# Nursing Program Handbook
# 2023-2024

# Introduction

*This student handbook has been developed by the faculty, staff, and administration of the Nursing Education Program of Southeastern Community College. Its purpose is to serve as a guide for all students enrolled in the Nursing Program. It is a supplement to the Southeastern Community College Credit Course Catalog and the SCC Student Handbook. Consequently, all policies and regulations from the college handbook and catalog are to be observed in addition to those outlined in the following pages. Each student is responsible for reading and compliance with the information contained in the handbook.*

*We welcome you and want you to know that we are here to assist you in every way possible.*

## Mission/Vision/Values

### Mission
Southeastern Community College provides accessible, quality program and services which promote student success and economic vitality.

### Vision
Southeastern Community College, a visionary leader in lifelong learning, embraces diversity, transforms lives, strengthens communities, and inspires individuals to excellence.

### Values
Excellence: we are committed to the highest standards in all aspects of teaching, learning, and service.
Integrity: we encourage honesty, respect and personal accountability among and between students, staff, and stakeholders.
Stewardship: we are effective and vigilant stewards of our financial, physical, and human resources.
Continuous Improvement: we promote evidence-based decisions and systems within a culture of empowerment and teamwork.

### Pre-Accreditation 2022-2025

"Southeastern Community College Practical/Vocational Nursing and Associate Degree in Nursing programs hold pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037. 800-669-1656. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received."

## Notice: Change in Catalog/Handbook Statement

**The Southeastern Community College Nursing Program reserves the right to change courses, requirements, and policies that are stated in this catalog and handbook without advance notice. Students will be informed of the change by email, mail, flyers, posts, and/or announcements.**

## Non-Discrimination Statement

It is the policy of the Southeastern Community College not to discriminate on the basis of race, color, national origin, sex, disability, age, employment, sexual orientation, gender identity, creed, religion, and actual or potential family, parental, or marital status in its program, activities, or employment practices.

If you have questions or complaints related to compliance with this policy, please contact the Director of Human Resources (employment concerns) at 319-208-5063 or the Vice President of Student Affairs (student concerns) at 319-208-5049, 1500 West Agency Road, West Burlington, Iowa 52655, equity@scciowa.edu or the Director of the Office for Civil Rights U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD 800-877-8339 Email: OCR.Chicago@ed.gov.

Nondiscrimination statement is pursuant to requirement by Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

SOUTHEASTERN COMMUNITY COLLEGE
NURSING PROGRAM

# HANDBOOK ACKNOWLEDGEMENT

The Nursing Program Handbook is updated and distributed to students annually at the beginning of the program.

Enrollment of the student is considered to constitute his/her agreement to comply with all established policies and standards of conduct of the college and nursing program.

A high standard of conduct is expected of students enrolled in the nursing program. It is understood that policies are purposeful and essential for the protection of the students and the Southeastern Community College. The reputation of the SCC Nursing Program is established by the character and performance of its students and graduates.

Knowledge of information contained in the SCC Credit Course Catalog and Nursing Program Handbook is the responsibility of each student. The following form is signed by the student and returned to the nursing leadership and maintained in the student file.

The Nursing Program Handbook is received electronically in a printable format.

Students are expected to familiarize themselves with the policies and procedures contained in the SCC Credit Course Catalog, the SCC Student Handbook, and the Nursing Program Handbook and are accountable for the information contained and any supplements that may be added. Failure to comply with these policies and procedures could ultimately result in dismissal from the nursing program.

**PROFESSIONAL LICENSURE DISCLOSURE**

In compliance with the U. S. Department of Education 668.43 (a) (5) (v) and 668.43 (c) which requires educational institutions to provide a list to students of where the educational institution has determined that program curriculums meet the curriculum requirements, does not meet curriculum requirements, and where no determination has been made about licensure requirements for each state.

These disclosures are to inform students in programs, regardless of method of delivery, designed to meet educational requirements for specific vocational licensure or certification that are required for employment in an occupation or advertising as meeting such requirements.
Each health profession or discipline area that leads to certification or licensure may have specific requirements unique to each state and may be governed by a state regulatory authority.
The information required is provided for each of SCC's programs as listed below:

**Practical Nursing and Associate Degree Nursing**
The Practical Nursing diploma program prepares students to become a Practical Nurse. Students who successfully complete the program are eligible to take the National Council Licensure Examination NCLEX-PN and to practice as a Licensed Practical Nurse (LPN).

The Associate Degree of Applied Science in Nursing prepares students to become a professional nurse. Students who successfully complete the program are eligible to take the National Council Licensure Examination NCLEX-RN and to practice as a Registered Nurse (RN).

https://programs.scciowa.edu/2020-2021/programs/nursing-aas.aspx

The SCC Nursing Program is fully approved by the Iowa Board of Nursing (IBON).
**States where the programs meet the educational requirements for certification or licensure:**
**Illinois, Iowa, Missouri**
**States where the programs do not meet the educational requirements for certification or licensure:**
**Unknown**
**States, where a determination regarding the educational requirements for certification or licensure has not yet been made, is below:**

| | | | |
|---|---|---|---|
| Alabama | Kansas | Montana | Rhode Island |
| Alaska | Kentucky | Nebraska | South Carolina |
| Arizona | Louisiana | Nevada | South Dakota |
| Arkansas | Maine | New Hampshire | Tennessee |
| California | Maryland | New Jersey | Texas |
| Colorado | Massachusetts | New Mexico | Utah |
| Connecticut | Michigan | New York | Vermont |
| Delaware | Minnesota | North Carolina | Virginia |
| Florida | Mississippi | North Dakota | Washington |
| Georgia | | Ohio | Wisconsin |
| Hawaii | | Oklahoma | Wyoming |
| Idaho | | Oregon | |
| Indiana | | Pennsylvania | |

**Licensure requirements are different in each state. Students enrolled in the nursing program are encouraged to review the licensure requirements for each state they will be practicing.**

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*Board of Nursing Professional Licensure Requirements by State/U.S. Department of Education Regulation 34 CFR*
https://www.ncsbn.org/14730.htm

*The Nurse Licensure Compact (NLC) allows a nurse to have one multistate license with the ability to practice in the home state and other compact states.*
https://www.ncsbn.org/compacts.htm

Frequently Asked Questions regarding the impact of 34 CFR 668.43 on nursing Programs:
https://www.ncsbn.org/ProfessionalLicensureReq-FAQs.pdf

**Accurate and Prompt Reporting-Maxient System**

**Concerns Related to Conduct, Behavior, or Well-Being**
Southeastern Community College strongly encourages accurate and prompt reporting of all crimes and public safety-related information and takes all such reports seriously. Information to be reported should not be limited to actual crimes; it also includes any suspicious activity or person seen anywhere on or near campus, including in parking lots, inside or outside campus buildings, and residence halls.

NOTE: In cases where an individual's behavior creates an immediate threat or emergency, contact 911 immediately.

Individuals exhibiting behaviors that pose a threat to the safety of self or others or that cause significant disruption to the SCC community should be referred/reported to 911, Security, or a Campus Security Authority.

Examples of behavior or activity to look for include: ▪ Self-injurious behavior ▪ Suicide ideation or attempt ▪ Danger or threat to others (violence, threats, or implied threats of violence and intimidation) ▪ Possession of a weapon ▪ Inability of an individual to take care of themselves (serious mental health concerns or substance abuse) ▪ Erratic behavior that is disruptive to the normal proceedings of the college community.

*Incident Reporting Form*
To report any instance of concern:
https://cm.maxient.com/reportingform.php?SoutheasternCCIA&layout_id=0
Reports will be followed up by the Vice President of Student Services and Campus Safety & Security.

**Concerns Related to Academics**
Southeastern Community College strongly encourages accurate and prompt reporting of any academic concerns. Please contact your instructor or dean and/or to report an instance of academic concern:

*Academic Concern Form*
To report any instance of academic concern:
https://cm.maxient.com/reportingform.php?SoutheasternCCIA&layout_id=2
Reports will be followed up by the Vice President of Academic Affairs.

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# Section I - Program Overview

## PROGRAM PHILOSOPHY

Southeastern Community College Nursing Faculty is committed to fulfilling the mission of the institution by preparing students for entrance into or advancement within the nursing profession. The Nursing Program ascribes to the philosophy of Southeastern Community College. Through education, the Nursing Program attempts to maximize potential of both traditional and non-traditional students while helping to increase their socio-economic status and ability to contribute to the community.

All individuals are complex beings and possess individual dignity and worth. They are comprised of biological, physiological, psychological, social-cultural, and developmental dimensions that are interrelated to make individuals whole and unique. However, individuals are constantly evolving as they interact with a changing environment. Individuals have the capacity to make choices and must accept responsibility for these choices.

Health is a dynamic state that changes with time and varies according to circumstances. Optimal health exists when individuals are able to manage their own needs and function within their total capabilities. Illness results when the individual's actual and/or perceived needs adversely affect their ability to function.

Environment is all that is external to individuals and is composed of biological, physical and social components. There is a functional relationship between health and environment. Individuals should be assisted in establishing an environment that is conducive to achieving their optimal level of health.

Nursing is a profession based on interpersonal, intellectual and technical skills. It is directed toward the goals of assisting the individual to promote, maintain and/or restore their optimal level of health. Through utilization of a decision-making process called the nursing process, nursing focuses on meeting the actual and/or perceived needs of the client/patient. The nurse may assume the role of care giver, communicator, manager, and member of the profession while planning, directing and providing nursing care. Continual consideration is given to the legal and ethical aspects that accompany these roles. Underlying all nursing activity is the concept of caring.

Education is a continuous learning process. It provides individuals an opportunity to grow so they can function within their total capabilities. Individuals have the right and responsibility to respond and be an active participant in the learning process. Through both formal and a variety of structured clinical experiences, individuals progress from simple to complex in their learning and are allowed the opportunity to directly apply knowledge.

The educator assumes the role of facilitator and resource person who transmits knowledge, evaluates, and is a role model. This educator enhances learning by creating a positive environment and portraying a caring and supportive attitude.

Nursing faculty is committed to the education of the practical nurse (PN) and Associate Degree Nurse (ADN). SCC believes a common core of knowledge exists which allows a ladder concept in nursing education. That concept empowers learners to move forward, increasing the responsibilities for which they are accountable within the profession. Rising acuity levels, increasing number of aging and diverse populations, and changes in health care delivery systems has resulted in continued need for LPNs and ADNs.

PN education focuses on the preparation of nurse graduates who assist in the application of the nursing process while providing nursing care for individuals with predictable health needs under the direction of an RN or Physician in a variety of health care settings. ADN education focuses on the preparation of nurse graduates who apply the nursing process in providing nursing care for individuals with variable health needs in a variety of health care settings.

# NURSING CURRICULUM

## Practical Nursing

BIO-168 HUMAN ANATOMY & PHYSIOLOGY I

**Lecture: 3 Lab: 2 Credit: 4**

The first of a two-semester sequence providing a comprehensive study of the anatomy and physiology of the human body for college transfer and/or allied health pre-requisites. Topics include body organizations; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous systems, and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory component includes anatomical studies using microscopy and dissection of selected organisms as well as the study of physiological concepts via experimentation. It is highly recommended that a student completes this series (BIO-168 and BIO-173 at SCC in order to maintain transferability to four-year institutions.

BIO-173 HUMAN ANATOMY & PHYSIOLOGY II

**Lecture: 3 Lab: 2 Credit: 4**

The second of a two-semester sequence continuing the comprehensive study of the anatomy and physiology of the human body for college transfer and/or allied health pre-requisites. Includes the study of endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory component includes anatomical studies using microscopy and dissection of selected organisms as well as the study of physiological concepts via experimentation. Pre-requisite: BIO-168 with a minimum grade of C.

BIO-186 - MICROBIOLOGY

**Lecture:** 3 **Lab:** 2 **Credit:** 4

**Description:** A study of microbial populations and their relationships to the human in health and diseases. Prerequisites: A grade of C or better in BIO-252 or CHM-65 and BIO-112.

PNN-160 - INTRODUCTION TO NURSING PRACTICE

**Lecture:** 2 **Lab:** 0 **Credit:** 2

**Description:** This course provides the student with an introduction to nursing concepts and principles. From a historical perspective, the student will explore the roles and challenges of the nurse in the health care continuum. The nursing process is introduced and serves as the foundation for the development of critical thinking skill and test taking strategy skills for success in the nursing program. Communication, stress and adaptation, wellness, professional accountability, information technology, time management, and priority setting.

ENG-105 - COMPOSITION I

**Lecture:** 3 **Lab:** 0 **Credit:** 3

**Description:** A study of the principles of writing. Emphasis on rhetoric, mechanics, and development of expository patterns: narration, description illustration, comparison/contrast, classification, process, and cause/effect. Required for AA and AS Degrees. Prerequisites: Mandatory COMPASS, ACT or AccuPlacer test score and mandatory eWrite or WritePlacer score (per SCC Writing Scores & Mandatory Course Placement Chart), or a C- or above in ENG-061, College Preparatory Writing II. No waivers.

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PSY-121 - DEVELOPMENTAL PSYCHOLOGY

**Lecture:** 3 **Lab:** 0 **Credit:** 3

**Description:** A systematic study of life-span development. Individual differences in behavior as well as cultural norms are considered in relation to heredity and environment.

PNN-222 - PHARMACOLOGY I

**Lecture: 1 Lab:** 0 **Credit: 1**

**Description:** This course introduces the student to the basics of pharmacology. Principles of drug administration, and dosage calculation will be introduced. Legal/ethical considerations, as related to drug therapy, are discussed. An overview of drug classifications, drug actions, common adverse reactions, and nursing interventions are included. Emphasis is placed on nursing responsibilities in drug therapy.

