

ASSOCIATE DEGREE
NURSING STUDENT
HANDBOOK

2018 - 2019



TABLE OF CONTENTS

I. Philosophical Framework

Philosophy, Mission and Vision of the Associate Degree Nursing Program	4
Conceptual Framework	5
Definitions	5
Timeline of the Annie Ruth Kelley Associate Degree Nursing Program	7
Accreditation and Approval Status	8
Annual Review of Philosophy, Conceptual Framework, and Outcomes	8
General Purpose of the ADN Student Handbook	8
Accountability	9
Program Student Learning Outcomes	9
General Education Learning Outcomes	10
Conceptual Model	11
Anchors	12
Organizational Structure of the Nursing Department	13

II. Student Policies

Appearance	14
Conduct	14
Performance	15
Progression and Dismissal Policy	16
Infectious Disease Policy	18
Immunizations and Certifications	18
Testing	19
Attendance	20
Clinical Evaluation	22
Learning Management System Policy	24
Self-Service	24
Online Learning Management System Statement	24
Online Learning Management System Video Content and Access	25
Online Policy	25
Points Policy	25

ADA Statement	26
Religious Observance Policy	27
Security Alerts	27
Honesty	27
Social Media Policy	27
Miscellaneous Information	28

III. Curriculum Information

Readmission to the Nursing Program	28
Criteria for Graduation	33
Pinning	33
Licensure	33
Program of Study (General cohort)	34
Program of Study (LPN to RN cohort)	35

IV. Appendices

Student Agreement	i.
Remedial Skills Form	ii.
Unsafe Incident in the Clinical Setting Form	iii.
Clinical Probation Remediation Plan	iv.
Hepatitis B Vaccine	v.
Hepatitis B Immunization Form	vi.

PHILOSOPHY OF THE ASSOCIATE DEGREE NURSING PROGRAM

Mission

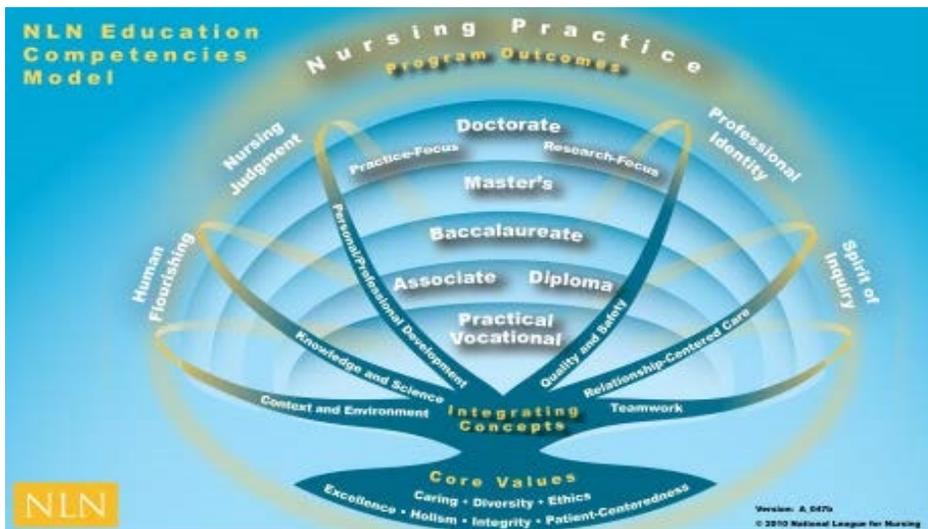
The Associate Degree Nursing program supports the missions of both the North Carolina Community College System and Stanly Community College. The faculty is committed to providing accessible, high quality nursing education to meet the diverse and changing healthcare needs of the service areas and to promoting the development of qualified life-long learners prepared for the professional role of registered nurse at the entry level. The philosophy of the Associate Degree Nursing Program is derived from statements about health, quality of life, achievement of potential, the individual, environment, health, nursing, the practice, and education of the Associate Degree Nurse. Within this mission, the goal of nursing faculty is to foster quality and caring nurses for 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.

Vision

Stanly Community College's ADN Faculty envision program graduates providing safe, competent nursing care within the Registered Nurse scope of practice after successfully meeting the educational requirements to take and pass the National Council Licensure Examination (NCLEX-RN).

The Associate Degree Nurse

The practice of nursing is directed toward meeting the healthcare needs of individuals throughout their lifespan. The graduate of the Associate Degree Nursing program at Stanly Community College is prepared to meet the educational competencies defined by the National League for Nursing and the Nursing Practice Act of North Carolina. The model of competencies derived by the National League for Nursing is noted below for all levels of education, including the Associate Degree Nurse:



http://www.nln.org/docs/default-source/professional-developmentprograms/comp_model_final.pdf?sfvrsn=4

Associate Degree Nursing Education

Nursing education at the associate degree level, in the North Carolina Community College System, is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level nurse. The curriculum is conceptually based and founded on principles of culturally competent adult and collaborative learning. It incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning.

The Associate Degree nursing program at Stanly Community College provides an education that is flexible, progressive, and sensitive to the changing needs of the individual, significant support person(s), and community. Through these educational experiences, students will have opportunities to develop critical thinking and problem solving skills, which can be applied in real-world application. SCC's ADN program integrates three nursing roles into the educational experiences, including provider of care; manager of care; and member within the discipline. The responsibility of the faculty of Stanly Community College Associate Degree Nursing Program is to facilitate the student's understanding and ability to meet the competencies for nursing practice through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and developing the knowledge, skills, and attitudes necessary to provide quality individual centered nursing care. It is the belief of the nursing faculty that education is an interactive exchange between instructor and student.

Conceptual Framework

The conceptual model provides a mental scaffold or framework. The primary framework contains content related to the individual, the healthcare system, and nursing. The domains of the individual, the healthcare system, and nursing provide the conceptual framework guiding the associate degree nursing curriculum. Concepts are organized within each of these domains, and learning occurs from simple to complex. Supporting structures to the curriculum are related to client care and include quality of life, achievement of potential, and health.

The student is at the center of the conceptual model. The environment, which is noted as all-encompassing to the model, effects all structures of the model. Additional fundamental parts of the curriculum that are integrated throughout the program are the nursing process, communication and documentation, teaching/learning, caring, evidence-base practice and cultural diversity.

Primary framework definitions and supporting structure definitions are found below:

Individual

The faculty of Stanly 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 healthcare in order to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted. In order to provide care, act as a member within the discipline, and manage care, nurses must view the individual at the center of any nursing activity.

Healthcare System

The healthcare system encompasses a myriad of entities. These entities provide specific services related to the care of the individual. Services are aimed at promoting health, assuring quality of life, and achieving one's potential.

Nursing

Nursing is not only a discipline of science, but also a life-long learning process. The process integrates 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 utilizing the nursing process. By incorporating documented best practice, the nurse functions autonomously as manager of care and provider of care, and functions collaboratively as a member with the interdisciplinary team to promote health, quality of life, and achievement of potential.

Environment

The individual, as well as the student within this model, 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/student. The goal for the individual/student is to utilize innate and learning coping mechanisms to adapt to these stressors.

Health

Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. The 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, as it pertains to healthcare, is multifaceted and multidimensional. Standard indicators of the quality of life include not only wealth and employment, but also one's environment, physical and mental, education, recreation and leisure time, and social belonging.

Achievement of Potential

Achievement of potential is 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. Cultural preferences are considered as they relate to one's personal beliefs of achievement.

Resources reviewed prior to development/revision of the program philosophy:

<http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health/ReportBrief-Education.aspx?page=2>
https://www.ncsbn.org/RN_Test_Plan_2016_Final.pdf
<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nlncompetencies-for-graduates-of-nursing-programs>

Timeline of the Annie Ruth Kelley Associate Degree Nursing Program

SCC's Associate Degree Nursing (AND) Program is one of 58 ADN programs in North Carolina, and one of 55 based at a community college. SCC began by offering the Licensed Practical Nurse (LPN) curriculum in 1973 and in 1974 graduated its first class of LPNs. SCC graduated a total of 119 LPNs before adding its two-year ADN program in 1985. The first graduates of the new two-year ADN program were awarded credentials in 1986. In 1999, SCC began operating a satellite ADN program on the Old Charlotte Highway campus of South Piedmont Community College. This arrangement continued until 2006 when SCC and South Piedmont Community College decided to dissolve the relationship. In 2005, the college's ADN program was named after Mrs. Annie Ruth Kelley as recognition of her part in the growth and success of the program. Currently, the nursing program of SCC is housed at the Crutchfield Education Center (CEC) in Locust, NC. Prior to the move to CEC in fall of 2013, the nursing program utilized two campuses, the main campus in Albemarle and the Locust CEC site fifteen miles apart.

The SCC ADN program is provided in a hybrid composition. The nursing (NUR) courses are delivered using the Interactive Video Room (IVR), a video conferencing system where an instructor is able to communicate to those students in seated class using CF 134/135 and communicate simultaneously with online students viewing the classroom discussion via Livestream if chosen. This communication is then recorded and flipped into video files for students to watch in an asynchronous fashion. Additional communication takes place between all students regarding questions related to course content via asynchronous discussion forums through the learning management system portal.

In 2010, SCC's nursing faculty began the North Carolina Curriculum Improvement Project (NCCIP). Since the creation of a conceptual based learning approach to nursing, the curriculum has undergone complete overhaul and is continuously evaluated for areas of improvement. Spring of 2012 introduced the first graduating class to take the NCLEX-RN based on conceptual learning implemented in 2010.

