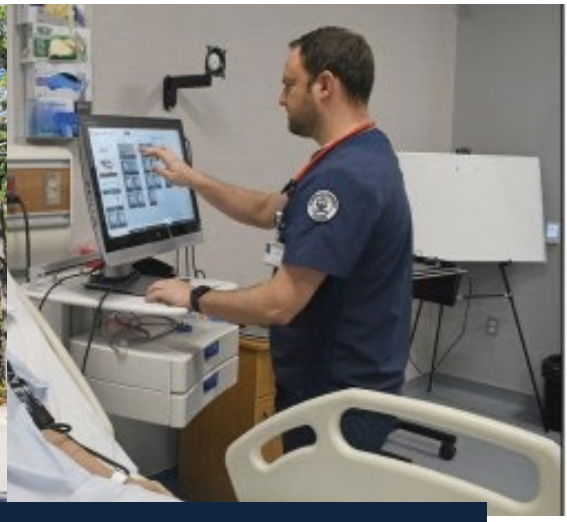
Sandhills Community College
Pinehurst, NC



ASSOCIATE DEGREE NURSING

Student Handbook and Clinical Guidelines

Academic Year: 2023-2024

Table of Contents

Overview
Welcome to SCC Nursing 6
Faculty and Staff 7
ADN Mission & Philosophy 8
Essential Definitions 9
Conceptual Framework 10
Student Learning Outcomes 11
Curriculum by Semesters 12
Program of Study
Student Success 13
Promotion of a Positive Learning Environment 13
Web Assisted Course Expectations 13
Online Learning Courtesy 14
Student Responsibility: Assignments 14
Student Responsibility: Attendance 14
Cell Phone Use in Class/Clinical/CoLaS 15
Food and Beverages in Class 15
Center of Learning and Simulation (CoLaS) General Guidelines 15
Testing Protocols 17
Math Calculations 18
Standardized Exams 18
Missed Exams/Tests/Quizzes 18
Grading Policies 19
Academic Progress Standards for Students in Nursing Programs 19
Clinical Evaluation 19
Statement Regarding Drugs, Alcohol and Conduct 20
Academic Honesty 20
Student Discipline and Dismissal 21
Program Requirements, Admission, Dedication Ceremony
Student Maintenance of Clinical Agency 23
Basic Life Support 23
NC Nurse Aide I Registry 23
Nurse Aide II Certification 23
Insurance 23
Student Health 23
SCC Scholarship Applications 24

SANS 24
ADN Graduate Dedication (Pinning) Ceremony 24
ADN Admission Process 25
ADN Readmission Procedure 25
Seating Notification, Registration and Agency Requirements 27
ADN Transfer Procedure 28

Clinical Guidelines

Introduction 32
Philosophy Concerning Clinical Roles 32
Dress Code, Clinical Attire and Equipment 33
Personal Hygiene and Grooming: 33
Uniform 34
Purchasing Uniforms 35
Equipment 35
Clinical Illness/Tardiness/Absence 35
Inclement Weather 35
Clinical/Simulation/Lab Unpreparedness 36
Skills Synthesis for Caring Interventions 36
Clinical Orientation 37
Clinical Preparation 37
Prebrief 38
Shift Report 38
Debrief 38
Self Evaluation of Clinical Performance 39
Client Medical Record Review Guide 39
Assigned Prework 40
Vital Signs 40
Intake and Output 40
Charting 40
Use of Electronic Health Record for Clinical Assignments 41
Unprocessed Physician Orders 41
Meal Break 41
Client Item Charges 42
Clinical Agency Codes 42
Admission/Transfer/Discharge of Clients 42
Medication Administration 42
Leaving Nursing Unit for Procedures 44
Parking 44

Confidentiality/HIPAA Privacy Rules 44
HIPAA Privacy Rule....44
Skills and Procedures in the Clinical Setting....44
Table 1. Definitions of Important HIPAA Privacy Rule Terms [4]....46
Clinical Performance Evaluation Procedure....47
Clinical Performance Evaluation Scale....48
Clinical Competencies across the Curriculum....51
Clinical Competency #1: Safety....51
Clinical Competency #2: Self-Direction and Responsibility....52
Clinical Competency #3: Accountability, Ethical, and Legal Aspects of Practice....53
Clinical Competency #4: Nursing Process....55
Clinical Competency #5: Communication....57
Standards, Procedures, Statements
Statement Regarding Educational Advancement....59
Technical Standards....59
Sandhills Community College Student Governance Statements....60
SCC Technical Standards for Nursing....62
Communication Skills....62
Cognitive, Conceptual and Quantitative Skills....63
Motor Skills....63
Behavioral Skills....63
Sensory/ Observation Skills....64
COLAS GUIDELINES FOR ON CAMPUS STUDENTS....65
Drug Screen and Criminal Background Procedure....66
Process for injury in the lab....68
APPENDIX A: Medical Forms
Sandhills Community College Nursing Department Follow-Up Medical Form....69
Nursing Department Medical Form....70
CoLaS Injury Report....71
APPENDIX B: Contracts-Forms
Sandhills Community College Nursing Program Center of Learning and Simulation Disclosure Contract....72
Statement of Risk and Clinical Release Form....73
Updates/Revisions....74
Signature Page....75

Welcome to SCC Nursing

The Sandhills Community College nursing faculty welcomes you to the Associate Degree in Nursing program! You have made a significant decision to pursue a very rewarding, yet challenging career that will provide you with extraordinary opportunities. The SCC faculty is committed to helping you meet your education goals.

For the 21st year in a row, Americans have rated nurses as the most ethical and honest professionals. The faculty's goal for our students is to support you as you continue in the tradition of caring for people in often some of the most vulnerable times of their lives.

Caring is the heart of nursing and the foundation upon which you will build your knowledge. An individual's character and commitment to being dependable, trustworthy, and honest can directly impact the quality of nursing care. Therefore, nursing faculty hold students to a high standard of personal character, accountability, and integrity. SCC nursing students are expected to exemplify the college's core values of Respect, Integrity, Helpfulness, Excellence, and Opportunity.

To guide you as you learn, this handbook will provide an overview of the mission, philosophy, curriculum, standards, protocols, and procedures within the SCC nursing department. Please read it carefully and become familiar with its contents. Protocols, rules, and policies are standard in healthcare; they are meant to ensure safe practice and protect the client as well as the provider. Students are expected to adhere to the ADN Handbook as well as the SCC Code of Conduct. In individual courses, students should follow the NUR course syllabi for course-specific information. These guidelines will be effective throughout your nursing education at SCC.

Unanticipated events may occur and, consequently, changes may be deemed necessary with little notice. For example, clinical agencies may make updated decisions about student participation at their facilities. There may be unanticipated changes that need to occur to this handbook, the published course syllabi, the course calendar, and/or course assignments. The faculty is committed to providing as much advance notice as possible and communicating as situations unfold, options are explored and considered, and sound decisions can be made. Any changes or updates will be announced via our online learning management system, Moodle.

The nursing faculty and I wish you success and are here to support you throughout your journey.

Heather Cox, MSN, RN

Interim Associate Degree in Nursing Program Coordinator, Nursing Professor

Faculty and Staff

SCC Associate Degree Program Faculty Telephone Numbers and Emails: Refer to SCC On-line Directory @www.sandhills.edu

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Toll Free (In North Carolina Only)	1-800-338-3944
FAX Number	1-910-693-2060
Campus Security On Campus Emergency Phones: http://www.sandhills.edu/security/epho nes.php	910-695-3831

ADN Mission & Philosophy

The mission of Sandhills Community College Associate Degree Nursing (ADN) program is to prepare caring, competent, and integrity-driven entry-level professional registered nurses.

SCC ADN faculty believe that nursing education is a collaborative and dynamic process in which our faculty serve as role models and mentors. Faculty facilitate the learner's acquisition of the knowledge, skills and attitudes essential to safe nursing care. The ADN program is a concept-based curriculum in which learning experiences are purposefully designed, implemented, and evaluated, facilitating independent and creative thinking.

The nursing faculty believe that nursing education is vital and meaningful work that reflects the Mission of the College and incorporates its core values:

Excellence:
We are committed to academic excellence by incorporating theory and evidence-based practices and standards in both classroom and clinical environments. We are dedicated to the exemplary care of each unique individual with holistic needs. We seek to cultivate nursing judgment with a commitment to continuous growth in order to affect positive health outcomes.

Integrity and Respect:
We believe nurses are entrusted with providing respectful care during life's most vulnerable moments and must practice their profession ethically. We believe nurses should be honest, professional, and accountable. We hold integrity, trustworthiness, and respect of each individual, the profession, and the healthcare environment in the highest regard.

Helpfulness:
We believe that a commitment to caring is central to nursing. Nurses help individuals to flourish across the lifespan. As our learners develop their critical thinking and decision-making skills, we seek to cultivate their own spirit of inquiry, professional identity, and lifelong desire for learning.

Opportunity:
We provide opportunities for our learners to discover and apply knowledge in a variety of situations through active engagement in diverse settings. Nursing is an opportunity for a lifetime career.

Essential Definitions

Individual:
The individual is a significant, complex and unique person. The individual is a member of a family, community and culturally diverse society. Individuals are inherently dynamic and multidimensional. Individuals adapt to life span changes influencing the psychosocial, cultural and spiritual developmental needs.

Healthcare:
Healthcare is the prevention, treatment, and management of illness and the preservation of mental and physical well being through the services of health professionals.

Nursing:
Nursing is a caring, dynamic discipline that possesses its own distinct body of knowledge whose members exhibit integrity and strive for excellence. Nursing, as an art and science, involves meeting the client's needs through use of the nursing process derived from the understanding and application of scientific principles from the natural and social sciences. Nursing incorporates quality and safety, professionalism, communication, evidence-based practice or documented best practice, nursing process, and legal and ethical considerations. The nurse functions autonomously and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of client centered care, quality client outcomes. Goals of nursing care are promotion of wellness, prevention of illness, and restoration of health or assistance in achieving a dignified death. The recipient of nursing care may be an individual, family, community, and/ or society.

Faculty believe that nursing practice is based on the interlocking core values of caring, diversity, ethics, excellence, holism, integrity and client-centeredness as stated and defined in the *NLN Education Competencies Model.* Caring is the core of nursing practice and requires that the nurse consider the client as a complete human being whose worth and dignity is to be respected and valued. The nurse integrates the moral values and professional conduct inherent in nursing practice and strives for excellence, constantly seeking to improve self and practice. Integrity encompasses caring, diversity, ethics, excellence and holism as it is the presence the nurse brings to client-centered care.

Health:
Health is a dynamic state that we perceive on a continuum. The individual moves along the continuum throughout the lifespan.

Quality of Life:
Quality of life reflects a personal sense of physical, functional, psychological, social, cultural and spiritual well-being and the ability to react to these factors in the physical and social environments. The individual's perceived satisfaction within these six domains contributes to their sense of self-worth, meaning and quality of life.

Achievement of Potential:
Achievement of potential is the individual's growth toward attaining one's utmost ability. It is based on the individual's choices, perceptions, personal goals and life experiences.

