

Division of Health Sciences

Nursing Program

Student Handbook

2021-2022



**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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Accreditation Commission for Education in Nursing, Inc. (ACEN)
 3390 Peachtree Road NE Suite 1400
 Atlanta, GA 30326

State Board of Nursing for South Carolina
 South Carolina Department of Labor, Licensing, and Regulation
 110 Centerview Drive
 Synergy Business Park, Kingstree Building
 P.O. Box 12367
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Nursing Program 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 program 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. Theory and research drive the science of nursing while caring embodies the art of nursing. 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. 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. Active 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." (ACEN Accreditation Manual, 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...5/2018

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,
Professional Behavior EPSLO#1 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 EPSLO#2 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 EPSLO#3 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
Caring EPSLO#4 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 EPSLO#4 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 EPSLO #5 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	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
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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 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, 5/2018, 9/2019

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. Students who are able to successfully complete the lecture component of the course but are not able to successfully complete the lab or clinical components of a course for any reason will receive an "I" (incomplete) for the course and be expected to complete the incomplete portions the following semester in order to receive a final grade for the course. **Additionally, any student who has not fulfilled the expectations of a learning contract will receive a grade of "I" (incomplete) for the course and will be given one semester to demonstrate improvement in the identified areas of deficiency in order to receive a final grade for the course..**

GRADING POLICY

Grading scale	
93% - 100% A	W withdraw
85% - 92% B	WP withdraw with passing grade
78% - 84% C	WF withdraw with failing grade
70% - 77% D	I Incomplete
Below 70% F	

Grading Methodology. The final grade must be 78.000 or more in order to pass the course and progress in the program. Students absent from an examination or presentation will receive a "0" grade for the examination unless other arrangements are made with the instructor **prior to** the examination or presentation day or on the examination or presentation day **before the test/presentation** is scheduled to be given. Arrangements may be completed by telephone. If the instructor is not available, a message should be left on the instructor's voice mail **AND** with another member of the faculty or administrative assistant. Messages sent by other students are unacceptable. The student is responsible for notifying the instructor for the reason of the absence. Students who are tardy for an examination will take the examination in the remaining allotted time. For paper & pencil tests, only the answers recorded on the Scantron form are graded. **There is no "rounding up" of grades.**

Make up examinations *may* be offered, at the instructor's discretion, during the final examination period. Additional options for make-up testing include reweighting the final examination. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. The instructor will decide the method of examination. Grades are posted on Blackboard within one week of administration of tests and examinations.

Lab skills checklist must be complete. Incomplete checklist results in a grade of "U" (unsatisfactory) for the laboratory component of the course. An *unsatisfactory* in the laboratory portion of the course results in the **failure of the course** even if the theory grade is 78 or higher. Students are expected to perform accurate return demonstrations of skills before using the skill in the clinical area.

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. Students must correctly fill in answers on the Scantron sheet to be accurately scored and counted for test. No paper tests will be graded.
8. Online testing occurs only at the testing center on the Beaufort campus during normal operations. During times of extenuating circumstances such as natural disasters, pandemics, etc., it may be necessary to utilize Honorlock proctoring services.
9. Students who are tardy for an examination will take the examination in the remaining allotted time.

The following guidelines are enforced for test review as a learning opportunity:

1. Tests may be reviewed with the entire class at the instructor's discretion. All security measures applied during testing are utilized. In addition, students may not have writing devices during a test review. Final exams will not be reviewed with students.
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 (See TCL student handbook and course syllabi)

Academic misconduct by health science students calls that trust into question and academic integrity is expected. Health care professionals hold the public trust. Academic misconduct may result in withdrawal for related health science courses. Also, depending on the severity of the student's academic misconduct, the student will not only be withdrawn from the program, but will not be allowed for re-entry and/or reapplication to **all** Health Science programs.

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 for any reason 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. **a TCL GPA at least 2.25,**
 - 2. a reading assessment score achieved - Achieve 3000 score of 1350,
 - 3. a student plan for success approved by nursing advisor,
 - 4. a completed re-entry checklist, signed by a nursing advisor, and
 - 5. an approval 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 they
 - 1. have successfully completed NUR 155 & NUR 158,
 - 2. complete a plan for success approved by a nursing advisor,
 - 3. complete a re-entry checklist and signed by nursing advisor, and
 - 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: 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 (including smartwatches) 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. 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.** Students are to update and provide clinical requirements for each agency assigned by the due date established by the clinical agency. Delay in submission of clinical requirements, or requirements that have expired, place the student at risk for a disapproval to complete the clinical rotation at the agency. Any disapproval results in the student's withdrawal from the course and the Nursing Program. Any change to the clinical rotation is at the discretion of the course coordinator. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student's progress in providing safe and competent patient care. Students are expected to use appropriate judgment for participating in clinical activities. To evaluate the student's knowledge and skills, it is necessary for the student to be present for all clinical experiences. **Students are not allowed to leave clinical early without the knowledge and consent of the course coordinator.** If absence does occur, the Course Coordinator and Clinical Instructor must be notified via phone message no later than 30 minutes prior to your clinical start time along with Division of Health Sciences Administrative Assistant also being notified by telephone no later than 30 minutes prior to the start of the clinical experience. The Division of Health Sciences telephone number is (843-525-8267). The student must also notify the clinical facility of the absence no later than 30 minutes prior to the start of the clinical experience.

