in writing, stating the panel's position and/or explanation regarding the request for review within 5 working days. Students who leave test review early or choose not to attend test review (without prior permission from the course lead faculty) are not eligible to fill out a *Request for Test Item Review* at a later date.

Standardized Examinations

Both the ADN and PN programs at SCC use standardized examinations to provide an assessment of the student's performance compared with other students in other programs throughout the nation. Beginning Fall of 2022 the Nursing and Healthcare Training department will utilize standardized Clinical Judgement Exams created by Nurse Think to provide these services for both nursing programs. Payment of fees for Nurse Think products and services are required and included at the time tuition is paid each term.

Nurse Think assignments/exams are integrated throughout each nursing course to assist in preparing each student for NCLEX. Research shows that students who utilize the products and services as instructed throughout the programs are more likely to pass NCLEX on the first try. Students are highly encouraged to utilize the resources/assignments appropriately and often.

Standardized, proctored Nurse Think Clinical Judgment Examinations are scheduled throughout the curriculum for both nursing programs. The student is expected to take these exams as they are scheduled and complete the accompanying individualized remediation assignments to improve performance. Standardized assessments and structured remediation will count toward a small portion of the course grade. Standardized exam scores are not used as a measurement of progression. Students are expected to take responsibility for their learning by completing remediation in a meaningful way to improve on areas identified by assignments/exams.

Students should make an appointment with his/her faculty advisor and/or course lead faculty to review performance on standardized examinations.

Early Alert Remediation/Tutoring

Purpose:
The Early Alert Remediation/Tutoring process provides an opportunity for students to attain the required skills/knowledge that will assist them in achieving a satisfactory level of academic, lab, and/or clinical performance for the course/program. Early Alert Remediation/Tutoring is available and offered to all nursing students despite level of performance.

Procedure:
Early Alert Remediation/Tutoring will be initiated for any student demonstrating the inability to meet a satisfactory level of performance on any academic or clinical skill (inclusive of competency in calculating medication dosages), unit test, or unit tests average. It is the student's

responsibility to make an appointment with the instructor to initiate remediation. Early Alert Remediation/Tutoring is required of students who score less than an 80 on any exam or whose class average falls below an 80. If a student chooses not to attend Early Alert Remediation/Tutoring or complete the Early Alert Remediation/Tutoring plan, documentation of this choice will become part of the student's file. *See Appendix B-4 for Early Alert Remediation Form.*

The student will:
1. Schedule an appointment with the instructor anytime his/her unit tests or average falls below an 80%.
2. Initiate an Early Alert Remediation Form to include an academic study/learning plan.
3. Complete the remediation for any test score below 80% before taking any subsequent test. Remediation might include, but is not limited to:
   a. Submitting a detailed study plan.
   b. Preparing an evidence-based or best practice research paper.
   c. Completing an analysis of missed test content as designated by the nursing instructor by writing sample questions for the misunderstood concept and/or providing rationales for right and wrong answers.
   d. Attending the required number of instructor facilitated (Simulation Lab) hours. The instructor will assign the number of required hours, to be no less than 1 hour per week.
   e. Updating the individual learning plan as needed.

The faculty will:
1. Assist the student in identifying the need and areas requiring remediation.
2. Review (with the student) his/her academic or clinical performance status.
3. Assist the student in developing a mutually agreed upon remediation plan.

Reference

Nilson, L.B. (2003). *Teaching at its best: A research-based resource for college instructors.* (2nd ed.). San Francisco, CA: Josey-Bass.

Clinical/Lab Information and Responsibilities

Contractual Relationships with Clinical Agencies

Contracts maintained between Southeastern Community College and participating clinical agencies require that the college abide by the existing rules and regulations required by the agency. Clinical agencies require acceptable criminal background checks and drug screens prior to allowing students to practice clinical skills at that agency. The college agrees to follow agency protocol requiring current drug screens and criminal background checks.

> *The College agrees not to assign, or to withdraw, any student not acceptable to the clinical agency because of health or performance issues, or other reasonable causes that include but are not limited to positive drug screens for illegal substances or criminal background checks that show a pattern of felonious activity. Without access to the clinical facilities, students will be unable to meet the requirements for satisfactory completion of the course.*

For further information, students should see the Drugs and Alcohol Policy in the *SCC Code of Conduct* at https://www.sccnc.edu/academics/college-catalogs/.

At the discretion of participating clinical agencies students may be required (at their own expense) to be tested for the suspected consumption of alcohol/drugs. Students may be required to submit to testing after demonstrating behaviors or attitudes that may indicate the consumption of illegal substances or alcohol that interfere with the student's ability to provide safe and effective care. Clinical agencies retain the right to refuse students who may be using/abusing drugs/alcohol the right to practice in its facility. Criminal background checks and/or drug screening requirements are communicated to students through the Director of Nursing and Healthcare Training or his/her assigned designee.

Criminal Background Checks

Nursing students in clinical courses are required to have a criminal background check prior to attending/practicing at the clinical agency. Students who do not meet the allowable criteria to practice at clinical agencies may not be allowed access to the patient care areas and consequently will not be able to meet clinical objectives. The cost of a criminal background check will be at the student's expense and these fees are not included in tuition. Applicants for initial licensure in North Carolina must have a criminal background check. Students with a felony conviction may have limited licensure and employment opportunities.

Malpractice Insurance

The fee for liability insurance is included in the student tuition during the semester the student enters the program. A new premium is payable each fall semester for ADN and PN students

and again in the spring semester for PN students. The premium is for one year's coverage based on the school year. Students who move between programs or re-enter a program at a time other than the fall semester for ADN and spring semester for PN may be subject to a premium payment at the time of entry. Students will not be allowed to enter a clinical facility without liability insurance. Proof of liability insurance is a clinical requirement and should be uploaded to the nursing programs online clinical requirements and documentation tracking system.

Clinical Site Assignments

Students are required to travel to assigned clinical sites or to specialty areas of practice. Changes to these assigned clinical sites may be made during the semester as deemed necessary by the course lead faculty. Clinical site assignments are made to provide optimal educational opportunities and will not be changed for the convenience of the student.

Transportation

Students are responsible for their own transportation to and from clinical facilities. The student assumes responsibility for any passengers he/she may transport in a private vehicle. Lack of transportation is not an acceptable excuse for missed clinical/class time.

Dress Code

All nursing students are expected to appear in a manner that will reflect favorably upon themselves, the college, and the nursing profession. This implies the need to be well groomed and neatly attired and applies to attendance in the clinical facility and lab areas unless otherwise specified by the instructor.

Appropriate personal hygiene includes, but is not limited to, the following:

Hygiene	Students are expected to be neat, clean, and without body odor or halitosis. Lab coats and uniforms should be clean, unwrinkled, and in good repair. Any skin conditions (e.g., eczema, psoriasis, cracked/peeling skin, open sores, etc.) must be covered appropriately.
Hair	Hair must be kept neat and clean without shocking colors or extreme styles (e.g., Mohawks; purple, green, or orange hair, etc.). Any hair color must be of a naturally occurring shade. Hair must be styled up and pulled back off the collar in a manner that does not allow it to fall forward into the face or in front of the shoulders. Long bangs should not fall forward into or over the eyes. Any adornments that present a risk for infection are not to be worn. Navy blue, black/brown, or white headbands are permitted and may be worn to assist in keeping hair appropriately styled for patient care. Students who are required to cover their head due to religious beliefs and practices must use a white covering that is washed daily to prevent the spread of infection. Facial hair should be shaved daily unless a mature beard is present. Sideburns, mustaches, and beards are permitted provided they are kept trimmed, neat, and clean.
Nails	Fingernails should be clean and trimmed to prevent inadvertent injury to the patient and reduce the risk of infection. Fingernails should be no longer than the end of the fingertip. Fingernail polish, acrylic, gel overlays, or false nails are not to be worn in the lab or clinical settings. Fingernails should remain in a natural state in the clinical setting.