PNN-534 - NURSING I

**Lecture:** 8 **Lab:** 1 **Clinical**: 3.5 **Credit:** 12.5

**Description:** This course builds on concepts previously presented in the curriculum. A systematic approach is utilized in providing nursing care to individuals, families and groups across the lifespan. The course emphasizes selected common and chronic alterations in health and includes essential content in fundamental nursing concepts and care. An opportunity is provided for students to apply theoretical knowledge, to utilize the nursing process, and to practice nursing techniques in clinical settings. Prerequisites: BIO-168, BIO-173, BIO-186, PNN-160 and PNN-220.

PNN-311 - PN ISSUES AND TRENDS

**Lecture:** 1 **Lab:** 0 **Credit:** 1

**Description:** This course is an overview of the role of the licensed practical nurse. Ethical and legal responsibilities of the nurse are identified. Levels of practice, licensure, career opportunities, and job-seeking skills are addressed. Opportunities for professional growth are explored. Prerequisite: PNN-534. Co-requisite: BIO-186.

PNN-535 - NURSING II

**Lecture:** 8 **Lab:** 0 **Clinical**: 4 **Credit:** 12

**Description:** This course continues to incorporate concepts previously presented in the curriculum. A systematic approach is utilized in providing nursing care to individuals, families, and groups across the lifespan. This course emphasizes selected common and chronic alterations in health and includes essential content related to maternal-child care. An opportunity is provided for students to apply theoretical knowledge, to utilize the nursing process, and to practice nursing techniques in clinical settings. Prerequisite: PNN-534. Co-requisite: PNN-311.

## Associate Nursing Degree

ADN-145 - ROLE TRANSITION

**Lecture:** 1 **Lab:** 0 **Credit:** 1

**Description:** This course allows associate degree nursing students to explore the role expectation of the registered nurse and facilitate the transition from practical nursing to registered nursing. An emphasis is placed on health education and advanced application of the nursing process. Prerequisite: Successful completion of Practical Nursing Diploma or LPN license.

ADN-221 - PHARMACOLOGY II

**Lecture:** 2 **Lab:** 0 **Credit:** 2

**Description:** This course focuses on concepts of pharmacology with special emphasis on the role of the nurse in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Understanding how drugs work and their relationship to expected outcomes and possible adverse reactions is explored. Recognition of safe dosage ranges, potential interactions, patient factors that affect drug actions, and safe administration techniques are included. The education of clients about their drug therapies is a crucial component. Prerequisite: PNN-160, PNN-220, PNN-311, PNN-534, PNN-535. Co-requisite: ADN-145.

PSY-111 - INTRODUCTION TO PSYCHOLOGY

**Lecture:** 3 **Lab:** 0 **Credit:** 3

**Description:** A basic course in the understanding of behavior, designed to give the student a scientific background in the fundamental problems and techniques covered in the field of psychology.

ADN-641 - NURSING III

**Lecture:** 9 **Lab:** .5 **Clinical**: 5 **Credit:** 14.5

**Description:** This course integrates concepts previously presented in the curriculum. A systematic approach is utilized in planning and providing nursing care to individuals, families, and groups across the lifespan. This course emphasizes selected acute and complex alterations in health and includes advanced content related to maternal-child care. An opportunity is provided for students to expand their theoretical knowledge, to broaden the application of critical thinking to the nursing process, and to develop their nursing skills in clinical settings. Prerequisites: ADN-145, ADN-221. Co-requisite: PSY-111.

SOC-110 - INTRO TO SOCIOLOGY

**Lecture:** 3 **Lab:** 0 **Credit:** 3

**Description:** An analysis of social organization (or the social order). This course deals with the nature of sociology as a science, the original nature of man, the socialization of the individual, the development of groups and group behavior, the nature of culture and culture patterns, the organization of institutions, the nature of social order, the organization of human stratification and examination of major social processes. Special emphasis is placed upon the American cultural patterns.

ADN-311 - RN ISSUES AND TRENDS

**Lecture:** 1 **Lab:** 0 **Credit:** 1

**Description:** This course assists the associate degree nursing student to begin the transition to an autonomous nursing practice. Career development, opportunities, and challenges of the registered nurse are explored in relation to changing health care trends. Principles of leadership and management are introduced. Prerequisite: ADN-641.

ADN-642 - NURSING IV

**Lecture:** 9 **Lab:** 0 **Clinical**: 5 **Credit:** 14

**Description:** This course integrates concepts and strands previously presented in the curriculum. A systematic approach continues to be utilized in planning and providing nursing care to individuals, families, and groups across the lifespan. This course emphasizes selected acute and complex alterations in health and includes advanced content related to mental health. An opportunity is provided for students to expand their theoretical knowledge, to extensively apply critical thinking to the nursing process, and to continue to refine their nursing skills in clinical settings. Prerequisite: ADN-641. Co-requisite: ADN-311.

# ORGANIZATIONAL FRAMEWORK

The Philosophy of Southeastern Community College's Nursing Program reflects the beliefs of the nursing faculty about LPN and ADN practice and education and provides the purpose and basis for the organizational framework for both nursing programs. The Philosophy is based upon the four domain concepts of nursing, including the individual, environment, health and nursing. Educational concepts are also reflected in the Philosophy and help to identify the uniqueness of our nursing programs.

The nursing and educational concepts are integrated throughout the curriculum of both programs. The classroom, laboratory, simulation, and clinical experiences progress from simple to complex and build upon individual prior life experiences and learning. Knowledge gained from liberal arts and science courses is integrated with nursing knowledge. Each individual share in the responsibility for their learning. This allows individuals to develop a broad knowledge base which can be used to enhance the application of the nursing process and execute skills to promote, maintain and restore optimal health of clients/patients in health care settings.

There is a common core of nursing knowledge and skills for both the PN and ADN graduate that allows for the utilization of the ladder concept for program design. The curriculum is organized into two levels, one that focuses on PN education and the other that focuses on ADN education.

The Philosophy identifies that all individuals are complex beings and possess individual dignity and worth the interrelationship of the biological, physiological, psychological, social-cultural, and developmental dimensions make individuals whole and unique. However, individuals are constantly evolving as they interact with a changing environment. Individuals have the capacity to make choices and must accept responsibility for these choices.

Health is a dynamic state that changes with time and varies according to circumstances. Optimal health exists when individuals are able to manage their own needs and function within their total capabilities. Illness results when the individual's actual and/or perceived needs adversely affect their ability to function. It is at this time that individuals become clients/patients of nursing.

Philosophy identifies the environment as all that is external to individuals. It is composed of biological, physical, and social components. There is a functional relationship between health and environment. Individuals should be assisted in establishing an environment that is conducive to achieving their optimal level of health.

Nursing is a profession based on interpersonal, intellectual and technical skills. It is directed toward the goals of assisting the individual to promote, maintain, and/or restore their optimal level of health. Through utilization of a decision-making process called the nursing process, nursing focuses on meeting the actual and/or perceived needs of the client/patient. The nurse assumes the role of caregiver, communicator, manager, and member of the profession. Nurses are accountable for their nursing practice as well as their own personal and professional growth.

The nursing process and nursing roles are integrated into the curriculum in the following manner:

## Nursing Process

The nursing process is the decision-making process used by the nurse in promoting, maintaining, and restoring the optimal health of individuals. The five steps include assessment, nursing diagnosis, planning/identifying outcomes, implementation, and evaluation. The nursing process provides the means by which nurses fulfill their professional and legal responsibilities. Complete and accurate documentation of each step demonstrates professional competence, responsibility and accountability in meeting client/patient health care needs.

Assessment

PN
- Assists with gathering subjective and objective data using a systematic process.

ADN
- Gathers, reviews, evaluates and analyzes a complete biological, physiological, psychosocial, emotional, cultural and spiritual component.

Nursing Diagnosis

PN
- Identification of a clinical need about an individual, family, or community response to actual or potential health problems and life processes.

ADN
- Formulates and develops nursing diagnoses clinical judgements concerning a human response to a health condition/life process, or vulnerability for that response, by an individual, family, group, or community.

Planning

PN
- Assist in establishing client/patient-centered goals and contributes to the development of an individualized nursing care plan.

ADN
- Formulate goals with the client/patient, clients/patient's family and health care team and develop an individualized nursing care plan based on the nursing diagnoses.

Intervention/Implementation

PN
- Performs and implements nursing interventions to meet the predictable needs of the client/patient on an established plan of care.

ADN
- Develops and implements into action the nursing process in the established plan to promote achievement of the outcome, utilizing critical thinking with ongoing activities of data collection, prioritization, performance of nursing interventions, and documentation of the identified nursing diagnoses.

Evaluation

PN
- Observes, reports and documents client/patient responses to implemented nursing care and assists in evaluating outcomes of nursing interventions.

ADN
- Compares the actual outcome with the desired outcome and determines a critical judgment about whether the client/patient centered goals/desired client/patient outcome has been achieved.

Caregiver

The caregiver role of the nurse focuses on the provision of care to clients/patients based on knowledge and skill with consideration for physical, emotional, intellectual, socio-cultural, and developmental needs. As caregiver, the nurse integrates all of the other roles and uses the nursing process to promote, maintain and/or restore the client's/patient's optimal level of health. These goals are accomplished by attitudes and actions that show concern/caring for client/patient welfare and acceptance of the client/patient as a person. The caregiver also acts as a client/patient advocate by protecting

human and legal rights based on the belief that client's/ patients have the right to make their own decisions about health and life.

PN
- Compares collected data to established norms
- Recognizes overt changes in client/patient status
- Carries out prescribed medical regime
- Utilizes the Nursing Process as described above
- Provides care to clients/patients who have predictable needs
- Acquires essential knowledge to provide rationale as a basis to care for clients/patients with predictable health needs

ADN
- Integrates data collected with knowledge on the etiology, development, and prognosis of client's/patient's health problems
- Recognizes covert changes in client/patient status
- Establishes priorities of care based on nursing assessment
- Collaborates with other health disciplines and community agencies to meet client/patient needs and evaluate response to care
- Utilizes the Nursing Process as described above
- Provides care to clients/patients who have variable health needs
- Acquires a breadth of knowledge to provide a basis for applying scientific principles and making sound judgments when providing care to clients/patients with variable health needs

Communicator

The communicator role focuses on the use of interpersonal skills to develop an effective nurse-patient relationship, to execute the teaching-learning process, and to share information with other health care team members regarding client/patient needs, interventions, and responses. Verbal and non-verbal techniques are used to convey information, demonstrate acceptance, earn trust, and establish genuine regard and mutual respect.

PN
- Assist with assessment of learning needs for maintenance and restoration of optimal health or prevention of illness for the client/patient
- Implements and reinforces teaching from established plans of care
- Provides basic teaching during routine care
- Reports effectiveness of teaching to appropriate health team members
- Uses effective communication skills and interviewing techniques in the identification of predictable health needs
- Reports significant observations to appropriate health team members, records accurately
- Uses effective communication skills with members of the health team

ADN
- Assess learning needs for maintenance and restoration of optimal health or prevention of illness for the client/patient, client's/patient's families and/or small groups
- Plan and implement individualized teaching plans consistent with the client's/patient's, client/patient family's, and/or small group's cognitive and developmental levels and identified teaching-learning goals
- Evaluates degree of learning and effectiveness of teaching plan and modifies plans as necessary
- Reinforces teaching plans of other health team members
- Uses effective communication skills and interviewing techniques in planning care for clients/patients, client/patient families, and/or small groups with variable health needs
- Utilizes goal-directed therapeutic communication techniques with clients/patient, client/patient families, and/or small groups
- Evaluates and documents significant observations

- Practices effective communication techniques with members of the health care team
- Initiates referrals based on recognition of client's/patient's needs

<u>Manager/Leader</u>

The nurse manages the nursing care of clients/patients, families of clients/patients, and/or small groups. The nurse-manager also delegates nursing activities to ancillary workers and other health care providers, and supervises and evaluates their performance. Managing and leading requires knowledge about organizational structure and dynamics, authority and accountability, leadership, change theory, advocacy, delegation, supervision, and evaluation.

PN

The Manager/Leader role for PN's occurs post-graduation and following work experience. The LPN Supervisory Course and applicable continuing education support these roles and responsibilities.

ADN

Manages/Leads the nursing care of clients/patients, families of clients/patients, and/or small groups.

<u>Member of a Profession</u>

It is within the nursing educational program that professional values are developed, clarified, and internalized. Values that are basic to the delivery of quality care include a commitment to the public, a belief in the dignity and worth of each person, and the responsibility for continued professional growth.

PN and ADN
- Practices within the ethical and legal framework of nursing
- Assumes responsibility for ongoing professional development
- Demonstrates commitment to high quality in own nursing practice
- Accepts responsibility for own actions
- Recognizes individual dignity and worth

# PROGRAM OUTCOMES

## Practical Nursing

Upon completion of the Practical Nursing program, the graduate is prepared to function as a beginning practitioner as defined by the Nurse Practice Act of Iowa.

1. Provide competent nursing care to individuals with predictable health needs, utilizing the nursing process under the supervision of a registered nurse or a physician.
2. Apply essential knowledge to the care of individuals with predictable health needs.
3. Communicate effectively with patients, families, and members of the health care team.
4. Incorporate appropriate basic teaching when giving nursing care.
5. Practice within the ethical and legal parameters of nursing.
6. Maintain competency and advance skills by participating in ongoing professional development.