Environment:
Environment is the dynamic influence, both internal and external, upon all other essential concepts. Environment is the surroundings of a system that interact with the system.

The core values of the philosophy include caring, diversity, ethics, excellence, holism, integrity and client-centeredness. The faculty endorse the definitions of these concepts used in the *NLN Education Competencies Model.*

Conceptual Framework

The conceptual framework provides a description of the system of concepts, assumptions, expectations, and beliefs that supports and informs the learners. It prepares the learners for new instruction, provides a mental scaffold or framework to prepare learners for new instruction, and motivates by making a meaningful connection for the learner. The learner must attain mastery of each part of the framework. The domains of the individual, healthcare, and nursing provide the conceptual framework guiding the associate degree nursing curriculum. Concepts are organized within each of the domains and learning occurs from simple to complex.

Outcomes and competencies of the graduate are based on the NLN Outcomes and Competencies for Graduates (2010) and include important knowledge and skills which are integrated throughout the program and include: using informatics, employing evidence-based practice, providing client centered, culturally competent care, managing client care, participating in interdisciplinary teams, and participating in quality improvement processes. Additionally, the core values developed by the NLN (2010) are threaded throughout the program and include caring, diversity, ethics, excellence, holism, integrity, and client centeredness.

Student Learning Outcomes

The student learning outcomes are derived from the philosophy (core values) and framework (integrating concepts). These student learning outcomes are reflected in all course, theory and clinical objectives. The nursing graduate of the SCC ADN program will be able to:

1. Appropriately advocate for best outcomes for clients and their families.

2. Use informed clinical judgment to provide safe effective quality care with cultural humility.

3. Apply knowledge of systems and information technology to enhance communication and support decision making within the healthcare setting.

4. Adopt the attitudes and actions of lifelong learner and critical inquirer.

5. Provide ethical, holistic, compassionate care using interdisciplinary teams and quality improvement processes.

The following student learning outcomes have been approved by faculty and are being developed for implementation in the Fall of 2024.

Student Learning Outcomes Starting Fall 2024

1. *Advocate measures to minimize risk of harm to clients and providers. (Safety)*

2. *Make judgments in practice supported by evidence that promote quality of life. (Clinical Judgment)*

3. *Evaluate effective communication with clients, support people, and the interprofessional team. (Communication)*

4. *Represent one's role as a nurse to reflect compassion, accountability, integrity, responsibility, advocacy, and ethical practice. (Professional Identify)*

Curriculum by Semesters

Associate Degree Nursing (A1030)
Associate in Applied Science Degree Program

First Year

Course Hours Per Week Semester Hours

		Class	Lab	Clinical	Credit
FIRST SEMESTER (Fall)					
BIO 168	Anatomy & Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
NUR 111	Intro. To Health Concepts	4	6	6	8
PSY 150	General Psychology	3	0	0	3
		13	9	6	18
SECOND SEMESTER (Spring)					
ACA 122	College Transfer Success	1	0	0	1
BIO 169	Anatomy & Physiology II	3	3	0	4
ENG 112	Argument-Based Research *or*				
ENG 114	Prof. Research & Reporting	3	0	0	3
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 211	Health Care Concepts	3	0	6	5
		13	3	12	18
THIRD SEMESTER (Summer)					
NUR 114	Holistic Health Concepts	3	0	6	5
PSY 241	Developmental Psychology	3	0	0	3
		6	0	6	8

Second Year

FOURTH SEMESTER (Fall)					
BIO 275	Microbiology	3	3	0	4
NUR 113	Family Health Concepts	3	0	6	5
NUR 212	Health Systems Concepts	3	0	6	5
SOC 210	Introduction to Sociology	3	0	0	3
		12	3	12	17
FIFTH SEMESTER (Spring)					
NUR 213	Complex Health Concepts	4	3	15	10
*	Humanities/Fine Arts Elective	3	0	0	3
		7	3	15	13

Total Required Minimum Semester Hours Credit: 74

Humanities/Fine Arts Elective course – Choose one of the following:

ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240, HUM 115

Program of Study Student Success

"Becoming a nurse" is the goal of students engaging in nursing education at SCC. The nursing faculty support student success in a variety of ways and believe that the transparent presentation of student responsibilities will ultimately support positive student learning outcomes.

A primary student responsibility is active learning. Preparation prior to class and reinforcement of material through learning activities help the learner to not only understand the information, but also be able to apply the knowledge to client situations within the healthcare arena. Participation, including attendance, is essential in order to fully engage in the learning process. Students are expected to plan personal activities around the college academic calendar's identified breaks and holidays. Students are to complete assignments and submit written work when due, as well as be adequately prepared to participate intelligently in all class discussions, pre- and post-clinical conferences and client teaching situations. This level of engagement leads to excellence and opportunity, two SCC core values.

Communication is another key responsibility and will help students to be successful. First, receiving information is vital. Read the course syllabi for each course. Review the course calendar--it gives dates for concept modules, exams, and clinical days, plus other information. Study the clinical rotation schedule-pay attention to dates, times and activities and make sure your schedule is as outlined by the course syllabus. Faculty communicate with students via SCC student email, Moodle courses, announcements, and oral communication --in person, class, during office hours or by appointment. Expect to check your student email and course announcements at twice daily (recommend morning and late afternoon), more often in certain instances such as communication with clinical instructor.

Receiving, understanding and sending clear communication are integral to professional interactions. As an SCC core value is "helpfulness", faculty encourage students to seek our assistance in areas requiring support, clarification, or further explanation. Emails & phone calls should include the purpose of the communication, your name, contact information and a good time to meet if requesting a call back or an appointment. Students address faculty by using either Ms./Mr./Dr. or Professor.

Promotion of a Positive Learning Environment

Whether online or in person, SCC faculty and students have the responsibility to maintain a learning environment that is conducive to "study, thought, and full concentration on study topics" "where rights of others are respected and where students treat each other with respect" (SCC Catalog 2022-2023, p.83).

Web Assisted Course Expectations

All SCC ADN courses are web assisted courses. In hybrid nursing courses, theory content will be delivered online via various resources, sometimes synchronously (everyone tuning in at the same

time) and other times asynchronously (when it works best for you). To have your attendance noted on the first day of class, complete the orientation quiz on day one of every course. Lab and clinical will be held in clinical facilities as available as well as on campus in CoLaS (Center of Learning and Simulation— more below!) and via various online or other learning activities. The SCC Moodle website is be used to structure and enhance the courses through online postings of course documents, learning modules, assignments, grades, announcements and emails. Students must be active in the course site **at least daily**.

Online Learning Courtesy

Be mindful of others time in the learning environment by being on time, prepared, staying on task and trying to limit interruptions in the background (muting your microphone is helpful if not speaking). Be prepared to engage in all learning activities; at times that may mean using a microphone and being seen on camera.

Student Responsibility: Assignments

All assignments should be completed by the assigned due dates, including reading assignments, discussion forum assignments, writing assignments, quizzes, and exams. Late assignments may not be accepted or may result in a grade penalty.

Student assignments are to be done solely by the student. Working together is not allowed unless specifically directed to do so by the instructor. In that case, students must have the "expressed authorization of the instructor" and indicate that "collaboration has occurred" (SCC 2022-2023 Catalog p. 87). Copying the work of another is not allowed; "plagiarism is the representation of the work of another person as one's own; the failure to cite the source of an idea, information, or words that come from someone other than the author of the paper or the exam" (SCC 2022-2023 Catalog p. 87).

Student Responsibility: Attendance

Because the College realizes that academic success is tied to regular attendance, students are expected to attend all class sessions, laboratories/simulations, and clinical experiences. Students are expected to plan personal activities around the college academic calendar's identified breaks and holidays. In the event a student cannot meet a scheduled class, lab/simulation, or clinical experience, the student should notify the course instructor. Promptness is an expectation for class and clinical/simulation/laboratory sessions beginning with the first session for each of the semester. Repeated tardiness will constitute an absence (refer to course syllabus for specific course information).

Unsatisfactory attendance may adversely affect a student's grade for the course including course failure. Violation of the attendance policy of the course during the 65% point of a semester (or summer session) may require the student to drop the course. Violation of the attendance policy of the course after the 65% point of the semester (or summer session) may require the student to withdraw from the course with a grade of "WP" or "FW," depending upon the grade in the course at the time of withdrawal. Class sessions that are missed by late-enrolling students may be counted as absences.

Specific responsibilities relating to each course will be further clarified in the course syllabi.

Faculty members will inform students in writing at the first-class meeting of attendance expectations and identifying all classes, laboratories, and clinical experiences that must be attended at the scheduled times. Faculty members will inform students if tardiness is to be computed as an absence. The student is held responsible for all work missed.

Agency and faculty contact information are provided to students during course/clinical orientations. Students are expected to remain in the clinical agency during the entire clinical day. Students must follow hospitals and other clinical agencies' policies while in the role of student nurse.

Cell Phone Use in Class/Clinical/CoLaS

During in-class hours the student is requested to limit distractions by placing the ringer of the cell phone on "vibrate". If an emergency requires the cell phone to be answered, the student is to mute themselves/ or exit the nearest door. Cell phones are not permitted and must be kept off at the bedside or in the nursing unit work areas. Cell phones may only be used in non-work areas physically separated from clients, visitors, and other customers and staff. Clinical agency policy may supersede above guidelines.

Food and Beverages in Class

Class size, room size and planned learning activities may dictate the opportunity to consume food products, beverages, etc. Snacks are a personal choice; however, these choices must not become a distraction or educational impediment for students or faculty, whether online or in person.

Center of Learning and Simulation (CoLaS) General Guidelines

The CoLaS is designed and maintained to promote student learning in an environment realistically similar to a health care facility. Deliberate practice, competency evaluation and remediation of caring interventions, as well as simulations in the CoLaS, provide students with learning experiences caring for clients.

While in the CoLaS, students will promote successful learning experiences by:

- Demonstrating professional attitude and demeanor, abiding by the Sandhills Community College (SCC) Student Code of Conduct (located in SCC Student Handbook).
- Engaging and participating, being open to new experiences, peer review, and role flexibility.
- Expecting to make mistakes and learning from them.
- Wearing proper attire during all scheduled sessions, per Student Handbook and SCC Student Code of Conduct.
- Respecting the privacy, rights, privileges, health and safety of other learners

(reference the CoLaS Simulation Contract).

- Communicating with peers and faculty in a professional manner.
- Arriving on time and being prepared to begin scheduled sessions as assigned.
- Signing in and out of the CoLaS Tutor Tracking System to record time spent in the CoLaS.
- Utilizing wire shelving rack to place nursing supply kit and non-valuable personal items.
- Respecting and caring for simulators as if they are a living being; ensuring their safety, privacy and dignity.
- Respecting and caring for equipment with attention to safety.
- Cleaning and straightening bed station or area after each use.
- Discarding used items in appropriate disposal receptacles.
- Returning reusable items to the proper location.
- Leaving all equipment on-site unless it is a part of the student purchased kit.
- Completing the CoLaS Request Form to Borrow Equipment/Teaching Materials and ensuring return of equipment/teaching materials on assigned date.
- Reporting any equipment malfunction or damage to the CoLaS faculty immediately.