Uniforms	Uniforms should be worn only in the clinical area or in transit to and from clinical. No student should ever enter the clinical area in street clothes that are not covered with an acceptable clinical lab jacket. Required dress in the clinical and lab areas will follow these guidelines: • Nursing students will wear the accepted uniform with a white lab jacket. Uniforms are available in the Campus Bookstore. • Patches are required for all uniform shirts and lab jackets. SCC Nursing patches come pre-attached to all uniform tops. • Any chest hair must be covered with a white, round-necked t-shirt. • Second layers worn under uniform tops must be solid white in color. • Uniform pants should be hemmed to just below ankle length without touching/dragging the floor. Dresses will be hemmed at knee-length or below. • Uniforms will be well-fitting and in a good state of repair. • Sweaters are not to be worn in clinical areas. Only an approved white, hip-length lab jacket may be worn if an extra layer is desired. • Anytime a student is in the clinical area as an SCC student and not involved in patient care, a white, hip-length lab jacket and nametag must be worn over street clothes. Street clothes must be business-casual style. Jeans, shorts, tight pants, leather pants, spaghetti straps, low-cut tops, etc. are not appropriate.
Shoes	All students must wear white, closed-toe, shoes with quiet soles. Heels/soles should be no higher than two inches. Shoes must be kept clean and polished. Clean, plain white **leather** tennis/nursing shoes are preferred. Brand Names and logos may be displayed in color, but most of the shoe should be white. For safety and infection control purposes, clogs, open-toed shoes, and sling backs are inappropriate footwear, and may not be worn in the clinical areas.
Socks/Stockings	Clean, white, above-the-ankle socks or stockings should be worn with a pants uniform. Students wearing a SCC dress uniform may only wear white stockings and they must be clean and free from runs.
Jewelry	Jewelry in the clinical area is limited to a watch only. The watch must be in working condition and must include a second hand that remains active and visible at all times. No other jewelry (earrings, necklaces, bracelets, rings, activity tracking devices, etc.) will be permitted.
Tattoos	Tattoos of an offensive nature must be covered with a lab jacket. Arm sleeves that are white, navy, or black may also be used. Examples of offensive tattoos may include, but not be limited to, designs/language that are violent, threatening, demeaning, sexual in nature, or desecrate religious symbols. If a patient complains about tattoos, students may be asked to cover them while caring for the patient. If tattoos must be covered with skin makeup of some sort, that particular product may have to be approved by the clinical facility's infection control department. It will be the student's responsibility to obtain written approval for any such product.

Cosmetics	Cosmetics should be applied sparingly, if worn at all. False eyelashes, perfume, cologne, aftershave, and/or heavily scented lotions/hand sanitizers should not be worn in the clinical areas.
ID Badges	SCC Student ID badges should be worn at all times while attending any on-campus class/lab/or simulation clinical.
	SCC Clinical ID badges should be worn at any facility or off-campus clinical site rotation. SCC Clinical ID badges may be obtained from the Student Center. SCC Clinical ID badges should identify the student by photo, program, and **first name only**.
	Students should not wear their SCC Student ID badge displaying their first and last names to the clinical facilities for their own safety.
	Some clinical facilities may require that students wear an additional ID badge provided by the facility. In that case, students should wear both the facility ID badge and their SCC Clinical ID badge.
	The SCC Clinical ID badge and/or additional facility ID badge if applicable must be worn on the student's left side at chest level.
	Badge pulls must contain the SCC logo.
	ID badges should not contain any extraneous pins, stickers, or cards unless required by the clinical facility.
	SCC Clinical ID badges are only good for one year and one program. Students entering the second year of any program or changing programs must replace the SCC Clinical ID badge. SCC Clinical ID badges must be replaced at the student's expense.
Pen	A working, black ink pen is required in the lab/clinical areas. Felt-tipped and/or gel pens that bleed are not acceptable.
Gum	Chewing gum is not allowed in the lab/clinical areas.

The clinical instructor will counsel any student that comes to school or the clinical area displaying an unprofessional appearance. All nursing students will comply with the SCC dress code and with the dress code for the clinical site in which they are practicing. Students not complying with the dress code(s) will be sent home and the day will be counted as a clinical absence. Repeat offenders will be subject to further disciplinary action.

Students must follow specific agency dress code and ID badge display policies during all clinical rotations and while assigned to any specialty areas.

Standard Precautions

The nursing department at SCC adheres to standard precaution guidelines. The student is responsible for knowing the guidelines and for using precautions at all times.

Standard precautions are recommended by the Centers for Disease Control (CDC) for all patient care activities. According to the CDC, standard precautions are based on risk assessments and make use of common-sense practices and personal protective equipment. They are used to protect healthcare providers and prevent the spread of infection from patient to patient. In many cases, healthcare providers may not know which patients carry an infectious disease. Therefore, **_ALL_** patients' blood and body fluids are treated as if it were infectious.

Standard precautions involve, but may not be limited to:

1. Proper hand hygiene before and after all patient care activities and as needed.
2. Wearing gloves when there is a risk of coming into contact with blood or other body fluids of any patient.
3. Wearing masks and protective eyewear during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of the mucous membranes of the mouth, nose, and eyes.
4. Follow and encourage proper respiratory hygiene and cough etiquette.
5. Wearing protective gowns during procedures that are likely to generate splashes of blood or other body fluids.
6. Following special procedures for transporting specimens, changing bed linens, cleaning equipment, and cleaning spills of blood or other body fluids.
7. Follow safe injection practices and handle sharps/needles safely.
8. Restricting a health care provider who has draining lesions or weeping dermatitis from giving direct patient care until the condition resolves or an Employee Health Nurse or healthcare provider feels they can resume duties safely.

Due to the spread of COVID-19 and the nature of close interaction during lab and clinical, students may be required to wear a mask while in these settings at the discretion of the instructor.

The SCC Nursing and Healthcare Training department will follow clinical agency precautionary guidelines when there is documented or potential exposure to any blood borne illness or communicable disease/infection.

Occurrence Reporting

Any time there is an accident or injury in the classroom, lab, and/or clinical setting it should be dealt with and reported immediately. The SCC student and/or instructor must complete an SCC occurrence report. If applicable, the SCC student and/or instructor must complete the appropriate clinical facility occurrence report as well. The occurrence report(s) should be completed as soon as possible immediately following the occurrence. The occurrence should be reported to the

course lead faculty and the course lead faculty should report the occurrence to the Director of Nursing. *See the Occurrence Report Form in Appendix B-6.*

Lab/Clinical Evaluations

<u>Daily Evaluations</u>:

Students will be evaluated daily on lab/clinical performance by their respective lab/clinical instructor(s) using the ratings of Satisfactory or Unsatisfactory. These ratings are defined as:

SATISFACTORY	Practices safe and effective nursing care according to the guidelines set forth in the Clinical Evaluation Tool/Course Syllabus.
UNSATISFACTORY	Does not practice safe and effective nursing care according to the guidelines set forth in the Clinical Evaluation Tool/Course Syllabus.

In the event of Unsatisfactory lab/clinical performance:

1. The student will receive a written notice with recommendations from the clinical instructor (recorded on the Daily Assignment Summary or a Clinical Unsatisfactory Form).
2. The student will be given a specified time during which they are responsible for reviewing and/or practicing the identified behavior that resulted in an unsatisfactory rating.
3. The student will be given an opportunity to perform the identified behavior(s) satisfactorily on the next clinical day or at the earliest time the skill is available.
4. If the student is unable to consistently perform the identified behavior(s) satisfactorily, or if a pattern of unsatisfactory or unsafe clinical behavior is identified, an Action Plan will be initiated. This is an agreement that must be fulfilled to satisfactorily meet the lab/clinical objectives in the course prior to a specified date. Students who demonstrate a pattern of unsafe or unsatisfactory lab/clinical performance without improvement may be dismissed in accordance with the dismissal policy. *See Clinical/Lab Unsatisfactory Report, Appendix B-2.*

Midterm/Final Evaluations for Clinical

Any student enrolled in any nursing course with a clinical component will be evaluated at the midterm and prior to taking the final course examination. A student, who receives an Unsatisfactory at midterm may be allowed to continue in the course only when they have shown the ability to provide safe and effective care as outlined in the Clinical/Lab Evaluation Tool and are able to meet the guidelines set forth in the Action Plan, if applicable.

SATISFACTORY	Consistently practices safe and effective nursing care according to the guidelines set forth in the Clinical Evaluation Tool/Course Syllabus.
UNSATISFACTORY	Consistently unable to practice safe and effective nursing care according to the guidelines set forth in the Clinical Evaluation Tool/Course Syllabus.

Unsatisfactory clinical evaluations at the end of the semester will result in failure of the course and dismissal from the program.

Action Plan

An Action Plan may be initiated for, but not limited to, any of the following reasons:

1. The student has demonstrated an inability to perform clinical or lab skills (core competencies) in a consistent and satisfactory manner or performs in a manner that is inconsistent with the principles of safe and effective nursing care.
2. The student demonstrates unsafe clinical practice or behavior that conflicts with safety essential to nursing practice and/or a pattern of unsafe clinical behavior (see Dismissal).
3. The student cannot consistently function at the level as outlined in the Clinical Evaluation Tool and Course Syllabus
4. The student demonstrates a recorded pattern of unsafe, unprofessional, or uncivil behavior.

When any one or combinations of these circumstances exist, the Clinical/Lab instructor will schedule a conference with the student and the course lead faculty to:

1. Outline and review the behaviors that have been identified as unsatisfactory.
2. Answer any questions the student may have and establish a goal.
3. Review with the student a recommended course of action intended to assist the student in accomplishing his/her goal.
4. Establish an acceptable time frame and set a target date (the date the student will be expected to demonstrate satisfactory performance, correct the unsafe clinical behavior, or show the ability to function at the level outlined in the Clinical Evaluation Tool and/or Course Syllabus.