Absences from the clinical area are strongly discouraged. The attendance policy applies to all clinical activities. "NO CALL, NO SHOW" for clinical is unprofessional conduct and THE STUDENT WILL BE WITHDRAWN FROM THE PROGRAM.

Please refer to the Division Handbook for clarification of the No Call/No Show process.

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, or injury, to submit a completed change in Health Status Form to the Health Sciences office.

Students will be required to submit to drug testing upon entrance to the nursing program and periodically throughout the program. Additionally, a student may be required to submit to drug testing at the request of the clinical facility, Dean of Health Sciences, or Nursing Program Director. The cost for the drug testing will be the student's responsibility.

If during the course of education, a student becomes pregnant, she may *voluntarily* choose to declare her pregnancy to the Nursing Program Director *in writing*. Revealing her pregnancy is *not* a requirement and is the decision of the student. The student may choose not to *declare* her pregnancy, in which case, the student will be treated as though she is not pregnant. Once a pregnancy is declared, the student also has the right to *undeclare* the pregnancy at any time but should also be completed *in writing*.

If a decision is made to voluntarily declare pregnancy, the student must submit a completed and health care provider signed **DIVISION OF HEALTH SCIENCES CHANGES IN HEALTH STATUS FORM** to the **Nursing Program Director** which will be placed into the student's health file.

The student must be aware of the following:

1. The program will assume that a pregnancy does NOT exist unless the Nursing Program Director is informed of the pregnancy in writing using the Health Status Form.
2. Certain lab and clinical activities may be contraindicated for pregnant women and the student should seek medical advice regarding the physical requirements of laboratory and clinical experiences.

Once pregnancy is declared, the faculty will advise the student of the following:

- A. The student may continue in both the academic and clinical components of the program based on the recommendations and specifications of the health care provider on the Health Status Form.
- B. The student may decide to withdraw from either the academic, laboratory, or the clinical component of a course. Doing so places the student as a withdrawal passing for the course.
- C. If the student is unable to complete academic, laboratory, and/or clinical components of a course the student may receive an incomplete for the course. The course would need to be completed in its entirety prior to progression in program.
- D. The student may opt to completely withdraw from the nursing program of study. The student who withdraws will have the opportunity to re-enter the program per the handbook reentry policy.
- E. Only a doctor can determine physical limitations and/or modifications to physical activity for a pregnant student. The student must present a note from her physician stating such modifications and/or limitations, and the timeframe(s) for such. Academic, laboratory and clinical activities will be modified as recommended by the health care provider's recommendation on the Health Status form.
- F. Only a health care provider can excuse a student from class, laboratory or clinical learning activities due to pregnancy. The student must present the change in health status form from the health care provider stating the reason for the corresponding timeframe(s) absence.
- G. If an absence(s) occur, it is the student's responsibility to make-up all academic and clinical components of the course in order to progress in the nursing program.

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. Uniform tops and white clinical lab coats are purchased from the TCL bookstore. Uniform bottoms must be Cherokee gray in color. White lab coats may be worn to the hospital but must be removed during patient care activities. Uniforms may not be extremely tight or revealing.
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.
10. Any first-year student who arrives for clinical out of compliance with the uniform policy will receive a verbal warning on the first occasion. If the student arrives for clinical a second time out of compliance with the uniform policy, the student will be placed on a learning contract for professionalism. Any second-year student who arrives for clinical out of compliance with the uniform policy will be sent home which will result in a loss of clinical hours. No make-up opportunities for uniform violations will be offered.

All students will be required to wear PPE as deemed appropriate and necessary per clinical facility for the duration of the clinical experience. Students will also be required to wear PPE while participating in any "on campus" activities such as labs/lectures as deemed appropriate and necessary. Failure to adhere to this mandate will render the student ineligible to participate in clinical rotations or "on campus" activities, and therefore unable to progress in the program.

FEMALES

Females should wear properly fitting white scrub tops purchased from the TCL bookstore. Uniform bottoms are to be Cherokee gray in color. 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 scrub tops purchased from the TCL bookstore. Uniform bottoms are to be Cherokee gray in color. 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.

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 traditional watch with a second hand. No electronic watches may be worn during a clinical rotation. No necklaces, bracelets or additional rings.
 - b. Students with pierced ear lobes may wear one pair of small plain posts in the lobes. No loops or other decorations. No facial piercings may be worn.
 - 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 and neat.
 - 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 lash extensions may be worn in the clinical setting.
6. No chewing gum in clinical setting.
7. Perfume or strong shave lotions are not appropriate and may not be worn in clinical settings.
8. Proper personal and oral hygiene are required.
9. Students are not allowed to smoke at clinical facilities.

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

Lab experiences: Students will adhere to the clinical uniform policy for all lab experiences. Failure to adhere to the uniform policy will result in the loss of lab points which may impact the student's ability to progress in the program.

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 (no electronic watches)
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.

PROFESSIONAL BEHAVIORS

Preparing for the role of professional nurse must include displaying respectful and courteous behaviors. Students are expected to conduct themselves in a polite, civil manner in **all** interactions with faculty and staff at TCL, including electronic communications. Additionally, this expectation extends to any and all interactions with individuals at clinical facilities or anywhere that the student is representing the college.

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)