## Associate Degree Nursing

Upon completion of the Associate Degree Nursing program, the graduate is prepared to function as a beginning practitioner, as defined by the Nurse Practice Act of Iowa.

1. Provide competent nursing care to individuals with variable health needs, within varied settings, utilizing the five steps of the nursing process.
2. Apply knowledge to make sound judgments when providing care to clients/patients with variable health needs.
3. Utilize goal-directed therapeutic communication techniques.
4. Utilizing the nursing process, provide individualized teaching for patients, families, and small groups to meet identified teaching-learning needs.
5. Manage the nursing care of patients, families and groups.
6. Practice within the ethical and legal parameters of nursing.
7. Maintain competency and advance skills by participating in ongoing professional development.

**SCC | SOUTHEASTERN**
COMMUNITY COLLEGE

# Section II - Admission Information
**Administrative Guideline #317**

ADMINISTRATIVE GUIDELINE TYPE: Registration and Admissions Functions
ADMINISTRATIVE GUIDELINE TITLE: Admission Criteria for Nursing Programs

DEPARTMENT RESPONSIBLE: Academic Affairs
GUIDELINE STATEMENT OF PURPOSE: Admission Criteria to Nursing Programs

I.   **STATEMENT OF PURPOSE**
   This guideline outlines the admissions, progression, and graduation criteria for the Nursing Programs.

II.   **USERS GOVERNED**
   This guideline applies to credit, degree-seeking students.

III.   **INTRODUCTION**
   A.   The following are criteria for admission to the Practical Nursing Diploma and Associate Degree Nursing Program.
   B.   Several elements are detailed herein:
      1. Determination of the date of program eligibility for the Nursing Program.
      2. Admission criteria to the Nursing Program.
      3. Review of applications of eligible students for the Nursing Program.
      4. Assignment of student openings in the second year of the Associate Degree Nursing Program.
      5. Progression criteria for current nursing students requesting to register in the second year of the Nursing Program (Associate Degree Nursing Program).
      6. Students applying for re-entry/re-admission to the Nursing Program.
      7. Admission criteria for Associate Degree Nursing-Advanced Placement students.
   C.   Enrollment in Nursing is limited by program cap, clinical resources, and faculty availability. The Dean of Health Professions and the Vice President for Academic Affairs will determine a maximum number of accepted students.
   D.   Operational Definitions
      1. *Re-entry* – students requesting re-entry to the Nursing Program after one attempt at completion of either the Practical Nursing Diploma (PN) or the Associate Degree in Nursing (ADN) Program.
      2. *Attempt* – students who have failed or withdrawn from a Nursing course(s) at either level of the Nursing Program.
      3. *Re-admission* – a student requesting re-admission to the Nursing Program after two attempts at completion of either the PN or the ADN level of the Nursing Program.
      4. *Program track* – SCC has three program tracks: Keokuk Campus day track, West Burlington Campus day track, and West Burlington Campus evening/weekend track.
      5. *Nursing Program core courses* – Nursing courses listed with PNN or ADN in the course subject.
      6. *Wait list* – a list of eligible students who have met admission criteria who await placement in the Nursing Program.
      7. *Advanced Placement* – prospective students who are Licensed Practical Nurses entering the Associate Degree Nursing Program.

**IV. DETERMINATION OF THE DATE OF ELIGIBILITY FOR THE NURSING  PROGRAM**

    A. The date of application to the SCC Nursing Program determines how eligible students, those meeting admission criteria, are added to the waiting list and prioritized for admission. The earliest applicants are given priority when all academic criteria are met.

    B. A student is considered eligible when all academic requirements are met:

        1. Minimum test scores as described in the admission criteria within the last 24 months.

        2. BIO-168, Human Anatomy and Physiology I, with a grade of "C" (2.0) or higher.

        3. Completion of the required meeting with the Student Advocate at the respective campus.

**V. NURSING PROGRAM ADMISSION CRITERIA**

    A. Minimum requirements for admissions are:

        1. High school diploma, or equivalency.

        2. Students must complete one of the following standardized tests and attain the minimum scores listed in the grid below:

| Program | GPA/HS/Other | ACT® | SAT® | Next-Gen Accuplacer ® | ALEKS® |
|---|---|---|---|---|---|
| PN/ADN | HS diploma or equivalency | Reading 19<br><br>Math    19<br><br>English  17 or Composite 20 | Reading/Writing 330<br><br>Math 510 or Composite 1040 | Reading $\geq$ 248<br><br>Writing $\geq$ 260 | Math $\geq$ 14 |

        3. Standardized placement scores must be completed within 24 months at the time of review for acceptance.

        4. Successful completion of BIO-168 Human Anatomy and Physiology I, BIO-173 Human Anatomy and Physiology II, and BIO-186 Microbiology with a grade of "C" (2.0) or higher (completed within the last 5 years).

        5. Completion of the required meeting with the Student Advocate.

        6. Current Certification as a Nurse Aide and identified as eligible in the Iowa Direct Care Worker Registry.

**VI. REVIEW OF ELIGIBLE STUDENTS FOR THE NURSING PROGRAM**

    A. Admission of eligible students will occur in February for the next available class.

    B. Accepted students will be notified by mail.

    C. Accepted students are required to attend the mandatory Nursing Program orientation to confirm Nursing Program enrollment.

    D. Accepted students who do not attend the mandatory Nursing Program orientation will be moved to the bottom of the waiting list.

    E. Accepted students who wish to defer their Nursing enrollment to the next available start date must notify the Student Advocate no later than one week prior to their scheduled start date. If the student does not notify the Student Advocate, the student must re-apply and will be given a new date of application to the SCC Nursing Program.

    F. When the program is filled, eligible students will be placed on a waiting list based on the date of application to the SCC Nursing Program.

G. A waiting list will be in place for Keokuk Campus day track, West Burlington Campus day track and West Burlington Campus evening/weekend track. A student will be placed on only one waiting list.

H. Wait-listed students are admitted once they have reached the top of the wait list and there is space available.

I. Students will be allowed to continue in the Nursing Program if the following are completed within the first four weeks of the program:
1. Completed Physical Examination Form.
2. Clearance on criminal, dependent adult and child abuse background screening.
3. Current certification in Basic Life Support for Healthcare Providers.
4. Current certification in Mandatory Reporting: Dependent Adult/Child Abuse.
5. Documentation of required immunizations for Healthcare Personnel.

## VII. ASSIGNMENT OF STUDENT OPENINGS IN THE SECOND YEAR OF THE ASSOCIATE DEGREE NURSING PROGRAM

A. Student openings will be filled using the following priority system:
1. First Priority: Current SCC students who are enrolled in the Nursing Program.
2. Second Priority: SCC students who are accepted for re-entry.
3. Third Priority: Licensed Practical Nurses applying to complete the Associate Degree in Nursing.

## VIII. PROGRESSION FROM THE PRACTICAL NURSING PROGRAM TO THE ASSOCIATE DEGREE NURSING PROGRAM

A. Students must successfully complete the Practical Nursing course work (both Nursing core courses and Arts and Sciences courses required in the Practical Nursing Diploma Program) with a grade of "C" (2.0) or higher prior to enrollment in the Associate Degree Nursing Program.

B. Practical Nursing Diploma graduates progressing to the Associate Degree Nursing Program must obtain Practical Nursing licensure to advance. Practical Nursing licensure is required prior to enrollment in ADN 641 (Nursing III). Enrollment numbers are based on program cap, clinical resources, and faculty availability.

## IX. STUDENTS APPLYING FOR RE-ENTRY TO THE NURSING PROGRAMS

A. Core nursing coursework must be completed within 24 months. Students applying for re-entry must satisfy the following criteria:
1. Students may re-enter once in the Practical Nursing year and once in the Associate Degree Nursing year.
2. Re-entry must be in the following academic year in the same program campus location and track (day or evening).
3. Students who intend to re-enter the Nursing Program must complete the SCC Nursing Program Re-Entry Application form and submit to the Dean of Health Professions by September 1st or February 1st. The Re-Entry Application Form includes:
   a. Personal and professional reflection about the factors that interfered with their ability to complete the Nursing Program.
   b. A plan for academic success in the future, including but not limited to, situations that have changed to enhance success and plans and goals to enhance success in the Nursing Program.
4. Students who are approved for re-entry into the Nursing Program are required to retake the appropriate level Pharmacology and all subsequent medical-surgical core courses and pass with a grade of "C" or higher.
5. Students who have had two unsuccessful attempts may reapply to the Nursing Program in three years from the last date of program attendance.

## X. STUDENTS APPLYING FOR RE-ADMISSION TO THE NURSING PROGRAMS

A. Students with two unsuccessful attempts may apply for re-admission to the program three years after the last date of program attendance. Factors that may be considered include, but are not limited to:
1. Academic success

      2. Remediation activities

      3. Clinical performance

      4. Student behavior/attitudes/professionalism

      5. Attendance pattern

B. Transcripts will be evaluated for course expiration at the time the student re-applies to the program. Readmitted students will be required to start at the beginning of the Practical Nursing or Associate Degree Nursing year, respectively. C. Students must meet all criteria outlined in section IV.

## XI. LICENSED PRACTICAL NURSE (LPN) ADMISSION INTO ASSOCIATE DEGREE (ADN) PROGRAM

**(Advanced Placement)**

Admission to Southeastern Community College, official acceptance for program enrollment, and placement on the program/class list will be granted upon successful completion of the required admission criteria and based upon program cap, clinical resources and faculty availability.

A. Current and unencumbered licensure as an LPN in the United States.

B. Attendance at a mandatory Nursing orientation.

C. Satisfactory completion of Practical Nursing coursework with a grade of "C" (2.0) or higher in all required courses (both Nursing core courses and Arts and Sciences courses required in the Nursing Program) prior to enrollment in the Associate Degree Nursing Program.

D. The courses listed below may be approved by the Dean of Health Professions if they have been taken within the last 5 years prior to admission to the program, have equal credit hours, and similar content:

1. BIO-168 Human Anatomy & Physiology I (4 credits)

2. BIO-173 Human Anatomy & Physiology II (4 credits)

3. BIO-186 Microbiology (4 credits)

    Note: The Anatomy and Physiology I and II and Microbiology courses are considered valid for 10 years if the applicant has been working as an LPN.

E. Licensed Practical Nurses will be required to have:

1. Clearance on criminal and dependent adult and child abuse background screening

2. Basic Life Support for Health Care Provider certification

3. Completed physical examination requirements

4. Current certification in Mandatory Reporting

5. Dependent Adult/Child Abuse

6. Documentation of required immunizations for Healthcare Personnel

F. Accepted students will be notified by mail.

## XII. TRANSFER STUDENTS

A. Current SCC students with a grade of "C" or higher who desire to transfer within the college from track to track are required to submit the request in writing and meet with the Dean of Health Professions and Nursing faculty representatives to consider transfer request.

B. Transfer students applying for Nursing Program admission, who have been enrolled in a Nursing curriculum other than SCC, will be required to meet with the Student Advocate and the Dean of Health Professions to discuss placement.

# IOWA CORE PERFORMANCE STANDARDS

for
Health Career Programs

Iowa Community Colleges have developed the following Core Performance Standards for all applicants to Health Care Career Programs. These standards are based upon required abilities that are compatible with effective performance in health care careers. Applicants unable to meet the Core Performance Standards are responsible for discussing the possibility of reasonable accommodations with the designated institutional office. Before final admission into a health career program, applicants are responsible for providing medical and other documentation related to any disability and the appropriate accommodations needed to meet the Core Performance Standards These materials must be submitted in accordance with the institution's ADA Policy.

| CAPABILITY | STANDARD | SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE) |
|---|---|---|
| Cognitive-Perception | The ability to perceive events realistically, to think clearly and rationally, and to function appropriately in routine and stressful situations. | • Identify changes in patient/client health status<br>• Handle multiple priorities in stressful situations |
| Critical Thinking | Critical thinking ability sufficient for sound clinical judgment. | • Identify cause-effect relationships in clinical situations<br>• Develop plans of care |
| Interpersonal | Interpersonal abilities sufficient to interact appropriately with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. | • Establish rapport with patients/clients and colleagues<br>• Demonstrate high degree of patience<br>• Manage a variety of patient/client expressions (anger, fear, hostility) in a calm manner |
| Communication | Communication abilities in English sufficient for appropriate interaction with others in verbal and written form. | • Read, understand, write and speak English competently<br>• Explain treatment procedures<br>• Initiate health teaching<br>• Document patient/client responses<br>• Validate responses/messages with others |
| Mobility | Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a patient/client. | • The ability to propel wheelchairs, stretchers, etc., alone or with assistance as available |
| Motor Skills | Gross and fine motor abilities to provide safe and effective care and documentation. | • Position patients/clients<br>• Reach, manipulate, and operate equipment, instruments and supplies<br>• Electronic documentation/keyboarding<br>• Lift, carry, push and pull<br>• Perform CPR |
| Hearing | Auditory ability to monitor and assess, or document health needs. | • Hears monitor alarms, emergency signals, auscultatory sounds, cries for help<br>• Hears telephone interactions/dictation |
| Visual | Visual ability sufficient for observation and assessment necessary in patient/client care, accurate color discrimination. | • Observes patient/client responses<br>• Discriminates color changes<br>• Accurately reads measurement on patient/client related equipment |
| Tactile | Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture. | • Performs palpation<br>• Performs functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter |
| Activity Tolerance | The ability to tolerate lengthy periods of physical activity. | • Move quickly and/or continuously<br>• Tolerate long periods of standing and/or sitting |
| Environmental | Ability to tolerate environmental stressors. | • Adapt to rotating shifts<br>• Work with chemicals and detergents<br>• Tolerate exposure to fumes and odors<br>• Work in areas that are close and crowded<br>• Work in areas of potential physical violence |

# ESSENTIAL FUNCTIONS GUIDELINES

The following essential functions have been identified as necessary abilities for participation in the Health Professions programs at Southeastern Community College.