To ensure the continued successful operation of the CoLaS as a valuable, functional, safe and secure learning environment, students will refrain from the following activities:

- Bringing food or beverages into any area of the CoLaS.
- Using ink pens and permanent markers at any bed stations in any areas.
- Inviting individuals less than 18 years of age into any area of the CoLaS without prior approval of the CoLaS faculty.
- Leaving personal items unattended in any of the CoLaS areas.
- Taking any unauthorized photography/video in any of the CoLaS areas.

Specific guidelines related to the global pandemic are listed in **Standards, Procedures, Statements.**

Testing Protocols

All nursing faculty recognize the importance of providing fair, objective tests within an environment that is conducive to student concentration. The goals for the testing period are to decrease distractions, minimize student's stress, provide for fairness in testing, and ensure that students are given optimal testing conditions. Faculty and students at Sandhills Community College – on the main campus or off-campus locations, including online — have the right to an instructional environment that is conducive to study, thought, and full concentration on study topics. Student behavior that substantially disrupts learning and teaching activities--including unauthorized use of technology--will be subject to disciplinary actions. **Academic integrity in all student work including testing is expected.**

The ADN faculty support student success. As such, students who require testing accommodations must contact the course coordinator prior to each exam to ensure the start time, proctor and room availability.

During testing in designated Foundation Hall and Kennedy Hall areas, cameras may be accessed to monitor the testing environment and ensure exam integrity. Please be aware that you, your computer, and the physical test-taking environment may be monitored and recorded.

Exams in nursing courses are generally given on computer via Moodle, although in some instances a pencil-paper test may be given. Students should only bring car keys, cell phone, laptop, and laptop charger into the testing room.

- When entering the testing room students should place all book bags, backpacks, or other personal items along the walls prior to sitting for the exam/test.
- Students will use their cell phone to complete multifactor authentication prior to starting the exam. Following authentication, all cell phones/smart devices must be turned off and are not allowed at the student's desk while the exam is taking place or during exam review.
- Supplies for testing will be provided by the proctor when needed.
- The testing environment should be as quiet as possible. Faculty will not answer any questions during the exam/test other than to address computer related access/needs.
- When testing via computer, answers must be submitted prior to the conclusion of the time allotted. If a student does not submit their quiz/exam attempt before time expires, the countdown timer will automatically submit the attempt for the student.
- Should it become necessary for a student to be excused from the exam (example: to go to the restroom) the time allotted for the exam will continue during the tester's absence.
- When the student has completed and submitted the exam, the student must remain seated and immediately review the attempt (if/when allowed; refer to course syllabi for additional information).
    - To review: The student must click the '**Show all questions on one page**' on the right sight of the screen to view exam questions, correct answers, and rationales. If this step is not enacted the exam will automatically close without warning.
- After reviewing the attempt, the student must raise their hand and the instructor will come to the student and watch the student log out of Moodle. The student must write their name and time the log-out of Moodle on the scratch paper provided. The student must wait quietly seated at the computer for three minutes.

- The student should exit quietly, placing scratch paper and pencil in designated area.

Exam/test grades will be available 48-72 hours after taking the exam/test. Extenuating circumstances, such as clinical/lab/simulation after the exam/test, may result in grades being posted at a later time.

If pencil/paper exams/tests/quizzes are given, additional instructions will be provided.
In the event that remote proctoring for testing is implemented, further instructions will be provided.

Math Calculations

In order to receive credit for math problems, the student must show all math calculations that support the answer as directed. All final answers for medication problems should be rounded as directed. Final answers should follow The Joint Commission (TJC) standards regarding leading and trailing zeros. The answer must be labeled correctly as directed.

Standardized Exams

Standardized exams are administered in some NUR courses to provide students opportunities for remediation by identifying knowledge deficits. These assignments are designed to help the student be successful in subsequent courses and ultimately on NCLEX. Please refer to individual course syllabi for details.

Missed Exams/Tests/Quizzes

Students are expected to attend all scheduled exams/tests and quizzes. Scheduled exams/tests/quizzes may be made up with an alternate exam for excused absences (ex. Illness). An alternate exam may be less questions and various item types. See syllabi for details. Make up for an *unannounced* exam/test or quiz will follow the same guidelines as those of written assignments.

Grading Policies

Classroom

The numerical and letter grade scale presently used in the Associate Degree Nursing Program for all grading is as follows:

Grading Scale

- A = 92-100
- B = 85-91
- C = 79-84
- D = 72-78*
- F = 71 and below
- I = Incomplete**
- Withdrawal, Incomplete, and Dropping a Course procedures are explained in the *College Catalog*

In the event clinical performance is unsatisfactory, the student has failed to meet course requirements and will receive the appropriate grade.

In the event a "dismissal" occurs the student will receive a grade of "F" or "FW". (see Dismissal Procedure in this Handbook)
* The "D" as a grade in nursing courses will interfere with the student's progression in the curriculum. The College Catalog details the Progression Policy for Nursing Programs.

** Progression in the ADN Program is determined by the satisfactory completion of nursing and related courses in the required sequence of the curriculum. The "I" as a grade must be resolved prior to the start of the subsequent nursing course because content and laboratory skills and simulation cannot be repeated in subsequent semesters.

Academic Progress Standards for Students in Nursing Programs

To remain in good academic standing, students in nursing programs must not only satisfy the general academic progress requirements of the College but must also achieve a letter grade of "C" or better in all required nursing specialty courses and co-requisite courses. Students who do not achieve this will not be allowed to progress and will be subject to program suspension. The College Catalog gives complete details on academic grading and suspension.

Clinical Evaluation

Clinical experiences follow a different evaluation policy than classroom performance. Refer to the Clinical Performance Evaluation Procedure.

Statement Regarding Drugs, Alcohol and Conduct

The ADN program operates in accordance with the statements on Drug Free Workplace Act and Drug-Free Schools and Communities published in the Sandhills Community College Catalog.
Violations of the SCC Student Code of Conduct are reviewed by faculty and administration. Students found to be in violation may be subject to a variety of consequences depending on the circumstances, including suspension, expulsion, and/or an assignment of a failing withdraw (FW) in the course.

Clinical Agency policies and/or law enforcement may also dictate specific action to be taken if a violation occurs while in the clinical setting/facility campus. For an example, see *FirstHealth of the Carolinas Policy and Procedure: Alcohol and Illegal Drug Free Workplace.*

In the clinical setting, if a student's behavior (actions, odors, presentation) or appearance provides reasonable suspicion that the student is under the influence of alcohol or illegal/controlled substances, the student may be required to submit to drug/alcohol screening. Depending on agency policy, the nursing student may be billed for the cost of screening/testing.

Students **must comply** with the request for drug/alcohol screening and permit the results to be sent to the ADN Program Director and, if requested, the facility. Failure to comply with the request for screening may result in loss of privileges at the facility and removal from the course with the grade of failing withdraw (FW) assigned.

Any student charged with criminal conduct after submission of the criminal background check will report such charges to the clinical agency per agency contract or policy. **Students must contact the ADN Program Director to attain the names(s) of the individual(s) they must contact. Failure to do so may result in dismissal or denial of admission.**

Academic Honesty

ADN students are expected to follow the academic honesty provisions of the SCC Student Code of Conduct. In addition, the ADN faculty believe that the pursuit of knowledge requires honesty. The expectation is that each student will do his/her own work and taking of tests.

Academic dishonesty includes but is not limited to the following:

1. Copying the work of another.
2. Collaboration: Working with another person on a test, examination, or paper without expressed authorization and without indicating that collaboration has occurred.
3. Plagiarism: The representation of the work of another person as one's own; the failure to cite the source of an idea, information, or words that come from someone other than the author of the paper or the exam.
4. Use of books, notes and/or electronic devices in examinations without the explicit permission of the professor.

Penalties for academic dishonesty may include one of the following:

1. Zero grade on the test or assignment.
2. Failing grade for the course.
3. Failing grade and other appropriate discipline or dismissal from the course.

When a student is accused of academic dishonesty, the initial resolution of the accusation is between the professor and the student.

If the student considers the resolution unsatisfactory, the student may appeal the decision in accordance with the Student Grievance Procedure found in the SCC Student Handbook. During the appeal process, the burden is on the student to establish that the grade assigned was arbitrary or impermissible. Information and instructions for filing an appeal may be found in the SCC Student Handbook.

Student Discipline and Dismissal

Students may be disciplined, as provided in the SCC Student Handbook, or dismissed from the nursing program for violation of the provisions of this Handbook, including, but not limited to the following instances:

- Failure to meet the health, physical, emotional, or behavioral standards set forth in this Handbook, the North Carolina Nursing Practice Act, or by the North Carolina State Board of Nursing.
- Engaging in and act or behavior that threatens, or has the potential to threaten, the physical, emotional, mental, or environmental safety of the patient, family members, another student, faculty member, or other health care provider, or any member of the public.
- Falsification or failure to complete departmental or college documents, nursing departmental requirements, such as, but not limited to, college admission forms, financial aid documents, medical form, CPR certification, ADN Demographic Sheet or ADN admissions information.
- The unauthorized disclosure of confidential client/patient medical information or other violation of HIPAA.
- "Unsafe Nursing Practice" as set forth in the Clinical Performance Evaluation Procedure.
- Being denied privileges at a clinical site. Students denied privileges at one clinical site are not reassigned to an alternate site, and therefore are unable to meet course &/or program objectives. Students will be withdrawn (WF) from the course and possibly dismissed from the program.
- Failure to make adequate academic progress in the program as provided in this Handbook.
- Being chemically impaired during class or in the clinical setting.
- Other violations of the standards set forth in this Handbook, the SCC Student Code of Conduct, or College policy.

A student who is dismissed from the program is not eligible for admission or readmission to SCC nursing programs. Dismissal will result in a grade of "F" or "FW" unless otherwise determined by College policy. Dismissal from the nursing program is not the same as expulsion or suspension from the College. Students may be dismissed from the nursing program and remain in good standing with the College.

Students have the right to appeal a dismissal from the program in accordance with the Student Grievance

Procedure found in the SCC Student Handbook. During the appeal process, the burden is on the student to establish that the dismissal was arbitrary or otherwise impermissible. Information and instructions for filing an appeal may be found in the SCC Student Handbook.

Student Maintenance of Clinical Agency

All departmental requirements (i.e., CPR, TB, Influenza, and other medical requirements) **must be updated and validated** by the Nursing Department **prior to the date of expiration**. Students will not be allowed in clinical until updated. The student will receive an unsatisfactory in the clinical objective dealing with responsibility for each clinical day missed.

Basic Life Support

All students are required to maintain current American Heart Association Heart Code/Basic Life Support (CPR and AED) certification. Students must show proof of BLS certification for admission and continued progression within the Nursing Program. **BLS certification must be kept current according to guidelines established by the organization of certification.** Additional information may be found in the Program of Study Information Sheet.