Students must understand that the Action Plan is an agreement that *__must__* be fulfilled satisfactorily within the specified time frame in order to meet the objectives of the course.

Action Plans that are not resolved by the target date, may result in dismissal from the nursing program. In certain circumstances (see student dismissal), students may be dismissed immediately. Target dates may never extend past the end of the course in which they are initiated if the action plan is directly related to safety.

Following the target date, the Clinical/Lab instructor will schedule another meeting with the course lead faculty and student to review the student's behavior or performance. At that time the

goal of the Action Plan will either be declared as "Met" (Satisfactory) or "Unmet" (Unsatisfactory) and the consequences and recommendations will be discussed with the student. *Appendix B-3 includes the Action Plan template recommended for use.*

Clinical Performance Rating

The clinical performance of any student enrolled in a clinical nursing course will be evaluated at midterm and prior to taking the final course examination. In order to receive a passing course grade, students must achieve a satisfactory rating in the clinical component of the course and a grade of 77% or better in the classroom section of the course.

Clinical performance will be evaluated on the student's ability to perform core competencies safely and effectively according to the guidelines set forth in the Clinical Evaluation Tool and the course syllabus (includes the ability to demonstrate safety in medication calculation and administration). A student is also evaluated on his/her ability to accurately, safely, effectively, and consistently perform skills taught in previous semesters (*see Core Competencies*).

Any student with an Action Plan in progress will receive a rating of "Unsatisfactory" at the midterm evaluation. Action Plans must be resolved by the target date.

A student may also receive a rating of "Unsatisfactory" at the midterm evaluation if the student has any unresolved Unsatisfactory Clinical/Laboratory Performance. Any issue related to a student's inability to provide accurate, safe, effective, and consistent care as noted in any Unsatisfactory Clinical/Lab Performance must be resolved prior to the final semester evaluation, or in the case of an Action Plan, prior to the targeted performance date.

Clinical Core Competencies

Standards from the North Carolina Board of Nursing require that nursing faculty follow policies and practices that provide for identification of physical, emotional, and behavioral problems which conflict with safety essential to nursing practice.

Students are expected to demonstrate and maintain a satisfactory level of performance for previously learned clinical core nursing competencies throughout the program. After initial satisfactory checkoffs, subsequent performance of clinical nursing core competencies, according to published nursing standards of care and based upon previous satisfactory performance, is expected of every nursing student during subsequent enrollment in any clinical nursing course in the program.

Students receive a list of core competencies upon entrance into the nursing program and specific courses (e.g., Competency Evaluation of Caring Interventions, Clinical Evaluation Tool, etc.).

At the beginning of each semester, the instructor will review the list of competencies to be performed by each student during that semester. The student is required to have this list of core competencies with them while in the lab/clinical setting. It is the responsibility of the student to

demonstrate satisfactory performance on required core competencies in the SCC lab and assigned clinical sites. Core competencies/skills marked with a double asterisk must be performed in the clinical area prior to graduation. The completed list of core competencies becomes a permanent part of the student's record.

Problems related to safety in nursing practice will be tracked by the course lead instructors along with the prescriptive suggestions for improvement. Students who demonstrate the inability to apply the principles of safe nursing practice will be dismissed from the program.

Students who conduct themselves in a manner that is consistent with physical or emotional problems which do not respond to appropriate prescriptive suggestions for improvement and/or treatment or counseling within a reasonable period of time will not be allowed to continue in the program. Students should refer to the Clinical Evaluation and Dismissal Criteria in this handbook for further information.

Open Simulation Lab Hours

In an effort to provide students the opportunity to improve their learning and develop/enhance their skills, the Simulation Lab Coordinator will provide opportunities for questions and practice during **Open Sim Lab** hours.

A calendar listing the days and times of open labs will be located outside of the Simulation Lab, as well as a clipboard where students ***must sign up*** for their time in the lab. The Sim Lab Coordinator is required to have a ratio of no more than 1 to 15 students in the lab at any given time. When signing up for the lab, write on the sign in sheet what type of practice is needed. This allows the Sim Lab Coordinator to have all necessary equipment or manikins available and ready.

Students will need to bring their nursing supply bag for practice whenever attending Open Sim Lab. It is highly recommended that students come with a partner(s) to practice, especially if there is a need to practice vital signs or assessment skills.

Open Sim Lab hours will be consistent and available on a weekly basis; however, interruptions do occur throughout the year for scheduled nursing course Simulation Clinical Experiences. It is the student's responsibility to check the calendar and sign up for any time needed in the lab in a timely fashion when help is warranted.

Guidelines for Simulation Clinical Experiences

All nursing courses throughout the ADN and PN programs utilize Simulation Clinical Experiences to enhance the knowledge, skills, and attitudes of students. These experiences give students the ability to practice in a safe environment in order to improve educational outcomes and patient care. Simulation Clinical Experiences are scheduled for each nursing course throughout the programs. The following guidelines are applicable for these experiences:

1. Students will be assigned a time to report to the simulation clinical by the course lead faculty. Alterations in the schedule may not be made without prior approval of the course lead faculty in consultation with the Sim Lab Coordinator.
2. Arrive on time and be dressed for clinical in accordance with the SCC *Nursing and Healthcare Training Nursing Programs Student Handbook* Dress Code.
3. Students may be required to answer, in writing, questions to a pre-clinical assignment. If so, then students will present the assignment as an admission ticket to the lab that will allow for participation in the simulation clinical experience.
4. Students should bring their Daily Sheets to Sim Clinical so the Sim Lab Coordinator or clinical instructor can fill out the paperwork appropriately at the end of the clinical simulation day.
5. The Sim Lab is a learning lab and provides an opportunity for students to self-evaluate and improve nursing performance. Students are expected to be a safe, effective provider of care at all times. Unsafe behavior will be documented on the student's Daily Sheet by the Sim Lab Coordinator or clinical instructor as a reminder of the need to improve the particular behaviors evaluated.
6. OSHA Guidelines apply to the Simulation Clinical Lab. Therefore, students are not allowed to have any food or drinks in the Simulation Clinical Lab area.
7. ***PLEASE DO NOT*** use an ink pen in or around the fidelity simulators as it will deteriorate their skin **(Pencil Only).**
8. HIPAA Guidelines are applicable in the Simulation Lab. Sim Lab is a place to learn; therefore, it must be a ***"safe space"*** when and if mistakes happen. Recognition of mistakes and identification of preventive/corrective action allows the learner an opportunity to critically think, problem solve, and learn from their actions/inactions. For this reason, all students will sign a confidentiality statement (***what happens in Sim stays in Sim***). Students will also sign a photography release and a fiction contract. These documents are housed on the clinical tracking system used by students and should be signed, uploaded, and approved by the date communicated. If for some reason, a student has not completed these forms, it is the student's responsibility to contact the Sim Lab Coordinator and complete these requirements prior to the beginning of any Simulation Clinical Experience.

Please see Appendix A-8 for all Simulation Lab consents and releases

Miscellaneous Information

Regulatory Agencies

Community College System and the Southern Association of Colleges and Schools:

Southeastern Community College is a part of the North Carolina Community College System. SCC receives its approval from the North Carolina Community College System (NCCCS) in Raleigh and its accreditation from the Southern Association of Colleges and Schools (SACS.) In order to receive approval and/or accreditation, SCC must follow prescribed standards and policies from both the NCCCS and SACS.

Approval of Southeastern Community College Nursing Programs:

Both the Community College System and the North Carolina Board of Nursing approve the Nursing Education Programs at Southeastern Community College. The nursing program policies are based on the standards of nursing education established by the North Carolina Board of Nursing to comply with the Nursing Practice Act of North Carolina.

Nursing Practice Act – The Student is Responsible for Reading the Nursing Practice Act.

On May 12, 1981, the General Assembly of North Carolina ratified a newly revised General Statute or law: Chapter 90, Article 9, entitled `Nursing Practice Act.'  This `Nursing Practice Act' defined both what nursing is and what nurses can do in the state of North Carolina. The General Assembly, in order to ensure that the `Nursing Practice Act' would be followed, said that a Board would be established to interpret the law to the public and to write standards and guidelines that all health care providers can use to guide their nursing practice.

Which Healthcare Providers are Covered Under the Act?

According to the `Nursing Practice Act', a health care provider means any licensed health care professional and any agent or employee of any health care institution, health care insurer, health care professional school, or a member of any health profession. "For the purposes of this Article, a person enrolled in a program to prepare them to be a licensed healthcare professional, or a health professional shall be deemed a healthcare provider."

North Carolina Board of Nursing Decisions

The Board prescribes standards intended to apply to nursing students, faculty, curricula, facilities, resources, and administration of nursing programs. These standards are designed to ensure that graduates of a nursing program meet the requirements to apply to take licensure exam. (G.S. 90-171.38.)