The SCC Annie Ruth Kelley ADN Program is one that thrives on innovation. In addition to the delivery of course content mentioned above, we utilize the Simulation Hospital as a learning experience for students with faculty using best practices set forth by The International Nursing Association for Clinical Simulation and Learning (INACSL). Simulated clinical learning is a nonthreatening environment for students to practice critical thinking without the risk of patient harm. Efforts have been made to enhance real-life clinical experiences by incorporating interprofessional simulation scenarios. Spring 2015, fall 2015 and fall 2016 began the initial introductions of simulated nursing care with other disciplines (Respiratory Therapy, Radiology, Pharmacy Technicians, Emergency Medical Services, and Medical Assistants). More interprofessional care experiences are planned within the Simulation Hospital and with clinical partnerships. 2017-2018 began an innovative collaboration with virtual care nursing as the faculty identified a virtual trend in healthcare. Students attend clinical in a virtual setting, utilize virtual collaboration methods in simulation, and virtual care staff utilize our facilities for Advanced Cardiac Life Support (ACLS) training.

Faculty commitment in our program is evident as faculty members hold pre-semester meetings to plan, mid-semester meetings to evaluate student progress, and post-semester meetings to evaluate outcomes. 2014 marked the first curriculum review and has since been an annual event of faculty to identify strengths and weaknesses for program improvements. Our program endpoint

involves each student behaving as a safe, culturally competent, entry-level nurse after passing the NCLEX-RN. This idea of providing the public with safe, competent nurses is supported by our governing body which gives us approval status, and is agreed upon by all faculty employed within the nursing program. Therefore, each program student learning outcome was meticulously developed, as well as each course specific student learning outcome developed to show progression toward this culmination. Review of data, such as tests, test questions, clinical experiences, rubrics and other anecdotal documents used throughout the curriculum provide data to convey if the course specific student learning outcomes are met. This data further allows faculty to determine if specific areas need to be altered or if the specified criteria is actually supporting the intended outcomes. Student retention is continuously evaluated with implementation of retention efforts.

The spring curriculum review meeting of 2016 involved a group effort of identifying anchors for our program. Anchors are ideas that are in courses and cover the span of the ADN curriculum. Anchors agreed upon by all faculty included the idea of assessment, communication, (critical) thinking, and safety. This identification of curriculum anchors fostered the development of the acronym ACT Safe. Nursing faculty plan to use this acronym to facilitate nursing education.

2018 marked the use of QSEN standards throughout the curriculum. Textbooks, simulation scenarios, and other methods of student learning and evaluation cultivate a nursing culture of knowledge, skills, and attitudes.

The changes of the program over the years, substantial or minute, continue to support the mission of the college to provide to a learning-centered environment that encourages student access and completion, fosters partnerships, enables life-long learning, and enhances the economic, social and cultural life of the community. Moreover, the mission of the nursing program is apparent; it provides accessible high quality nursing education to meet the diverse and changing health-care needs of the service area and promotes the development of qualified students prepared for the professional role of registered nurse at the entry level.

Accreditation and Approval Status

The Annie Ruth Kelley ADN Program is part of SCC, which is SACS (Southern Association of Colleges and Schools) accredited. The program has full approval granted by the North Carolina Board of Nursing. The ADN Program is currently in pre-candidacy status with the Commission of Nursing Education Accreditation (CNEA), granted summer 2017 through 2020.

Annual Review of Philosophy, Conceptual Framework, and Outcomes

The Annie Ruth Kelley ADN Program faculty at SCC accepts the responsibility to annually review and revise as necessary the statement of philosophy, outcomes, and organizing framework. Reviews and revisions by faculty address the current needs of both healthcare providers and consumers ensuring close congruency with the college mission, goals, and value statements. Faculty meetings reflect these discussions, which are available for review by evaluators of the program.

General Purpose of the ADN Student Handbook

The purpose of this handbook is to provide the ADN student with relevant information regarding SCC's ADN Program. Policies and procedures specific to the ADN program are found within this section of the handbook. These policies and procedures have been developed by the nursing

faculty and are updated periodically. Students have access to the Handbook via all NUR courses and via the website. Immediate revisions are conveyed to students via email.

Accountability

The student shall read the ADN Student Handbook, the course syllabi, and other official college publications. Students will not be excused from any regulation, requirement or deadline set forth in these publications.

Program Student Learning Outcomes

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

1. Establish safe, professional nursing behaviors including accountability for entry-level nursing competence as demonstrated by a passing score* on the NCLEX-RN licensure exam as delineated by the rules and regulations of the North Carolina Board of Nursing.

*=NCLEX-RN does not award numerical scores. Reports only include pass or fail.

2. Communicate with individuals, significant support person(s), and members of the interdisciplinary healthcare team as demonstrated by a grade of “pass” on the summative clinical evaluation tool described under the nursing domain.

3. Formulate holistic assessments to identify the needs of the individual in order to provide culturally competent client-centered care as demonstrated by a grade of “satisfactory” on the complex patient comprehensive assessment on the clinical prep tool.

4. Utilize healthcare informatics to apply research to practice for evidence-based practice, clinical judgments, and management decisions as demonstrated by a score of “satisfactory” on the evidence-based practice project completed in the capstone course.

5. Create nursing plans of care for clients across the life-span as demonstrated by cognitive proficiency on the nursing caremap in the clinical setting.

6. Incorporate teaching and learning principles into nursing practice as demonstrated by completing a capstone teaching project with a passing score of 80% or above.

7. Manage healthcare for clients by utilizing cost-effective nursing strategies, quality improvement processes, and legal/ethical awareness to promote quality outcomes as demonstrated by a “passing” graded clinical performance to prove cognitive and behavioral proficiency of the healthcare domain as described on the clinical summary.

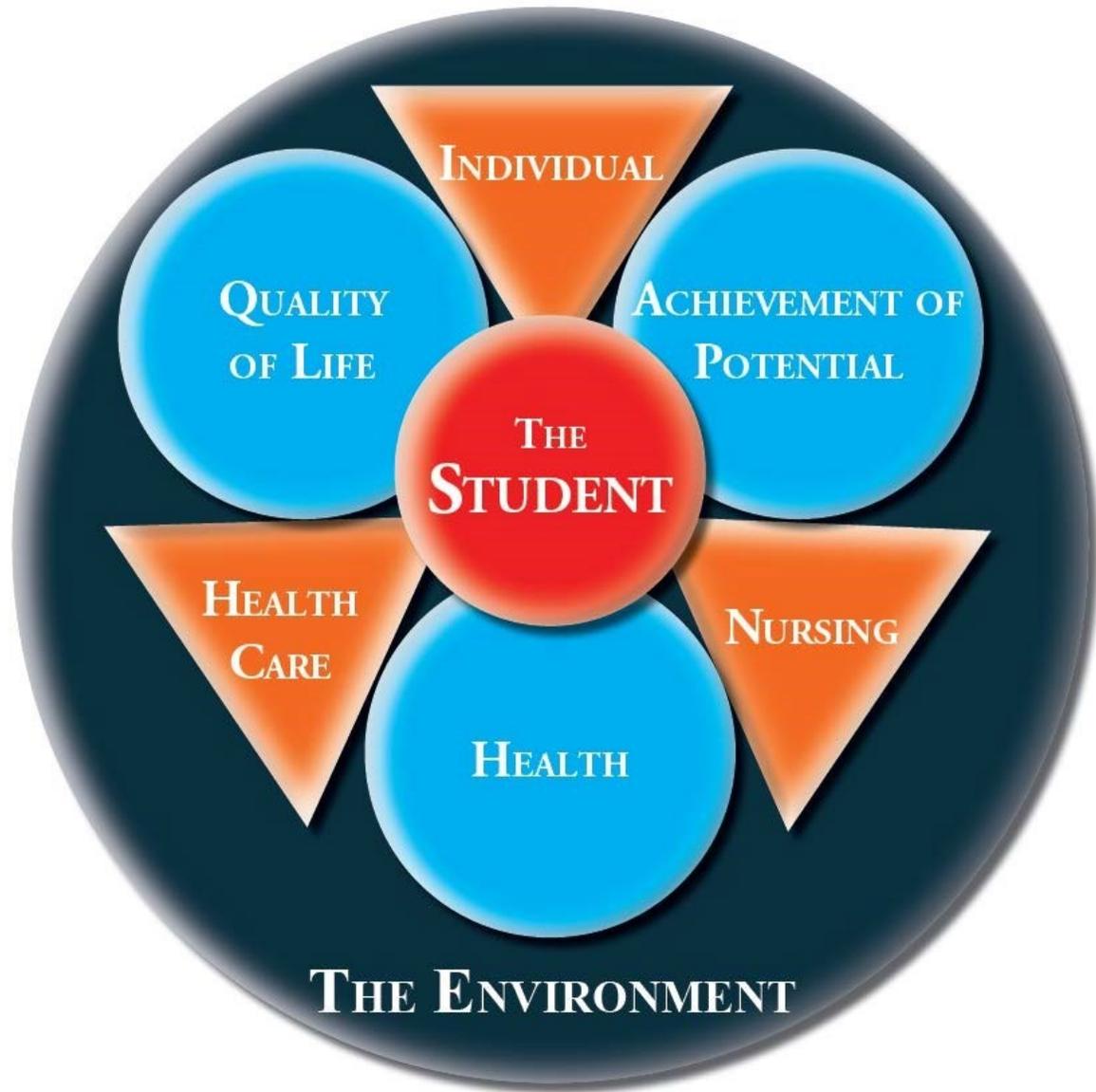
Course Student Learning Outcomes

Course student learning outcomes are found within course syllabi.

General Education Student Learning Outcomes

General Education Learning Outcomes	Course Measurement (Generally Speaking, Specific measurements found within NUR courses)
1. Demonstrate effective communication skills.	1. The student demonstrates effective communication skills through managing the care of the client with multidisciplinary team members in the clinical setting, as well as among classmates through oral presentations.
2. Apply basic mathematical concepts and skills.	2. The student applies basic mathematical concepts and skills in pharmacological application in classroom and clinical setting.
3. Demonstrate basic computer skills necessary to function in a technological world.	3. The student demonstrates basic computer skills through online charting in the clinical setting, use of e-books, use of virtual simulation scenarios, and through the use of Canvas for online instruction.
4. Demonstrate problem-solving skills through the critical thinking and reasoning skills.	4. The student demonstrates problem use of solving and critical thinking skills in the basic and complex care of clients. These skills are further evaluated through common techniques within the curriculum (i.e. Simulation, NCLEX-RN style questioning).

