Student Handbooks constitute Student Policy and are revised as needed. Please go to TCL.edu for updates.
PROGRAM DESCRIPTION: NURSING

This Nursing Student Handbook serves to supplement the current TCL Catalog and Division of Health Sciences Student Handbook to provide additional guidance for students enrolled in the Nursing Program. It constitutes Student Policy. It undergoes revision annually and as necessary. Review online at http://www.tcl.edu for updates.

TECHNICAL COLLEGE OF THE LOWCOUNTRY
921 Ribaut Road
Beaufort, SC 29902

Mailing address: P.O. Box 1288
Beaufort, SC 29901-1288
(843) 525-8324
1-800-768-8252
www.tcl.edu

NURSING PROGRAM FACULTY AND STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Telephone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaQuetta Washington</td>
<td>Administrative Specialist</td>
<td>843-525-8267</td>
<td>115</td>
</tr>
<tr>
<td>Denise Caesar</td>
<td>Administrative Assistant</td>
<td>843-470-8378</td>
<td>108</td>
</tr>
<tr>
<td>Glenn Levicki, DHA, R.T. (R)(MR)(CT)</td>
<td>Dean, Division of Health Sciences</td>
<td>843-525-8276</td>
<td>109</td>
</tr>
<tr>
<td>Maggie O’Sullivan, MSN, RN</td>
<td>Academic Program Coordinator Health Science Division</td>
<td>843-525-8326</td>
<td>112</td>
</tr>
<tr>
<td>DeAnne Johnson, MSN, RN,CMSRN</td>
<td>Interim Nursing Program Director</td>
<td>843-470-5966</td>
<td>110</td>
</tr>
<tr>
<td>Vandy Amason, MSN, RN,</td>
<td>Nursing Faculty</td>
<td>843-525-8327</td>
<td>125</td>
</tr>
<tr>
<td>Catherine Bennett, MSN, APRN, CCRN, AGACNP-BC</td>
<td>Nursing Faculty</td>
<td>843-470-8397</td>
<td>125</td>
</tr>
<tr>
<td>Colleen Bible, MSN, RN</td>
<td>Nursing Faculty</td>
<td>843-525-8345</td>
<td>203</td>
</tr>
<tr>
<td>Lynda Buss, MSN, RN, CNN</td>
<td>Nursing Faculty</td>
<td>843-470-8389</td>
<td>125</td>
</tr>
<tr>
<td>Amanda Simmons, MSN, RN</td>
<td>Nursing Faculty</td>
<td>843-470-8410</td>
<td>204</td>
</tr>
<tr>
<td>Kathleen Slyh, MSN, RN</td>
<td>Nursing Faculty</td>
<td>843-525-8256</td>
<td>125</td>
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Philosophy

The philosophy of the nursing program is congruent with the mission of the Technical College of the Lowcountry (TCL). The nursing faculty serves the profession, community, and society. Both TCL and the nursing programs strive to create an atmosphere of excellence in teaching and learning. Within the college’s open atmosphere of shared values, the nursing program encourages creativity, innovation, and resourcefulness among its students and faculty. With these commitments, a positive, student-centered environment is created and individuals are empowered to learn and develop throughout their lifetimes.

Nursing is an art and a science distinguished by personalized and holistic care. The nursing process is the framework for the provision of care and promotion of health for people with varying capacities to function in society. The nurse promotes health or death with dignity. Theory and research drive the science of nursing while caring embodies the art of nursing. Caring serves to protect and promote dignity and creates a climate of support, respectful of beliefs, cultural values and lifestyles. All people have the right to expect excellence in health care to be treated with dignity, justice, and compassion.

Education is a lifelong, interactive process of teaching and learning. Teaching is a goal-directed, facilitative process that is based on the needs of the learners and used by both faculty and students. Learning is enhanced by an educational climate that fosters self-direction, self-esteem, and analytical reasoning. The learner is expected to be involved, responsible, and committed to ongoing and lifelong learning.