1. Must be able to maintain balance from any position.
2. Must be able to lift at least 40 pounds.
3. Must be able to hear high and low frequency sounds produced by the body and environment. (Example: heart sounds, telephone, and transcribing).
4. Must be able to visibly detect changes in or around patients.
5. Must be able to feel body changes and vibrations. (Example: palpate pulse, intercostal spaces, and veins).
6. Must be able to smell body and environmental odors. (Example: electrical equipment burning or infected wounds).
7. Must be able to coordinate eye and hand movements. (Example: releasing a blood pressure cuff valve while observing the blood pressure gauge, focusing microscopes, and word processing)
8. Must be able to coordinate fine and gross motor movements with hands. (Example: able to give injections and perform phlebotomy).
9. Must be able to see different color spectrums. (Example: bright red drainage as opposed to serous drainage, distinguish positive and negative urinalysis reactions).
10. Must be able to comprehend readings and write legibly when documenting notes on patients' records.
11. Must be able to send familiar message(s) to the receiver and interpret the feedback appropriately. (Example: receiving telephone orders from a physician or obtaining history from a patient).
12. Must be able to correctly perform mathematical computations for administrating drugs.
13. Must be able to demonstrate a mentally healthy attitude which is age-appropriate and congruent with the local and cultural norms.
14. Must be able to input/output data using the computer.
15. Must be able to perform all aspects of cardiopulmonary resuscitation (CPR).
16. Must be able to move quickly throughout the clinical site.

The instructor reserves the right to amend and augment this listing if, in his/her professional judgment, the safety of the student or of others in the instructional setting is in jeopardy.

Every effort is made to create a learning environment similar to the actual workplace. However, Southeastern Community College cannot predict the essential functions as identified by various employers. The skills identified on these essential functions form is those which the program feels are necessary for participation in the program. No representation regarding industry standard is implied.

Southeastern Community College
Nursing Program
Nursing Student Handbook

SOUTHEASTERN COMMUNITY COLLEGE

Health Professions

STUDENT'S STATEMENT REGARDING ESSENTIAL FUNCTIONS  READ AND SIGN ONE OF THE FOLLOWING STATEMENTS.

1.  These essential functions were explained to me and I certify, to the best of my knowledge, that I have the ability to perform these functions.

_____
Student's Name (Print)

_____    _____
Student's Signature                                              Date

2.  These essential functions were explained to me and, to the best of my knowledge, I will be unable to perform function(s) #_due to a disability.

_____
Student's Name (Print)

_____    _____
Student's Signature                                              Date


_____
(For Instructor's Use Only)

*Students who sign Option #2 should contact Southeastern Community College's Accessibility Services Office below. The Accessibility Services Office is the primary office on campus with the specialized knowledge and experience in disability issues. This office serves students with physical, psychological, medical, and learning disabilities.*


Angela Mickelson, LBSW, IADC
Accessibility Coordinator
Southeastern Community College
1500 West Agency Rd.
West Burlington, IA 52655
319-208-5167
amickelson@scciowa.edu

https://www.scciowa.edu/academics/disserv.aspx

The Accessibility Services Office is the primary office on campus with the specialized knowledge and experience in disability issues.

# Section III - Program Policies and Procedures

## ETHICAL AND PROFESSIONAL CONDUCT

Southeastern Community College Health Professions program faculty and staff expects students to comply with standards of ethical and professional conduct. Enrollment of a student in the Health Professions programs constitutes student agreement to comply with the standards. All members of this academic community are responsible for the academic and professional integrity of the program. Students must demonstrate such integrity at all times in completing classroom assignments, in taking examinations, in performing patient obligations and in dealing with others. It is also the responsibility of students to report acts of academic dishonesty and professional misconduct to faculty or to school administration.

Ethical and professional conduct means that the student will demonstrate the following:

1. Is truthful.
2. Keep commitments with clients, families, instructors and colleagues.
3. Demonstrates respect for the dignity and rights of others regardless of race, religion, sex, age or nationality.
4. Assumes responsibility for actively participating in the learning process for self.
5. Requests supervision/guidance appropriately.
6. Adheres to policies and procedures of cooperating agencies.
7. Adheres to SCC policies and procedures.
8. Uses principles of safe practice when caring for clients.
9. Demonstrates preparedness for assignments.
10. Demonstrates attempts to alter behavior based on constructive feedback.
11. Maintains confidentiality.

# DISCIPLINARY POLICY

1. <u>General Policy</u>. Certain behaviors, academic and non-academic, are considered unacceptable by the Health Career Programs and are grounds for disciplinary action.

2. <u>Forms of Disciplinary Action</u>. There are four general forms of disciplinary action: written warning, disciplinary probation, suspension, and termination. However, these forms of disciplinary action may be imposed in combination and special conditions may be imposed in addition to them. For a relatively minor offense, a student shall receive a written warning for the first offense, a disciplinary probation for the second offense, suspension on the third offense and termination on the fourth offense. Students should be aware, however, that some behaviors are so unacceptable as to warrant immediate disciplinary probation, suspension or termination.

3. <u>Grounds for Disciplinary Action</u>. The Health Career Programs have determined that the following inappropriate behaviors are grounds for disciplinary action. This is not an inclusive list of inappropriate behavior and is intended *only as a guideline*. Additionally, the consequences imposed for inappropriate behavior shall be at the discretion of the administration. Disciplinary action will be decided on a case by case basis.

   A. Written Warning
      1. Insubordination
      2. Unsafe clinical practice
      3. Any violation of the Ethical and Professional Conduct Policy
      4. Unsafe action in the classroom
      5. Use of tobacco products in unauthorized areas
      6. Unauthorized possession or use of property belonging to Southeastern Community College, clinical education/field settings, clients, employees or peers
      7. Continued poor grooming or poor hygiene

   B. Disciplinary Probation
      1. Cheating
      2. Plagiarism
      3. Falsifying reports
      4. Falsifying records
      5. Breach of confidentiality
      6. Any repeated behavior for which a written warning was previously issued
      7. Unsafe clinical/field practice
      8. Unsafe action in the school/classroom
      9. Unjust or unprofessional gossip, criticism or discourtesy, which contributes toward reducing morale of peers
      10. Unjust or unprofessional gossip, criticism or discourtesy, which affects clients, visitors, peers or educators (including guest speakers)

   C. Suspension
      1. Chemical or emotional impairment
      2. Unsafe clinical/field practice
      3. Any inappropriate behavior during or following disciplinary probation
      4. Fighting or attempting bodily injury to anyone on school or clinical premises
      5. Use of abusive or threatening language
      6. Unsafe action in the school, classroom or clinical education sites
      7. Unauthorized removal of property belonging to SCC, clinical/field education sites, clients, families,

employees or peers

8. Willfully damaging, destroying, defacing or wasting property or supplies of SCC, clinical education sites, clients, families, employees or peers

9. Sexual harassment of clients, visitors, families, employees or peers

D. Termination

1. Unlawful possession, use, or distribution of narcotics or other controlled substances

2. Unlawful possession, use or distribution of alcohol on SCC premises or at school activities

3. Abuse of clients

4. Conviction of any crime involving illegal drugs, child or elder abuse, or other actions incompatible with professional practice

5. Unauthorized possession of firearms, explosives or other weapons

6. Repeated violation of Rules or Polices of SCC

7. Any repeated behavior during or following suspension

8. Willfully submitting false information or willfully withholding information for the purpose of obtaining or maintaining enrollment

9. Conviction of a felony while enrolled

4. Documentation and Reporting

A. Written Warning: A written warning shall include a description of the unacceptable behavior, a delineation of acceptable behaviors for similar situations and an explanation of the consequences should the unacceptable behavior occur again. Any member of the Health Career Faculty may issue a written warning. The student shall receive a copy of the written warning using the appropriate form and forwarding the written warning to the Nursing Program Coordinator. This form will be placed in the student's file. Upon graduation, the written warning shall be removed from the student's file.

B. Disciplinary Probation: Disciplinary probation is a written agreement between the Administration and the student. It specifies the unacceptable behavior(s) or type(s) of behavior, explicitly delineates behavior necessary in order to continue in the program and the consequences should the student fail to comply. The student, Administration, and a witness shall sign this written agreement. A copy of the agreement shall be delivered to each party and the original Disciplinary Probation agreement shall be placed in the student's file. The agreement shall be removed from the student's file upon graduation.

C. Suspension: Suspension is the temporary dismissal of a student from nursing (or other) coursework and/or clinical activities. No credit will be given for missed coursework even if this results in failure of the course. It is also possible that suspension could result in an inability to complete the course unless it is repeated at a later time. A statement from Administration regarding the grounds for suspension shall be written on the suspension form and shall be placed in the student's file. The suspension statement will be removed from the student's file upon graduation. Following suspension and upon satisfactory completion of any requirements or conditions imposed, the student may continue in the program. However, readmission will be contingent on completion of prerequisite requirements and space availability in the course desired.

D. Termination: Termination is the immediate and permanent dismissal of a student from the program. A terminated student shall not be permitted to complete current course objectives, to continue to the next specified course or to finish the program. A statement by Administration regarding the grounds for the termination shall be documented and placed in the student's permanent record. A terminated student shall complete an exit interview with Administration. The student, to complete business transactions with SCC, will complete a student withdrawal slip from the college.

5. Faculty Documentation: In the event that special evaluation of a student is required, the instructor must provide verbal and written feedback. The student must sign the evaluation to confirm that the evaluation has been read. The student may make comment on the written evaluation. The student must be informed the evaluation becomes a part of the student file. Date any contracts with the student regarding the situation under question and, if appropriate, give written follow-up outlining the action to be taken.

6. <u>Imposition of Disciplinary Action</u>. Any member of the Health Career Faculty may issue a written warning to any student. Disciplinary probation, suspension or termination shall be imposed at the discretion of Administration and is subject to any rights of appeal.

7. <u>Disciplinary Investigation and Determination</u>. Preceding imposition of any disciplinary action other than a written warning, the student shall be notified of the problem by Health Career Faculty or by Administration. The student shall meet with Administration and shall have an opportunity to respond to any accusations. Administration shall investigate the accusations and request input from appropriate parties. Administration shall determine the form of disciplinary action. The student shall be informed in person by Administration of the determination, the reasons warranting the action and the conditions, if any, under which the student will be allowed to proceed with the program.

8. <u>Referral for Treatment</u>. In conjunction with disciplinary action, administration may require that the student be examined for chemical dependency or some other physical or mental impairment. Related requirements, which may be imposed upon the student, may include:
    A. Health evaluation
    B. Completion of any treatment/rehabilitation recommendation
    C. Signed release of information by the student to SCC Health Career Director or designee.

As appropriate, the student shall be removed from clinical/field activities during evaluation and/or treatment periods. The student's participation in or completion of a treatment or rehabilitation program alone shall not qualify the student for reinstatement to clinical or classroom activities or to the program. The student's continuation in the program depends entirely upon the severity of the infraction for which disciplinary action is imposed and the student's compliance with that disciplinary action.

Health Professions program students maintain the right to appeal decisions which are guided by this policy through the Judicial Codes and Appeals process of Southeastern Community College.

# GRADING POLICY

## Transcript Grades

The following system is used by instructors to report theory grades to students and for recording on transcripts:

| GRADE | DEFINITION | GRADE POINT |
|-------|------------|-------------|
| A | Excellent | 4 |
| B | Above Average | 3 |
| C | Average | 2 |
| D | Below Average | 1 |
| F | Failure | 0 |

Please refer to the section on academic standards in the SCC Credit Course catalog.

## Nursing Theory

Percentage grades used in the nursing program for theory grading:

| GRADE | PERCENTAGE | Comment |
|-------|------------|---------|
| A | 92-100% | |
| B | 85-91.99% | |
| C | 80-84.99% | 80% required to pass course |
| D | 70-79.99% | |
| F | 69.99% or below | |

A syllabus is provided at the beginning of each nursing course outlining the point distribution.

In nursing courses with a clinical component, the theory points will be based upon objective examinations. The remaining course points are comprised of assignments.

No extra credit is given in nursing courses.

A comprehensive final will be administered at the end of PNN-534 Nursing I, PNN-535 Nursing II, ADN-641 Nursing III, ADN-642-Nursing IV.

## Clinical Evaluations

Clinical evaluation guidelines will be provided for students prior to each clinical experience. Clinical performance is evaluated on a satisfactory/unsatisfactory basis. The final clinical evaluation must be satisfactory in all categories to successfully pass the course. Successful completion of theory and clinical is required to pass the course and progress in the nursing curriculum.

Successful completion is defined as 80% or higher in theory and a grade of satisfactory in clinical. An unsatisfactory grade in clinical will result in clinical failure.

# ACADEMIC ACHIEVEMENT PROCEDURE

A student who drops below an 82% in theory or is having difficulty meeting clinical competencies may be experiencing academic difficulty. Academic difficulty exists when, in an instructor's judgment, a student is experiencing difficulty achieving or maintaining a passing theory grade and/or satisfactory clinical performance. Once academic difficulty has been identified, the student, faculty and/or administration will develop an "Academic Achievement Plan."