CONCEPTUAL MODEL: NCCCS ADN PROGRAMS



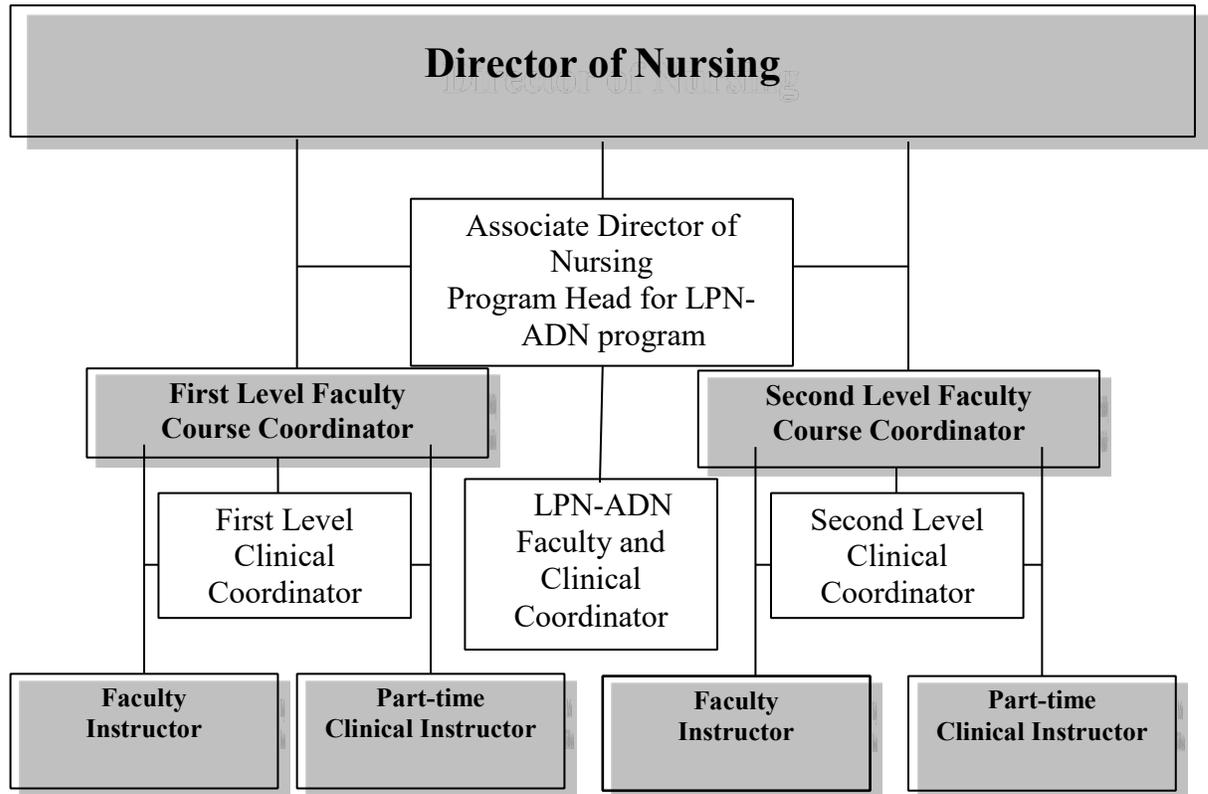
Anchors

Anchors are ideas that are in courses and cover the span of the ADN curriculum. Anchors agreed upon by nursing faculty included the idea of assessment, communication, (critical) thinking, and safety. This identification of curriculum anchors fostered the development of the acronym ACT Safe. Use of this acronym facilitates nursing education by properly assessing clients and families, communicating with clients and other members of the healthcare team, critically analyzing information obtained through the assessment to properly implement nursing interventions and evaluate their effectiveness, all the while maintaining a safe environment for the client.



NURSING DEPARTMENT

Organizational Structure



STUDENT POLICIES

1. Appearance

A. Clinical Sites

1. The ADN student uniform includes a turquoise top with embroidered emblem and black pants or black knee-length skirt. Black shirts without adornment may be worn under uniform top. Clean, closed, non-porous leather, black shoes, and plain black socks with pants or black hose/tights with knee-length skirt.
2. Anything worn outside of the above described uniform is considered a breach of student policy and the student shall be sent home.
3. A watch with a second hand, bandage scissors, stethoscope, ECG calipers and penlight are needed. Note: ECG calipers and penlight are part of the nursing bag purchased through the uniform vendor.
4. A clinical notebook will be necessary to create and maintain throughout the program to show clinical progression. Any ring-binder will work and will be purchased by the student at any retailer of his/her choice.
5. There will be times when you may want to wear a lab/warm up coat. Lab/warm up coats should be black, clean, wrinkle free fabrics, not of a sweatshirt material. The lab/warm up coat must have the SCC ADN embroidered emblem.
6. No cell phones are allowed in patient care areas.
7. Some clinical agencies may have additional requirements in regards to dress, appearance, etc. which shall be upheld by the visiting students. Students must abide by all clinical and facility specific policies.

Anyone not complying with these policies related to appearance will be sent home. This will be considered a clinical absence (see Clinical Attendance policy).

2. Conduct

Conduct viewed as disruptive will not be tolerated within class or clinical – See Student Code of Conduct Policy located in the policy section of www.stanly.edu.

A. Classroom:

1. Drinks in the classroom must have a screw-top lid.
2. No food or drink is allowed into the nursing lab or Simulation Hospital at any time.

B. Clinical:

1. Knock before entering closed doors in the hospital. Wait for permission to enter before entering.
2. Smoking will not be allowed in clinical areas.
3. Breaks and lunch will be arranged by the clinical instructor.
4. Information regarding clients and fellow students is strictly confidential and can only be discussed in a private area for the purpose of learning. Any break of this rule of confidentiality will result in remediation and possible dismissal from the program and possible prosecution (See HIPAA regulations). The student is required to sign a confidentiality form stating that he/she understands and will abide by the policy.
5. Obscene or profane language will not be tolerated.
6. Students must remain within the clinical facility during meals and breaks.
7. Students must notify the instructor and primary nurse before leaving the floor. Failure to comply may result in an unsafe incident related to abandonment of client.

3. Performance

A. Performance Standards for Students in the clinical and classroom settings:

1. *Critical Thinking:*
Nursing students shall possess critical thinking ability sufficient for clinical judgment. Example: Students must be able to identify cause-effect relationships in clinical situations; develop or participate in development of nursing care plans.
2. *Ethical Behavior and Cultural Competence:*
Nursing students will provide services with respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems. Example: Students will care for clients assigned regardless of race, religion, or diagnosis.
3. *Legal Behavior:*
Nursing students will provide care within the scope of practice as stated in the NC Nursing Practice Act. Example: Students in the nursing program will learn to assess the patient's physical and mental health and report and document according to those findings.
4. *Interpersonal Skills:*
Nursing students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of psychosocial cultural backgrounds. Example: Students shall establish rapport with clients and health care team members.
5. *Communication Skills:*
Nursing students shall possess communication abilities sufficient for verbal and nonverbal interaction with others. Example: Students shall be able to explain treatment procedures to clients/family, document client responses, and report to others responsible in client care.
6. *Mobility:*
Nursing students shall possess physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time. Example: Students will be able to move around in client's room and administer CPR.
7. *Motor Skills:*
Nursing students shall possess gross and fine motor skills sufficient to provide safe and effective nursing care. Example: Students shall be able to calibrate equipment, position clients, administer injections, insert catheters, etc.
8. *Hearing Skills:*
Nursing students shall possess auditory ability sufficient to monitor health needs and collect data. Example: Students shall be able to hear alarms, listen to heart and breath sounds, and hear a cry for help.
9. *Visual Skills:*
Nursing students shall possess visual ability sufficient for observation and data collection. Example: Students shall be able to observe color of skin and read scale on a syringe.
10. *Tactile Skills:*
Nursing students shall possess tactile ability sufficient for data collection. Example: Students shall be able to detect pulsation and feel skin temperature.
11. *Weight-Bearing:*

Nursing students shall possess the ability to lift and manipulate/move at least 40-50 pounds. Example: Students shall be able to move equipment and position patients.

B. Emotional Health

The emotional health of each student is evaluated by a primary care provider using the required medical form completed prior to starting the program. When emotional conditions prevent satisfactory classroom or safe clinical performance, the instructor will dismiss the student from class or clinical. The Director of Nursing, in collaboration with the Associate VP of the School of Health Sciences & Public Services and the Executive Vice President, can immediately dismiss the student from the ADN program. (Reference SCC Catalog – Student Code of Conduct)

C. General performance related to clinical settings and classroom/lab settings:

1. Instructors will not be responsible for missed classes or lost materials by students. It is the student's responsibility to seek additional help as needed.
2. Students are expected to complete clinical assignments within the allotted time.
3. Students are expected to immediately notify the instructor and/or team leader changes in client's condition requiring immediate intervention.
4. Evaluations regarding student clinical performance will be documented with each clinical experience using a weekly clinical summary. Both student and instructor will have an opportunity to record comments and to communicate to each other both effective and ineffective behaviors on the weekly clinical summary. Based on the documentation within this record, a final grade of pass or fail will be assigned on the end of semester clinical summary. Both student and instructor are to evaluate the student's clinical performance, identify strengths and weaknesses and make remediation plans as necessary. See Clinical Evaluation policy.
5. Students will be held accountable for retaining and refining skills and knowledge obtained in previous courses as they proceed through the program. Failure to do so will result in remediation, and possible dismissal from the program if remediation is not satisfactory.
6. All medications are to be reviewed by an instructor prior to administration.