The nursing faculty use the standards developed by the Board of Nursing to write polices and guidelines for the nursing students at SCC. These standards are in accord with the requirements of the North Carolina General Statutes, Chapter 90, and Article 9. The Board of Nursing requires the standards to be met and maintained by each nursing program.

Health Insurance Portability and Accountability Act (HIPAA)

This information is adapted from institutional policies at New Hanover Regional Medical Center. Students will need to be aware of institutional policy at whatever clinical site they are assigned.

What Does HIPAA Do?

- HIPAA promotes privacy, confidentiality, and security of protected health information (PHI) in all forms – electronic, written, oral, and any other.
- It allows patients to find out how their information may be used and what disclosures of their information have been made.
- It generally limits release of information to the minimum reasonably needed for the purpose of the disclosure.
- It gives patients the right to examine and obtain a copy of their own health records and request corrections.

What information is protected by HIPAA?

Protected Health information (PHI) is any information about an individual's current, past, or future physical or mental health that is attached to demographic information that can identify that person. In other words, if health information is linked with any of the following unique items, it is PHI:

- Name
- Address, E-mail address, Telephone, or fax number
- Social security or Driver's license number
- Patient identification number or health insurance plan identification number

What impact does HIPAA have on student nurses?

It means that you must *(under the guidance and direct supervision of a nursing instructor)*:

- Begin handling personal health information with care.
- Upon request for personal health information, both internally and externally, obtain a clear understanding of the purpose for the request and release only what is minimally necessary to accomplish the intended purpose.
- When sending personal health information by fax, make sure that the recipient knows to expect it, and then verify that he/she received it.
- Document all disclosures of protected health information.
- Know the hospitals general duties under HIPAA (check institution policy)

Normally the hospital is obligated under HIPAA to; Keep protected health information private and give notice of privacy practices, abide by the terms of notice currently in effect, obtain written authorization to use or disclose protected health information for specified purposes other

than treatment, payment, or operation.

Know the patient's rights under HIPAA

All patients have the right to: receive a copy of the hospital's notice of privacy practices, request restrictions on the use and disclosure of PHI, receive confidential communications of PHI, inspect and copy PHI, amend PHI, and receive an accounting of disclosures of PHI.

- Report all privacy and security breaches to the instructor

What are the penalties for violations?

- Civil Penalties totaling $100 for each violation with a maximum total fine of $25,000 per person for all identical violations in the same calendar year.
- Criminal Penalties can be levied if it can be proven there was intent to sell, use for commercial gain, or to cause malicious harm. In these instances, the punishment may result in significant fines, jail time up to 10 years, or both.

Pinning Ceremony Guidelines

The following pinning ceremony guidelines direct the organization and supervision of pinning ceremonies held for Southeastern Community College students completing degree requirements in the Nursing Programs.

Purpose:

The purpose of the pinning ceremony is to provide faculty the opportunity to honor and recognize the achievements of graduating students. The SCC pin marks the individual's entry into the health care profession. This ceremony will be professional and respectful of the profession of nursing in all ways. The ceremony should not replace student participation in the SCC commencement exercises.

Planning:

The planning process for the pinning ceremony involves both faculty and student representatives along with guidance by program and department administration. The faculty role includes the preservation of tradition and assurance that the ceremony will favorably represent the SCC Nursing and Healthcare Training department and maintain the professionalism expected of nurses. Class officers should represent the class in decision-making processes.

The planning process will include and should occur as follows:

1. Each class has the option to request a pinning ceremony. This request is decided by majority vote of the students. A faculty advisor will survey the class members for this decision.
2. The pinning planning committee will be comprised of the class officers and appointed faculty to make joint decisions concerning the pinning ceremony.
3. Appointed faculty will facilitate the class in electing officers who will serve on the pinning planning committee. Any additional students, that serve on the committee alongside the class officers, will be selected by class vote.
4. The pinning planning committee will make decisions by consensus.
5. Student committee members should survey the entire class for recommendations on decisions to be made about the ceremony and attempt to represent class recommendations to the pinning planning committee accurately.

The following traditions should remain intact for every pinning ceremony:

1. All students are required to wear a white uniform and nursing cap for pinning. Hair may be worn styled down, if the student chooses, but extreme hair colors/styles are not permitted. See Dress Code. Students may wear jewelry, but not in excess. Tattoos must remain covered during the pinning ceremony.
2. Each student will receive a Lamp of Learning and candle to be lit during the ceremony. These are provided by the school.
3. Each student will receive a single rose.

4. All students will participate in and take the Nightingale Pledge.
5. Pinning ceremony invitations will be developed and provided by the school but students are responsible for mailing or giving these invitations out. The number of invitations may be limited per student depending upon the location/facility.
6. Pinning programs will be developed and provided by the school.
7. The school has chair covers, table clothes, and a table runner available to use for standard decoration. Any decorations beyond this must be approved and will be at the cost of the students.
8. Marshalls are chosen by faculty from the underclassmen.

Committee Decision Making:

The faculty-student pinning planning committee will make decisions concerning the following information:

1. Decorations
   a. Decorations may be recommended by the committee but must be approved by department administration. Any extra decorations, other than those provided by the school, will be at the cost of the students.
2. Location –
   a. Scheduling of a facility for the pinning should occur early in the process.
      i. ON-CAMPUS : The SCC Auditorium is an available on campus facility that has traditionally been used for pinning. Use of the facility for pinning is free of charge but must be scheduled through appropriate college representatives and has a limited amount of seating.
      ii. OFF-CAMPUS: Any off-campus locations/facilities used for the pinning ceremony need prior approval from department administration. If an off-campus location/facility is used, there will be no charge to the college. Students will be responsible for any costs/charges.
3. Fundraising
   a. Any fundraising activities to offset pinning ceremony costs must be approved through appropriate college channels prior to beginning.
4. Music
   a. Any music played during the pinning ceremony must be approved by the committee and department administration.
   b. When using a pianist, students should confirm participation in a timely manner.
5. Slideshow
   a. If a slideshow of photographs is to be used at the ceremony, it is the responsibility of the class to put together the slideshow in ample time that it can be reviewed and approved by department administration.
   b. Students should keep in mind that the pinning ceremony is a reverent event and pictures should be representative of this time.

     c. The slideshow must be in a format that is accessible and compatible with the AV system in place at the location/facility being used.

6. Selection of Speaker/Participants

     a. Recommendation of a speaker is done by request of the students. Department administration must approve the speaker.

     b. Faculty participants in the ceremony are also by recommendation and request of the students. Faculty members must agree to participation roles requested by the students.

     c. Students are responsible for asking for the participation of outside speakers and/or faculty member participation. Students are responsible for solidifying individual requests and plans prior to the ceremony in a timely manner, allowing approval by department administration and preparation time for requested participants.

7. Student Eligibility

     a. The Nursing and Healthcare Training department will determine eligibility of students to participate. Any questions concerning students who may not be completing requirements on time will require approval by the Director and college.

8. Time and Date

     a. A time and date for Pinning will be scheduled by department administration and shared with students well in advance. Pinning dates are scheduled after program courses officially end per the college schedule. Site availability, scheduled college activities, and other end of the year ceremonies are factored in to scheduling decisions.

NCLEX

Upon successful completion the Associate Degree Nursing program or the Practical Nursing program, students are eligible to take the NCLEX-RN or the NCLEX-PN. The best way for students to prepare for the exam is to study and understand the course content presented throughout the programs. Standardized test results are a great tool that will help students identify areas in which they need improvement. Utilizing these individual results is a highly recommended study technique. Preparation for the NCLEX is the student's responsibility and faculty can help guide this process. Participation in a review course is strongly recommended.

Appendix A – Student Documents, Consents, & Releases

Southeastern
COMMUNITY COLLEGE
Nursing & Healthcare Training

STUDENT HEALTH FORMS
For Nursing and Healthcare Training Students

Name: _____

Address: _____

Student ID: _____   Phone #: _____

It is very important that you read, understand, and comply with all
requirements in this packet.

Health requirements set forth in this packet are mandatory for all Nursing and
Healthcare Training Students. Official proof of all health requirements must be
uploaded to Viewpoint Screening.

A – 1.1 – Immunization Guidelines

Name: _____ Student ID Number: _____

GUIDELINES FOR IMMUNIZATION RECORDS
The immunization requirements must be met; or according to NC law, you will be withdrawn from classes without credit.

Acceptable records of your immunizations may be obtained from any of the following sources: Be certain that your name, date of birth, and ID Number appear on each sheet. Any handwritten records must be in black ink and the dates of vaccine administration must include the month, day, and year.

KEEP A COPY FOR YOUR RECORDS.