NC Nurse Aide I Registry

Students entering the Nursing Program must meet the criteria identified in Stage III of the Program Placement sheet related to completion of the state approved Nurse Aide course and related to the listing on the NC Nurse Aide I Registry. Additionally, a student must be on the NC Nurse Aide I Registry to be eligible for NA II certification application.

Nurse Aide II Certification

Currently enrolled nursing students who currently have an NAI registry listing may be eligible to apply for Nurse Aide II (NAII) certification midway through the curriculum.

Insurance

All students are required to have professional liability insurance. An annual insurance fee is paid when students register for first fall semester and second fall semester courses.

Student Health

The physical, mental, and emotional health of each student is evaluated and certified by a physician, nurse practitioner, certified nurse midwife, or physician's assistant before admission is granted to the nursing program applicant. A follow-up evaluation by a physician, nurse practitioner, certified nurse midwife, or physician's assistant may be required of the student if excessive absences occur, health deviations are suspected, data on the medical form or immunization record are questionable, and/or the student has been exposed to communicable disease (see the Follow-up Medical Form - Appendix A)

Throughout the clinical/laboratory experiences and in the classroom setting, Faculty appraise the health of the student and the student's ability to engage in safe nursing practice. Faculty may remove a student from the clinical or classroom area if there is justifiable concern regarding the health status of the student or the student is demonstrating behavior which conflicts with safety essential to nursing practice. Students are to follow agency CoLaS and college guidelines related to COVID-19 precautions, screening and quarantine.

SCC Scholarship Applications

All students are encouraged to apply for financial aid and scholarships. The nursing faculty encourages students to complete applications for scholarships, especially if the student has at least a "C" average in the nursing courses and in other courses taken. Scholarships may be based on financial need, county of residence, leadership ability, caring ability, etc. Contact the Financial Aid office for more information.

SANS

The National Student Nurses' Association (NSNA) is a national organization that fosters professional development in nursing student. The school chapter, Sandhills Association of Nursing Students (SANS), is an organization composed of first and second-year nursing students.

Membership is not mandatory; however, it does provide advantages to each member. This can be the students' initial involvement with a professionally based organization. Some of the benefits of membership include:

1. Attendance to state and national conventions.
2. Greater awareness of issues and concerns important to nursing.
3. A discount on the subscription price of American Journal of Nursing.
4. Eligibility to compete for NSNA sponsored scholarships.
5. Receive Imprint, the magazine of the National Student Nurses' Association.
6. Association with other student nurses on a regional, state, and possibly a national level.
7. An opportunity to influence health care through involvement in legislative activities.

ADN Graduate Dedication (Pinning) Ceremony

A dedication and pinning ceremony is held during the last week of Spring Semester. This ceremony honors the graduating ADN student.

The SCC Associate Degree Nursing Program pin is required for the pinning ceremony. Information for ordering the pin will be provided at the beginning of the Spring Semester.

The graduating student dress attire for the ceremony will include:

1. SCC ADN nursing cap is optional; student choice. When the cap is worn, the ribbon is secured one inch from the top of the cap (cap available in SCC Bookstore).
2. A white, neat, clean and pressed uniform. Uniform must be worn over neutral/skin tone underwear.
3. If wearing a dress uniform, the student will wear the appropriate length uniform with white hosiery.
4. If wearing a V-neck top, a white crew neck shirt will be worn under the uniform top as needed.
5. Grooming and Jewelry guidelines will follow current Dress/Clinical Attire Policy in ADN Student Handbook.
6. Only white crew socks or white knee-highs permitted with slacks. No peds (footies).
7. White shoes will be worn.

First-year student nurses are encouraged to attend the event. Several first-year students will be asked to participate as ushers during the ceremony.

Specific information regarding the ceremony and student expectations will be provided at the beginning of the Spring Semester. The Nursing Department Chair is responsible for providing the students with proper information and coordinating student activities.

ADN Admission Process

The Admission Process for beginning nursing students and for Advanced Placement students are published annually in the ADN Program Sheet and ADN-AP Program Sheet. The procedure for both begins with Admission to Sandhills Community College and progresses through stages. The program sheet for a given year is available approximately one year in advance of program entrance, allowing for students to review requirements and meet submission deadlines. Program sheets are accessible to students via the Sandhills Community College website and hard copy.

Admission to the ADN program is restricted to qualified applicants who meet published, specified criteria for consideration and then are ranked for seating until a maximum number is accepted. After seating is offered, other criteria, such as CPR certification and medical clearance must also be submitted prior to final acceptance and entering the program. LPNs who meet specified criteria can enter via the Advanced Placement pathway. There are specific policies that relate to Transfer or Readmission into the ADN program.

While not part of the admission process, requirements stipulated by clinical agencies, such as background checks and drug screens must be met in order to go into a clinical setting (thus possibly impacting progression).

ADN Readmission Procedure

Program vacancies will be filled, space and resources permitting, with students meeting **all** readmission criteria as described below.

The student seeking readmission into NUR 112, 113, 114, 211, 212, or 213 must:

- **In order to initiate the readmission process, submit a Readmission Request Form** to the Nursing Department Chair via the Administrative Assistant a minimum of *five months* in advance of the semester the student is seeking to enter.

  The student is encouraged to meet with faculty to discuss the student's request for readmission prior to submission. To assure retention of knowledge, the student is encouraged to return to the program at the earliest feasible time as well as review course materials when not enrolled. The student may request to repeat a course wherein a "C" or better had been previously earned. Retaking previously completed nursing courses ***may be required*** if the student has been out of the program for an extended amount of time or demonstrated at-risk performance (examples may include course or unit exam averages, HESI exam trends, clinical performance issues).

- **Submit a readmission portfolio to Nursing Department Administrative Assistant, FH 1002b, by these deadlines**:
  - **October 15th** for readmission NUR 112, NUR 213.
  - **January 15th** for readmission NUR 211; *Students seeking to take other courses in spring semester may need to register for this course prior to the beginning of spring semester;

course will later be deleted if readmission not approved.

- Courses should not conflict with the anticipated class time of the nursing course.
- **March 15th** for readmission NUR 114.
- **June 15th** for readmission NUR 113/212. *Students seeking to take other courses in fall semester may need to register for this course prior to the beginning of fall semester; the course will later be deleted if readmission not approved. Courses should not conflict with the anticipated class times of the nursing course.

If the deadline falls on a weekend or day when the college is closed, the deadline is the day that classes resume.

Portfolios must include the following:

1. **Stage I Qualification letter/email** from Director of Health Programs Student Support: The readmitting student is required to meet the admission criteria of the cohort that the student is seeking to join. To validate Stage I for that cohort, contact Director of Health Programs Student Support, Tricia Donadio, via email at donadiot@sandhills.edu and specify the semester that you are seeking to reenter. FYI: Criteria for entrance is subject to annual review and updates; test scores can expire and must be current upon the date of reentry to meet Stage I criteria.

2. **Readmission Reflection:** a written document by the student that addresses the student's preparations for reentry**.** The student is encouraged to identify individual learning needs, explore and utilize resources that will help them for success. The student is encouraged to meet with faculty to help identify opportunities to strengthen the student's knowledge base. The student will list measurable actions taken such as**:** review and practice in COLAS of caring interventions, practice test taking skills, NCLEX style questions, complete case studies, VSIM, utilize remediation resources, finish program of study course requisites, etc.

3. **EAQ Requirements** as determined by the ADN Admission Committee. The student should consult with the Admissions Committee Chairperson, Heather Cox, regarding the assignment(s).

4. **Printout of Email indicating a test score** grade that demonstrates continued math proficiency by achieving the required score of the highest level of drug calculation/math proficiency test administered in the NUR course prerequisite to the course in which the student is entering. This test can be arranged by contacting the Admission Committee Chairperson, Heather Cox, via email at **least one month** prior to the portfolio due date to make arrangements for this test to be administered; test dates will be based on availability of proctors. Students will have up to 3 opportunities to achieve the required score.

5. **Alternate and/or additional assignments** may be designated by the faculty such as test success preparation requirements including review of the Test Success text, EAQ, and Board Vitals assignments.

6. **BLS Certification** all applicants requesting readmission must have a current American Heart Association Heart Code/Basic Life Support (CPR and AED) certificate at the time of portfolio submission and must be maintained throughout the program.

7. **Printout indicating CNAI listing** on the NC Nurse Aid Registry; ***required if seeking to readmit into NUR 112.***

8. **Statement indicating that the student has read the current SCC ADN Handbook** for the class they will be joining. In addition, the student has had all questions answered to their satisfaction.

9. **Any other required documentation stipulated by the Nursing Department or elective documentation that demonstrates readiness for reentry**.

Completed portfolios are reviewed after the due date. Students may be denied reentrance based on the student's underdeveloped or incomplete readmission portfolio. In the event of limited seating, students are offered seats based on strength of the submitted portfolio and the academic record including performance in nursing courses and co-requisites.

Seating Notification, Registration and Agency Requirements

Students are notified by the Nursing Department as seating for the upcoming course is determined. If a student is offered a seat, a letter is sent to the address provided on the Readmission Request, and the student must follow the directions included in the letter *such as*:

- Update student file records in the nursing department (Emergency contact form)
- Communicate with Course Coordinator of course reentering via email
- Submit a new medical form and any required vaccinations/screening such as Flu /TB
- Any other requirement as stipulated; current clinical orientation
- Clinical agency requirements, such as Drug Screen/Criminal Background Check must be met **on the dates designated by the Nursing Department**

Other Information

Students seeking to repeat the NUR 111 course will be referred to the most current ADN Program Placement Criteria. However, students who repeat the NUR 111 course will be limited to the number of attempts in the program as described below.

The amount of time which has lapsed since withdrawal from the program, the rigor or content of the course and/or readmission request must be considered, and further stipulations may be mandated by the Department of Nursing; students will be notified by the Admission Committee ***if other stipulations must be met***.

Required curriculum courses previously completed will not be accepted with grades of less than "C". Those courses with grades of "D" or "F" must be satisfactorily ("C" or above) retaken prior to readmission or concurrently in sequence with required nursing courses. All nursing courses **retaken** must have a "C" grade or better on completion or progression in the curriculum will be denied.

Program entry is limited to twice.

Exception:

- Mandated student military deployment with official documentation.

ADN Transfer Procedure

A student who has completed nursing courses in other approved programs may request to transfer courses to the Sandhills Associate Degree Nursing Program. The student who desires to transfer should first contact Tricia Donadio, Nursing Stage I Coordinator.

The ADN faculty at Sandhills Community College is committed to providing a complete course of study for the student. Therefore, transfer credit will be limited to NUR 111, NUR 112, NUR 211, and NUR 114.