NOTE: Any medication requiring signed consents prior to giving, the RN will get the consent signed and then the student can give the medication with the RN.

**** Drugs that are NOT given by nursing students: ****

- a. IV antineoplastics (Chemotherapeutics)**
- b. Whole blood and blood products, including packed cells, plasma, platelets, and Rhogam**
- c. Radioactive substances**
- d. Medications during CPR**
- e. Thrombolytics (i.e. TPA)**

4. Progression and Dismissal Policies:

- A. For the student to progress in the nursing program, a grade of C or higher must be achieved for all courses listed within the nursing program of study. All course work taken at SCC must have a 2.0 GPA or higher.

Students earning less than a C in a nursing course and/or any other course within the nursing program of study will be withdrawn from the nursing program automatically. If a student receives below a C (below 80) in the theory component or fails in the clinical component of nursing courses a grade of F will be submitted for the overall grade for the course. Please be aware that Satisfactory and Unsatisfactory assignments of each NUR course are linked to the end-of-semester clinical summary, which is different from an unsatisfactory issued on the weekly clinical summary. An unsatisfactory evaluation on the end-of-semester clinical summary will result in a failing grade for the course. Students taking general education courses from another college will be required to present proof of course completion to progress. Students will not be allowed to preregister or register without the transcript information. Progression depends on maintaining general education course grades and GPA.

The grading scale for all NUR courses is as follows:

A = 94 - 100

B = 87 - 93

C = 80 - 86

F = a score of less than 80 in theory or fails the clinical evaluation

- B. Students are assigned advisors for counseling related to the nursing curriculum. Advisors will evaluate student progress within the courses. If problems arise at any other time during the course, the student is responsible for scheduling an appointment with a nursing advisor.
- C. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the nursing faculty may require the student to submit written verification of current health from an appropriate health care provider (i.e. physician, nurse practitioner, psychiatrist, or psychologist). Upon review of the professional statement of health submitted by the student, the Program Director of Nursing, the Associate Vice President of the School of Health Sciences & Public Services and the Dean of Student Outreach & Support will determine if the student may continue in the program. The Dean of Student Outreach & Support will notify the student in writing of the decision.
- D. In the event that a student's behavior is not consistent with sound nursing practices and/or safety essential to nursing, the faculty, clinical facilitators, or the Program Director of Nursing have the authority to temporarily remove the student from the clinical, class, or lab setting immediately with the loss of clinical hours if related to clinical removal. If the faculty or the Program Director determines that the student has demonstrated behavior conflicting with sound medical care practices or safety, recommendation to the Associate Vice President of Health Sciences & Public Services and the Dean of Student Outreach & Support made to withdraw the student from the class or the program. The Dean of Student Outreach & Support will notify the student in writing of this recommendation and will meet with the student, the faculty, the Program Director, and the Associate VP to discuss the issue. The Dean of Student Outreach & Support will then reach a decision and inform the student in writing of that decision.
- E. Students unable to complete the clinical portion of his or her training will be unable to progress in the program.

5. Infectious Disease Policy:

Because of the nature of the health care profession, students participating in required clinical education experiences will find themselves at risk for exposure to infectious diseases. The risk cannot be completely eliminated. However, it can be minimized by careful and consistent technique and the implementation of standard precautions in the care of all health care consumers. Students will be instructed in standard precautions. "Standard precautions" (i.e., gloves and safety glasses, gowns, handwashing and masks where appropriate) will be implemented in the care of all clients. Because of the nature of the student-client relationship, the client must also be protected from a student caregiver who may transmit infectious diseases.

The following information deals with the SCC nursing program policy for handling infectious disease:

- A. Assignment of HIV positive clients to students:
 - 1. Known HIV positive clients will not be assigned to first year nursing students during NUR 111, NUR 112 or NUR 212. Standard precautions shall be implemented for all clients.
 - 2. Immunosuppressed students or students who have active infections will not be assigned as the caregiver for diagnosed AIDS clients.
- B. Exposure to blood or other body fluids:
 - 1. Exposure includes percutaneous injury with a contaminated sharp object (needle, lancet, broken slide, etc.) and exposure of mucous membranes or open skin lesions to blood or body fluid of clients.
 - 2. It will be the student's responsibility to advise his/her clinical instructor immediately when an incident has occurred. The clinical instructor will notify the clinical coordinator and follow the exposure policies of the clinical agency and the college. (see student occupational exposure incident report (appendix VI in Health Sciences Student Handbook)
 - 3. Students will be responsible for health care expenses incurred in treatment following exposure to infectious diseases. It is advised that all students carry health insurance.

6. Immunizations and Certifications:

- A. Students must provide documentation as free from tuberculin infection on the physical form prior to entry into the program and clinical experience. A 2-step PPD skin test is required initially with a single step PPD each year thereafter. A QuantiFERON®-TB Gold blood test for mycobacterium may be used if available. It is the student's responsibility to maintain verification of freedom from tuberculin infection on a yearly basis while enrolled in the ADN program. Failure to maintain this may jeopardize the student's ability to participate in clinical activities.
- B. Students are required to present verification of two MMR vaccines or a lab report indicating immunity.
- C. The student must maintain current Healthcare Provider CPR certification by the American Heart Association, which includes care of the adult, child, infant and AED.
- D. Students are required to receive vaccinations for Hepatitis B at their own expense or sign a declaration of denial. Some clinical affiliates require vaccinations of students. (See Appendix v and vi)

- E. Students, besides incoming LPN-ADN students, are required to have NAI certification and be listed on the NC Department of Health and Human Services Healthcare Personnel Registry prior to beginning nursing classes. Applicants must submit a certificate of satisfactory completion from a DHSR (Division of Health Service Regulation) approved Nurse Assistant, Level I program, and current unrestricted certification in Nurse Assistant, Level I as listed on the NC Nurse Aid registry (<http://www.ncnar.org>). If an applicant is currently employed as a Nurse Assistant level I but cannot produce a certificate from a DHSR (Division of Health Service Regulation) approved Nurse Assistant, Level I program, documentation from the applicants current employer that the applicant has spent at least 240 hours providing patient care at the bedside may be submitted for consideration.

Upon successful completion of NUR 112, students will be offered the option to obtain CNAII certification through the NC Board of Nursing. In order to acquire this certification, the student must hold an active CNAI certification and maintain it for CNAII certification.

- F. Some clinical agencies require flu vaccines of students. Although this is not listed on the Castlebranch to-do list at the beginning of the program (since it is not available then), this is often a request of clinical sites. If refused by the student, the clinical facility policy must be adhered to by the student.
- G. A Tdap vaccine is required. It must be a Tdap, not a Td booster, within the last 10 years.
- H. Varicella vaccines or lab reference indicating immunity is required.
- I. Paperwork (medical form, immunizations/titers, clinical site required paperwork, CPR certification, background checks, urine drug screening and Handbook paperwork) are housed in electronic format that is username and password protected using the vendor Castlebranch. Information is shared with clinical sites using this online format after student consent is obtained.

7. Testing:

- A. The ADN program utilizes scantron answer sheets for testing purposes. When scantrons are in use, grades will be determined through that evaluation tool only. Hard copies or scrap paper will not be used for grading purposes.
- B. Other computer based software applications are utilized within SCC nursing program (i.e. PrepU, Passpoint, VSim, Docucare). These are at the cost to the student. Passpoint uses adaptive NCLEX-style questioning to simulate the NCLEX-RN. VSim is a computerized virtual patient simulation where simulations are carried out based on the National League of Nursing Scenarios. Docucare provides a computerized documentation system to emulate technology common in the clinical setting. StatRef! And Board Vitals, free services with varying resources, are offered by the NC Community College System and is accessible through SCC's library resources.

C. Testing Procedures:

1. Students must be on time for scheduled exams. Refer to attendance for schedule exams below.
2. A proctor will be available during testing periods to answer questions regarding typographical errors. No other questions will be answered during a test.
3. Before the test, all items will be stored at the front of the classroom except for pencils, clean scrap paper when necessary, and a calculator issued by the proctor.

4. Students should review their scantron test for completeness before handing it in. Once scantrons are handed in, they will not be returned. In the event the student needs to use the bathroom, a proctor will escort the student.
5. All test papers must be returned after the testing period. Tests are not allowed to leave the classroom.
6. Students are not allowed to wear hats into the classroom on scheduled test days.
7. Faculty believes learning should be on-going and all-inclusive. Therefore, faculty reserve the right to include content from previous semesters on tests.
8. Canvas resources will be hidden from viewing at the beginning of each testing period. This includes access to notes, videos, lectures, etc. for the material being tested on. Material will be re-opened after test review.
9. Smart watches are not allowed to be worn during tests.

8. Attendance:

A. Scheduled Exams:

1. Absence for scheduled exam
 - a. In the event a student needs to be absent for a scheduled exam, the student will notify the instructor prior to the testing period by phone or email. The student will take the alternate exam on a day at the instructor's discretion or receive a zero for that exam. Time and date of the exam are to be arranged by the instructor and arranged by the student with testing center hours of operation. Students are expected to be on their honor not to discuss the test with classmates before taking it. Instructors reserve the right to use a comparable test in a different format.
 - b. Failure to notify the instructor of your inability to take the scheduled exam prior to the scheduled test time will result in a zero for that exam.
2. Tardy for scheduled exam
 - a. Students tardy on the day of the exam will not be allowed to take the test, and will have to take a comparable alternate test at a date and time determined by the instructor.
 - b. Students tardy for alternate tests will be given a zero for that exam.

B. Lab Attendance:

Lab attendance is required as it prepares each student for clinical experience. Failure to attend lab may result in lack of preparation for clinical. Skills must be satisfactorily completed in lab prior to being performed in clinical. Students who do not meet this requirement will be sent home from clinical. This will constitute an absence and the clinical absence policy will be enforced.

Missed labs must be re-scheduled with the lab instructor and made up within one week of the scheduled lab. It is the student's responsibility to reschedule. Failure to make up a lab within the one-week period will result in the inability to attend clinical due to lack of preparation.

