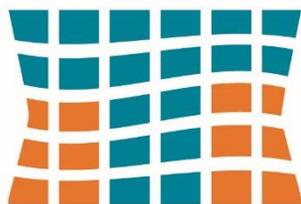


Division of Health Sciences

Nursing Program

Student Handbook

2017-2018



TECHNICAL COLLEGE OF THE LOWCOUNTRY

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.

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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.

The Nursing program at the Technical College of the Lowcountry has adapted the Accreditation Commission of Education in Nursing's (ACEN) definition of distance learning. ACEN (2016) 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 and includes technology that is used to support regular and substantive interaction between the instructor and the students." (Glossary, p. 4).

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. Gordon's Functional Health Patterns establish the organizing framework for the program of study. 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.

Reference:

Accreditation Commission for Education in Nursing (2016, August). Accreditation Manual, Glossary, Atlanta, GA.

Original Copy Developed 2001
Revised 12/2002...5/2017

STUDENT LEARNING 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. Gordon's 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.

Concept & definition	Nursing Assistant, Level I	Practical Nurse, Level II	Associate Degree Nurse, Level III
Professional Behavior Integrity is the hallmark of professional behavior. Advocacy, leadership, autonomy, & collaboration are professional behaviors practiced within a defined scope. Accountability for the delivery of standard-based nursing care consistent with mental, altruistic, legal, ethical, regulatory and humanistic principles.	Demonstrate professionalism in a variety of healthcare settings. Shows commitment to provision of high quality, safe, and effective patient care.	Demonstrate acceptance of the guiding principles of the nursing profession by demonstrating integrity, accountability, and competence.	Demonstrate acceptance of responsibility and accountability for improving and contributing to the integrity of nursing practice, using professional standards of care.
Communication 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.	Use effective fundamental communication with individuals, families, and healthcare team.	Use effective interpersonal communication (verbal, non-verbal and written) with individuals, families and members of the health care team.	Select effective strategies for communication (verbal, non-verbal and written) with individuals, families, structured groups and members of the health care team.
Teaching/Learning 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.	Assist with the identification of learning needs of individuals.	Teach individuals basic health care related to commonly occurring health problems with predictable outcomes. Teaching is based on established plans.	Develop basic teaching plans for individuals and support persons that focus on health promotion and management of acute and chronic health problems.
Caring Support, sharing and respect embody caring behaviors. The caring relationship is a cornerstone of nursing practice.	Provide patient-centered care that is compassionate, coordinated and nurturing.	Provide compassionate, nurturing patient-centered care with respect to the human dignity of individuals and their support person(s).	Create caring and empathetic relationships that are compassionate, coordinated and patient-centered.
Holism 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.	Provide care with consideration of basic physical, emotional and cultural dimensions of the individual.	Provide care with consideration of basic physical, psychosocial, cultural, spiritual and developmental dimensions of the individual.	Provide therapeutic care for individuals and support persons. Develop individualized plans of care using nursing process based research.
Clinical Competence 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.	Safely and effectively perform prescribed nursing interventions.	Use current accepted standards of care to assist individuals and families-support persons to meet basic health needs.	Formulate therapeutic clinical decisions based on current accepted standards of care for individuals and families-support persons.

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 Practical Nursing (PN) and Associate Degree Nursing (ADN) scope of practice. The practice scope of nursing assistants is adapted from the NNAAP (National Nurse Aid Assessment Program skills identification).

Developed 2002

Revised 5/2012...5/2017

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.

Honorlock Online Proctoring and Technology Requirements

TCL uses an online test proctoring service called Honorlock to monitor some online tests as an alternative to in-person proctoring. Your instructor may elect to have some of your tests proctored using Honorlock. If so, you will need to make sure that you have access to the necessary equipment in order to take your online-proctored tests:

- A computer with access to a high speed Internet connection
- A webcam and microphone. A functioning webcam and microphone are required to complete proctored online tests
- Microsoft Office. Microsoft Office can be downloaded for free by accessing the Office 365 link in your TCL email account.

KAPLAN ACHIEVEMENT TESTING

Achievement tests are given throughout the program to assist in the evaluation of individual student progress and to support student success. 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 watches and personal items [purses, book bags, hats, 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. In general, 60 minutes are allotted for 50 item tests.
4. 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.
5. Faculty does not answer questions about a test while it is being administered.