Transfer credit for nursing courses completed at another academic institution may be granted on a limited basis according to the following criteria:

1. The applicant who plans to transfer into the ADN Program is advised to begin the transfer process at least five months prior to the expected semester of entry.
2. The applicant must meet admission and transfer requirements of both the general College and the ADN Program.
3. The applicant must complete Stage I of the nursing admissions process before transfer will be considered. Time is of the essence.
4. Upon completion of Stage 1, the applicant must submit a portfolio. The portfolio will consist of:
   - A formal letter requesting transfer.
   - A copy of Stage 1 Completion Notification from the Stage I Coordinator.
   - Unofficial transcripts for nursing courses and any required pre-requisite or co- requisite courses (official transcript should already be on file with (SCC Admission Office).
   - Course syllabi that include the topical outline of nursing courses being considered for transfer credit.
   - Clinical skills checklists from previous nursing courses being considered for transfer credit.
   - Current Basic Life Support Certification–American Heart Association-Heart Code.

- Any standardized test analysis/results used by the applicants' nursing program.
- List of persons who will be submitting references on behalf of the applicant.
- Nursing philosophy of the applicant and any other pertinent information the applicant chooses to submit.

5. The applicant must request letters of recommendation from two full time nursing faculty who are knowledgeable of and can address the applicant's clinical skills and classroom behaviors. Official letters must be submitted by the faculty, must be on College letterhead and be received in a sealed envelope with sender's signature and date appearing over seal.

Nursing courses to be considered for transfer credit must have been completed in a nursing program at a College accredited by the appropriate United States Regional Accrediting Association. Variations will be individually considered. Accreditation of the school or program of nursing by the associated State Board of Nursing is also required.

Approval for transfer is limited. Decisions regarding admission are based in part upon:

- Congruency of course content between SCC and transferring institution.
- Availability of faculty, clinical facilities and simulation space.
- Availability of seating in the requested course.
- Completion of the Stage 3 admission process.
- Quality of portfolio.
- Review of references.
- Review of the student's entire academic record and transcript.
- Grades, withdrawals, repeated courses, lapses in courses, etc.
- Time lapse since active enrollment in a nursing program.
- Rigor or content of the entry point course.
- Further stipulations as required by the Department of Nursing

The Chair of the Department of Nursing, the Registrar, and the ADN Program Admissions Committee will review and evaluate material submitted by the applicant seeking transfer credit. Applicant is responsible for periodically contacting the Admissions Committee Chair on the status of the application process.

If offered a seat in the program, admission will be contingent upon completion of Stage III of the nursing admissions process and other nursing program requirements. General College and ADN policies on progression, dismissal, and graduation will apply to all transfer students.

Contact Information:
Tricia Donadio, Director, Health Programs and Student Support
Kennedy Hall
(910) 695-3727, donadiot@sandhills.edu

Introduction to Clinical

Welcome to clinical, nursing students! As faculty at SCC, it is our pleasure to work alongside you throughout your clinical experiences. Each one is meant to provide you with diverse learning opportunities that will accelerate your development as a student nurse. Clinical provides you with the opportunity to apply didactic knowledge to client care. For this reason, the ADN faculty encourage you to take personal responsibility for your learning, seek new opportunities, and collaborate with your instructors and peers to produce a meaningful journey.

The guidelines in this section of the ADN handbook were carefully developed and should be referenced throughout your time in the nursing program. All students are expected to adhere to the guidelines and seek clarity should any information seem unclear. As you navigate various clinical opportunities, remember that *safe and effective care* is your goal. Each student must exhibit thoughtful consideration of every client encounter. You will be guided through each rotation by one of our qualified clinical instructors, who are each dedicated to quality client care and facilitation of your learning.

The voyage to becoming a nurse requires your intentionality, effort, and mindful reflection. As you progress from a novice nursing student to graduate nurse, your consistent self-assessment is vital. You will find gratification in observing how quickly your clinical competencies develop amidst your hard work. We wish for you an impactful clinical experience that guides your future practice as a nurse.

Kind regards,

SCC ADN faculty

Philosophy Concerning Clinical Roles

Role of the Clinical Instructor: We believe the role of clinical instructor is situational. The instructor holds multiple roles in the clinical setting, and we support creative approaches to learning. Roles of the clinical instructor include but are not restricted to educator, resource, advisor, preceptor, facilitator, nursing team member, mentor, role model, supervisor, and evaluator.

Role of the Student: We believe students in the clinical setting maintain multiple roles. Those roles include but are not restricted to adult learner, client advocate, and nursing team member. We believe all students should be responsible adult participants in their clinical learning.

Clinical Competency Statement: Every client has the right to services of a competent nurse. Nursing students in the course of their clinical experiences in health care facilities perform duties that are within the scope of practice of the registered nurse; these acts must be performed with the same degree of competence as if done by the registered nurse. The client must not be subjected to a lower standard of nursing care simply because they have a nursing student caring for them. Refer to *The Nursing Practice Act Article 90-171.43 License required (2).*

Dress Code, Clinical Attire and Equipment

Infection control, safety, and clinical agency requirements are reflected in the SCC ADN dress code. Perception of quality of care can be impacted by many factors, including the overall appearance of the nurse (West, Wantz, Campbell, Rosler, Troutman & Muthler, 2016). **At all**

times, SCC ADN students are to be mindful of the fact that when they are in uniform, they are representing the Sandhills Community College Associate Degree Nursing Program.

The general student dress code parameters for clinical and CoLaS/lab experiences are as follows:

Personal Hygiene and Grooming

Students must be attentive to personal hygiene and present themselves as professionals clean and neat and free from offensive breath and odors such as cigarette smoke, body odor, and food. Due to close personal contact, use of antiperspirants, deodorants, and other hygiene products are advised. However, the use of all **scented products**, such as perfume, cologne, after-shave, hairspray, or lotions, are prohibited as they may have adverse effects on clients, visitors, and other employees.

Nails must be clean, neat, and short (not beyond fingertips). No polish or artificial nails.

Hair must be neat, clean, and worn secured (not over the eyes/obscuring the face) and above the collar (not touching clothing at the shoulders or back). Nontraditional hair colors are prohibited. Hair bands or barrettes must be small and blend with the hair color. Large hair bows or scarves are not permitted. For cultural or religious purposes, a solid navy blue, black, or white head-covering may be worn.

Facial hair must be close to the face (short) and neatly trimmed. Sideburns are to be close to the cheek and above the jaw line. Facial hair may not interfere with wearing of a protective mask.

Makeup, if worn, should be minimal and create a professional image.

Oral hygiene: Fresh breath, daily oral care, and no gum.

No jewelry *except*:

- Watch: professional style; large face with second hand or digital with seconds' display. Small/medium sized watchband. No smart watches.
- Piercings: Two studs, one per ear (no ear loops or dangle earrings); no other body piercings allowed. Spacer use - must be flush, clear or flesh colored, to include gauges. Darth piercings- medical for migraines only, must be approved by nursing faculty.
- Medical ID: may be worn underneath uniform as a necklace or as a pin to the outside of the uniform.

Body art/tattoos: Students may elect or be asked to cover body art/tattoos, especially if likely to be interpreted as offensive. If left uncovered, the student must be prepared to cover the tattoo at the request of others (faculty, staff, administration, clients, families, etc.).
Coverings must be compatible with infection control measures. At the time of handbook publication, Cape Fear Valley Medical Center requires all body art/tattoos to be covered.

Uniform

The designated school uniform, patch, and SCC identification badge/patch will be worn by an individual when functioning in the student role in the clinical setting and CoLaS/lab (unless otherwise directed). In order to participate, students must meet the required dress code. In specific settings, other attire may be required. In all instances clothing should be neat, clean, and appropriate to the setting, with a focus on safety, infection control, and professionalism. The uniform requirements may be modified so that students are in compliance with specific clinical-site policy. Students are expected to conform to such requests and may be refused privileges in the clinical experience if noncompliant.

Students may not wear a school uniform in an employment situation. Students should not be in uniform at clinical facilities unless functioning in the role of nursing student. Partial wearing of the uniform is not acceptable; no part of the uniform is to be worn with other clothes or items other than what is specified below.

Specific styles of uniform have been selected by faculty and students, and designated SCC uniforms with appropriate embroidery are available for ADN students via the identified uniform store and College bookstore. Students with special uniform, hair, jewelry, or piercing needs pertaining to medical, cultural, or religious requirements should see the Program Director before purchasing uniforms or presenting in attire prohibited by the dress code.
Approved SCC student nurses uniforms include the following:

1. Scrub pants/skirt (presently approved color and style). Pant hems should be no higher than the ankle nor touching the floor.
2. Scrub top (presently approved color and style) with SCC badge/patch to sleeve. Place badge/patch on the left sleeve, 2-3 finger widths below shoulder.
3. If you are a RIBN student, place RIBN badge/patch on the right sleeve of the scrub top, 2-3 finger widths below shoulder.
4. White socks or white hose.
5. White, leather-type, closed, low-heeled, professional/athletic shoes. Shoes must be clean. Shoes with open toes or open heels, sling backs, platforms, or made of canvas are not permitted.
6. SCC identification badge or embroidered name must be worn on uniform top at all times.
7. White crewneck or turtleneck shirt must be worn under the top as needed for warmth or to cover chest hair, cleavage, and/or tattoos. Other undergarments should not be visible.
8. Optional scrub jacket with cuff sleeve and snap front; same color/school logo as top. We recommend this purchase due to temperature extremes in some facilities.

Overall, a freshly laundered, wrinkle free uniform must be worn for each experience. If in doubt about whether your choices meet the dress code, consult your clinical instructor or course coordinator. Students not adhering to the dress code may be sent home from the clinical agency or CoLaS at the discretion of faculty.

West, M. M., Wantz, D., Campbell, P., Rosler, G., Troutman, D., & Muthler, C. (2016). Applying Evidence Based Practice to Support Changes in Nursing Dress Code Policies. http://www.medscape.com/viewarticle/865170

Purchasing Uniforms

Uniforms and supplies must be ordered from the current uniform company or College bookstore. Faculty and students have selected a specific style which has basic lines and will hold up to wear. No other styles will be permitted (drawstring pants may be purchased).

Equipment

Equipment for clinical includes black ink pens, bandage scissors, small note pad, stethoscope, penlight, and BP cuff (if instructed). Additional equipment may be required by instructors. Use of electronic devices (for example, laptops and tablets) must be discussed with the clinical instructor. Students must remain aware that clinical facilities are not responsible for lost or stolen items. It is the student's responsibility to ensure security of electronic devices and to avoid any use of these devices in client care areas. For guidelines surrounding cell phone use, please refer to Cell Phone Use in Class/Clinical/CoLaS.

Clinical Illness/Tardiness/Absence

If the student is going to be late or absent, the student must contact the clinical instructor per instructor specified method. Leave a message for the assigned clinical instructor. Indicate approximately how late the student will be (five minutes, one hour, etc.). Get the name and title of the person with whom the student left the message. Failure to contact the instructor may be reflected on the clinical evaluation. Absences may require make-up at the discretion of the course team. Refer to the current course syllabus for the attendance policy and the ADN Student Handbook on policies concerning ***Student Responsibilities and Attendance***.