- High School Records – These may contain some, but not all your immunization information. Contact Student Services for help, if needed. **Immunization records do not transfer automatically. You must request a copy.**
- Personal Shot Records – Must be verified by a doctor's stamp or signature or by a clinic or health department stamp.
- Local Health Department
- Military Records or WHO (World Health Organization Documents)
- Previous College or University – **Immunization records do not transfer automatically. You must request a copy.**

Required Immunizations for Nursing and Healthcare Training Programs:
Recommendations by age adapted from CDC (2022)

Vaccine	19-26 years	27-49 years	50-64 years	> 65 years
Influenza inactivated (IIV4) or **Influenza recombinant** (RIV4)	**1 dose annually**			
Influenza live, attenuated (LAIV4)	**1 dose annually**			
Tetanus, diphtheria, pertussis (Tdap or Td)	**1 dose Tdap each pregnancy; 1 dose Td/Tdap for wound management** (see notes)			
	1 dose Tdap, then Td or Tdap booster every 10 years			
Measles, mumps (rubeola), rubella (MMR)	**1 or 2 doses depending on indication** (if born in 1957 or later)			
Varicella (VAR)	**2 doses** (if born in 1980 or later)		**2 doses**	
Hepatitis B (HepB)	2, 3, or 4 doses depending on vaccine or condition			
COVID-19 (Full vaccination recommended, but not required, by clinical facilities)	**1 or 2 doses depending on vaccine** (Vaccination is not currently required by clinical facilities)			
Recommended vaccination for adults who meet age requirement, lack documentation of vaccination, or lack evidence of past infection	**Recommended vaccination for adults with an additional risk factor or another indication**		**No recommendation/ Not applicable**	

1. DTP (Diphtheria, Tetanus, Pertussis), Td (Tetanus, Diphtheria): One Td booster within the last ten years. Adults with an unknown or incomplete history of an initial 3 dose vaccination series with Td containing vaccines should begin or complete the primary series including a Tdap.
2. Measles: One dose on or after 12 months of age; second at least 30 days later. Must repeat Rubeola (measles) vaccine if received even one day prior to 12 months of age. Two measles doses if entering college for the first time after July 1, 1994.
3. One dose on or after 12 months of age. Only laboratory proof of immunity to rubella or mumps disease is acceptable if the vaccine is not taken. History of rubella or mumps disease, even from a physician, is not acceptable.

A – 1.2 – Immunization Record Checklist
Southeastern Community College Nursing and Healthcare Training
Required Immunization Checklist

Name: _____ Student ID Number: _____

This is a checklist for your personal use. A complete immunization record from a healthcare provider, clinic, or health department must be provided in the format required by your program.

Immunization Record Checklist:

Tuberculosis Screening: *Required Documentation of a 2-step TST or IGRA blood assay*

TB Skin Test #1 Date Placed: Date Read: Reading: _____mm induration (even if 0)
TB Skin Test #2 Date Placed: Date Read: Reading: _____mm induration (even if 0)
IGRA blood assay   Date: Results:
History of positive Skin Test?   Date: Reading: _____mm induration
Chest X-ray   Date: Results
Treatment with INH or other TB Medication No: _____ Yes: _____Length of Treatment: _____

Tetanus/Pertussis: One Tdap vaccination required
Initial Series completed: Dates   #1:_____   #2:_____   #3:_____
Tdap (Boostrix or Adacel)   Date:

Varicella (Chicken Pox): Two Vaccines Required or Positive Quantitative IgG Titer
Varicella Vaccine   #1:   #2:
Varicella Titer (copy of IgG lab report requ Date: Titer Result

Measles, Mumps, Rubella: Two Vaccines Required or Positive Quantitative IgG Titers
MMR Combination Vaccine   #1:   #2:
Measles (Rubeola) Vaccine   #1:   #2:
Mumps Vaccine   #1:   #2:
Rubella Vaccine   #1:   #2:
Measles Titer (copy of IgG lab report requ Date: Titer Result:
Mumps Titer (copy of IgG lab report requ Date: Titer Result:
Rubella Titer (copy of IgG lab report requ Date: Titer Result:

Hepatitis B: (if using titer option, copy of Hep B surface Antibody Titer lab report is required)
Hepatitis B Vaccine   #1:   #2:   #3:
Hepatitis B Surface Antibody Titer   Date: Titer Results:
Hepatitis B Vaccine (2nd series if indicated #1:   #2:   #3:
Hepatitis B Surface Antibody Titer   Date: Titer Results:
(or Titer Declination)

Influenza: Seasonal Vaccination Mandatory October (or when available)
Influenza Vaccination (NOT nasal flu mist) Year #1:   Year #2:

COVID-19 Vaccine: (1 or 2 doses depending upon vaccine. Currently not required by clinical facilities.)
Moderna   #1:   #2:
Pfizer-BioNTech   #1:   #2:
Johnson & Johnson   #1:
Boosters   #1:   #2:

A – 1.3 – Physical Examination Form

Name: _____ **Student ID Number:** _____

PHYSICAL EXAMINATION

Height _____ Weight_ _ TPR ___/ /___ BP _/

VISION			HEARING		
Corrected	Right 20/ _____	Left 20/ _____	(gross)	Right _____	Left _____
or			15 ft.	Right _____	Left _____
Uncorrected	Right 20/ _____	Left 20/ _____			
Color Vision	_____				

Are there abnormalities?	Normal	Abnormal	DESCRIPTION (attach additional sheets if necessary)
1. Head, Ears, Nose, Throat			
2. Eyes			
3. Respiratory			
4. Cardiovascular			
5. Gastrointestinal			
6. Hernia			
7. Musculoskeletal			
8. Metabolic/Endocrine			
9. Neuropsychiatric			
10. Skin			

Is student under treatment for any medical or emotional condition?   Yes   No
If Yes, Explain:

Is student physically and emotionally healthy?   Yes   No
If No, Explain:

Based on my assessment of this student's physical and emotional health on this date, he/she appears able to participate in the activities required of a health professional in a clinical setting in order to provide safe care to the public.

YES _____   NO _____
if No, please explain
_____
__
_____

_____   _____
Signature of Physician / Physician Assistant / Nurse Practitioner   **Date**

_____   _____
Print Name of Physician/Physician Assistant/Nurse Practitioner   **Phone Number**

_____ _____ _____ _____
Office Address   **City**   **State**   **Zip Code**

A-2 – Permission for Release of Information Form

Release of Information to SCC by Healthcare Provider(s)

I hereby give permission for my healthcare provider(s) to release to Southeastern Community College any information they may have concerning my Medical Records, Health Certification Form, and/or any existing medical or emotional health condition(s) as it relates to my ability to provide safe and effective nursing care.

Release of Information to Clinical Agencies by SCC

I hereby give my permission for Southeastern Community College to release any information as it relates to my ability to provide safe and effective nursing care to the clinical agencies at which I may be assigned.

The Release of Information to SCC by Healthcare Provider(s) and the Release of Information to Clinical Agencies by SCC will remain in effect indefinitely unless I contact the Nursing and Health Technologies Department and request, in writing, that it be cancelled.

A photocopy of this release shall be accepted the same as a signed original.

_____   _____

Student Signature / Date   **Witness Signature / Date**

A-3 – Essential Criteria, Functions, and Abilities Standards

An applicant seeking admission to the nursing programs at Southeastern Community College must meet the Essential Criteria, Functions, and Abilities Standards required for the safe delivery of nursing care to the public. According to the nature of the work required in nursing practice and the educational requirements of the nursing programs curricula, students must be able to meet these standards as defined for admission and successful progression through the nursing programs. The standards established are in compliance with the 1990 Americans with Disabilities Act.

The practice of nursing requires that members of the discipline have the cognitive, sensory, affective, and psychomotor skills necessary to provide safe and effective nursing care to the public. Nursing students and nursing faculty should possess and be able to demonstrate the following Essential Criteria, Functions, and Abilities Standards (examples are not all inclusive):

Standards	Examples of Necessary Abilities (not all inclusive)
Critical thinking ability sufficient for clinical judgment in all healthcare environments, including emergent situations.	Identify cause and effect relationship in clinical situations; develop nursing care plans/concept maps.
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with clients, families, and colleagues.
Communication abilities sufficient for interaction with others in verbal and written form.	Collect assessment data. Explain treatment procedures. Initiate health teaching, document teaching. Interpret and document nursing actions and client and family responses.
Physical abilities sufficient to stand for long periods of time, move from room to room, and maneuver in small spaces.	Move around in client's room, workspaces and treatment areas; administer cardio-pulmonary procedures; able to lift/maneuver 50/>100 pounds.
Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Move, calibrate, use equipment and supplies; lift, transfer, and position mobile and immobile clients.
Auditory ability sufficient to monitor and assess health needs.	Hears monitor alarm, emergency signals, auscultatory sounds, cries for help.
Visual ability sufficient for physical assessment, performance of nursing procedures and maintenance of environmental safety.	Observes client responses, such as skin color and facial expressions. Monitors vital signs. Reads records.
Tactile ability sufficient for physical assessment and performance of nursing procedures.	Perform palpitation, functions of physical examination and/or those related to therapeutic intervention (e.g., catheter insertion)
Emotional stability and mental alertness in performing client care.	Maintaining a calm and efficient manner in high stress/pressure situations with clients, families, staff, supervisors, and colleagues

If a student feels that they cannot meet one of more of these standards without accommodations or modifications, the college must determine, on an individual basis, whether the necessary accommodations or modifications can be reasonably made without placing the public at risk. More detailed information regarding standards is provided in the handbook.