1. The instructor initiates a meeting with the student to discuss academic difficulty
2. The student and instructor work together to evaluate the nature of the difficulties
   A. Determine if the student is having nonacademic problems that are interfering with academic achievement (i.e., finances, family, personal problems). The instructor may make a referral to an appropriate resource or the instructor can request assistance from the program coordinator.
   B. Determine if the difficulty is in theory, assess the student's level of comfort and ability with skills related to:
      1. class notes
      2. completion of assignments
      3. participation in class
      4. study habits and/or testing
   C. Determine if the difficulty is in clinical or field practice, specify the clinical competency not being met and the behaviors/skills/knowledge needed to satisfactorily meet the competency. The instructor should make related recommendations regarding:
      1. methods of preparation
      2. written assignments
      3. supervised practice in a laboratory setting
      4. other, as indicated by the specific nature of the student's difficulty
3. The "Academic Achievement Plan" should be completed and one copy distributed to each of the  following:
   A. Student
   B. Program Coordinator/Director/Dean
4. The student is responsible for actively participating in the academic plan and for keeping scheduled appointments with faculty.
5. The "Evaluation/Follow-Up" section of the form should be completed at the appropriate time and a copy placed in the student's program file.
6. If academic difficulty persists, the Dean of Health Professions will contact the student for additional follow-up.

**Academic Achievement Plan**

Student Name:                                          Date:

Course:                                                Instructor:

Current Theory Grade:                                  Clinical Achievement:   S   U

Nature of Problem

*Academic status below 82%*

*See attached list of grades.*

Factors affecting academic progress:
       Financial (tuition, family expenses)
       Time (family responsibilities, work schedule)
       Difficulty with academic material
       Dissatisfaction with the profession
       Student illness

Course of action (Referrals/Resources)

Evaluation/Follow-up

*Return for further counseling if grade on next exam less than 80%.*

Student Signature                    Date            Instructor Signature            Date

_____        _____        _____        _____

# TESTING POLICY AND TESTING SECURITY PROCEDURES

The SCC Nursing Program Testing Policy and Procedure is intended to serve as a model for the delivery of quality tests and testing environment. The guidelines are intended to provide helpful information to testers. These standards and guidelines have important benefits for all involved in the testing process.

Purpose: To promote high quality testing operations and uphold ethical practices.

## Objectives

- Inform and promote quality test administration for enrolled students
- Provide standard testing criteria and to align best practices and procedures
- Raise awareness of the importance of appropriate testing conditions and procedures for standardized testing
- To maintain a distraction-reduced testing environment
- To ensure the security of test materials
- To offer the best opportunity for students to demonstrate their knowledge, skills and abilities
- To enhance the opportunity for student nurse professionalism
- To prepare the student for national licensure examinations

## Testing Standards

- Computer-based testing (CBT) is the standard testing format
- Adequate physical testing facilities will be provided which comply with the American Disabilities Act (ADA)
- Test integrity will be protected by following appropriate exam handling and storage procedures
- Test integrity will be protected by ensuring active proctoring
- Protect the confidentiality and rights of privacy of examinees as defined by FERPA and SCC policies and guidelines
- Examinees will be treated in a fair, courteous, professional and non-discriminatory manner
- Responses to examinee concerns will be with respect while maintaining the integrity of the test
- Referrals to Student Success Advocates will be to provide students appropriate SCC resources
- Evaluation of tests will be on-going and completed in a comprehensive manner

## Testing Procedures

1. Examinations will be administered at the beginning of a scheduled class session or testing session. All examinations are proctored.
2. Instructors will verify and record attendance at the beginning of the testing session
3. Seating
   A. Students will be seated randomly or by arranged seating chart
   B. Seating arrangements may be changed at the discretion of the instructor
   C. Seating will be arranged to limit the view of other examinees tests and to facilitate proctoring
4. Personal belongings
   A. Students will not be allowed to sit for the exam until all personal belongings are stowed in the designated area
   B. No hats, coats, scarves or gloves will be allowed on chairs or tabletops at the testing station or desk
   C. Books, bags, purses, paper, etc. and all other materials will all be stowed in the area designated by the instructor
   D. All electronic devices are required to be off/muted and stowed in the designated area
5. Students are not allowed to wear any head gear or large accessories. (No caps, hats, hoodies or scarves). Provisions will be made for specific religious/cultural apparel.
6. Large jewelry, watches, and/or or accessories will not be allowed during testing
7. Sunglasses may not be worn during the testing session
8. Ear plugs or headphones may be used with instructor approval

9. Body language/appearance/visibility
    A. Students are to be aware of their body language and to sit up straight and face forward
    B. Feet are to be kept on the floor at all times
    C. Shoes are to remain on during testing
    D. Hands are to be visible at all times
    E. Long hair shall be pulled back
    F. No playing with hair during a testing session
10. Testing area cleanliness
    A. Testing stations or desktops must be completely clear
    B. No food or drinks are permitted during the testing session
    C. No gum chewing is permitted
11. Students will be issued a stand-alone calculator or use the Canvas on screen calculator. No personal calculators or devices may be used.
12. Scratch paper
    A. Students will be issued scratch paper by the instructor
    B. No writing on the scratch paper may be done until the exam officially begins
    C. Your name must be written on the scratch paper and submitted at exam completion
    D. Scratch paper will be collected at the end of the examination. Responses written on scratch paper are not valid answers and must be entered on the exam.
13. Test instructions are located on the first page of the computer-based test when the exam is opened.
14. Testing sessions are timed – Additional time will be not be allocated beyond the scheduled testing session. Item response time should be approximately 1.5 minutes per question.
15. No content related questions may be asked during the testing session.
16. Test questions are not to be discussed following the test. Consequences are disciplinary action.
17. Students are to leave the testing session quietly once the test is complete and re-enter when class resumes or as indicated.

## Paper-Based Testing (PBT)

Paper-based tests will be used only if needed, and will be numbered and reconciled prior to each examination. The instructor will distribute the test form to each student. Students may open the examination packet when directed to do so by the instructor. The student will sign in on the numbered testing record when the exam is completed. When all tests and test materials are submitted they will be reconciled.

A Scantron answer form is needed for paper-based testing. One Scantron may be on the testing surface during the testing session. Extra Scantrons or Scantron packs must be stowed during the testing session.

When Scantrons are utilized for test responses the Scantron is the prevailing document. Only answers on the Scantron will be accepted. Answers written on the test but not transferred to the Scantron are invalid.

## Computer-Based Testing (CBT)

Students will be seated randomly or by arranged seating chart by the instructor. During computerized testing a student may not log on to another site or open another screen during the examination. Honorlock on Canvas secures the exam. No printing is permitted during the testing session. When the test is complete you are required to submit the exam, log off of Canvas and Hawknet and fully log off the computer.

## Test Progression
Examination items are presented to the student one at a time on a computer screen. There is no time limit for a student to spend on each individual item but the student should be aware of the time limit set for the test itself. Once an answer to an item is selected, the student has the ability to consider the answer and change it, if necessary. However, once the student confirms the answer and proceeds to the next item by pressing the button, the student will

no longer have the ability to return to a previous item. Every item must be answered even if the student is not sure of the correct answer. If the student is unsure of the correct answer, the student should consider all response options and provide their best answer in order to proceed to the next item. The computer will not allow the student to proceed to the next item without answering the current item on the screen. Students should maintain a reasonable pace and carefully read and consider each item before answering. This testing format is the same format used in HESI Testing and the NCLEX-PN and NCLEX-RN examinations.

Reviewing Answers and Guessing
https://www.ncsbn.org/2019_RN_TestPlan-English.pdf

## Special Circumstances

Testing breaks are provided for longer examinations. In the case of an emergency or a need to leave the testing session before completion of the exam, an escort will be required or your test may be invalidated. The student will be allowed to resume or complete the test at the discretion of the faculty.

Students absent on a test date will have a proctored exam in a secure testing environment at the discretion of the faculty. A proctored exam may include the use of electronic surveillance methods.

## Test Reviews

Test reviews are considered a privilege and will be conducted at scheduled times at the discretion of the instructor. Tests and test results are the property of the college and will be handled with test integrity and security best practices. Test reviews are designed for developing critical thinking opportunities. Students are to refrain from discussing the exam content with peers until the exam review where questions and concerns can be addressed. Inquiries from nursing students are to be professional in nature. No test reviews will be conducted on final examinations.

## Test Banks

The use of test banks is not allowed and/or the misuse of internet resources as it pertains to the utilization of test banks. Publishers face the problem of illicit sales of copyrighted textbooks and test banks on the internet. These sales constitute illegal copyright infringement and are punishable by law.

Elsevier (SCC's textbook publisher for nursing program texts) takes all copyright infringement seriously. For example, they retain an outside expert to actively monitor the web for piracy, and take appropriate measures. Additionally, Elsevier's legal counsel acts when piracy recurs. Elsevier is also partnered with the *Software and Information Industry Association* (SIIA) to use automated tools to identify improper offerings and to identify recurring sellers.

SCC is committed to protecting the security of test banks. Students, in particular, may not understand the consequences of purchasing or utilizing fraudulent test banks. Further, students who violate the school's academic honesty policies by purchasing or utilizing test banks on the internet not only place their education in jeopardy, but they also risk disqualification from professional licensure due to ethics violations. An attempt by anyone to use, sell or purchase test banks from a publisher can result in serious consequences.

The Southeastern Community College Health Career Program Ethical and Professional Conduct Policy will be enforced to the fullest extent as it pertains to the misuse of test banks.

## Ethics Statement

If the testing guidelines are not followed or the student is suspected of cheating or tampering with PBT or CBT or engaging in any irregular or unusual behavior (including disclosure of examination content-tangible or intangible) the student will be required to surrender your test and any suspected test preparation or study materials. The test will be invalidated.

This policy is written with standards and guidelines from the National College Testing Association and the National Council State Boards of Nursing, Inc.

## Academic Integrity

Refer to the SCC Nursing Program Handbook Testing Policy and Testing Security Procedures and the course syllabi. Any violation of these policies will earn a score of zero on the exam. Pertinent reminder points to SCC Testing Policy: *"No questions may be asked during the testing session. Test questions are not to be discussed following the test. Testing stations or desktops must be completely clear except for pen/pencil. No food or drinks are permitted during the testing session. During computerized testing a student may not log on to another site or open another screen during the examination. No copying of any way is permitted of the test at any time. When the test is complete you are required to submit the exam, log off and fully power down the computer. If the testing guidelines are not followed or the student is suspected of cheating or tampering or engaging in any irregular or unusual behavior (including disclosure of examination content-tangible or intangible) the student will be required to surrender the test and any suspected test preparation or study materials. The test will be invalidated. This statement is course policy and is located in the Nursing Program Handbook. For each and every exam this policy will be enforced to the utmost integrity."*

## Posting of Test Results

There may be additional days required for the faculty to review the student recordings and post official grades. All grades will be determined based on the existing exam analysis.

Revised May 2021

# RATIO OF INSTRUCTOR TO STUDENT POLICY

The ratio of nursing faculty to students in the clinical area is determined by Iowa Board of Nursing Administrative Rules. When students are involved in direct client care, the rules outline a ratio of one instructor to a maximum of eight students. When students are observing care and providing no direct client care, this ratio does not apply. Clinical Instructors will not exceed the ratio of 1:8 students.

# SIMULATION GUIDELINES

It is the policy of Southeastern Community College to create an atmosphere of academic rigor. This guideline outlines the processes used in simulation to ensure adaptability of students, proper use of resources, professional communication, collaborative teamwork, integration of theory, and the demonstration of clinical competence through repeated and deliberate practice.

Statement of Purpose: Southeastern Community College provides students with an exceptional education experience in a dynamic learning environment. By maintaining consistency with scenarios presented the student receives high quality, evidence-based learning opportunities which promote the clinical experience.

Overview: The simulation lab is a state-of-the-art learning center where students gain real-world experience in a controlled clinical setting. The lab is fully equipped for realistic, safe, and repeated skills. Simulation is integrated throughout the curriculum to complement classroom, skills lab, and clinical experiences. Consistent, repeated scenarios provide specific learning opportunities for students.

The nursing program defines simulation hours as they do clinical hours and as such, simulation hours are equivalent to clinical hours. Clinical/simulation hours include a variety of activities in addition to direct patient care such as preparation for patient care assignments, pre-conferences/pre-briefing, patient care, and post-conferences/de-briefing.

The nursing program will utilize a percentage of clinical time for clinical simulation and defines learning objectives and evaluates student performance through teaching and learning strategies. Faculty will conduct and evaluate simulation-based learning experiences.

The nursing program adheres to the Iowa Board of Nursing regulations which limits the percentage of simulation hours. SCC faculty and staff adhere to the International Nursing Association for Clinical Simulation and Learning (INASCL) standards.

# PRECEPTOR EXPERIENCE

The SCC preceptor experience is an offering in the ADN 642 course. The preceptor education model is an opportunity for professional growth in the student nurse role within the health care facility setting. The preceptor education model is one student nurse learner to one nurse preceptor.

The student must be enrolled in ADN-642 in good standing and meet the following criteria:

1. The student must have a satisfactory grade status on clinical evaluations.
2. The student will have no violations of the Ethical and Professional Conduct standards.

Interested applicants must submit a professional letter of interest to the Nursing Faculty by the appropriate course deadline date. The letters will be reviewed with the following qualification considerations:

1. Professionalism
2. Therapeutic communication skills
3. Promptness and attendance
4. Self-motivation in learning in the class and clinical areas
5. Safe clinical practice
6. Suitability for learning in the independent preceptor-student model

Preceptor experiences are based upon the number of sites and preceptor availability.

Faculty will select candidates based upon the above criteria.