Prior to clinical, contact the clinical instructor regarding any health concerns such as: rashes, lesions, cold sores, elevated temperature, respiratory illness, or other symptoms that pertain to the student's health and well-being. Students are to follow agency, CoLaS, and College guidelines related to COVID-19 precautions, screening, and quarantine. Reference SCC Catalog>Student Services> Communicable Disease

Inclement Weather

In the event of inclement weather, announcements regarding college delays, closure, and reopening are posted on the main web page (www.sandhills.edu) and the My SCC page. SCC students have access to this webpage and are also signed up for email/text/phone alerts upon registration (the email and phone number provided to the college is used). A recorded announcement is also posted via the college switchboard (910-246-2865). For more information regarding notifications, see the SCC Catalog topic "Inclement Weather."

Missed instructional services due to inclement weather will be addressed by the nursing faculty.

Clinical Attendance & Inclement Weather

If the college cancels class in advance of inclement weather, clinical is cancelled (unless in precepting; see below).

Inclement weather concerns/announcements on or during the clinical day: Due to early clinical hours and (sometimes) weekend clinical hours, announcements from the college may not be made

before the time students leave home for clinical or begin their clinical day. During the weekend, announcements from SCC **may not** be issued at all. Students should make safe judgments depending upon personal circumstances. If a student decides they will need to be absent or possibly arrive late, they must contact the clinical instructor (or the course coordinator) in accordance with the Clinical Absence/Tardy policy. Per protocol, if the clinical instructor is delayed, students must not perform patient care until the clinical instructor arrives.

Clinical instructors may need to cancel clinical experiences for the group and will communicate directly with their students and the unit, regarding the cancellation of clinical. Course Coordinators may send out an announcement to all clinical groups.

When inclement weather becomes an issue while the student is in clinical, the clinical instructor will determine if students must depart; the group may leave the unit only after appropriately completing client care, documentation, and reporting off. **Depending on the situation, the clinical group may finish the day and then leave as planned. In the event a student needs to leave clinical prior to the group's departure, the student must discuss this with the clinical instructor.** The faculty understand and make decisions in consideration of students who commute to campus/clinical; weather conditions may impact only some students. Students should utilize best judgment and communicate needs professionally regarding clinical absence, potential need to leave early, and clinical makeup assignments/hours.

Precepting:

Should inclement weather occur during precepting, the student should use their own discretion to determine personal safety. This may include decision making regarding whether to go to clinical or the need to leave the client care area before the end of the scheduled shift. **Students must communicate with their preceptor and precepting instructor regarding changes in precepting schedule/hours. If departing after the precepting shift has begun, students must discuss this with their preceptor while working collaboratively and appropriately to complete any necessary client care. Before departure, the student must complete and review all documentation with their preceptor before reporting off.**

Regarding the above statements, ***safety is the guiding principle.*** While clinical experiences are valuable, student safety and welfare are paramount. Please direct further questions or concerns to the course coordinator. Take care and stay safe!

Clinical/Simulation/Lab Unpreparedness

A student who is unprepared to safely fulfill the clinical/simulation/lab assignment will not be allowed to participate in clinical/simulation/lab. The clinical instructor will determine the level of preparedness. **Once the student has been informed by an instructor that the student is unprepared, the student is expected to leave the clinical/simulation area, which constitutes a grade of clinical unsatisfactory for that day.** Any student who is unprepared for the laboratory experience will not be allowed to participate in the laboratory experience for that time, this will constitute an absence and the appropriate grade for the assignment. Refer to the course syllabus and calendar for further details.

Skills Synthesis for Caring Interventions

Some nursing courses require the student to complete skills synthesis (written and/or demonstration). Students are required to successfully complete skills synthesis for caring interventions. Clinical experiences related to the specific caring intervention will be restricted until the skills syntheses are satisfactorily completed. Refer to the course syllabus for

procedure/grading in the event the student has an unsuccessful attempt. Uniforms will be required as instructed during lab/simulation time.

Clinical Orientation

The student may expect to be rotated to several different clinical agencies and different nursing units within each agency. Details related to clinical orientation/s will be provided in each course. Unless instructed otherwise, the clinical instructor will make arrangements for orientation and a tour of the assigned unit. Students will be notified where to meet clinical instructors prior to clinical rotation. The clinical instructor will notify students about documents, books, and other equipment needed for clinical.

Clinical Preparation

Clinical experiences vary depending on course, facility, unit, client assignments, and foci. Details regarding the clinical experiences will be posted on the course learning management system (Moodle). Whether at a clinical agency or on campus for clinical experiences, students are expected to be in uniform with proper identification. Students should not be in uniform at clinical facilities unless functioning in the role of nursing student. A brief overview for the beginning nursing student is below.

Assignments: Information on when and where clinical assignments will be completed and posted for student review will be provided by the assigned clinical instructor as part of the unit orientation. If the assigned client is no longer available (for example, client is discharged or transferred) the student is to follow the current clinical instructor's directions concerning this change. A clinical grade of "U," under the clinical competency evaluation tool for "responsibility," will result if those directions/instructions are not followed. While some nursing courses may require that the student go to the assigned clinical agency on the day before clinical, other courses may utilize "just in time" learning for acquisition of clinical assignments. When obtaining clinical assignments, wear SCC uniform. Refer to ADN Clinical Guidelines (**Dress/Clinical Attire)** for further details.

Clinical day preparation:

- Understand the objectives of the clinical experience.
- Be mentally, physically, psychologically, and emotionally ready to care for client(s).
- Follow the directions of the clinical instructor and guidelines provided by the facility.
- Be on time and in uniform.

What to bring:

- Equipment: black ink pen, bandage scissors, small note pad, stethoscope and penlight and if instructed to do so, BP cuff.
- Assigned prework as designated by instructor.
- Handouts or resources as applicable for clinical reference, such as a drug guide.
- The Clinical Competency Record (CCR).
- The above documents may be organized in a "clinical notebook" for easy reference.

Your clinical experience will include:

- Receiving a report on your assigned client(s). Seek clarity; think SAFETY.
- Working in collaboration with the healthcare team and your instructor.
- Assessing your client and providing total client care (within parameters listed below). Always ask when in doubt.

- Reviewing assigned client's medical record. See “Client Medical Record Review Guide”.
- Being aware of medications, diet, allergies, activity level, and current orders for each assigned client.
- Performing a handoff prior to leaving the unit.
- Evaluating yourself on course clinical objectives after each clinical day and turning in the evaluation (and other clinical assignments) on time.

On each clinical day, unless assigned otherwise, the student should plan to provide total client care within the limits of the student’s current skills preparation *as a nursing student*. After the student demonstrates proficiency/safety with new skills, the student should perform the newly acquired skills after consultation with the instructor. The clinical instructor should be with the student when performing new and previously learned procedures and/or treatments **unless** the clinical instructor informs the student to perform these skills independently. The student is to **contact the instructor** when the student has assembled necessary equipment, reviewed the policy and procedure, and *is ready* to perform the treatment or procedure.

Prebrief

A clinical prebrief may be a required part of the clinical experience. The assigned clinical instructor will notify the students of location and time for prebrief. The focus may change as the student progresses through the ADN Program. Clarify with the current clinical instructor how to prepare.

Shift Report

The clinical instructor will clarify when and where the shift report is to be obtained. Obtain the report from the RN in charge of the client **before** assuming care of assigned client. As soon as possible after shift exchange report, check on the client and review the client's chart for any new orders, laboratory values, or other pertinent information not available at the time the student last reviewed the chart.

Report off to the nurse who is responsible for the assigned client 15-20 minutes prior to leaving the assigned nursing unit. A student should not leave the nursing unit without giving a report of client's current status, treatments and toleration, and other pertinent information.

Debrief

Debriefing is part of the clinical experience. The student is typically expected to report off to the nurse in charge of the assigned client 15-20 minutes before debrief. The assigned clinical instructor will notify the students of location and time for debriefing. Clarify with the instructor what preparation will be expected in order to participate.

Self-Evaluation of Clinical Performance

Students are expected to evaluate their own clinical performance on the course evaluation tool. **The student must submit a completed self-evaluation at the end of the course in order to receive a grade for the course. Failure to submit a completed self-evaluation will result in an incomplete (I) for the course. Refer to grading policy in the ADN Student Handbook.**

Client Medical Record Review Guide

Review the medical record for each assigned client. Follow HIPAA guidelines and policies when reviewing and handling client information. This list is a guide to assist the student in a basic chart review in preparation for providing care to assigned clients.

Client history and physical.
Physical/emotional status upon admission to hospital.
Past health history.
Physician's progress notes.
Significant changes in status or changes in medical treatment.
Nurse's (progress) notes significant changes in status and nursing treatments.
Plan of Care (POC).
Concentrate on "current" nursing diagnoses (client needs/problems). POC should identify nursing actions the student can expect to carry out for the client.
Flowsheets, laboratory reports, vital signs/intake and output flowsheets.
Note "abnormal" findings on flowsheets/computer screen and laboratory reports and how they relate to nursing care of the client. For example, a laboratory report of a hemoglobin of 9 (Hgb 9) is abnormally low and will affect oxygenation and circulation. Client may fatigue easily or have fainting spells, so caution is taken with ambulation. He/she may need blood products, dietary supplements (iron), oxygen, etc. Note abnormalities in vital signs, especially elevated temperature. Review other pertinent information such as the blood glucose readings.
Medications.
Review each medication client is receiving. Be familiar with the action, side effects, and rationale for each medication ordered.
Usually a 24-hour review is adequate unless client's progress is complicated.

Assigned Prework

All assigned prework (for example, a preliminary nursing plan of care in NUR 111) must be completed prior to student arrival to the clinical setting **unless instructed otherwise.** Attending clinical without completion of assigned prework is considered an act of clinical unpreparedness. Refer to Clinical/Lab/Simulation Unpreparedness.

Vital Signs

A vital sign routine will be ordered for the assigned client. After assuming care of the assigned client, students should collaborate with clinical staff with regard to obtaining and documenting client vital signs as ordered and in accordance with agency policy.

Intake and Output

Students should collaborate with the clinical instructor with regard to obtaining and properly documenting client intake and output. As with most clinical competencies, time management should be exercised. If the student is expected to report to post conference by 1400, the shift totals should be documented no later than fifteen minutes prior.

Charting

Practice Nurse's Notes:
The clinical instructor may require the student to write "practice" nursing notes which must be approved by the instructor before entering into the client's chart/computer chart. With each new rotation the complexity and accountability increase. Therefore, each instructor will inform the student when "practice notes" are no longer needed prior to documentation in the client's legal chart.

1. Sign each entry with the student's **legal name** (no nicknames). **First and last name** is sufficient followed by **SN/SCC**. When using paper charting, use black ink unless otherwise instructed. **Bring the charting examples from class for reference as needed.**
2. If the student uses the last form on the (paper) chart, prepare a replacement. Be sure the correct client name and identification label appears on the bottom of each page on the chart.
3. Initial physical assessment should be completed and documented as specified by the clinical instructor. Notify the clinical instructor before charting any abnormal findings so these can be validated.
4. Promptly sign the medication profile/computer medication record when medications are given and when IV bags and tubing are changed.
5. When computer charting is used on the assigned nursing unit, the clinical instructor will obtain passwords and orient the student to this method of charting.