Essential Criteria, Functions, and Abilities Standards

Certification of Ability to Meet the Essential Criteria, Functions, and Abilities Standards

I certify that I am in good health and that I am both physically and emotionally able to withstand the rigors and stress of the nursing program.

I have read the Essential Criteria, Functions, and Abilities Standards for nursing students and I feel that I can meet the standards as described. If at any time, after admission to or progression within the nursing programs, I *cannot* meet the Essential Criteria, Functions, and Abilities Standards, I will immediately notify the Director of Nursing. I acknowledge the necessity of this notification requirement in order to protect the individuals that are under my care as a student.

I understand that Southeastern Community College maintains no healthcare facilities and offers no college-paid healthcare insurance for its students. The responsibility for any medical services or costs incurred as a student rest with me and my parents/guardians/or head of household. This includes any care due to accidents or illnesses incurred while functioning in the role as a student nurse. I understand that if I am not currently insured as a rider on an existing policy, I am strongly encouraged to carry my own healthcare insurance.

Student with Disabilities

Southeastern Community College does not discriminate on the basis of disability in application, admission, or access to its programs, services, or activities or individuals who meet the Essential Criteria, Functions, and Abilities Standards requirements. The college will provide reasonable accommodations for documented disabilities of individuals who are otherwise eligible to receive or participate in college programs, services, or activities.

The Executive Vice President/Chief Academic Officer is designated to coordinate compliance with the nondiscrimination requirement contained in the Americans Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Information concerning provision of the ADA and the rights provided thereunder are available from the ADA counselor located in the Student Services department. The ADA counselor is provided to assist students in requesting disability-related accommodations.

Individuals who want to receive reasonable accommodations for a disability should make this request known to the ADA counselor. Individuals accompanied by a personal assistant while on campus must provide the ADA counselor with documentation that includes sufficient reason related to medical/physical need for the assistance.

_____   _____
Student Signature   **Date**

A-4 – Confidentiality Certification, Receipt of Student Guidelines, Honor Code

CONFIDENTIALITY CERTIFICATION

I certify that I have read and understand the confidentiality statement of the Nursing and Health Technologies Department at Southeastern Community College. I understand that confidentiality is necessary to ensure the confidential nature of both patient and privileged information. I further understand the liability of persons with access to confidential information and hereby agree to protect and preserve the confidential nature of all patient and privileged information to which I may have access. I understand that failure to meet the guidelines in this policy is a serious behavior and will result in my immediate dismissal from the nursing program at Southeastern Community College.

Date _____   Student Signature _____

RECEIPT OF STUDENT GUIDELINES

I certify that I have received a copy of the *Southeastern Community College Nursing and Health Technologies Nursing Programs Student Handbook* and that I am responsible for reading, knowing, and adhering to its contents while I am a nursing student at Southeastern Community College.

Date _____   Student Signature _____

HONOR CODE

I hereby affirm my knowledge and acceptance of the SCC Honor Code for nursing students as being consistent with the ethical obligations of nursing and solemnly pledge to uphold the Honor Code by abstaining from dishonesty, deceit, or fraud in my personal, academic, and professional conduct. I understand and accept that my adherence to the Honor Code is an appropriate requisite for enrollment and participation in the nursing program.

Date _____   Student Signature _____

_____   _____
Student Signature / Date   **Faculty Witness Signature / Date**

A-5 – Honor Code Pledge

The Student acknowledges and accepts the American Nurses Association Code of Ethics for Nurses (ANACEN) as:

- A "succinct statement of the ethical obligations and duties of every individual entering the profession of nursing."
- The "non-negotiable ethical standard of the profession."
- "An expression of nursing's own understanding of its commitment to society."

The Student Nurse accepts the imperative that academic conduct be consistent with the ethical obligations and duties of the profession, in general, as specified in the ANACEN:

- Provision 3 – "take appropriate action regarding any instances of incompetent, unethical, illegal, or impaired practice,"
- Provision 4 – "accept and retain accountability and responsibility for the quality of practice and conformity to the standards of care,"
- Provision 5 – "preserve integrity and safety, maintain competence, preserve wholeness of character, and continue personal and professional growth."

The student acknowledges that a consequence of academic misconduct may expose patients to unsafe and incompetent care from an unqualified individual.

The student accepts that academic conduct involving dishonesty, deceit, or fraud is contrary to the guidelines of the ANCEN and the characteristics expected of SCC nursing students and that such conduct may jeopardize continued enrollment in the program.

The student pledges to abstain from dishonest, deceitful, or fraudulent academic conduct and to report suspected observation or knowledge of such conduct to the faculty immediately.

I hereby affirm my knowledge and acceptance of the SCC Honor Code for Nursing Students as being consistent with the ethical obligations of nursing and solemnly pledge to uphold the Honor Code by abstaining from dishonesty, deceit, or fraud in my personal, academic, and professional conduct. I understand and accept that my adherence to the Honor Code is an appropriate requisite for enrollment and participation in the nursing program.

Student Signature / Date   **Witness Signature / Date**

A-6 – Instructor Employment/Educational Reference Waiver

<u>Instructions</u>

1. **Complete this form using black ink when requesting an instructor reference.**
2. **Return the completed form to the appropriate instructor at the time of reference requests.**
3. **Print your complete name in the blank on the first line of the statement.**
4. **Sign your complete name on the signature line at the bottom.**
5. **Print the correct date on the line provided.**
6. **If you are not 18 years of age, your parent/guardian must also sign the form.**

I, _____, hereby waive my right to educational and/or employment confidentiality and authorize Southeastern Community College's employee, _____, to discuss with the agents of my potential employer or educational institution my performance at Southeastern Community College for the purposes of being hired or for admissions into an educational program. I understand that I may revoke this waiver at any time, in writing, to the employee listed above.

I also release Southeastern Community College and its employees from any and all claims based on the release of such information and agree to hold Southeastern Community College harmless from any and all claims.

_____   _____

Student/Parent/Guardian Signature   **Date**

A-7 – Publicity Release Form

Southeastern Community College regularly seeks students and alumni to feature in marketing and promotion materials. Thank you for agreeing to represent Southeastern Community College. Your image and/or words may be used in print and electronic media for Southeastern. This includes, but is not limited to, newspaper and magazine publications, billboards, radio, television advertisements, the college website, and the Internet. Please complete and sign this release form:

I, _____, hereby authorize Southeastern Community College to use my image and/or words for any use the college deems appropriate in the promotion and marketing of Southeastern Community College. I understand that my image and/or words may be used for, but not limited to, newspaper and radio advertisements, billboards, the college website, and the Internet. I understand that my words may be edited for content but will not deter from the true spirit of the testimony. I understand that my image may be altered (blemishes removed, red-eye reduction, etc.). I understand that my name and identity may be revealed. I fully discharge Southeastern, the North Carolina Community College System, affiliated companies and the respective officers, directors, trustees, employees, agents of each, including subcontractors, from any and all claims, monetary and otherwise, that I may have against Southeastern, its parent, affiliates or subcontractors, arising out of the use of my image or words. I understand there is no financial or other remuneration for this photograph and/or testimony. If a current student, I declare that I have read the Southeastern Community College Student Code of Conduct, and that I will do my best to uphold the Code and exhibit behavior that portrays a positive image as a Southeastern Community College student.

SIGNATURE*:

Student/Parent/Guardian Signature   **Date**

*(Note: Applicants under the age of 18 must have a parent or guardian sign for them.)

A-8 – Simulation Lab Consents and Release

The Simulation Lab is designed for students to develop nursing skills, improve clinical judgment, reasoning, and critical thinking as they care for simulated patients utilizing realistic scenarios.

FICTION CONTRACT

Realistic patient care situations will be created using simulators, simulation teaching techniques, and application of realism to the best of our ability. The Simulation Lab Coordinator and Instructor promises to provide:

1. Goal-oriented simulations based upon measurable learning outcomes/objectives derived from your course syllabus.
2. Provide enough realism that provides clues to assist you in identifying and solving problems.
3. Engage you in discussions that helps foster reflective practice.
4. Help you identify performance gaps and help close the gaps.

The simulated environment and patient does have certain limitations for mirroring real life exactly. Student responsibilities during simulation experiences include:

1. A willingness to suspend judgment of realism for any simulation.
2. Provide the same care and respect to the simulated patient(s) as you would an actual patient(s).
3. Maintain a genuine desire to learn even when you experience difficulty in your suspension of disbelief.