All procedures must be performed according to the current textbook being utilized. Students are allowed two opportunities to correctly demonstrate a skill in lab. If the student does not demonstrate the skill successfully after two opportunities, he/she will be withdrawn from the nursing program. A student will only be allowed to perform a skill during a clinical experience if the skill has been satisfactorily completed in the lab or at the discretion of the clinical instructor. The student is responsible for maintaining an updated skills check-off sheet throughout the course of the program.

Some lab assignments are self-paced modules on Canvas. Participation in all lab modules is expected and material from modules may be used on tests. Students are responsible for completing online modules and communicating with other students/instructors regarding module content through the use of discussion boards on Canvas.

C. Clinical Attendance:

Some clinical experiences involve direct patient care in acute and non-acute care settings. Isolated clinical learning experiences involve one or two days in a clinical setting to meet course objectives (i.e. ICU, OR, school, virtual care).

Students are expected to attend all clinical experiences.

When a student is going to be absent from clinical practice, she/he must notify the instructor. It is the student's responsibility to call and talk with the instructor **in person**. If the student is unable to reach an instructor immediately, a message should be left with a staff member in the appropriate clinical department.

Students who miss more than 14 hours of the clinical experience in a semester will not progress and will be dropped from the program at that point.

Students absent from an isolated clinical learning experience will still be required to meet the objectives of that clinical experience through alternative means to be determined by the clinical coordinator.

Any student who leaves early from a clinical rotation will forfeit the hours he/she accumulated during that day. The only acceptable reasons for students leaving the clinical area early are personal sickness (see F below) or an emergency situation. Students leaving early forfeit all clinical hours for that day. Students must obtain approval from their instructor to leave the clinical area prior to the scheduled departure time.

Any student, who works any night shift prior to a clinical day, will be asked to leave the clinical area unit and will be given an absence for the clinical day involved. Sleep impairment on the part of the student nurse is a detriment to client safety.

If a student is at any time found to be unprepared he/she will be told by the clinical instructor to leave the clinical area. This will constitute a clinical absence.

If the student has not had any clinical absences in a semester, the student will receive one point added to the final grade. Points will only be added if the student has achieved a passing grade in theory and clinical. (See Points Policy.)

D. Clinical Tardiness:

Tardy is defined as arriving at the clinical area at a time later than the scheduled meeting time. If the student arrives tardy to the clinical site, he/she will be sent home, and this will be considered a clinical absence.

E. Messages:

1. Because of the limitation of the switchboard, telephone messages, not of an emergency nature, cannot be handled by the school. If a family member needs to contact you in the event of an emergency have the caller channel the call through Student Development. Student Development will decide the appropriate course of action.
2. Telephones in the instructor offices are not to be used for personal use.
3. Identical limitations apply to the hospital situation. Callers are to direct their messages to the appropriate instructor rather than to the student. Instructors will be

- responsible for notifying the students of messages. No visitors are allowed in the clinical area.
4. Cellular phones, Ipods, smart watches, etc. are not to be brought in the clinical area.
 5. Other testing procedures are specific to nursing courses. Any additional testing procedures are found within nursing course syllabi.

F. Illness during Clinical Attendance:

If a student becomes ill during clinical practice, the student should notify his/her instructor and proceed as directed by the instructor. Leaving the clinical setting due to personal illness forfeits any time spent that day and counts towards your total time that can be missed. Students will not be treated on the clinical unit. All costs involved in medical treatment are the responsibility of the individual student.

9. Clinical Evaluation:

A clinical grade of **“Pass”** or **“Fail”** will be earned by the end of the semester. A **“Pass”** grade indicates that the student has met all clinical objectives as outlined in the End-of-Semester Clinical Evaluation Tool for each course. The end-of-semester clinical evaluation tool is supported by the weekly clinical summary. A clinical grade of **“Fail”** will result in failure to progress.

A. Remedial Skill Form:

A student may receive a remedial clinical work form if he/she does not properly demonstrate a skill or knowledge in the clinical area. The student must review this skill in the appropriate textbook, practice the skill in the lab, and demonstrate it to the clinical coordinator within one week prior to returning to the clinical site. See Appendix ii.

B. Unsafe Clinical Incident:

An unsafe incident is the occurrence of a situation in a clinical setting in which the behavior of a student did endanger or potentially endanger the patient/student/faculty's welfare. Clinical settings include nursing labs, simulation lab, and off-campus clinical affiliated sites. It may also be defined as any unprofessional or inappropriate behavior as determined by the nursing faculty. Such an incident is one which could have been avoided by application of learning objectives previously covered. (See Appendix iii.) An unsafe incident occurrence will result in immediate dismissal from the clinical setting and placement on clinical probation (see C below). The faculty involved must report the incident to the Clinical Coordinator and the Program Director along with written documentation. The Program Director will then call a meeting of the ADN faculty to review and evaluate the situation. The student will be given the opportunity to meet with the faculty as a part of the review process. The student will not be permitted to return to the clinical setting until resolution. If it is determined by the nursing faculty that the student has demonstrated behavior which conflicts with sound nursing practice or safety, the student will be withdrawn from the course and dismissed from the ADN program by the Program Director, in collaboration with the Dean of Student Outreach & Support and the Associate VP of the School of Health Sciences & Public Services. Students so removed will be referred to the Dean of Student Outreach & Support for further investigation and/or dismissal from the college. Students, who wish to appeal the faculty decision, must follow the grievance policy.

C. Clinical Remediation/Probation:

A student may receive an “Unsatisfactory” evaluation in clinical for reasons which include, but are not limited to, the following:

- less than satisfactory clinical performance
- unsatisfactory written assignments
- medication errors and/or performing any procedure or giving any medication without securing appropriate supervision designated by the instructor.
- HIPAA violation
- late assignments

A student who earns 2 “U” evaluations during the semester will automatically be placed on clinical probation, and remediation will be instituted. An unsafe incident in the clinical area shall result in clinical probation if student is not dismissed from the program (see B above), and remediation will be instituted.

The student will meet with the Clinical Coordinator, and remediation will be determined. Any remedial work must be completed at a date determined by the Clinical Coordinator. There will be scheduled advising throughout the probation period between the student and the Course Coordinator or Clinical Coordinator. The student will be removed from clinical probation when satisfactory clinical performance is exhibited as evaluated by the clinical instructor and the clinical coordinator. See Appendix IV.

Any additional “U” evaluation received during the clinical probation period or for not completing remediation as directed by the faculty, will constitute a Failing (F) grade for clinical. The student will be dropped from the program at that point and receive a failing grade for the semester in that nursing course. The student whose probationary period extends into the next semester will receive an Incomplete (I) grade and will have a specified date given by the course coordinator to complete the remediation or receive an “F” for the course.

D. Assignments linked to end-of-semester clinical summary

Satisfactory and unsatisfactory assignments of NUR course are linked to the end-of-semester clinical summary, which is different from an unsatisfactory issued on the weekly clinical summary. An unsatisfactory evaluation on the end-of-semester clinical summary will result in a failing grade for the course. An unsatisfactory grade on any non-clinical assignment listed in the evaluation portion of the course syllabus will also result in a failing grade for the course.

E. Simulation

Simulation activities in the Simulation Hospital at Stanly Community College include simulated clinical scenarios, simulated task training, simulated patient scenarios, debriefings, and/or discussions. In order to preserve the function and quality of the equipment and to enable future students to benefit from the Simulation Hospital at Stanly Community College, students will be expected to follow the rules and regulations that govern the lab each semester. In addition, all simulation activities are considered confidential, whether electronic, written, verbal, observed or overheard, and may not be disclosed or discussed outside of the simulation environment. Any participants (e.g., students, learners, educators, instructors, faculty, staff or observers) in simulation activities are expected to behave in a professional manner and maintain confidentiality.

Any sharing, posting to social media, discussion, recording, reproducing, revealing or disclosure of simulation activities or performance is a violation of policy and may be grounds for disciplinary and/or legal action. Students will be asked to sign a confidentiality agreement at the start of each semester and are obligated to report any violations of confidentiality to the simulation faculty member. Cell phones and smart watches must be turned off in the Simulation Hospital.

F. Clinical Sites

Students are not guaranteed certain shifts or days for clinical assignment. Assignment is based on site availability and may include days, evenings, nights, and any day of the week, including weekends. Clinical sites specific to the course learning outcomes can be found within each course syllabus.

G. Clinical progression in NUR 213:

Students must be passing NUR 213 with a score of “80” or above after taking the Mid Term Exam. Failure to do so will result in the student being unable to participate in the clinical component of NUR 213 and, consequently, being dropped from the ADN program.

H. Students wishing at any time to appeal a decision made by the clinical coordinator must first discuss it with the clinical coordinator and course coordinator. If there is no resolve to the issue, then clinical appeals follow the grievance policy as outlined in the college policies.

10. Learning Management System (LMS) policy:

Students use Canvas as the LMS, and as the portal to communicate with their peers and instructors. Internet Etiquette, Netiquette, is expected to be exercised by students and faculty using Canvas to post discussions. This is listed as a reference in all Canvas courses within the nursing program.

11. Self-service:

Students will be able to get their grades only through Self-service. In addition, SCC will use the student email accounts for correspondence to the student. It is the student’s responsibility to check their email account for important information. Access to Self-service and Gmail accounts is located on the Student Resource page from www.stanly.edu.

12. Online Learning Management System Statement:

A component of the online class content is streaming video presented via Canvas. This technology is distributed based on current standards as established by Microsoft. Students have the responsibility to make sure the equipment they will use to complete this online class is configured to receive this streaming video. While the SCC HelpDesk at DLHelpDesk@stanly.edu will work with each student to troubleshoot connection problems, SCC is not responsible for the student’s home computer setup. Students who have difficulty viewing the online content of the course are advised to attend the seated class.