Use of EHR tool for Clinical Assignments

When an *electronic health record (EHR) tool* is used for recording, reporting and/or documentation of the student's clinical client assignment, HIPAA guidelines apply. In each NUR course, students will sign the Confidentiality Statement document. The document will be filed in the student's file along with the course documents. The student will complete the orientation to the EHR. In accordance with HIPAA, the EHR "will not allow students to enter: client name, social security number, any biological identifiers (e.g., finger printing, retina scan), or age (students will be directed to select client age from a range of ages)."

All submitted clinical assignments will be purged prior to the end of the course semester by the Course Coordinator. In the event that a clinical instructor suspects entered data which may be considered specific client identifiers, the clinical instructor will notify the Course Coordinator immediately for review. The Course Coordinator will purge the submitted clinical assignment. The student's action will be addressed through the evaluation process reviewed in clinical competency evaluation procedure.

When a clinical agency policy allows use of the student's electronic device in the clinical agency, the student will follow hospital policy and will use the device only for the purpose of the clinical assignment. Except as noted above, under no circumstances may devices be used to record, document or otherwise reference protected health or other information related to clinical agency clients, employees, visitors or others within the clinical agency's facility. Failure to comply with the clinical agency's privacy and security practices may result in immediate and permanent removal from participation in any clinical agency.

Unprocessed Physician Orders

When paper charting and after using the client's chart from the chart rack, always check the healthcare provider's **order section** to make sure that **all orders** have been "processed" or **signed off by an RN**. An **RN's** signature should accompany each entry of the healthcare provider's orders. **If the healthcare provider's orders have not been processed, notify charge nurse, assistant unit director (nurse manager) or instructor. Do not replace unprocessed orders in the chart rack.** This also applies when the student is using the chart the day before clinical to gain information from the chart.

When computer charting and after using the client's computer record, always ensure that all orders have been processed and the computerized healthcare provider's order entry has been "**confirmed or acknowledged**" by an RN. **If the healthcare provider's orders have not been confirmed, notify charge nurse, assistant unit director (nurse manager) and/or instructor. DO NOT ADMINISTER MEDICATIONS WHICH HAVE NOT BEEN "CONFIRMED OR ACKNOWLEDGED."**

Meal Break

The time for the meal break should not interfere with assigned client care or post conference time. Mealtime is scheduled for 30 minutes. Assigned times for meals will be discussed during

the clinical orientation. Report to the nurse assigned to the client and, when applicable, the student team leader when the student is leaving and returning. A student peer can be responsible for only one other student's clients at a time. Meals may be available in the cafeteria at employee prices.

Client Item Charges

Hospital supplies may be charged to the individual client. Follow the agency policy/procedure related to supplies charges. Students are expected to be mindful of healthcare cost containment practices.

Clinical Agency Codes

Each hospital has a set of codes to identify emergency situations. The codes will be reviewed as part of the orientation in each clinical agency. The student is responsible for following the clinical agency's policies accordingly. **If the student suspects a client has had a cardiac/respiratory arrest or a rapid change in condition seek help immediately. Notify the nurse assigned to the client and instructor of worsening condition.**

Admission/Transfer/Discharge of Clients

Follow current agency policy for admission, transfer and discharge of clients. On admission to the client care agency, admission database information and the client assessment information must be completed. In addition, a brief admission focus note may be needed on the nurse's progress notes. The student is expected to assist with admission, transfer and discharge clients.

Medication Administration

An orientation will be provided to the clinical agency medication system for administering and documenting medications. The clinical instructor will arrange for the student to administer medications to assigned client(s). The focus of the medication experience will become more complex as the student progresses through the ADN curriculum. Initially the focus may be on oral route medications with progression to intramuscular and intravenous routes. **Preparation for the medication experience** should include but not be limited to, execution of the six rights of safe medication administration:

1. Right client
2. Right medication
3. Right dose
4. Right route
5. Right time
6. Right documentation
    - When using a paper record, compare the physician's medication orders to the medication profile, also referred to as the medication profile or medication administration record (MAR).
    - When using a computerized record, compare the physician's medication orders to the computerized medication profile.

    - Note medication allergies. **Check the client's armband to ensure the correct ID band** is in place and that the "allergy alert" color of band is correct. Allergy alert should be consistent with allergies listed on the medication record and the client chart or medical

record.

- Note food allergies and diet order. Determine foods that the medication may be safely mixed or taken with in case the client requests this or the student finds this necessary. Determine liquid of preference that the client desires in order to take the oral medications. Determine if the medication may be safely crushed if needed.
- Look up regularly scheduled medication and PRNs taken in the last twenty-four hours.
- If the clinical instructor has distributed a medication assignment to turn in after the medication experience, complete it as instructed.
- Know action of medications, side effects, and normal dosage for client's age.
- Determine relationship of each medication to the client's health problems/maintenance.
- Follow precautions associated with the administration of each medication in relation to storage, compatibility with other medications client is taking and interactions with other prescribed medications.
- Be alert to new medications ordered since the student last checked the medical record. The student may need to come in early to look up these new medications.
- Be alert to any medication changes reported at shift report.
- Check throughout medication experience for medications that may be added during the assigned medication time.
- Check policies (as applicable) on how to retrieve a medication that is not available in the client's medications.
- Clarify with the clinical instructor the expectations of the specific nursing course guidelines for preparation prior to administering medications.

Leaving Nursing Unit for Procedures

Follow clinical agency policies and procedures when the assigned client leaves the unit for treatment, x-rays, etc. **Obtain permission from the instructor before accompanying the client to the treatment area.**

Parking

Park in areas designated for students. Failure to comply with agency parking policies may result in the vehicle being towed.

Confidentiality/HIPAA Privacy Rules

The student must comply with client confidentiality and HIPAA privacy rules. The student must also comply with individual agency confidentiality and HIPAA protocol. Any violation (accidental, unintentional, or intentional) of HIPAA must be reported immediately upon realization. Utilize chain of command (clinical instructor, course coordinator, and department chair) for HIPAA violation notification. Actions to be taken and consequences of violation(s) will be reviewed by faculty and discussed with clinical facility personnel as required. HIPAA violations may result in course and program dismissal, agency action such as barring the student from clinical privileges, as well as potential legal action. Lack of knowledge does not excuse the action.

Information that is confidential is meant to be kept secret or private. Collins Dictionary. https://www.collinsdictionary.com/us/dictionary/english/confidential

HIPAA Privacy Rule

The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information and sets limits and conditions on the uses and disclosures that may be made of such information without client authorization. The Rule also gives clients rights regarding their health information, including rights to examine and obtain a copy of their health records, and to request corrections. https://www.hhs.gov/hipaa/for-professionals/privacy/index.html

Skills and Procedures in the Clinical Setting

Examples of skills that are **not** allowed to be done by the student nurse, with or without supervision, include but are not limited to, the following:

The Student Nurse will NOT, at any time in the program:

1. Manage the client with an epidural without the **direct** supervision of the RN.
2. Discontinue Epidural catheters.
3. Discontinue Central Line Venous Catheters, PICC, and Arterial Catheters.
4. Administer **Emergency** IV medications.
5. Obtain narcotics from the Pyxis/Omnicell.
6. Administer narcotics.
7. Perform cervical assessments on laboring clients.
8. Administer blood or blood products without the **direct** supervision of the RN*.
    a. *Students may not scan or administer the blood but can assist in monitoring.

9. Accept verbal or telephone orders, transcribe or “note off” orders.
10. Administer intraventricular medication through a reservoir.
11. Administer pharmaceutical agents into the intraosseous space.
12. Administer medications into reservoirs of intrathecal catheter.
13. Administer IV oxytocin during induction or augmentation of labor.
14. Administer thrombolytic agents (examples, retaplase, alteplase).
15. Titrate vasoactive drips (examples: norepinephrine, dobutamine, nitroprusside).
16. Obtain blood from existing arterial lines and/or performing arterial punctures.
17. Measure cardiac outputs and pulmonary artery wedge pressures.

If the skill requires certification or advanced training according to organizational policy the student nurse cannot perform it. If in doubt, please consult the clinical instructor or the course coordinator for guidance.

Table 1. Definitions of Important HIPAA Privacy Rule Terms[4]

Health Information	Individually Identifiable Health Information	Protected Health Information (PHI)
Any information, whether oral or recorded in any form or medium, that– (A) is created or received by a health care provider, health plan, public health authority, employer, life insurer, school or university, or health care clearinghouse; and (B) relates to the past, present, or future physical or mental health or condition of any individual, the provision of health care to an individual, or the past, present, or future payment for the provision of health care to an individual.	This is a subset of health information, including demographic information collected from an individual, and: (1) Is created or received by a health care provider, health plan, employer, or health care clearinghouse; and (2) Relates to the past, present, or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present, or future payment for the provision of health care to an individual; and (i)) That identifies the individual; or (ii) ith respect to which there is a reasonable basis to believe the information can be used to identify the individual.	Individually identifiable health information that is: (i)) Transmitted by electronic media; (ii)) Maintained in electronic media; or (iii)) Transmitted or maintained in any other form or medium. There are two exceptions: Individually identifiable health information in records covered by Family Educational and Privacy Rights (FERPA); and Individually identifiable health information in employment records held by a covered entity in its role as employer.

[4] Federal Register [Internet]. [A rule by the Health and Human Services Department]. Modifications to the HIPAA privacy, security, enforcement, and breach notification rules under the health information technology for economic and clinical health act and the genetic information nondiscrimination act; other modifications to the HIPAA rules. The Daily Journal of the United States Government. 2013.

Cannon, A. A. & Caldwell, H. (2016). HIPAA violations among nursing students: Teachable moment or terminal mistake-A case study. *Journal of Nursing Education and Practice, Vol. 6,* (12), 41-48. DOI: 0.5430/jnep.v6n12p41. http://www.sciedupress.com/journal/index.php/jnep/article/view/9579

Clinical Performance Evaluation Procedure

The Process

Each nursing course which contains a clinical/simulation component will follow this policy for clinical evaluation of student performance. Clinical evaluation is based on the student's performance in five clinical competencies. Satisfactory clinical performance is mandatory. In the event clinical performance is unsatisfactory, the student has failed to meet course requirements and will receive the appropriate grade.

An **S** or **U** is used to evaluate clinical performance. The **S** means that performance is satisfactory. The **U** means that performance is unsatisfactory. Refer to the course syllabus for the number of satisfactory scores that must be achieved to have an overall satisfactory clinical performance.

The student is required to demonstrate the ability to meet the clinical competencies and to maintain safe care for the client. Safe nursing practice is a critical component of any clinical experience. At times, remediation may be required. Refer to the course syllabus.

A student will be dismissed at any time from the nursing course for a single incident of "**unsafe** nursing practice." The student who demonstrates behavior that conflicts with safety essential to nursing practice will be dismissed from the course.