Nursing education uses biological, behavioral, and nursing sciences to provide students with the opportunities to meet their learning needs. It is the responsibility of the faculty to develop, implement, and evaluate the program of learning and to promote an environment that fosters mutual respect and the development of self-initiated personal and professional goals. At the completion of each level of the nursing programs, graduates are able to function safely and effectively as beginners within their scope of practice.

The faculty of the nursing program believes that nursing is an interactive, multi-leveled, differentiated discipline requiring collaboration across systems. Tenets of effective collaboration are shared planning, decision-making, and accountability with mutual respect. Each level of practice and education are connected and build, one upon the other, in skill and complexity. The faculty believes that facilitating the transition from one level to the next encourages individuals to continue their nursing education. Continued nursing education leads to improved nursing practice and ultimately contributes to the well-being of society.

Addendum

The Nursing program at the Technical College of the Lowcountry has adopted the National League for Nursing Accrediting Commission’s definition of distance learning. NLNAC (2008) defines distance education as:

“An educational process in which the majority of the instruction occurs when a student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video, and/or computer technologies” (p. 49).

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Revised 5/20/14
SECTION I: ACADEMIC INFORMATION

GRADING
Each laboratory/clinical rotation is graded as "satisfactory" or "unsatisfactory." Students must receive a "satisfactory" in laboratory/clinical in order to progress in the program sequence. An overall grade of "unsatisfactory" in laboratory/clinical will result in an overall grade of "F" for the course. Specifics related to each course are defined in the syllabus.

DISTANCE LEARNING
For nursing courses offered at New River, every effort is made to minimize students’ travel to the Beaufort campus. However, there will be circumstances that require the student to attend an event on the Beaufort campus.

ON-LINE AND WEB-CENTRIC COURSES
Some nursing courses are offered on-line. All courses not offered on line have a web-centric component. It is the responsibility of the student to ensure that they have access to a computer with a web browser and internet connection. In addition, each student must arrange to attend a course orientation prior to beginning his or her first on-line or web-centric course.

ATI ACHIEVEMENT TESTING
Achievement tests are given throughout the program to assist in the evaluation of individual student progress and to support student success. ATI achievement tests required in a course and the due dates for completion are included in the course syllabus. Students who do not achieve required scores must meet with the course coordinator and complete prescribed remediation. The due date for completion of remediation, when required, is prior to the final exam. Failure to complete testing or required remediation by specified dates results in a grade of Incomplete ("I") for the course and non-progression in the nursing curriculum. Students having difficulty with either the tests or remediation components must speak personally with the course coordinator at least three (3) business days in advance of the published due dates.

COURSE EXAM PROCEDURES
1. All personal items [purses, book bags, etc.] must be placed at the front of the classroom before a test begins.
2. Students may use only basic, 4 function (add, subtract, multiply, divide) calculators.
   A. Calculators may not be shared between students for testing.
   B. No other electronic devices are permitted in the testing area, including cell phones and smart phones.
   C. There is a 10 point penalty on the test for any noise emitting from an electronic device.
3. If students must leave the room during a test, they must turn in the test as complete. They may not leave and return.
4. In general, 60 minutes are allotted for 50 item tests.
5. Variations in testing accommodations are made only based on written documentation from the TCL ADA officer. It is the student’s responsibility to contact the course coordinator before each exam for testing arrangements.
6. Faculty does not answer questions about a test while it is being administered.
7. If a student wants to speak to the test proctor, the student must raise his/her hand and wait for the proctor to come to him/her. The student may not leave his/her seat.
8. Students record the last 6 digits of their college identification number on the answer [bubble] sheet.
9. Online testing occurs only at the testing center on the Beaufort campus.
10. Students who are tardy for an examination will take the examination in the remaining allotted time.