Student/Parent/Guardian Signature	**Date**

CONFIDENTIALITY STATEMENT

Southeastern Community College Nursing Patient Simulation Lab (NPSL) is considered a clinical education site for students. Students are expected to keep all events, procedures, and information used in conjunction with the patient(s) simulation(s) strictly confidential. This includes information obtained prior to the actual simulation, as well as information obtained and used in the pre/post conferences. Students are not allowed to share their simulation experience(s) with other students who did not participate in their clinical group for the lab.

Any breach of confidentiality is a violation of the code of conduct and ethical behavior identified in the *SCC Nursing Programs Student Handbook* and the *SCC* Student Handbook.

I, _____, have read the above statement and understand it. I agree to keep all information in the NPSL confidential as outlined above.

PHOTOGRAPHY RELEASE

I give Southeastern Community College permission to use my image (photograph or video) recorded during the NPSL for training purposes

Student/Parent/Guardian Signature	**Date**

Appendix B – Classroom and Clinical Documents

B-1 – Clinical Performance Rating

Student Name: _____

Course Title and Number: _____

MIDTERM CLINICAL PERFORMANCE:
       ☐**SATISFACTORY**
       ☐**UNSATISFACTORY**
Instructor Comments at Midterm:

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Student Self-Evaluation at Midterm:

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_____   _____
Instructor Signature / Date   Student Signature / Date

| If Unsatisfactory and Clinical Action Plan is issued: | Date Issued: _____ |
| Clinical Action Plan must be attached. | Date Resolved: _____ |

Student Name: _____

Course Title and Number: _____

END OF SEMESTER CLINICAL PERFORMANCE:

       ☐**SATISFACTORY**

       ☐**UNSATISFACTORY**

Instructor Comments at End of Semester:

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Student Self-Evaluation at End of Semester:

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_____   _____

Instructor Signature / Date   Student Signature / Date

Please note, signature of student indicates he/she has read the comments and not necessarily that he/she agrees. Students may attach additional comments

B-2 – Clinical/Laboratory Unsatisfactory Report

Student Name: _____   **Course Number:** _____

Course Name: _____   **Date/Time:** _____

Unsatisfactory Performance related to the following areas of practice:

☐ Individual
☐ Nursing
☐ Healthcare System
☐ Core Competency-Skill Performance
Instructor provides specific information in the space provided to the right.

Prior to: _____, the student will:
☐ Review appropriate units in text
  (refer to course syllabus)
☐ Watch the corresponding videos
  (refer to course syllabus)
☐ Arrange practice time as needed
☐ Arrange for a nursing tutor
☐ See comments to the right

Student Accountability, Self-Evaluation & Comments:
(on back if necessary)

_____   _____
Student Signature   Date   Instructor Signature   Date

Follow-Up Performance:
☐ Satisfactory
☐ Unsatisfactory
If "Unsatisfactory," initiate new form or make appropriate recommendations.

Recommendations:
☐ One on one supervision in the clinical
  setting
☐ Meet with Lead/Clinical/Lab Instructor for
  further evaluation
☐ Schedule meeting with student and Lead
  Instructor to initiate an Action Plan
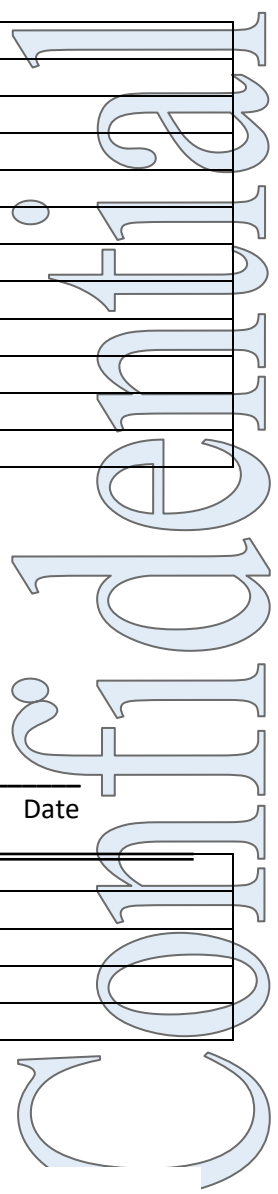
B-3 – Action Plan

To: [Click **here** and type name]

CC: [Click **here** and type name]

From: [Click **here** and type name]

Date: 1/2/2020

Subject: [Click **here** and type subject]

Identified "Unsatisfactory" Performance:
"[Click here and type text]"

Student Goals Necessary for Satisfactory Performance:
"[Click here and type text]"

Plan of Action:
"[Click here and type text]"

Consequences if Established Goals are not met:
"[Click here and type text]"

_____   _____   _____
Student Signature/Date   **Clinical/Lab Instructor/Date**   **Lead Instructor Signature/Date**

Outcome of Clinical Action Plan:
☐   **Satisfactory - Goal(s) Met**
☐   **Unsatisfactory – Goal(s) Not Met**

"[Click here and type text]"

Decision/Recommendations:
"[Click here and type text]"

_____   _____   _____
Student Signature/Date   **Clinical/Lab Instructor/Date**   **Lead Instructor Signature/Date**

B-4 – Early Alert Remediation/Tutoring

Student Name: _____   **Course Number:** _____

Course Name: _____   **Date/Time:** _____

Identified need for Early Alert Remediation:

- ❑ Test score/average Below 80%
- ❑ Core Competency-Skill Performance
- ❑ Medication Calculation Competency
- ❑ Excessive Absenteeism

Instructor provides specific information in the space provided to the right.

The student will:

- ❑ Review appropriate units in text (refer to course syllabus)
- ❑ Watch the corresponding videos (refer to course syllabus)
- ❑ Attend a minimum of __ hour in the Simulation Lab
- ❑ Present a detailed/written Study Plan
- ❑ Prepare an EBP paper (as assigned)
- ❑ Research and write _____ test questions
- ❑ Other (as specified by instructor)

_____
Student Signature   **Date**

_____
Lead Instructor   **Date**

Recommendations/Actions:

- ❑ Removed from Early Alert Remediation
- ❑ Remain on Early Alert Remediation

_____
Student Signature   **Date**

_____
Lead Instructor   **Date**

B-5 – Student Self-Assessment

Student Name: _____

Course Number: _____

Course Name: _____

Assess your practice based on the organizing Framework for your program (see student guidelines).

Collect Feedback from others if available to help you identify strengths and opportunities for further development. Feedback may be verbal or written information you have received about your practice – examples may be comments from instructors, patients, or peers.

Assessment of Strengths:

Assessment of Identified/Perceived Opportunities to Strengthen Practice:
(Present and Ongoing)- Must include a summary of any previously identified areas needing improvement

Learning Plan: (May use additional sheets)
Review the self-assessment data and feedback to help you identify strengths in your practice and areas that you would like to improve or strengthen. Establish one or more personal goals and a "how-to" plan (learning activity) that will assist you in meeting your goal(s) and maintaining continued competency.

☐ **Submitted to and reviewed by the Lead/Clinical Instructor at the end of the semester**

_____   _____
Student Signature / Date   **Instructor Signature / Date**

☐ **Reviewed by Lead/Clinical Instructor at Midterm of the following semester**

Student Signature / Date   **Instructor Signature / Date**

B-6 – Occurrence Report

Date of Occurrence:	**Time of Occurrence:**	**Location of Occurrence:**
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Check any of the following that apply:

☐Damage to property	☐Personal injury
☐Unauthorized person on campus	☐Facility security
☐Motor vehicle accident	☐Safety hazard
☐Theft or missing property	☐Other (explain in remarks)
☐Disorderly conduct	

Witnesses (if applicable):

Click or tap here to enter text.

Remarks:

Click or tap here to enter text.

Individuals Involved:

Name:	**Name:**
Click or tap here to enter text.	Click or tap here to enter text.
Address:	**Address:**
Click or tap here to enter text.	Click or tap here to enter text.
Phone:	**Phone:**
Click or tap here to enter text.	Click or tap here to enter text.
Cell:	**Cell:**
Click or tap here to enter text.	Click or tap here to enter text.
Name:	**Name:**
Click or tap here to enter text.	Click or tap here to enter text.
Address:	**Address:**
Click or tap here to enter text.	Click or tap here to enter text.
Phone:	**Phone:**
Click or tap here to enter text.	Click or tap here to enter text.
Cell:	**Cell:**
Click or tap here to enter text.	Click or tap here to enter text.

Report Submitted by:

Name:	**Address:**	**Phone(s):**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

_____   _____
Signature   **Date**

B-7 - Tardy/Absence Self-Report Form

Student Name: _____

Course: _____

Date of Report: _____

Use this form to self-report tardy/absence behavior. A separate form should be used for each incidence of tardiness or absence. Documentation on this form should be true and accurate. Falsification of this form is a serious infraction against the Student Code of Conduct and Honor Code and may result in dismissal from the program. Give this form to the appropriate instructor upon completion.