If the number of applicants exceeds the number of preceptor opportunities available and as a result is more competitive; applicants may be required to submit additional documents, reference letters and/or meet a higher minimum grade requirement to qualify.

# ATTENDANCE REQUIREMENTS-SCC ADMINISTRATIVE GUIDELINE

| | **Administrative Guideline**<br><br>**Number:** 123 Page **1** of 1<br>**Category:** Curricular Functions<br>**Title**: Student Attendance Requirements<br>**Date Adopted:** January 11, 2000<br>**Date Re-approved:** February 27, 2001<br>**Date Last Modified:** March 29, 2022 |
|---|---|

DEPARTMENT RESPONSIBLE: Academic Affairs

I.   Statement of Purpose

Southeastern Community College feels that classroom attendance is a very important factor toward successful completion of college work. Although the responsibility for attending classes rests with the student, faculty are required to take attendance in every course.

II. Users Governed

This guideline applies to all SCC faculty.

III.

Instructors are responsible for recording class attendance which may be checked and verified by sources from both on and off campus. These include, but are not limited to, SCC Student Services personnel, the Veteran's Administration, federal, state, county and private human services agencies, and scholarship granting organizations. Financial aid awards are based on enrollment status and awards may be reduced for classes that are never attended. Instructors are required to provide a last date of attendance for students who receive an "F" as their final grade.

If attendance is part of the instructor's course grading, a statement must be included in the syllabus regarding the instructor's attendance policy.

Student attendance information is protected by the Family Educational Rights and Privacy Act.

# ATTENDANCE POLICY-NURSING PROGRAM

## Overview

The SCC Nursing Program has established a programmatic attendance policy that will help facilitate the learning of required nursing knowledge, technical skills, and patient care. Regular and timely attendance in class, lab, and clinical/simulation is essential to complete required course objectives and to achieve success in the Nursing profession.

The hours planned and delivered for each course are submitted to the Iowa Department of Education and the Iowa Board of Nursing and are required to meet program learning objectives.

Attendance is the responsibility of the student and thus a matter of professional accountability. It is expected students will be punctual and attend all scheduled learning activities. Students are held accountable for all related materials. Students are required to have a plan in place to assure that attendance and participation is a priority. Attendance is recorded daily in the Canvas Learning Management System.

## Program Expectations

CLASSROOM
Professional Expectation: Students are expected to attend every class for which they are scheduled and to arrive on time.

If an absence occurs:

The student must notify the classroom/course instructor(s) at least one hour prior to the beginning of the scheduled class session. The instructor must be notified by email and is the required written document which becomes part of the student's academic record.

The student is also responsible for initiating contact with the instructor about missed course work, assignments, or examinations. The scheduling of a missed examination is at the discretion of the instructor and based upon the available testing center resources, if applicable.

Refer to the course syllabus for additional information regarding missed or late assignments and/or tests.

The program acknowledges that emergency situations can occur. On occasion, a student may miss because of an unavoidable or extenuating circumstance such as personal illness or injury, death in the immediate family, court appointed dates, and military service. Such occurrences require written documentation or official orders. Absences, even for illness, may result in a student's inability to meet course learning objectives and pass a course. Tardiness is defined as arriving after the designated start time for class/lab/clinical. **All missed days and incidents of tardiness are considered occurrences.**

Refer to Procedures at the end of this document.

LAB
Professional Expectation: Students are expected to attend every lab for which they are scheduled and to arrive on time.

If an absence occurs:

The student must notify the classroom/course instructor (s) and clinical coordinator at least one hour prior to the beginning of the scheduled lab session. The instructor must be notified by email and is the required written document which becomes part of the student's academic record.

The student is also responsible for initiating contact with the instructor and clinical coordinator about missed lab course work, skills practice and/or skills competencies as attendance and participation in skills labs is mandatory. The rescheduling of a clinical skills lab is at the discretion of the clinical coordinator. *Skills not practiced/performed in lab may not be performed in clinical.* Competency in essential nursing skills is required for clinical safety and satisfactory passing of the course.

CLINICAL/SIMULATION

Professional Expectation: Students are expected to attend every clinical/simulation for which they are scheduled and to arrive on time.

Clinical experiences provide students with the opportunities to apply the art and science of nursing with clients and families and are necessary to fulfill the objectives of the course.

If an absence occurs:

The student must notify the classroom/course instructor(s), clinical instructor, and clinical coordinator at least one hour prior to the beginning of the scheduled clinical session. Notify the clinical instructor via preferred method (text/call) identified at the start of the clinical rotation. The student must also notify the clinical instructor, faculty member and clinical coordinator via email. The email is the required written document which becomes part of the student's academic record. The student must also notify the facility if in a community site.

The student is also responsible for initiating contact with the clinical instructor about missed coursework or clinical assignments.

Fulfillment of clinical hours missed and competency in essential nursing skills is required for clinical safety and satisfactory passing of the course. Clinical absences will be documented and the student will be held accountable to make up the clinical hours missed to meet the required clinical course hours. In addition, to maintain patient safety, the clinical instructor may dismiss the student from the clinical area for lack of preparation. Such dismissal will be documented as an absence and reflected on the clinical evaluation document. Absences, even for illness, may result in a student's inability to meet course learning objectives and pass a course.

**Due to the complexity of arranging clinical make-up, personal schedules or preferences are not considered. Clinical make-up may be at any clinical facility, with any given instructor. Clinical make-up may be scheduled on days, evenings, and/or weekends. A student will receive a grade of Incomplete (I) until the absence is made up. Failure to complete clinical make-up will result in clinical failure in a course and failure of that entire course if not completed within the appropriate time frame.**

**Clinical Make-Up Fee**
**A per diem rate of $150.00 will be assessed to each student for each day outside of the term a clinical make-up is required with the exception of weather-related cancellations, or a clinical instructor's absence.**

Students are subject to review due the nature of clinical absence such as personal entertainment, birthdays, vacations, weddings etc. and should evaluate their desire to be in the program. Such absences and misuse of clinical make-up time may result in dismissal.

If a clinical instructor has an emergency situation or extenuating circumstance and cancels clinical the total sum of hours missed will be reviewed on a case-by-case basis. Clinical groups and rotations have varying clinical times and objectives that must be considered. The instructor absence does not count against the student attendance record but completion of hours does factor in to course completion standards and make-up time that will be determined. The impact of other unofficial cancellation(s) not authorized by SCC and/or weather-related closures is also considered. A comprehensive review of clinical hours completed over the semester is the final determinant of fulfillment of required hours. **Completion of clinical hours with a *satisfactory* is required to pass the clinical portion of the course.**

## Procedures

The program acknowledges that emergency situations can occur. On occasion, a student may miss because of an unavoidable or extenuating circumstance such as personal illness or injury, death in the immediate family, court appointed dates, and military service. Such occurrences require written documentation or official orders. Absences, even for illness, may result in a student's inability to meet course learning objectives and pass a course. Tardiness is defined as arriving after the designated start time for class/lab/clinical. **All missed days and incidents of tardiness are considered occurrences.**

First occurrence: documentation of occurrence: verbal warning.

Second occurrence: documentation of occurrence: written warning.

Third occurrence: documentation of occurrence: advancement of the disciplinary policy to disciplinary probation.

Fourth occurrence: documentation of occurrence: advancement of the disciplinary to suspension. Suspension may result in the inability to complete the course. Refer to the Disciplinary Policy.

The Disciplinary Process will be also be initiated for those students with a failure to notify (no call/no show) which is considered an occurrence.

A student who is absent for health reasons may be required to provide a written release from his/her health care provider prior to returning to clinical.

For pregnancy related needs Title IX guidelines are followed.

Individual situations with extenuating circumstances and/or disabilities will be reviewed by the Nursing Faculty, Nursing Program Clinical Coordinator, Associate Dean of Nursing, Dean of Nursing & Health Professions, and Student Success Advocate/Disability Coordinator on a case-by-case basis.

*Revised August, 2019, March 2020*

## Working While Enrolled in the Nursing Program

The Nursing Program places no restrictions on a student's ability to work while enrolled. However, students are strongly cautioned not to work full-time, over-time, over-night, additional part-time jobs or anything other than minimal involvement. Excess responsibilities will greatly detract from the time needed to attend the program, study, and be successful. Working the night shift prior to class, lab, or clinical is not safe or conducive to learning.

# MEDICATION ADMINISTRATION POLICY

## General Information

1. Students will administer medications to assigned clients during clinical hours at the discretion of the clinical instructor.
   A. PN students may administer medications only with direct instructor supervision. The instructor is responsible for communication with unit nursing personnel and students regarding medication administration. If the student is in a situation where they are asked by staff to administer medications, it is the student's responsibility to seek instructor guidance. The PN student should demonstrate increasing knowledge and independence with medication administration as they advance throughout the semester.
   B. Due to the scope of practice of the Registered Nurse, ADN students are expected to become more independent and responsible for administration of medications. The instructor determines the level of supervision required prior to administration of all medications. All medications will be verified before medication administration. No medication is given without the authorization of the clinical instructor.
2. Students are required to notify the instructor of the need for STAT or PRN medications after reviewing the patient's orders and any pertinent information. The student is also responsible for any follow up assessments that is warranted after administering STAT or PRN medications.
3. Students at the PN and ADN level must verify all medications on the medication administration record (MAR).
4. Students MUST NOT administer medications prepared by another nurse under any circumstances. Unit dose medication that has been removed from packaging and is not identifiable and/or the seal is broken by anyone other than the student MUST NOT administer the medication.
5. Students must complete assigned medication research, including *generic name, trade name, and classification, mechanism of action, dosage, side effects and nursing implications*. Instructors will clarify essential information required and evaluate student knowledge base prior to medication administration. If the student cannot demonstrate knowledge about medications, they will not be eligible to administer medications.
6. Students are responsible for charting/scanning all medications given during the medication administration process. Charting medications prior to administration is a violation of the nurse practice act and the Ethical and Professional Conduct Policy of the program.
   1. Medication errors will be documented according to agency policy. All medication errors must be reported to the instructor immediately. The student shall also submit the SCC Medication Error and Clinical Incident Report and Action form to the instructor.

## Controlled/Scheduled Substances

1. Students are required to have instructor approval before administering controlled/scheduled substances.
2. Controlled/scheduled substances administration, documentation and disposal will follow the agency guideline.

## Intravenous Therapy/Fluid Balance

1. PN students may discontinue peripheral IV therapy only with direct instructor supervision.
2. PN students may administer peripheral IV solutions *without additives or medications* with direct supervision of the instructor or assigned nurse.
3. PN students may administer a prefilled heparin or saline syringe flush, prepackaged by the manufacturer or premixed and labeled by a registered pharmacist or registered nurse, to an established peripheral lock, in a licensed hospital, a nursing facility or a certified end-stage renal dialysis unit with direct supervision.
4. PN and ADN students are required to verify all intravenous solutions and rates with the physician order/medication administration record (MAR).
5. ADN students are required to have direct instructor or designated RN supervision when administering IV medication.
6. ADN students are required to have instructor or designated RN supervision when initiating IV therapy.

# ELECTRONIC COMMUNICATION POLICY

Electronic devices may not be used in class or clinical without permission of the instructor.

Cell phones/devices are to be turned off during class or clinical. If an emergency situation arises, cell phones may be used if permitted by the instructor.

Students are responsible for the equipment and their proper usage.

Use of social networking sites to discuss any aspect of clinical care is a breach of confidentiality and constitutes a HIPAA violation.

Use of electronic devices, social networking sites, apps, blogs, etc., for communication that violates the ethical and professional code of conduct and constitutes unjust or unprofessional gossip, criticism, or discourtesy that affects peer, educator, or clients/families will be subject to disciplinary action up to and including termination from the nursing program.

# CONFIDENTIALITY AGREEMENT

As a student of the Nursing Program of Southeastern Community College, students will receive information and have access to medical records concerning assigned clients. Federal and State law forbids me from disclosing any information about a client to any other party including family or other health care workers. Students agree to participate in education provided by the Nursing Program outlining the responsibilities of HIPAA legislation and to abide by the guidelines. Violations may result in fines and/or imprisonment.

A breach of confidentiality will result in disciplinary action up to and including termination from the program. Further, students should understand that they may be subject to other legal action if confidentiality is breached.

Students agree to honor the confidentiality of all clients. Students also agree to comply with all rules, policies and guidelines established to protect confidentiality by the facilities in which I have clinical assignments.

(Sign form located at end of handbook)

# STUDENT NURSE UNIFORM AND EQUIPMENT GUIDELINES

As a student you represent Southeastern Community College and the professional image of nursing. Students are required to be well-groomed and dressed to reflect professional nursing. Student appearance must comply with the SCC nursing program standards and the clinical agency dress codes. Students may be dismissed from the clinical site based upon inappropriate dress. Student identification must be visible at all times in the appropriate chest area.

Student uniforms must be fitted and purchased through the SCC Bookstore.