The following guidelines are enforced during test reviews after an examination is given in the classroom.
1. Tests may be reviewed with the entire class. All security measures applied during testing are utilized. In addition, students may not have writing devices during a test review.
2. Students may not take notes or use recording devices during test reviews.
3. Students with academic problems should be encouraged to schedule individual test reviews with a member of the teaching team.
ACADEMIC MISCONDUCT
Academic misconduct by health science students calls that trust into question and academic integrity is expected.

It is a fundamental requirement that any work presented by students will be their own. Examples of academic misconduct include but are not limited to:

1. Copying the work of another student or allowing another student to copy working papers, printed output, electronic files, quizzes, tests, or assignments.
2. Completing the work of another student or allowing another student to complete or contribute to working papers, printed output, electronic files, quizzes, tests, or assignments.
3. Viewing another student’s computer screen during a quiz or examination.
4. Talking or communicating with another student during a test.
5. Violating procedures prescribed by the instructor to protect the integrity of a quiz, test, or assignment.
6. Plagiarism in any form, including, but not limited to: copying/pasting from a website, textbook, previously submitted student work, or any instructor-prepared class material; obvious violation of any copyright-protected materials.
7. Knowingly aiding a person involved in academic misconduct.
8. Providing false information to staff and/or faculty.
9. Entering an office unaccompanied by faculty or staff.

STANDARDS FOR ACADEMIC PROGRESS
Students are expected to follow professional standards of conduct. Guidelines for these standards include the following:

3. Policies and Procedures of the Division of Health Sciences and college.
4. Policies and Procedures of the clinical health care facility including (but not limited to) HIPAA and Standard Precautions.

A student whose behavior does not conform to the professional standards of conduct may be required to leave the clinical setting. The student may be required to make-up the clinical day at the convenience of the faculty. A student may also be required to appear before a faculty committee for failure to conform to professional standards of conduct. A student whose behavior threatens or endangers the well-being of the patient will be terminated from the course and a grade of "F" will be issued. Students terminated for this reason may be reported to licensing/credentialing agencies.

TESTING FOR NURSING ASSISTANT CERTIFICATION
Nursing students are eligible to take the test for certified nursing assistant (CNA) after successful completion of NUR 102, Basic Nursing Skills.

CONDITIONS FOR RE-ENTRY TO NURSING PROGRAMS
Re-entry into the nursing program must be requested when a student withdraws from a nursing course, is unsuccessful in a nursing course, or steps out of the nursing program for a semester or longer. Students are eligible for re-entry into the nursing program one time only. Students seeking re-entry, must meet with their advisor, develop a plan for success, and complete a re-entry checklist. In consideration for progression/re-entry to the nursing program, first preference is given to residents of Beaufort, Hampton, Jasper, and Colleton counties. Second preference is given to residents of other South Carolina counties, and finally residents from other states. All re-entry decisions are contingent on space availability. All health status and background requirements must be current or updated. Students who are unsuccessful in either of the first two nursing courses (NUR 102 or NUR 105) must apply as new applicants.
1. Criteria
   A. Re-entry into the nursing program is contingent on
      1. TCL GPA at least 2.0
      2. plan for success approved by nursing advisor
      3. meeting with TCL Retention Coordinator
      4. re-entry checklist completed and signed by health sciences advisor
   B. Students who left the nursing program for academic reasons and has two WFs or failures in any level nursing course but who has not completed PN option (eligible for PN option only)
      1. has successfully completed NUR 155 & NUR 158
      2. plan for success approved by health sciences advisor
      3. re-entry checklist completed and signed by health sciences advisor
   C. Advanced Placement Licensed Practical Nursing students must maintain an active license in addition to meeting criteria outlined above.

Any student who has the course sequence interrupted for a semester may be required to validate knowledge and skills as condition for re-entry. This may be accomplished through skills competency validation, testing, or repeating previously completed courses.