Fill out the appropriate bullet with all corresponding information.

❖ I am self-reporting an **absence** on _____ (date of absence):

      Choose one: ☐ in class
                       ☐ in lab
                       ☐ in clinical

❖ I am self-reporting a **tardy** on _____ (date of tardy):

      Choose one: ☐ during class

                       ☒ during lab

                       ☐ during clinical

    Choose one: ☐ I arrived after the scheduled start time at _____ (time of arrival).
                       ☐ I left before the scheduled end time at _____ (time of departure).
                       ☒ I returned late from break/lunch by _____ (minutes).

Instructor Comments:

_____

 Instructor Signature / Date   **Student Signature / Date**

Appendix C –

Core Components and Competencies from Educational Competencies for Graduates of Associate Degree Nursing Programs

Core Components and Competencies From Educational Competencies for Graduates of Associate Degree Nursing Programs (2000)

Professional Behaviors:

Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for his/her own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development.

Graduates of the program will be expected to:

- Practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
- Report unsafe practices of healthcare providers using appropriate channels of communication.
- Demonstrate accountability for nursing care given by self and/or delegated to others.
- Use standards of nursing practice to perform and evaluate client care.
- Advocate for client rights.
- Maintain organizational and client confidentiality.
- Practice within the parameters of individual knowledge and experience.
- Describe political processes as they affect agency specific healthcare.
- Participate as a member of professional organizations.
- Serve as a positive role model within healthcare settings and the community at large.
- Recognize the impact of economic, political, social, and demographic forces on the delivery of healthcare.
- Participate in lifelong learning.
- Develop and implement a plan to meet self-learning needs.
- Delineate and maintain appropriate professional boundaries in the nurse-client relationship.

Communication:

Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), other members of the healthcare team, and community agencies. Effective

communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Therapeutic communication is an interactive verbal and nonverbal process between the nurse and client that assists the client to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills.

Graduates from the program will be expected to:

1. Utilize therapeutic communication skills when interacting with clients and significant support person(s).
2. Communicate relevant, accurate and complete information in a concise and clear manner.
3. Report and document assessments, interventions, and progress toward client outcomes.
4. Protect the confidentiality of information.
5. Utilize information technology to support and communicate the planning and provision of client care.
6. Utilize appropriate channels of communication to achieve positive client outcomes.

Assessment:

Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the client's health status. Comprehensive assessment provides a holistic view of the client which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for the provision of nursing care, and includes identification of available resources to meet client needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize client care. Ongoing assessment and reassessment are required to meet the client's changing needs.

Graduates from the program will be expected to:

1. Assess the interaction patterns of the individual client or significant support person(s).
2. Assess the impact of developmental, emotional, cultural, religious, and spiritual influences on the client's health status.
3. Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial, and functional assessment.
4. Assess client and significant support person(s) for learning strengths, capabilities, barriers, and educational needs.
5. Assess the client's response to actual or potential health problems.
6. Assess the client's response to interventions.
7. Assess the client for changes in health status and identified needs.
8. Assess the client's ability to access available community resources.
9. Assess the environment for factors that may impact the client's health status.
10. Assess the strengths, resources, and needs of clients within the context of their community.

Clinical Decision Making:

Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision-making results in finding solutions, individualizing care, and assuring delivery of accurate, safe care that moves the client and significant support person(s) toward positive outcomes. Evidence-based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.

Graduates from the program will be expected to:

1. Make clinical judgments and management decisions to ensure accurate and safe care.
2. Analyze and utilize assessment and reassessment data to plan care.
3. Evaluate the effectiveness of care provided in meeting client outcomes.
4. Modify client care as indicated by the evaluation of outcomes.
5. Participate in problem identification and data collection for research, quality control, or improvement processes to meet client outcomes.
6. Use evidence-based information, collected electronically or through other means, to support clinical decision-making.

Caring Interventions:

Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experience. Caring is the "being with" and "doing for" that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where client choices related to cultural values, beliefs, and lifestyle are respected.

Graduates from the program will be expected to:

1. Protect and promote the client's dignity.
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.
3. Demonstrate caring behavior towards the client, significant support person(s), peers, and other members of the healthcare team.
4. Provide accurate and safe nursing care in diverse settings.
5. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.
6. Perform nursing skills competently.
7. Provide a safe physical and psychosocial environment for the client.
8. Assist the client and significant support person(s) to cope with and to adapt to stressful events and changes in health status.
9. Assist the client to achieve optimum comfort and functioning.
10. Prepare the client and significant support person(s) for intervention, treatment modalities, and self-care.

11. Support the client and significant support person(s) when making healthcare and end-of-life decisions.
12. Adapt care in consideration of the client's values, customs, culture, and/or habits.

Teaching and Learning:

Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior.

Graduates from the program will be expected to:

1. Develop an individual teaching plan based on assessed needs.
2. Provide the client and significant support person(s) with the information to make choices regarding health.
3. Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes
4. Evaluate the progress of the client and significant support person(s) toward achievement of identified learning outcomes.
5. Modify the teaching plan based on the evaluation of progress toward meeting identified learning outcomes.
6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.

Collaboration:

Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibility by those who work together cooperatively, with open professional communication. Collaboration occurs with the client, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, client-centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet client needs and move the client toward positive outcomes. Collaboration requires consideration of client needs, priorities and preferences, available resources and services, shared accountability, and mutual respect.

Graduates from the program will be expected to:

1. Coordinate the decision-making process with the client, significant support person(s), and other members of the healthcare team.
2. Work cooperatively with others to achieve client and organizational outcomes.

3. Collaborate with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.
4. Interact creatively and openly with others to solve problems to achieve client goals and outcomes.
5. Collaborate to bring about fair solutions that balance differing needs, values, and motivation for the purpose of achieving positive client outcomes.

Managing Care:

Managing care is the efficient use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the process of planning, organizing, directing, and controlling. The nurse in collaboration with the healthcare team, uses these processes to assist the client to move toward positive outcomes in a cost-efficient manner, to transition within and across healthcare settings, and access resources.

Graduates from the program will be expected to:

1. Prioritize client care.
2. Coordinate the implementation of an individual plan of care for clients and significant support person(s).
3. Facilitate the continuity of care within and across healthcare settings.
4. Delegate aspects of client care to qualified assistive personnel.
5. Supervise and evaluate the activities of assistive personnel.
6. Adapt the provision of client care to changing healthcare settings and management systems.
7. Assist the client and significant support person(s) to access available resources and services.
8. Implement nursing strategies to provide cost efficient care.
9. Demonstrate competence with current technologies

Appendix D – Code of Ethics for Nurses – Provisions and North Carolina Nursing Practice Information

D-1 – Code of Ethics for Nurses – Provisions

In 1950 the American Nurses Association developed a Code of Ethics for Nurses to guide the practice of nurses in their profession. "The Code" has been updated and adopted throughout the years by the ANA in response to changes in healthcare and the policies that govern healthcare. The Code of Ethics for Nurses contain nine provisions with interpretative statements that guide nurses in decision making and conduct throughout their participation in the profession. Nursing students are expected to adhere to the Code of Ethics as they apply to the profession of nursing. More information about the ANA Code of Ethics may be accessed at https://www.nursingworld.org/coe-view-only. The following is an excerpt of the Code of Ethics for Nurses containing the Nine Provisions:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Reference:

American Nurses Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*. Retrieved from https://www.nursingworld.org/coe-view-only on July 1, 2019.

D-2 – North Carolina Nursing Practice Information

Students are asked to become familiar with the Administrative Code as they progress throughout the nursing programs. Students are encouraged to access the North Carolina Board of Nursing website frequently, be familiar with the Nursing Practice Act, and stay current and informed on practice issues as well as any legislation pending that will have an impact on future practice in the profession of nursing. In addition, students are encouraged to be an active participant in student and professional organizations related to the nursing profession. Student may be held accountable for information in some NUR courses.

Students may access the Administrative Code at https://www.ncbon.com/laws-rules-overview and then by selecting the appropriate link for the information being sought.

Additional information related to practice of the RN and LPN may be accessed at https://www.ncbon.com/practice-overview and then by selecting the appropriate link for the information being sought.

Scope of Practice and delegation information related to the RN and LPN practice may be accessed at https://www.ncbon.com/practice-position-statements-decisions-trees and then by selecting the appropriate link for the information being sought.

The North Carolina Nursing Practice Act, Nurse Licensure Compact, and Nurses Aides Registry Act may be accessed at https://www.ncbon.com/laws-rules-nursing-practice-act-nursing-practice-act and then by selecting the appropriate link for the information being sought.

Students should read and understand information in all links above and will be held accountable for knowledge of the information.