13. Online Learning Management System Video Content and Access:

Class videos are generated for the use of all nursing students; however, all students are expected to physically attend class. The inability to view the video content on a home computer does not relieve the student's responsibility of meeting the requirements of the class. The videos are not available in a downloadable file format. No efforts should be made to circumvent the security protocols. Please refer to the Student Computer and Network Use Policy of the college. The policy is accessible through www.stanly.edu.

14. Online Policy:

Online students are self-learners who are able to maintain the high motivation needed to succeed in a course. Occasionally, problems with technology may occur, and these can be very frustrating for the student. The college is dedicated to resolving those problems; however, to do that your collaboration is necessary. The following guidelines have been established to ensure that any problems encountered with technology are quickly resolved.

- A. Any student watching asynchronously must validate that they are able to view the lectures within 24 hours after the scheduled lecture date. Please allow 24 hours for the lecture to be uploaded to the online course. Checking that you are able to view the lecture will help get an early start to any problems.
- B. Communication is essential. At 24 hours, if you continue to experience difficulty viewing the lecture, please email the Learning Management System (LMS@stanly.edu) or contact them via telephone at 704-991-0222. Ongoing communication to let someone know if you are still having problems or if the problem has been resolved is very important.
- C. At any time, if you are having difficulty viewing lectures or using Canvas, students are advised to attend the seated class and labs, or to use an available computer at either the Crutchfield or Albemarle campus.

Stanly Community College and the Associate Degree Nursing Program want your online experience to be successful. This can be achieved only when Canvas staff, nursing faculty, and students work together.

15. Points Policy:

A. Test Review:

Students have the opportunity to participate in a group test review when offered by the instructor. Group tests are at the discretion of the instructor. Students testing with the class are able to re-take the same test with a group of classmates. This is voluntary. Students in each group will submit one answer sheet. Those groups which score an 'A' on the re-take will have one point added to the test score of every person within the group. This is done in order to foster critical thinking as questions are debated within groups.

B. Attendance at faculty meetings:

It is vital to the program for nursing faculty have input from students regarding program issues. ADN club officers will be notified regarding upcoming faculty meetings. If the ADN club officers are not able to attend a meeting, a substitute class representative may attend. If the cohort has a representative present at every faculty meeting for the

semester, each student in the class **with a final semester grade of 80 or greater** will receive the appropriate points listed below added to the final semester grade.

C. Participation in ADN Club Activities:

The faculty recognizes that the program is challenging and that many nursing students have families, work, and other responsibilities outside of college. However, because community involvement is an important factor in the development of a professional nurse, each student **with a final semester grade of 80 or greater** will receive the appropriate points listed below added to the final semester grade for meeting ADN club participation guidelines. ADN club participation guidelines are established by the club members with the club advisor(s).

D. Clinical Attendance:

Competencies within the nursing program cannot be accomplished without clinical attendance. Because clinical hours are limited and many experiences are unique to a specific semester, attendance is considered paramount. See policies on clinical attendance previously discussed. Each student **with a final semester grade of 80 or greater** who has perfect clinical attendance will receive the appropriate points listed below added to the final semester grade.

	NUR 111, NUR 213, NUR 221, NUR 223	NUR 112, NUR 212, NUR 114, NUR 211	NUR 113, NUR 214
Faculty Meeting Points	1 (Each class is 16 weeks)	0.5 (Each class is 8 weeks)	0 (Note: No meetings during Summer session)
ADN Club Participation Points	1 (Each class is 16 weeks)	0.5 (Each class is 8 weeks)	0 (Note: No meetings during Summer session)
Clinical Attendance Points	1	1	1

16. ADA Statement:

ADA Statement: If you have a disability that may affect your academic performance and are seeking accommodations, it is your responsibility to inform the ADA services office located in SB220. You may contact Megan Brehun at (704) 991-0161 or mbrehun6994@stanly.edu if you have any questions concerning disability services. You may also visit <https://www.stanly.edu/future-students/college-catalog/student-support-services/disability-services-ada> to learn more about ADA services at Stanly Community College. It is important to request accommodations early enough to give the ADA services office adequate time to consider your request and recommend reasonable accommodations. Students are encouraged to initiate the request process 30 days prior to the beginning of a semester or class. Accommodations are not retroactive and can only become active after all required documents are submitted. Instructors will provide necessary accommodations based solely on the recommendations of the ADA services office.

17. Religious Observance Policy:

Stanly Community College recognizes the existence of diversity in religious beliefs. Out of respect for individual religious convictions, the College will allow two excused days of absences per academic year. At least two weeks prior to the leave the student must submit in writing to all of his/her instructors for the term what day(s) he/she requests as a religious observance. The student will be given the opportunity to make up any class work, clinical/co-op hours, or tests missed during the excused day(s).

For the Nursing Program, the student must submit in writing to all nursing instructors for the term what day(s) he/she requests as a religious observance by the second day of class. Changes to the schedule may be made at the instructor's discretion.

18. Security Alerts:

All students will be notified of security alerts via a banner posted on the SCC website, SCC Student email, home phone, and cell phone. Students must update their contact information immediately after a change has occurred to insure communication is received.

19. Honesty:

All students are expected to be honest with faculty and staff in all situations related to clinical and academic activities. Students witnessing any dishonest activity must bring it to the attention of a faculty member. Resubmission of work completed for any previous course cannot be submitted for a future course assignment and will not be accepted.

20. Social Media Policy:

The Annie Ruth Kelley Associate Degree Nursing Program defines social media to include online platforms such as professional or social networking, posting commentary or opinions and sharing pictures, audio, video, or other content which includes, but not limited to Facebook®, LinkedIn®, Snapchat®, YouTube™, Twitter™, blogs, message boards, professional forums and chat rooms. The use of social media bearing any Stanly Community College name or affiliation are only for educational purposes. Students may use social media to enhance learning, inform the public about college activities and developments, and shall allow participants to share freely without cyberbullying.

Students shall maintain confidentiality of patient information, as well as conduct themselves professionally at all times. At no time should a student make commentary, derogatory or otherwise, regarding patients, families, clinical staff, classmates, faculty or SCC in social media. Students are reminded that what they do outside of the practice setting may affect how they are perceived professionally. Nursing faculty support the guidelines for use of social media provided by the National Council of State Boards of Nursing (NCSBN), the American Nurse Association (ANA), and the NC Board of Nursing white paper. Evidence that a student violates this policy is considered grounds for disciplinary and possibly legal action, resulting in possible dismissal from the nursing program. Students are not to contact instructors through social media while in the program. Students should direct all communication outside of class through the correct Canvas course or the instructor's SCC email. Instructors will not contact currently enrolled students through social media.

https://www.ncsbn.org/NCSBN_SocialMedia.pdf

<http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media>

<http://www.ncbon.com/myfiles/downloads/course-bulletin-offerings-articles/bulletin-article-fall-2013social-networking-and-nurses.pdf>

21. Miscellaneous:

- A. Nursing Club: A nursing organization including all cohorts of nursing students has been established. All students are encouraged to participate in this organization. Election of class officers is developed in order to establish a direct route of communication between faculty and students. The ADN student organization will hold periodic meetings. The purpose of these meetings will be to provide support and cohesiveness among members of all cohorts and to encourage professional behaviors for ADN students. Students shall hold club meetings on their own time and should not conflict with SGA activities.
- B. ADN Handbook Statement: Students are expected to retain a copy of the General Health Sciences and Nursing Department Student Handbook for the duration of the program. On the first day of class, students will be asked to sign a statement to the effect that they have received and understand the content and the responsibilities imposed by the Handbook. The instructors will consistently abide by these policies and expect students to do the same. Updates to the handbook will be sent electronically to students through Canvas email at the time of the update. Students are further bound to abide by hospital policies/requirements presented during facility orientation and to all SCC policies applicable to the ADN student.
- C. If the student is employed by a facility which is used as a clinical facility by the SCC Nursing Department, the student should be aware that the nature of those responsibilities should in no way be related to his/her responsibilities as a student and the student uniform may never be worn while functioning in roles outside of school clinical assignments. The employing facility takes full responsibility for the student employee's action while working.
- D. All nursing students must carry malpractice liability insurance. Verification of insurance coverage must be uploaded to the online tracking system used by SCC, Castlebranch, before the student will be allowed to attend the first clinical experience. The student must purchase the liability insurance when tuition is paid each fall and spring semester.
- E. NCLEX-RN Review: Students are encouraged to attend a seated or online NCLEX-RN review prior to taking the NCLEX-RN. Information will be distributed to all second year students.
- F. Citing Sources: Students are expected to use current reference material on all assignments. Sources should be no more than 5 years old. Historical data is the one exception. APA format is used for all nursing courses.

22. Associate Degree Nursing Readmission/Advance Placement Admissions Policy

A. Generic Cohort

Students seeking readmission or advanced placement to Stanly Community Colleges Associate Degree Nursing program must submit an application for readmission to the SCC Admissions Office and satisfy the program's initial admission requirements.

Students will be permitted to reenter the nursing program no more than once.

General information for any student seeking advanced standing:

Specifically for students formerly enrolled in SCC's ADN Program and are returning within 2 years:

Students seeking readmission who were formerly enrolled in the ADN program at Stanly Community College and wish to reenter within two years of exiting the program, must reenter the semester immediately following their last successful NUR class. Example: if a student successfully completes NUR 112 and subsequently withdraws, he/she must reenter the nursing program beginning the semester immediately following NUR 112. All nursing and general education courses required in the semesters preceding the intended point of reentry must be satisfactorily completed.

Specifically for students formerly enrolled in SCC's ADN Program and are returning after 2 years:

Students who enter SCC's ADN program after having withdrawn from an ADN program more than two years earlier will restart the program as a new student if only admitted once previously. NUR 117 (Pharmacology) will need to be repeated for credit to ensure safety of patient care.