STUDENT EXPENSES ASSOCIATED WITH GRADUATION/PINNING/LICENSURE

The following items are expenses the student may expect to incur related to completing their program of choice, beyond tuition and books.

Graduation: rental of cap and gown
Pinning: white uniform; new shoes; invitations; nursing pin; nursing lamp; nursing cap
Licensure: CNA exam; NCLEX fee (PN and RN); licensing fee (PN and RN)
Miscellaneous: tuition and hotel fee for overnight stay during NCLEX review courses

USE OF ELECTRONIC DEVICES

No pagers, phones, or any other electronic devices are allowed in the clinical facility. Phones, electronic devices, and other internet recording or messaging devices are not allowed in the clinical area and are not allowed during testing.

CLINICAL BREAKS

Students are eligible for a fifteen-minute break during clinical experiences that are less than seven hours. Students are eligible for a thirty-minute break during clinical experiences that are greater than seven hours. Students must notify the instructor upon taking a break and returning from a break. It is the student’s responsibility to ensure patient needs are met during their absence. Students may not leave the clinical facility campus during their break.

CLINICAL ROTATIONS

Students explore learning opportunities at multiple clinical sites throughout the Lowcountry. Students engage in various clinical rotations in Beaufort, Jasper, and Colleton counties as assigned. Clinical rotations may include days, evenings, nights, and/or weekends. Students are accountable for all eligibility requirements stated in the TCL catalogue. Students must be eligible and able to attend clinical rotations at sites the program utilizes for clinical practice.

TARDINESS

Arrival to class, clinical, and lab by the published time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas. Failure to attend class, clinical, and lab on time as measured by the clock in these areas may result in point reductions or unsatisfactory clinical evaluations. See course syllabi for details.
E-MAIL
It is the student’s responsibility to establish and monitor a current TCL email address at least twice daily.

DISTANCE LEARNING
The student will be required to attend some courses at the Beaufort campus. Please refer to TCL catalogue for more information.

STUDENT HEALTH
It is the student’s responsibility to provide required health documentation and submit a completed change in health status form to the Health Sciences office.

DEFINITION OF STUDENT COMPLAINT
A complaint is an oral or written claim concerning an academic issue or a college occurrence initiated by a student alleging improper or arbitrary treatment. Disagreement with an administrative decision is not a complaint unless it alleges improper or arbitrary treatment.

UNIFORM POLICY
The patient’s first impression is primarily based on appearance. Patients have more confidence in a clinician who is well groomed and presents a professional appearance. Therefore, TCL Nursing Programs adhere to the following student uniform policy related to the clinical setting.

ALL STUDENTS
1. Name pins and TCL photo ID are to be worn on right upper front of shirt.
2. Students must be in required, properly fitting uniform and comply with all regulations of the nursing program of study. White clinical lab coats with TCL patch on left sleeve may be worn to the hospital but must be removed during patient care activities. Patch must be replaced if it becomes faded. Scrub jackets are optional. If scrub jacket is worn it must be the same color as the uniform with a patch on the left sleeve and be worn with name pin and TCL photo ID.
3. Student uniforms are to be worn for college scheduled clinical sessions. Students may wear the student uniform only during activity associated with the college program. It is recommended that uniforms not be worn in public places.
4. Uniforms must be clean, pressed and in good repair.
5. Undergarments are required, must provide appropriate coverage, and be color-coordinated with uniform or not visible.
6. Plain black or white leather shoes with black or white shoelaces as appropriate. No color logos and/or designs. Entire foot must be covered. No sandals, canvas, or open toe shoes.
7. Students should refer to the syllabus for appropriate dress for observational experiences.
8. Faculty in the clinical area has the final decision on attire.
9. Clinical facilities may have different uniform requirements than detailed in this policy.

FEMALES
Females should wear properly fitting white scrubs with college patch above front left pocket. Patch must be replaced if it becomes faded. Tops must have jewel-style neckline. If V-neck tops are worn, a plain white, short-sleeved, or long sleeved crew or mock neck shirt is to be worn under scrub top. Plain white socks or stockings without design. Uniform dress is to be knee length.