6. 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.
7. Students record the last 6 digits of their college identification number on the answer Scantron sheet. Also, fill in all answers on the Scantron to be accurately scored and counted for test.
8. Online testing occurs only at the testing center on the Beaufort campus.
9. 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. Following class test review, students with academic problems are 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, Scantron, 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. Safe Assignment is used to detect plagiarism.
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.
10. Misuse of electronic devices.

STANDARDS FOR ACADEMIC PROGRESS

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

1. Provisions of the S.C. Nurse Practice Act.
2. American Nurses' Association Code of Ethics for Nurses.
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 withdrawn from the course with a grade of "F". Students withdrawn 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 complete a

re-entry checklist, develop a plan for success, meet with their advisor, and meet the required GPA and reading assessment score, as stipulated on the re-entry checklist. All re-entry decisions are contingent on space availability. All health information and background/drug screen, health insurance requirements and cardiopulmonary Resuscitation (CPR) must be updated and current.

RE-ENTRY CRITERIA

- A. Re-entry into the nursing program is contingent on
 - 1. **TCL GPA at least 2.0**
 - 2. reading assessment score achieved (see re-entry form)
 - 3. plan for success approved by nursing advisor
 - 4. re-entry checklist completed and signed by Nursing advisor
 - 5. are approved for re-entry by the Admission Progression and Graduation Committee
- B. Students who left the nursing program for academic reasons and have two WFs or failures in any level nursing course but who have not completed PN option are eligible for PN option only, if
 - 1. they have successfully completed NUR 155 & NUR 158
 - 2. plan for success approved by Nursing advisor
 - 3. re-entry checklist completed and signed by Nursing advisor
 - 4. are approved for PN option by the Admission Progression and Graduation Committee
- 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, Kaplan Resources, NCLEX-RN Review courses or clinical, NCLEX-PN Review course, and costs associated with clinical requirements

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 and two fifteen-minute breaks 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. Students at the clinical experience seven hours or more are eligible for a thirty-minute lunch and two fifteen-minute breaks. Clinical breaks and lunch are not included as clinical learning time.

CLINICAL ROTATIONS

Students explore learning opportunities at multiple clinical sites throughout the Lowcountry. Students engage in various clinical rotations in Beaufort, Jasper, Hampton, 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 catalog. Students must be eligible and able to attend clinical rotations at sites the program utilizes for clinical practice. Students are not allowed to swap clinical sections after they have been assigned.

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. Allow a 72-hour response time from faculty for emails. This is 3 business days.

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, proof of health insurance, current CPR certification, background check, drug screen, PPD and following illness, injury, or pregnancy, to 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. Uniforms and white clinical lab coats are purchased from the TCL bookstore. White lab coats may be worn to the hospital but must be removed during patient care activities.
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. Following clinical experience, uniforms are not 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 purchased from the TCL bookstore. Plain white socks or stockings without design. Uniform dress is to be knee length. A plain white, short-sleeved, or long-sleeved crew or mock shirt is to be worn under the scrub top.

MALES

Males should wear properly fitting white scrubs purchased from the TCL bookstore. 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. A plain white, short-sleeved, or long-sleeved crew or mock shirt is to be worn under the scrub top.

Name pins may be purchased from Buff's, 2303 Boundary Street, 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 purchased from the TCL bookstore & 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. Students are permitted to complete preclinical work in the clinical setting during visiting hours posted for the agency.

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

Equipment for the clinical experience

To be fully prepared and meet minimum satisfactory expectation for the clinical experience the student should have the following:

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.

To meet minimum satisfactory expectation for the clinical experience the student should adhere to the following:

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 should be combed
 - 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 (2015)

(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, evaluate effectiveness of nursing intervention).
2. Interpersonal skills sufficient to interact professionally with individuals, families, and groups (3.g. establish rapport, conflict resolution, accountability.)
3. Communication abilities sufficient for interaction with others in verbal and written form (e.g. initiate teaching, explain procedures, document actions).
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 responses to treatment).
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 Regional Education Board, Council on Collegiate Education for Nursing Core Performance Standards 2010)