Specifically for students formerly enrolled in another institution besides SCC's ADN Program and attempting to enter SCC's ADN Program:

Applicants for advanced standing admission who have completed nursing (NUR) courses at institutions other than Stanly Community College must provide the ADN program director with a complete transcript of credits earned at the other institution and a syllabus for each nursing course completed. The ADN program director will review these documents and determine the appropriate beginning point for the applicant. If transcripts prove the student has not had a stand-alone pharmacology course (NUR 117) or college study skills course (ACA 122), then the student will be required to satisfy those courses through SCC.

Steps:

1. Students seeking advanced standing status must first complete an application as advanced standing for the term (Fall, Spring, Summer) and year of reentrance. If you are a student from another institution seeking advanced standing status, then the term and year will be determined after your syllabi have been reviewed by the Director of Nursing. To qualify for admission as advanced standing, an applicant must submit a properly completed application for admission no later than 30 days preceding their intended start date.
2. After applying for the term and year of reentrance, admissions will determine if you meet the required GPA. Only those students with a GPA of 2.5 or higher in their major at the time of readmission to the ADN program will be considered for readmission. That GPA must stand up to the point of readmission if additional courses within the course of study are taken while not an actively enrolled nursing student. A student's GPA in major will include only nursing and nursing related courses completed, either successfully or unsuccessfully, up to the point of readmission. Students must hold a cumulative GPA of 2.0 for all courses previously taken at SCC.
3. Readmission to the nursing program will be on a space available basis. Qualified applicants will be accepted in relation to their TEAS Exam score. TEAS assessments

must be taken at SCC. TEAS scores must be up-to-date at the time of applying and upon entering the program.

4. Placement test scores must be up-to-date at the time of applying and upon entering the program; therefore, time should be allowed to retake any placement testing to prove college readiness if necessary. Early communication with your Success Coach is imperative.
5. Students wishing to transfer into SCC's ADN program must:

(1) Successfully complete selected skills competencies administered by the SCC nursing department, and

(2) Successfully complete a written competency exam covering all transferable NUR courses.

This is in addition to the general admission requirements for the ADN program. Students should contact the ADN Program Director well in advance of the entering semester to arrange for a test breakdown of the written competency, a list of skills, any outstanding admission requirements, and instructions for scheduling the competency test. Students only have one attempt to pass the competency exam and skills competencies. If a student does not pass the exam or skills on the first attempt, the student is ineligible for transfer into the program.

6. **See program conditional acceptance criteria regarding a complete physical with immunizations, criminal background check, drug screening, CPR certification, and CNA1 certification.**

Special Circumstances:

For applicants previously enrolled in SCC's ADN program and who were withdrawn after an unsuccessful attempt in NUR 117 or NUR 111, the following will apply:

- Any student who fails or withdraws from NUR 117 (Pharmacology) but successfully completes NUR 111 (Intro to Health Concepts):
 - May apply for advanced standing admission to the second semester of the ADN program and will follow the nursing guidelines for readmission into NUR 111.
 - Must successfully complete NUR 117 (Pharmacology) prior to readmission to the program.

Any student withdrawing from NUR 117 and continues to have clinical experiences within the NUR 111 course, shall also withdraw from NUR 111. Such a student will not be considered safe in the clinical setting in regards to medication administration; therefore, progression is not possible. Students in this case will need to reapply to the program as a new applicant with admissions.

- Any student who fails or withdraws from NUR 111 (Intro to Health Concepts) but successfully completes NUR 117 (Pharmacology):
- Must apply for admission as a new entering freshman and complete NUR 111 (Intro to Health Concepts) for credit.
- Must successfully complete a competency exam for NUR 117 (Pharmacology) prior to registering for NUR 112 (Health Illness Concepts).

For applicants previously enrolled in SCC's ADN program and were withdrawn after an unsuccessful attempt in NUR 117 and NUR 111 must apply for admission as a new applicant.

B. LPN-ADN ADN Readmission/Advance Placement Admissions Policy

Students seeking readmission or advanced placement SCC LPN-ADN program must submit an application for readmission to the SCC Admissions Office **and** satisfy the programs initial admission requirements.

Students will be permitted to reenter the LPN-RN program no more than once.

General information for any LPN-RN student seeking advanced standing:

Specifically for students formerly enrolled in SCC's LPN-ADN Program (A45110R) and are returning within 2 years:

Students seeking readmission who were formerly enrolled in the LPN-ADN program at SCC and wish to reenter within two years of exiting the program, must reenter the semester immediately following their last successful NUR class (example: if a student successfully completes NUR 214 and subsequently withdraws, he/she must reenter the nursing program beginning the semester immediately following NUR 214). All nursing and general education courses required in the semesters preceding the intended point of reentry must be satisfactorily completed.

Specifically for students formerly enrolled in SCC's LPN-RN Program and are returning after 2 years:

Students who enter SCC's LPN-ADN program after having withdrawn from the LPN-RN program more than two years earlier will restart the program as a new student if only admitted once previously. NUR 117 (Pharmacology) will need to be repeated for credit to ensure safety of patient care.

SCC LPN-RN Program does not accept advanced placement students from other institutions.

Steps:

1. Students seeking advanced standing status must first complete an application as advanced standing for the term (Fall, Spring) and year of reentrance. To qualify for admission as advanced standing, an applicant must submit a properly completed application for admission no later than 30 days preceding their intended start date.
2. After applying for the term and year of reentrance, admissions will determine if you meet the required GPA. Only those students with a GPA of 2.5 or higher in their major at the time of readmission to the ADN program will be considered for readmission. That GPA must stand up to the point of readmission if additional courses within the course of study are taken while not an actively enrolled nursing student. A student's GPA in major will include only nursing and nursing related courses completed, either successfully or unsuccessfully, up to the point of readmission. Students must hold a cumulative GPA of 2.0 for all courses previously taken at SCC.

3. Readmission to the nursing program will be on a space available basis. Qualified applicants will be accepted in relation to their TEAS Exam score. TEAS scores accepted are those taken at SCC only and must be within 2 years of restarting the program.
4. Students wishing to return to the LPN-RN program as advanced standing must (1) successfully complete a **written competency exam** covering all SCC NUR courses the student has received transfer credit for, and (2) successfully complete selected **skills competencies** administered by the LPN-RN Clinical Coordinator. This is in addition to the general admission requirements for the ADN program. Students should contact the Associate Director of Nursing well in advance of the entering semester to arrange for a test breakdown of the written competency, a list of skills, any outstanding admission requirements, and instructions for scheduling the competency test. Students only have **one attempt** to successfully pass the competency exam and skills competencies. If a student does not successfully pass the exam or skills on the first attempt, the student is ineligible for re-entrance into the program.
5. A complete physical is required. A blank medical form will be mailed to the applicant upon acceptance for readmission. All required immunizations must be current for full acceptance into the ADN program.
6. Applicants applying for readmission / advanced standing are required to complete a new criminal background check and drug screen.
7. Current certification in AHA Healthcare Provider CPR must be submitted prior to re-enrollment.
8. If an otherwise qualified applicant is not accepted for readmission due to space limitations, he must submit another application for readmission if he wishes to be considered in a subsequent year.

Special Circumstances:

For applicants previously enrolled in SCC's LPN-ADN program and who were withdrawn after having been unsuccessful in NUR 117 **or** NUR 221, the following will apply:

- A. Student who fails or withdraws from NUR 117 (Pharmacology) and successfully completes NUR 221 (LPN-ADN Concepts I):
 1. May apply for advanced standing admission to the third semester of the LPN-ADN program and will follow the nursing guidelines for readmission including competency testing in NUR 214 and NUR 221.
 2. Must successfully complete NUR 117 (Pharmacology) prior to readmission
- B. Student who fails or withdraws from NUR 221 (LPN-ADN Concepts I) and successfully completes NUR 117 (Pharmacology)
 1. Must apply for advanced standing to the second semester of the LPN-ADN program.
 2. Must successfully complete a competency exam for NUR 117 (Pharmacology) and NUR 214 prior to registering for NUR 221 (LPN-RN Transition Concepts I).
- C. Student who fails NUR 117 and NUR 221:

1. Student must apply for advanced standing into NUR 221 and pass a competency for NUR 214 before retaking NUR 117 and NUR 117.

23. Criteria for Graduation:

To be eligible for graduation, a student must:

1. Successfully pass all course requirements in major with an overall major grade point average of 2.00 or higher.
2. Complete an application for graduation when registering for your last class.
3. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
4. Fulfill all financial obligations to the College.
5. Graduation exercises are held on the dates published in the Academic Calendar. During graduation exercise candidates must be dressed in proper academic attire as determined by the President of the College.

24. Pinning:

The Pinning Ceremony is a dignified event sanctioned by the nursing faculty. It is a formal means for students to pay tribute to each other, family, friends, and faculty and a time for faculty to recognize students who have shown outstanding achievement and/or professional growth. The place, time, and date of Pinning are approved by the Director of Nursing and the President of SCC. Guidelines are shared with the senior class by the nursing club advisor. Nursing faculty reserve the right to rescind this privilege at any time.

25. Licensure:

- A. The Director of the Nursing Program verifies a student with the North Carolina Board of Nursing as a candidate for the National Council Licensure Examination for Registered Nursing based on academic achievement and professional accountability following graduation.
- B. The North Carolina Board of Nursing may deny licensure to individuals convicted of a felony or any other crime involving moral turpitude.