MALES
Males should wear properly fitting white scrubs with college patch above front left pocket. Patch must be replaced if it becomes faded. Tops must have crew-style neckline. If V-neck tops are worn, a plain white, short sleeved, or long sleeved crew or mock neck shirt to be worn under scrub top. Plain white socks are to be worn without design.

Name pins may be purchased from Uniforms for the Low Country, 1400-A Ribaut Rd., Port Royal, 843-524-9355 or Buff’s, 1507 Salem Rd., Beaufort, and 843-524-3600. Orders should be placed at least 3 weeks prior to start of clinical.
Pre-clinical planning & other hospital &/or agency experiences. Students may wear appropriate attire with a white clinical lab coat (with TCL patch on left sleeve) & name pin & TCL photo ID for these sessions. Sandals, jeans, shorts, halter-tops, sweat suits, (tops or bottoms), tank tops, leggings, denim or denim-like material are not appropriate attire. In addition, neckline of blouse, shirt, or dress must be conservative. Material may not be transparent. “Underwear brands” of shirts may not be worn.

Classroom and learning lab Students may wear appropriate attire as described in the current college catalog and student handbook.

Equipment for the clinical experience
1. Name pin and TCL ID photo ID. TCL photo ID badges are obtained from Student Records.
2. Stethoscope
3. Wrist or pocket watch with second counting capability
4. Bandage scissors
5. Pen light
6. Black ballpoint pen
7. Note pad

HYGIENE
Since the practice of nursing involves close physical contact with patients, during clinical experiences students are required to maintain professional standards of hygiene and grooming at all times. Daily showering/bathing, use of unscented deodorant, clean clothing, well-groomed haircut, and conservatively trimmed hair including mustache and beard, are required of all students at all times. Because some students and patients may be sensitive to scent, grooming products used should be unscented and colognes and perfumes should not be used. Smoking is discouraged, and if a student smokes, care must be taken to remove odors from clothing, skin and hair.

Miscellaneous
1. Jewelry
   a. No jewelry may be worn other than a wedding band and watch. No necklaces, bracelets or additional rings.
   b. Students with pierced ear lobes may wear one pair of small plain posts. No loops or other decorations.
   c. No additional visible body jewelry may be worn in the clinical setting.
2. Tattoos or other forms of body art must be covered.
3. Hair
   a. Must be arranged in a style that keeps it secured and off the collar.
   b. Fasteners should be of neutral color. Bows or ornate fasteners are not appropriate.
4. For patient safety, fingernails must be of fingertip length, neatly trimmed, filed, and clean. Students may wear clear nail polish. Acrylic, gel, or silk wrap nails are not allowed.
5. No chewing gum in clinical setting.
6. Perfume or strong shave lotions are not appropriate and may not be worn in clinical settings.
7. Proper personal and oral hygiene are required.
8. Students must adhere to the smoking policy of the clinical facility.
SECTION II: PROGRAM INFORMATION

AMERICAN NURSES ASSOCIATION (ANA) CODE OF ETHICS (2001)
(Code of Ethics available at the ANA website.)

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION
With reasonable accommodation, the student should be able to demonstrate the following abilities.

1. Critical thinking ability sufficient for clinical judgment (e.g. identifies cause-effect relationships in clinical situations, develop plan of care).
2. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds (e.g. establishes rapport with others).
3. Communication abilities sufficient for interaction with others in verbal and written form.
4. Physical abilities sufficient to move from room to room and maneuver in small spaces (e.g. moves around in patient’s rooms, workspaces, and treatment areas, administers cardiopulmonary resuscitation procedures).
5. Gross and fine motor abilities sufficient to provide safe and effective care (e.g. calibrates and uses equipment; positions patients).
6. Auditory ability sufficient to monitor and assess health needs (e.g. hears monitor alarms, emergency signals, auscultatory sounds and range of sounds necessary to assess patient health status, cries for help).
7. Visual ability sufficient for observation and assessment necessary to provide care (e.g. observes physical condition and reads monitors and patient information systems).
8. Tactile ability sufficient for physical assessment (e.g. performs palpation, functions of physical examination and/or those related to therapeutic interventions i.e. insertion of a catheter). Note: Examples are not all inclusive.