## ALL

- Uniforms
  - Two uniforms required – black scrub pants/red scrub top/black warm up jacket
  - Women: A black uniform skirt may be worn if preferred
  - Men: White crewneck undershirt must be worn under scrub top
  - The student shall wear the complete student scrub uniform and lab jacket with name tag while in the clinical area. Your clinical instructor will designate if other clinical apparel is required
- Socks/Hosiery
  - All black socks with no pattern or logo may be worn with scrub pants
  - Socks should be mid-calf or above
  - No footies or short socks
  - Women: Hosiery required with skirt
- Shoes
  - All black or white leather or leather-like shoe with no open toes or heels
  - Must provide support and must be clean
- Lab Coat
  - Black SCC lab jacket
- Photo ID
  - Required
  - Must be visible at all times and worn above the waist
- Jewelry
  - If ears are pierced, the student may wear one single pair of small post earrings (small gold, silver or pearl posts are preferred); one in each earlobe only
  - No other visible piercings are allowed
  - No other visible jewelry is allowed except wrist watch and wedding rings
- Hair
  - All hair must be clean and well controlled so that it does not interfere with patient care
  - Students must have human colored hair. Extreme looks such as multiple colors, extremes in bleaching, dyeing or tinting are not acceptable.
  - Hair must be clean and pulled back from face so as to not fall forward while providing patient care
  - No hair ornaments allowed other than small barrettes of white, tortoise or same as hair color
  - Men: Beards and moustaches must be kept neatly trimmed and controlled
- Tattoos
  - Students must make every effort to cover and conceal visible tattoos when in the clinical area
- Undergarments
  - Should be not be visible through uniform
- Fragrance/Cologne
  - Do not wear perfume, cologne or aftershave
- Cosmetics
  - Cosmetics, if worn, should be used in moderation and reflect a professional image
  - No false eyelashes allowed
- Nails
  - Fingernails should be clean and well-trimmed

- o No artificial fingernails allowed
- o  A clear nail polish may be worn


- Personal Cleanliness
    - o Students will maintain a high level of personal hygiene.
    - o Student's breath and clothing/clinical attire must not have any detectable offensive odor
    - o Smoking is prohibited on campus and at all clinical sites. Students cannot smell of smoke.
    - o **Wearing the clinical uniform/shoes outside of the clinical area is prohibited for health and infection control purposes. Scrubs worn at work should not be worn on campus.**
- Required Equipment
    - o The following equipment is required for participation in clinical and should be carried at all times in the clinical setting:
        - Watch with second hand measurement (plain face)
        - Bandage scissors
        - Stethoscope
        - Penlight/non-LED
        - Black pen
        - Supplies as indicated for specific courses or clinical area

## Women

- Uniforms
    - o A black uniform skirt may be worn if preferred
- Maternity Uniform
    - o Must work directly with the SCC Bookstore or a nursing faculty/staff member to order a maternity uniform
    - o Must conform to traditional student uniform
- Hosiery
    - o Hosiery required with skirt

## Men

- Uniforms
    - o White crewneck undershirt must be worn under scrub top
- Hair
    - o Beards and moustaches must be kept neatly trimmed and controlled


The SCC nursing uniforms is to be worn in clinicals settings, simulation, and for certain skill lab competencies.

Classroom Attire-No Scrubs

# Section IV - Health Compliance Requirements and Policies

## STUDENT HEALTH POLICY

**Students may not participate in clinical without health, immunization, and compliance documents completed.**

## Physical Examination

Students must have a physical exam completed prior to starting the nursing program. Students will be expected to update the physical examination form every 24 months. Medical clearance is also required following a major illness or surgery.

## Pregnancy

A student who is pregnant should self-report and provide written medical clearance and/or documentation of any restrictions from their health care provider. Following delivery and prior to returning to class or clinical, the student must provide documentation of medical clearance to safely continue participation in the nursing program.

## Tuberculin Skin Test

A TB skin test (Mantoux Skin test) must be completed before initial enrollment. A student who has a negative skin test must verify a negative Mantoux Skin Test within the past twelve months or repeat the skin test during the one to three-week period following the first test (two-step process).

Any student with a positive skin test is required to follow-up with a health care provider. In addition, a student must provide a written release from the provider to participate in classes or clinical.

## Vaccine Requirements

Tetanus/Diphtheria/Pertussis
All healthcare personnel who have not or are unsure if they have previously received a dose of Tdap should receive a dose. All healthcare personnel should receive a booster which must be documented within the last 10 years.

Measles, Mumps, Rubella (MMR)
Healthcare providers should be immune to measles, mumps and rubella. Students must have documentation of appropriate vaccination against measles, mumps and rubella with two specific dose dates.

Healthcare providers without two documented doses of MMR must provide evidence of serological blood tests documenting immunity. If the blood titer is insufficient, the student may need to receive a booster MMR.

Varicella
It is recommended that healthcare providers be immune to varicella (chicken pox). The student should have evidence of immunity with two specific doses dates of varicella vaccine or provide evidence of serological blood tests documenting immunity or verification of history of varicella or herpes zoster (shingles).

Hepatitis B
It is recommended that healthcare providers receive the Hepatitis B vaccine series for their own protection due to the possibility of exposure to blood or bodily fluids. Healthcare providers should receive a 3-dose series of Hepatitis B vaccine at 0, 1 and 6 months. For healthcare providers with no documentation of a complete 3-dose Hepatitis B vaccine series, the student must provide evidence of serological blood tests documenting immunity.

As a student, if the Hepatitis B vaccine series is declined, a consent/waiver form must be signed which indicates the student's intention of not receiving this vaccine.

Influenza Vaccine
All healthcare providers are required to receive annual vaccination against influenza (flu). If the Hepatitis B vaccine series is declined, a consent/waiver form must be signed which indicates the student's intention of not receiving this vaccine.
COVID-19 Vaccine
All healthcare providers are required to obtain the COVID-19 vaccine. If the COVID-19 vaccine is declined, a medical or religious exemption/waiver form must be requested and is subject to approval by nursing administration. If approved, certain facilities will require additional documentation related to risk mitigation.

**These documents must be in the student's file together with the completed health form before the student will be permitted to participate in any clinical experience.**

Personal health information, health care records, and compliance documents are maintained in a secure file and accessible only by the Dean and the Nursing Program Clinical Coordinator.  Academic records are separate and maintained by the Nursing Program Coordinator, nursing faculty, and the institution.

# BLOODBORNE PATHOGEN EXPOSURE GUIDELINES FOR HEALTH PROFESSIONS STUDENTS

Students may be participating in activities within the Health Professions which have potential for exposure to infectious diseases including but not limited to Hepatitis B and HIV. All measures must be exercised to minimize the risk. Students who fail to comply, thereby jeopardizing the safety of others or themselves, may be asked to withdraw from their respective program.

In the event of an exposure to blood and/or body fluids (e.g. an occupational incident involving eye, mouth, other mucous membrane, non-intact skin, or parenteral contact), the student must report the incident **immediately** to the instructor or clinical supervisor and file an incident report for the college.

Follow-up evaluation will be required consistent with Federal regulations. This may involve going to their personal physician or the emergency room. Students are responsible for the cost of their own medical care.

## Hepatitis B

It is highly recommended that all Health Professions students providing direct patient care receive immunization against Hepatitis B. Although this is not required, it is highly recommended. Students are particularly vulnerable to contamination as their hand skills generally are not yet well developed. Although the incidence of the infection is  relatively low, the outcome can be fatal. Since there is a vaccine available, all health care providers who are at risk are encouraged to become immunized.

**The Disease**

Health care professionals are at increased risk of contracting Hepatitis B infection. Hepatitis B is usually spread by contact with infected blood or blood products. The risk of acquiring Hepatitis B increases with the frequency of blood contact. Hepatitis B virus may also be found in other body fluids, such as urine, tears, semen, vaginal secretions and breast milk. Hepatitis B infection can have severe consequences, including progressive liver damage and the possibility of developing hepatocellular carcinoma. Six to ten percent of the people who contract the virus become chronic carriers.

**The Vaccine**

Vaccination is the only available means of protection against Hepatitis B. Full immunization requires three doses of the vaccine over a six-month period. Because of the long incubation period for Hepatitis B, it is possible for unrecognized infection to be present at the time the vaccine is given, and in that case, the vaccine would not prevent development of clinical hepatitis.

**Procedures**

You will need your health care provider's approval or order prior to being immunized. He or she will provide you with information regarding the contraindications and side effects of the vaccine. Contact your provider for additional information.

**Education**

As part of the curriculum all students in Health Professions receive instruction regarding Hepatitis B and HIV essential to providing assigned patient care. This shall include but not be limited to:
1. epidemiology
2. method of transmission
3. universal blood and body fluid precautions
4. types of protective clothing and equipment
5. work practices appropriate to the skills they will perform
6. location of appropriate clothing and equipment
7. how to properly use, handle, and dispose of contaminated articles
8. action to be taken in the event of spills or personal exposure
9. appropriate confidentiality and reporting requirements

**Post Exposure Procedure for Health Professions Students**

If a student has been exposed to a parenteral contaminant (needle stick or cut) or superficially through a mucous membrane (eye or mouth) they are to follow the following procedure:
1. inform instructor of incident <u>immediately</u>
2. immediately wash the affected area with the appropriate solution (soap and water, alcohol, or water - depending upon contact area)
3. student: seek immediate medical attention through agency policy (students are responsible for their own medical care and cost). This may include baseline testing for HIV antibody at this time, followed by recommended series of testing. (Physicians may also inquire about the student's status in regard to tetanus and hepatitis immunization at this time.)
4. source individual: follow institutional (agency) policy regarding determining HIV and hepatitis status of patient, (students may be responsible for the cost of any testing)
5. maintain confidentiality of patient
6. seek appropriate counseling regarding risk of infection
7. complete occurrence report; obtain copy for student's file on campus.

# UNIVERSAL GUIDELINES FOR HEALTH PROFESSIONS STUDENTS

1. The Center for Disease Control has specific guidelines for health care workers which are revised periodically. They have been incorporated into these policies and are reviewed annually.
2. There shall be no routine serological testing or monitoring of students for Hepatitis B or HIV infection.
3. Barrier or universal blood and body fluid precautions are to be used routinely for all patients. These include:
   A. The use of glove(s) when:
      1. cleaning rectal and genital areas
      2. carrying soiled linen
      3. bathing patients, if the student has a cut/open lesion on the hand
      4. suctioning or irrigating even if the orifice does not require sterile technique;
      5. there is, at any time, a possibility of spillage of blood or body fluid onto the student's hands, (i.e. Accu Chek®, discontinuing an I.V., I.M.s, Venipuncture, dressing changes, etc.) regardless of the presence of open lesions
      6. emptying urine drainage bags, suction catheters, colostomy and ileostomy pouches, handling of blood and urine specimens

7. providing mouth care
8. assisting with minor surgeries, sanitizing, disinfecting and sterilizing instruments
9. other (at discretion of student and/or instructor)

B. The use of masks, goggles or glasses and/or gowns/aprons when there is a possibility of fluids splashing onto the face or body and clothing.

https://www.cdc.gov/niosh/topics/healthcare/infectious.html

# PROVISION OF PATIENT CARE

Assignments are made in the clinical setting to enhance and/or reinforce student learning. It is the expectation that students will provide care for patients to whom they are assigned.

# MEDICAL INSURANCE

Students are strongly encouraged to carry their own medical insurance. Any medical expenses incurred due to an accident or injuries during the time you are carrying out the duties of a student nurse are the responsibility of the student. Southeastern Community College does not provide any medical insurance coverage for students. Proof of medical insurance may be required to participate in clinical experiences as is required by certain facilities.

# QUALITY ASSURANCE/SAFETY GUIDELINES

Quality Assurance is monitored to help insure patient safety and reduce liability by providing an accurate system for reporting and analyzing all occurrences.

An occurrence or variance or incident is defined as any unusual event or circumstance that is not consistent with the normal routine operation of the clinical facility and its staff. It may be an error or omission or any occurrence that is out of the ordinary, or an accident which could have or has resulted in a patient injury. Examples are listed below:

1. Medication and intravenous errors (near miss, incorrect medication, solution, time, dosage, route or patient)
2. Falls
3. Visitor accidents
4. Student needle sticks/accidents

The following procedure must be followed by students when an occurrence is identified:

1. Provide for patient's safety.
2. Report occurrence to instructor immediately.
3. Complete facility's forms and documents.
4. Instructor will co-sign Occurrence Report and if needed communicate with the facilities safety officer.
5. A copy will be provided to the coordinator of the nursing program and placed in the student's file.
6. Complete the college's Incident Report form, if applicable.
7. Complete the SCC Medication Error/Clinical Incident Report and Action Form.

# LIABILITY INSURANCE

The college's Liability Insurance covers students in the nursing program while the students are in a supervised clinical assignment or experience. The cost of the Liability Insurance is covered by the general fund.

Students involved in health careers working independently outside the curriculum offerings of the college should be aware that the policy purchased by the college offers no protection in this type of activity or employment.

The Nursing Program Coordinator/Director, Clinical Coordinator, or Dean will provide the Incident Report form.

# BASIC LIFE SUPPORT CERTIFICATION

All students are required to complete a Basic Life Support Course (BLS) for Health Care Providers through the American Heart Association program prior to enrollment and are to maintain certification or recertification throughout enrollment in the program.

BLS instruction is available through the Continuing Education Department.

A certificate will be awarded upon completion of this course. Certification is awarded for a 2-year period. Students must provide a copy of their certificate to the Nursing Program Clinical Coordinator/Director.

# ADULT and CHILD MANDATORY REPORTER TRAINING

All students are required to complete the Adult and Child Mandatory Reporter Training. This instruction is available through Iowa Department of Human Services at https://dhs.iowa.gov/child-welfare/mandatoryreporter

A certificate will be awarded upon completion of this course. Students must provide a copy of their certificate to the Nursing Program Clinical Coordinator.

# BLOOD BORNE PATHOGENS

All students are required to complete Blood Borne Pathogens and Exposure Control training. Online options for this course will be provided. Employer training certificates are acceptable. Students must provide a copy of their certificate of completion to the Nursing Program Clinical Coordinator.

# HIPAA

All students are required to complete Health Insurance Portability and Accountability Act (HIPAA) training. Online options for this course will be provided. Employer training certificates are acceptable. Students must provide a copy of their certificate of completion to the Nursing Program Clinical Coordinator.