STANLY COMMUNITY COLLEGE NURSING PROGRAM OF STUDY

FALL 2018

1st FALL

	Class	Lab	Clinical	Credit
NUR 111 Intro to Health concepts	4	6	6	8
BIO 168 Anatomy & Physiology I	3	3	0	4
PSY 150 General Psychology	3	0	0	3
NUR 117 Pharmacology	1	3	0	2
ACA 122 College Transfer Success	1	0	0	1

Total Hours **18**

1st SPRING – 1st 8 WEEKS

NUR 112 Health-Illness Concepts	3	0	6	5
BIO 169 Anatomy & Physiology II	3	3	0	4
PSY 241 Developmental Psychology	3	0	0	3

1st SPRING – 2nd 8 WEEKS

NUR 212 Health System Concepts	3	0	6	5
--------------------------------	---	---	---	---

Total Hours **17**

SUMMER

NUR 113 Family Health Concepts	3	0	6	5
--------------------------------	---	---	---	---

Total Hours **5**

2nd FALL – 1st 8 WEEKS

NUR 211 Health Care Concepts	3	0	6	5
ENG 111 Expository Writing	3	0	0	3

2nd FALL – 2nd 8 WEEKS

NUR 114 Acute Health Concepts	3	0	6	5
-------------------------------	---	---	---	---

Total Hours **13**

2nd SPRING

NUR 213 Complex Health Concepts	4	3	15	10
ENG 112 Literature-Based Research	3	0	0	3
Or				
ENG 114 Prof. Research & Reporting	3	0	0	3
Humanities Elective	3	0	0	3

Total Hours **16**

TOTAL PROGRAM HOURS **69**

**STANLY COMMUNITY COLLEGE NURSING PROGRAM OF STUDY – LPN to ADN Students
Summer 2018**

<u>Course Title</u>		<u>Course Category</u>	<u>Hours Per Week</u>			<u>Credit Hours</u>
<u>Summer Semester</u>			<u>Class</u>	<u>Lab</u>	<u>Exp</u>	
<u>ACA-111</u>	<u>College Student Success</u>	<u>Other</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
<u>BIO-169</u>	<u>Anatomy and Physiology II</u>	<u>Other</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
<u>PSY-241</u>	<u>Developmental Psychology</u>	<u>General</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
<u>NUR-214</u>	<u>Nursing Transition Concepts</u>	<u>Major</u>	<u>3</u>	<u>0</u>	<u>3</u>	<u>4</u>
Total Hours						12
<u>Fall Semester</u>			<u>Class</u>	<u>Lab</u>	<u>Exp</u>	<u>Credit Hours</u>
<u>NUR-221</u>	<u>LPN-ADN Concepts I</u>	<u>Major</u>	<u>6</u>	<u>0</u>	<u>2</u>	<u>2</u>
<u>CIS-110</u>	<u>Introduction to Computers</u>	<u>Other</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
<u>NUR-117</u>	<u>Pharmacology</u>	<u>Major</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
Total Hours						15
<u>Spring Semester</u>			<u>Class</u>	<u>Lab</u>	<u>Exp</u>	<u>Credit Hours</u>
<u>NUR-223</u>	<u>LPN-ADN Concepts II</u>	<u>Major</u>	<u>6</u>	<u>0</u>	<u>2</u>	<u>2</u>
<u>ENG-112</u>	<u>Writing and Research in the Disciplines</u>	<u>General</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
OR						
<u>ENG-114</u>	<u>Professional Research & Reporting</u>	<u>General</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<u>Humanities Elective</u>	<u>General</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total Hours						15
TOTAL PROGRAM HOURS						44*

*Students admitted to the LPN-ADN track will be given a blanket number of transfer hours for successful completion of an LPN Program (28 hours).

STANLY COMMUNITY COLLEGE

STUDENT AGREEMENT

I, the undersigned, have read, received an explanation of, and understand the Nursing Department Student Handbook.

I also understand that I must comply with and follow these policies during the period of my enrollment as a nursing student at Stanly Community College.

Student Signature _____ Date _____

STANLY COMMUNITY COLLEGE

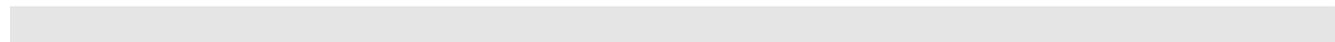
REMEDIAL SKILLS FORM

Date Issued: _____

The student _____ needs remedial work in the following skill _____

Remedial Objectives: The student will:

- 1. Review the appropriate text for the procedure in performing the skill.
2. Practice the skill in the lab.
3. Demonstrate the skill to an Instructor in the lab.
4. Achieve a satisfactory on the performance of the skill in the lab.
5. Return the lower portion of this remedial work slip to the CLINICAL INSTRUCTOR who issued it.
6. Complete the remedial objectives within ONE WEEK from the time it was issued.



Date Issued: _____ Date Completed: _____

This student _____ has successfully completed all the remedial objectives for the following skill:

Instructor's Signature

Date

STANLY COMMUNITY COLLEGE

REPORT: UNSAFE INCIDENT IN THE CLINICAL SETTING

CRITICAL INCIDENT DEFINED:

An incident in the clinical setting involving a student in which:

- A. The conduct and/or performance of the student did or potentially did endanger client welfare.
- B. The incident could have been prevented by application of learning objectives previously covered.

DESCRIPTION OF INCIDENT (BY STAFF AND/OR INSTRUCTOR):

Date of Incident

Location of Incident

Instructor Signature

Date

PERCEPTION OF INCIDENT (BY THE STUDENT):

Student Signature

Date

STANLY COMMUNITY COLLEGE
CLINICAL PROBATION REMEDIATION PLAN

A student may receive an “Unsatisfactory” evaluation in clinical for reasons which include, but are not limited to, the following:

1. less than satisfactory clinical performance
2. unsatisfactory written assignments
3. medication errors and/or performing any procedure or giving any medication without securing appropriate supervision designated by the instructor.
4. HIPAA violation
5. late assignments

A student who earns 2 “U” evaluations during the semester will automatically be placed on clinical probation, and remediation will be instituted. The student will meet with the Course Coordinator or Clinical Coordinator, and remediation will be determined. Any remedial work must be completed at a date determined by the clinical coordinator. There will be scheduled advising throughout the probation period between the student and the Course Coordinator or Clinical Coordinator.

The student will be removed from clinical probation when satisfactory clinical performance is exhibited as evaluated by the clinical instructor and the clinical coordinator.

Any additional “U” evaluation – (during the current semester or during the probation period if it extends into the following semester) – received during clinical or for not completing remediation as directed by the faculty, will constitute a Failing (F) grade for clinical. The student will be dropped from the program at that point and receive a failing grade for the semester in that nursing course. The student whose probationary period extends into the next semester will receive an Incomplete (I) grade and will have a specified date given by the course coordinator to complete the remediation or receive an “F” for the course.

Terms of Clinical Probation and Clinical Remediation Plan for student:

Timeline of unsatisfactory clinical events with dates:

Clinical Remediation Plan and Due Date with time:

Failure to successfully complete this clinical probation/remediation plan will result in not being able to return to the clinical site, inhibiting progression in the NUR program.

Revised: 5/08; 7/09; 2/10; 7/10; 8/11; 1/12; 8/12; 6/13; 8/14; 9/14; 1/15; 8/15; 10/15; 5/16; 8/16; 1/17; 4/17; 8/17; 5/18; 8/18

STANLY COMMUNITY COLLEGE

HEPATITIS B VACCINE – FACT SHEET

HEPATITIS: Hepatitis is a liver disease, initially resulting in possible inflammation of the liver, and frequently leading to more serious conditions including cirrhosis and liver cancer. In the United States, there are approximately 300,000 new cases of Hepatitis B Virus (HBV), the most prevalent form of Hepatitis, every year. While there is no cure for Hepatitis B, a vaccine does exist that can prevent infection.

HBV is most often transmitted through breaks in the skin or mucous membranes. This usually occurs through needlesticks, human bites, or having infectious material (such as blood or other body fluids) get into existing cuts or abrasions.

The symptoms of HBV infection are very much like a mild “flu”. Initially, there is a sense of fatigue, possible stomach pain, loss of appetite, and even nausea. As the disease continues to develop, jaundice (a distinct yellowing of the skin) and a darkened urine will often occur. However, people who are infected with HBV will often show no symptoms for some time.

After exposure, it can take 2 - 6 months for Hepatitis B to develop. This is extremely important, since vaccinations begun immediately after exposure to the virus can often prevent infection.

After completing the series of three immunizations, the Hepatitis B vaccine provides protection by building up a sufficient level of antibodies. The vaccine is specific to Hepatitis B and is not effective against other types of hepatitis nor does it protect against the HIV or AIDS virus.

If you feel that your work activities place you at risk for Hepatitis B, please consider the following before taking the vaccine.

You Should Not Take The Vaccine...

1. If you have an allergy to yeast.
2. If you are pregnant or nursing.
3. If you are planning to become pregnant within the next six months.
4. If you have had a fever, gastric symptoms, respiratory symptoms, or other signs of illness in the last 48 hours.

You may want to consult your own physician before taking the vaccine.

**STANLY COMMUNITY COLLEGE
STUDENT RELEASE FORM
OFFICIAL HEPATITIS B IMMUNIZATION FORM**

Part A:

I, _____, in compliance with OSHA guidelines agree to receive the Hepatitis B vaccine series. I have read the **Important Information About Hepatitis B and Hepatitis B Vaccine** sheet and understand I am at risk of contracting Hepatitis B due to my student related activities. I have participated in a formal education program provided by the College. I have been given the opportunity to ask questions and understand the risk factors involved. I thereby release Stanly Community College from responsibility for consequences of receiving the vaccine.

Signature

Date

HEPATITIS B VACCINATION RECORD	
<p>Dose 1:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Date Given)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(Signature – Title)</p>
<p>Dose 2:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Date Given)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(Signature – Title)</p>
<p>Dose 3:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Date Given)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(Signature – Title)</p>

Part B:

I, _____ have been given the opportunity to receive the Hepatitis B vaccine series. I have read the **Important Information About Hepatitis B and Hepatitis B Vaccine** sheet and understand I am at risk of contracting Hepatitis B due to my student related activities. I have participated in a formal education program provided by the College. I have been given the opportunity to ask questions and understand the risk factors involved. Understanding the risk factors involved, I refuse to receive the Hepatitis B vaccine series. I hereby release Stanly Community College from responsibility for consequences of not receiving the vaccine.

Signature

Date