(Adapted from Southern Council on Collegiate Education for Nursing Core Performance Standard for Admission and Progression, reapproved 2004)
**PROGRAM OUTCOMES**

The Philosophy of the nursing program at the Technical College of the Lowcountry, which reflects faculty beliefs, serves as the foundation for a program of study that builds in complexity and scope. Six major concepts emerge from the philosophical beliefs. These concepts include professional behavior, communication, teaching and learning, caring, holism and clinical competence. Functional Health Patterns, along with the six major concepts, establish the organizing framework for the program of study, giving structure and direction for learning activities and objectives.

<table>
<thead>
<tr>
<th>Concept &amp; definition</th>
<th>Nursing Assistant, Level I</th>
<th>Practical Nurse, Level II</th>
<th>Associate Degree Nurse, Level III</th>
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<tr>
<td><strong>Professional Behavior</strong></td>
<td>Integrity, guided by legal and ethical principles, is the hallmark of professional behavior. Advocacy, leadership, autonomy, &amp; collaboration are professional behaviors practiced within a defined scope.</td>
<td>Demonstrate professional behavior in accordance with the nursing assistant’s defined scope of practice.</td>
<td>Demonstrate acceptance of the guiding principles of the nursing profession.</td>
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<td><strong>Communication</strong></td>
<td>Communication is the exchange of messages that occurs between individuals. Communication is multi-modal and enhances the continuum of helping relationships. The use of effective communication facilitates trust.</td>
<td>Use effective fundamental communication with individuals, families, and staff.</td>
<td>Use effective interpersonal communication with individuals, families and members of the health care team.</td>
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<td><strong>Teaching/Learning</strong></td>
<td>Teaching and learning are interactive processes. Recognizing that learning proceeds from simple to complex, these processes are goal directed and based on the learner's needs.</td>
<td>Assist with the identification of learning needs of individuals.</td>
<td>Teach individuals basic health care related to commonly occurring health problems with predictable outcomes. Teaching is based on established plans.</td>
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<td><strong>Caring</strong></td>
<td>Support, sharing and respect embody caring behaviors. The caring relationship is a cornerstone of nursing practice.</td>
<td>Respect the human dignity of individuals and their support persons.</td>
<td>Provide compassionate, nurturing care.</td>
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<td><strong>Holism</strong></td>
<td>Holism encompasses recognition of the development of individuals over time. A person’s physiological, psychosocial and spiritual health is dynamic. Persons are complex individuals who function within culturally diverse areas of society.</td>
<td>Provide care with consideration of basic physical, emotional and cultural dimensions of the individual.</td>
<td>Provide care with consideration of basic physical, psychosocial, cultural, spiritual and developmental dimensions of the individual.</td>
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<td><strong>Clinical Competence</strong></td>
<td>Clinical competence is the provision of safe and effective nursing care within a scope of practice. It is the product of theory, research, knowledge, and learned nursing skills based on evidence-based practice.</td>
<td>Safely and effectively perform prescribed nursing interventions.</td>
<td>Use current accepted standards of care to assist individuals and families-support persons to meet basic health needs.</td>
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Scope of Practice – The SC CIC Project prepared a document titled *A Model for Differentiated Entry Level Nursing Practice by Educational Program Type* in 1998. This model addresses the PN and ADN scope of practice. The practice scope of nursing assistants is adapted from the NNAAP (National Nurse Aid Assessment Program skills identification). 12/19/01.