# BACKGROUND CHECK POLICY

The education of Health Professions students at Southeastern Community College requires collaboration between the college and clinical affiliates. The education of Health Professions students cannot be complete without a quality clinical education component. The college shares an obligation with the clinical affiliates to protect the affiliate's patients to the extent reasonably possible.

In establishing clinical affiliation agreements, healthcare educational programs are contractually obligated to comply with the requirements set forth by the clinical affiliates. Students enrolled in Health Professions programs must conform to the rules, policies and procedures of the clinical affiliate in order to participate in clinical learning experiences. Therefore, all students enrolled in a Southeastern Community College Health Professions programs will be required to complete a criminal background check. An independent third-party vendor will be used to complete all Southeastern Community College background checks. The cost of these background checks has been added to your student fees when you enrolled in the program.

Students will be notified of the requirement for the background check prior to admission and upon admission to a Health Professions program. The background check may include, but is not limited to searches, histories, and verification as listed below:

- Positive Identification
- Maiden/AKA Name Search
- Social Security Number Trace which is verification that the number provided by the individual was issued by the Social Security Administration and is not listed in the files of the deceased. The SNN trace is also used to locate additional names and addresses.
- Residency History
- National Criminal Database Searches which includes a compilation of historical data, collected from multiple sources in multiple states by background check companies.
- Child and Dependent Adult Abuse/Registries (SING)
- Office of Inspector General (OIG) search

Background checks which would render a student ineligible to obtain clinical learning experiences include, but are not limited to, certain convictions or criminal charges which could jeopardize the health and safety of patients and sanctions or debarment. Felony or repeated misdemeanor activity within the past seven (7) years and Office of the Inspector General violations will normally prohibit the obtainment of clinical learning experiences with clinical affiliate(s). *Positive findings on background checks can have licensure implications upon graduation from a health program. Criminal offenses which occur during the nursing program shall consider due process which provides that an individual is innocent until proven guilty up until which time he/she pled or is found guilty and is then subject to review by regulating authorities.*

Documentation of criminal background checks is maintained in secured files and destroyed upon graduation of the Health Professions program.

The background information of any student with a discrepancy will be reviewed by the Nursing Program Clinical Coordinator and the student and submitted to the Department of Inspections and Appeals (DIA) for review. A representative from the assigned clinical experience or field internship site may also be consulted to ascertain the appropriateness of allowing the student to participate in clinical or field experience.

Students who are unable to resolve a positive criminal background check will be dismissed from the health care program. A grade of "F" will be recorded for the course if the student does not officially withdraw. The student will be advised as to their eligibility for program re-entry and the mechanisms for reapplication to the program.

One background check is required during continuous enrollment in a program. In the event a student leaves the program, a new background check will be required prior to re-entry.

Background Check and Release Form

I have received and carefully read the Background Check and Release policy and fully understand its contents. I understand that the healthcare program to which I am admitted requires a background check to comply with clinical affiliate contracts. By signing this document, I am indicating that I have read and understand Southeastern Community College's policy and procedure for background checks. I voluntarily and freely agree to the requirement to submit to a Background Check and to provide a negative Background Check prior to participation in clinical learning experiences. I further understand that my continued participation in the health care program is conditioned upon satisfaction of the requirement of the Background Check with the vendor designated by the College.

A copy of this signed and dated document will constitute my consent for release of the original results of my Background Check to the College. I direct that the vendor hereby releases the results to the College. A copy of this signed and dated document will constitute my consent for the College to release the results of my background check to the clinical affiliate(s).

(Sign form located at end of handbook)

# DRUG SCREENING POLICY

SCC requires that students be safe, effective and fully engaged in learning and the delivery of patient care. It is the responsibility of each student who participates in class, lab or clinical experiences be free from any impairment by substances including alcohol, drugs, illicit substances or Scheduled (DEA) medications at all times.

The Health Professions programs reserve the right to restrict and remove a student from participation in any of the learning areas if signs of impairment are present. Impairment may lead to dismissal from the program.

Students are required to submit a physical form at the beginning of the program with a current list of medications. Health Professions students should also report any change in their health status including medications.

The College reserves the right to require that a student submit to random drug screening and/or for probable cause indicating signs of impairment. The test may consist of a urine specimen test and breath alcohol and be completed at the assigned agency. The Nursing Program Clinical Coordinator/Dean will provide more information as to testing location. The cost of this test will be charged to the student account.

The drug test information of any student receiving a positive result will be reviewed by the Dean of Nursing & Health Professions/Associate Dean of Nursing/Nursing Program's Coordinator/Clinical Coordinator and the student.

Documentation of personal health information and drug test information is maintained in secure file and apart from academic records.

# Section V - Nursing Program Completion

## EXIT ASSESSEMENT

The Southeastern Community College Nursing Program utilizes exit testing as a component of the curriculum. Standardized assessment enables the faculty and student to assess individual strengths and areas for improvement in order to verify students are progressing toward program competency attainment. During the exit testing students are expected to bring forward material learned throughout the program and apply this information while answering questions.

## HESI Assessment and Guidelines for Success and Remediation Policy

The HESI (Health Education Systems, Inc.) exit assessment is a standardized test that is utilized at the end of the Practical Nursing and Associate Degree Nursing programs to measure students' abilities to apply concepts related to specific content areas. The results enable the faculty and student to assess individual strengths and areas for improvement. The HESI Exit Exam is an essential component of the program.

The faculty of Southeastern Community College Nursing Program recognizes the value of the student ownership and empowering students to identify unique strengths and opportunities for improvement in preparation for the NCLEX license examination and for a successful career. Research shows that standardized testing in combination with reflective learning strategies lead to higher NCLEX pass rates.

The following guidelines have been established for testing and remediation:
1. The HESI tests administered in the nursing program are the PN Exit Exam, RN Exit Exam, and HESI CAT:

   | HESI EXAM | TARGET SCORE |
   | --- | --- |
   | PN Exit Exam | 850 |
   | RN Exit Exam | 850 |
   | HESI CAT (ADN) | Acceptable |

   The HESI target score is 850 or greater. This is the established benchmark for predictive NCLEX success and used at most participating schools.

2. Remediation hours are required if the HESI target score of 850 is not achieved using the following guidelines:

   | HESI SCORE | REMEDIATION TIME |
   | --- | --- |
   | 800-849 | 5 Hours |
   | 750-799 | 10 Hours |
   | 700-749 | 15 Hours |
   | 700 or below | 20 Hours |

Remediation is a *process* for remedying or correcting areas of knowledge deficiency. Through remediation, the HESI prepares students for the Next Generation NCLEX and provides students with a structured review plan filled with content to support and develop a student's weakest knowledge areas.

Remediation is guided by the student. Each student has the ability to individualize their study materials for remediation. The remediation process can also be used to study for the comprehensive nursing final.

Half of the remediation time shall be completed prior to the final exam. Total remediation is required by the date of the student's final program Summary Evaluation. The student is responsible for tracking hours. Faculty will verify hours at a determined date and time.

**Program Completion**
Upon final course/program completion in preparation for NCLEX licensure examination success all PN/ADN students are recommended to:
1. Study

2. Attend a scheduled NCLEX-PN or NCLEX-RN review session (in-person/online)
3. Take the NCLEX-PN or NCLEX-RN within 3 months of graduation

# SUMMARY EVALUATION POLICY

The Summary Evaluation will be completed on every nursing student that completes the Practical Nurse (PN) diploma and the Associate Degree Nurse (ADN) level of the nursing program. All nursing faculty members who evaluate students during the curriculum level will participate in preparing the summary evaluation of students.

The completed Summary Evaluation will be discussed with the student and signed by the student and faculty member conducting the evaluation conference. The evaluation should be dated at the end of the evaluation conference.

The signed Summary Evaluation tool will be placed in the student's program/graduate file. The student will receive a signed copy of the Summary Evaluation tool.

# NURSING PROGRAM PIN

Each graduate of the nursing program is entitled to wear a distinctive SCC pin. In addition to identifying your alma mater, it is a symbol to others that you have completed a specific course of study in nursing.

# GRADUATE RECORDS POLICY

The file of each graduate of the nursing program will contain summative evaluations, academic achievement documentation and summary evaluations. All graduate files will be maintained for 6 years following completion of the program and then will be destroyed.

# STUDENT/GRADUATE REFERENCES FROM NURSING FACULTY

The following guidelines must be followed as a student or nursing program graduate whenever requesting a letter of reference from a nursing faculty:

1. The student/graduate must provide the faculty member with written permission to provide reference information.
2. Provide name, title and address of the individual to whom the reference is to be mailed.
3. Provide faculty member with purpose (scholarship, employment) of reference and information to be included/areas to be addressed.
4. Provide graduation date and your name at the time of graduation. No verbal references will be provided.

# RELEASE OF INFORMATION

Student/Graduate Name: _____

Faculty Member: _____

Purpose of Reference _____

Information to be released;
 ☐ Any information requested
 ☐ Do not release the following;
  Attendance
  Grades
  Other: _____

_____

I give my permission to the faculty member listed above to provide the indicated reference information to the person listed below:

Name:_____

Title:_____

Facility:_____

Address:_____

_____

☐ I give my permission to the faculty member/members listed above to provide the indicated reference information to the person/facility.

☐ I give my permission for any facility requesting a reference from the above instructors.

Signature:_____

Date:_____

# GRADUATE SURVEYS

The Southeastern Community College Nursing Program and The Office of Institutional Research collects graduate information for continued program development and to review program satisfaction and data regarding employment placement and wages.

Employment survey information is collected anonymously and inquires as to your employment placement status, continuing education status, earnings employed in jobs related to your SCC program, what business you were hired in, the location or region of your job, and your overall satisfaction of your SCC college experience. Labor market information and data may also be used.

# NURSING LICENSURE

Entry into the practice of nursing in the United States is regulated by the licensing authority within each state. To ensure public protection, each state requires a candidate for licensure to pass an examination that measures competencies needed to perform safely and effectively as an entry-level nurse.

Graduates of the SCC Nursing Program in good standing are eligible to take NCLEX-PN or NCLEX-RN licensure examination. The NCLEX examination is administered through the National Council of the State Board of Nursing. Also see Professional Licensure Disclosure information at the beginning of this handbook.

# PREVIOUS ARREST AND CONVICTIONS POLICY

When a graduate of the nursing program makes application for Iowa licensure to practice nursing, you will be required to complete a section of the application related to a prior arrest record. You will be requested to answer a question about whether you have been arrested for any offense other than a minor traffic violation.

If you answer yes, you will be required to provide the following information:
1. Date of arrest
2. State and county
3. Country outside the U.S.
4. Charges
5. Disposition

You will be required to have arrest and court records of final adjudication for each offense sent to the State Board of Nursing. Your application will not be considered complete until these records are received. If the records are no longer available, you will be responsible for having certification of their unavailability sent directly from the arresting jurisdiction.

Students need to consider the above stated licensure requirements before planning for enrollment in the nursing program. The Iowa Board of Nursing office will not accept calls from pre-nursing students with arrest records to determine if you are eligible for licensure. This determination can only be made after graduation, when your application and all supporting documentation is received, reviewed by the Board staff and then presented to the Iowa Board of Nursing.

# CONTINUING YOUR NURSING EDUCATION

SCC is accredited by the Higher Learning Commission (HLC) and the Iowa Department of Education (IDOE). The Nursing program is fully approved by the Iowa Board of Nursing. The Associate of Applied Science Degree in Nursing will articulate for placement in nursing programs at most baccalaureate degree granting institutions. SCC supports baccalaureate and higher nursing education degrees. SCC has a number of RN-BSN articulation agreements in place.

# HANDBOOK ACKNOWLEDGEMENT DOCUMENTATION

| | |
|---|---|
| ☑ | I have received and carefully reviewed the SCC Nursing Program Handbook. |
| ☑ | I have received and carefully reviewed the Iowa Core Performance Standards and Essential Functions Guidelines. |
| ☑ | I have received and carefully read the Background Check and Release policy and fully understand its contents. I understand that the Nursing Program requires a background check to comply with clinical affiliate contracts and state regulations. |
| ☑ | I have received and carefully reviewed the Student Nurse Confidentiality agreement. |
| ☑ | I have reviewed the Profession Licensure Disclosure Information. |
| | Print Name: |
| | Date: |
| | Signature: |

STUDENT'S STATEMENT REGARDING IOWA CORE PERFORMANCE STANDARDS AND ESSENTIAL FUNCTIONS: <u>READ AND SIGN</u> **ONE** OF THE FOLLOWING STATEMENTS

1.  **I have reviewed the Essential Function Guidelines and I certify, to the best of my knowledge, that I have the ability to perform these functions.**

    _____

    Student's Name (Print)

    _____      _____

    Student's Signature                            Date

2.  **I have reviewed the Essential Functions Guidelines and I certify, to the best of my knowledge, I will be unable to perform function(s) _____due to a disability.**

    _____

    Student's Name (Print)

    _____      _____

    Student's Signature                            Date

*Students who sign Option #2 should contact Southeastern Community College's Accessibility Services Office below. The Accessibility Services Office is the primary office on campus with the specialized knowledge and experience in disability issues. This office serves students with physical, psychological, medical and learning disabilities.*

Angela Mickelson, LBSW, IADC
Accessibility Coordinator
Southeastern Community College
1500 West Agency Rd.
West Burlington, IA 52655
WB: 319-208-5167
KK: 319-313-1985
amickelson@scciowa.edu

| |
|---|
| Submit the signed form to: Nursing Administration Office |