Safe Nursing Practice:

The nursing faculty defines safe nursing practice as the following:

- Practicing within the scope of the NC Nursing Practice Act for a Registered Nurse (Title 21, Chapter 36, NAAC.0217)
- Practicing within the objectives of the SCC Nursing curriculum
- Practicing within the rules, regulations, and policies of the affiliated clinical agencies
- Practicing within the guidelines of the America Nurses Associations Code of Ethics http://nursingworld.org/ethics/code

The nursing faculty uses professional judgment to determine if the student is not practicing safe nursing care. The following are examples of the criteria that faculty will use to determine if the student is delivering safe nursing care.

Mistakes:

- Usually isolated occurrence of human error.
- Often an error that a reasonable, prudent nurse might make in a similar situation.
- Student has otherwise consistently demonstrated previous knowledge and skills.
- Student readily acknowledges the mistake and is accountable for the occurrence and correction.

Unsafe Nursing (Clinical) Practice:

- Frequently performs with multiple errors or occurrences.
- An error that a reasonable, prudent nurse would not make in a similar situation.
- Actions reveal an inability to apply previously learned knowledge or skills.
- Demonstrates a lack of accountability for the action and fails to take responsibility for correction.

- Reckless behavior; a behavioral choice to consciously disregard a substantial and unjustifiable risk.

Once a student has been notified of clinical dismissal/clinical failure by the nursing faculty the student is no longer eligible to continue in the clinical area.

Student clinical evaluations will be completed after each evaluation period and made available for student review prior to the next clinical experience. It is the student's responsibility to contact the appropriate clinical instructor for review and clarification of each clinical experience. If any portion of the method for clinical evaluation is unclear, the student is to approach the clinical instructor before the beginning of the clinical rotation.

Each course may have written clinical assignments that will comprise a certain portion of the student's final course grade. Refer to the course syllabus. These assignments are designed to encourage each student to explore available learning resources, read and foster critical thinking while providing holistic care to the assigned clients.

Special student experiences may be identified as a component of the clinical experience. Refer to course calendar and clinical rotation.

* Students formally appealing faculty action will not be allowed to continue in the clinical area until the appeal has been resolved. Subsequent clinical experiences will be arranged as applicable. Please refer to the **Sandhills *Community College General Catalog*** for the College policy on Student Grievance Procedure and Student Appeal Procedure for further information.

Clinical Performance Evaluation Scale

The following three (3) tables provide a description of Satisfactory (S) or Unsatisfactory (U) as related to Level 1(NUR 111), Level 2 (NUR112 and NUR 211, NUR 114, and NUR 113 and NUR 212 and NUR 214) and Level 3(NUR 213).

Sandhills Community College
Associate Degree Nursing
CLINICAL PERFORMANCE EVALUATION SCALE

Level 1*

AREAS OF EVALUATION	SATISFACTORY CLINICAL PERFORMANCE (Equal to or greater than description below)	UNSATISFACTORY
Safety	Safe and accurate every time.	Unsafe. Unable to demonstrate behavior safely and accurately.
Professional Responsibility	Focuses on self-learning and self achievement; accomplishes self-learning.	Preoccupied with self; negates value of clinical experience.
Application of Principles	Identifies principles; needs direction from instructor to identify application Identifies obvious and underlying needs.	Partial identification of obvious needs/ not identification of underlying needs; unable to identify principles or apply them.
Focus on Nursing Intervention	Focuses on activity or own behavior.	Not focused. Unable to complete activity.
Assistance from Instructor	Requires frequent supportive assistance; occasional verbal/physical directive assistance needed.	Needs continuous verbal or physical directive assistance.
Coordination	Coordinated during most of activity.	Unskilled in majority of activity. Uncoordinated in majority of behavior.
Affect	Occasionally appears anxious but able to function.	Anxious with inability to function.
Time to complete tasks	Longer time or sometimes late in completing task.	Excessive waste of time. Activities omitted.

ASSISTANCE: What is required to maintain or encourage the student's performance.
SUPPORTIVE ASSISTANCE: Those that encourage, support, or reinforce but do not change or direct what the student does or says.
DIRECTIVE ASSISTANCE: Verbal and/or physical; those that indicate what to do or say next. Those that correct an ongoing activity.
(Refer to Student Handbook) An **S** or **U** is used to grade Clinical. The **S** means that performance is satisfactory. The **U** means that performance is unsatisfactory.
***Level 1**: Includes NUR 111

Sandhills Community College
Associate Degree Nursing
CLINICAL PERFORMANCE EVALUATION SCALE

Level 2*

AREAS OF EVALUATION	SATISFACTORY CLINICAL PERFORMANCE (Equal to or greater than description below)	UNSATISFACTORY
Safety	Safe and accurate every time.	Unsafe. Unable to demonstrate behavior safely and accurately.
Professional Responsibility	Accomplishes self learning; focuses on needs of client.	Focused on self learning and self achievement; negates value of clinical experience.
Application of Principles	Demonstrates evidence of application of previously learned principles/ facts; identifies interrelationships of data. Adapt behavior to meet identified needs and relationships in a changing situation.	Identifies underlying needs with assistance.
Focus on Nursing Intervention	Focuses on client initially yet changes to focus on activity as complexity increases.	Focuses on activity or own behavior. Unable to complete activity.
Assistance from Instructor	Occasional supportive assistance; infrequently needs directive assistance.	Demonstrates application of previously learned principles/facts with frequent directive assistance.
Coordination	Coordinated but uses some unnecessary energy to complete activity.	Occasionally unskilled in activity. Occasionally uncoordinated in behavior.
Affect	Appears confident and relaxed; minimal frustration.	Frequently appears anxious, worried, frustrated and unable to function.
Time to Complete Tasks	Uses reasonable time to complete task, occasionally expends undirected energy.	Non-productive. Considerably delayed so that activity is disrupted or omitted. Excessive waste of energy/time.

ASSISTANCE: What is required to maintain or encourage the student's performance.
SUPPORTIVE ASSISTANCE: Those that encourage, support, or reinforce but do not change or direct what the student does or says.
DIRECTIVE ASSISTANCE: Verbal and/or physical; those that indicate what to do or say next. Those that correct an ongoing activity.

(Refer to Student Handbook) An **S** or **U** is used to grade Clinical. The **S** means that performance is satisfactory. The **U** means that performance is unsatisfactory. ***Level 2**: Includes NUR 112, NUR 211, and NUR 114, and NUR 113, NUR 212 and NUR 214

Sandhills Community College
Associate Degree Nursing
CLINICAL PERFORMANCE EVALUATION SCALE

Level 3*

AREAS OF EVALUATION	SATISFACTORY CLINICAL PERFORMANCE (Equal to or greater than description below)	UNSATISFACTORY
Safety	Safe and accurate every time.	Unsafe. Unable to demonstrate behavior safely and accurately.
Professional Responsibility	Consistently other directed/ accomplishes needs of client through goals of health care team Accomplishes self-learning.	Focuses on self and self achievement.
Application of Principles	Applies new and previously learned principles and/or facts consistently.	No evidence of application of previously learned principles and/or facts.
Focus on Nursing Intervention	Focuses on client while performing activity. Adapts behaviors to meet identified needs and relationships in changing situations.	Focuses on client initially yet changes to focus on activity. Unable to complete activity. Unable to adapt with changing situations.
Assistance from Instructor	Behavior/activity completed with occasional supportive assistance or without any	Demonstrates application of previous learned principles or facts with supportive assistance.
Coordination	Consistently coordinated, adept in activity.	Uncoordinated/ unskilled in activity. Inconsistently, adept in activity.
Affect	Confident with relaxed manner.	Frequently appears anxious, worried, frustrated and unable to function.
Time to Complete Tasks	Completes task in expedient manner Completes activities in reasonable time consistently.	Non-productive. Occasionally activity is delayed or disrupted even when activity is completed. Activity omitted.

ASSISTANCE: What is required to maintain or encourage the student's performance.
SUPPORTIVE ASSISTANCE: Those that encourage, support, or reinforce but do not change or direct what the student does or says.
DIRECTIVE ASSISTANCE: Verbal and/or physical; those that indicate what to do or say next. Those that correct an ongoing activity.
(Refer to Student Handbook) An **S** or **U** is used to grade Clinical. The **S** means that performance is satisfactory. The **U** means that performance is unsatisfactory.
***Level 3**: Includes NUR 213

Clinical Competencies across the Curriculum

Clinical Competency #1: Safety

Clinical Competency #1: Safety		
Nursing 111 (Level 1)	**Nursing 112-212(Level 2)**	**Nursing 213 (Level 3)**
1. Maintain a safe, therapeutic client- centered environment when providing care for clients with simple alterations in health across the life span. (Course Objective I-1,2; II-2,5; III- 1,2,3)	**1. Maintain a safe, therapeutic client-centered environment when providing care for clients with specific alterations in health across the life span. (Course Objective I-1,2,3,4; II- 2,3,4,5; III- 1,2,3)**	**1. Maintain a safe, therapeutic client-centered environment when providing care for clients with complex alterations in health across the lifespan. (Course Objective I- 2,3;II-1,2,3; III-1,4,5)**
A. Identify measures to promote safety, prevent hazards to client safety, and maintain a safe environment.	A. Implement measures to promote safety, prevent hazards to client safety, and maintain a safe environment.	A. Advocate measures to promote safety, prevent hazards to client safety, and maintain a safe environment.
B. Pays attention in the present moment with a mindful focus. * *Mindful Focus is: *The capacity to pay attention in the present moment underlies our efforts to provide safe, client-centered care as well as to care for ourselves as caregivers. Mindfulness is intentionally paying attention moment-to-moment non- judgmentally with an open heart-mind (QSEN competencies)*	B. Pays attention in the present moment with a consistent mindful focus. *	B. Pays attention in the present moment with a consistent mindful focus*on self, client, team, and environment.
C. Demonstrate medical and surgical asepsis.	C. Practice medical and surgical asepsis.	C. Practice and critique medical and surgical asepsis principles.
D. Differentiate between normal and abnormal findings.	D. Examine normal and abnormal findings.	D. Evaluate normal and abnormal findings.
E. Promptly report deviations from normal.	E. Promptly report deviations from normal and intermittent status reports to appropriate team member.	E. Collaborate with the multidisciplinary team members regarding information on the client's status.
F. Follow institutional policies and procedures.	F. Practice institutional policies and procedures.	F. Practice and critique institutional Policies and procedures consistently.
G. Practice the six rights of medication administration.	G. Practice the six rights of medication administration.	G. Practice the six rights of medication
H. Demonstrate clinical decision making/critical thinking when addressing assessments, therapeutic effects, adverse reactions/side effects/contraindications related to medication administration.	H. Use clinical decision making/critical thinking when addressing assessments, therapeutic effects, adverse reactions/side effects/contraindications related to medication administration.	H. Use clinical decision making/critical thinking when addressing assessments, therapeutic effects, adverse reactions/side effects/contraindications related to medication administration.
I. Ensure the client receives a well-balanced diet according to physician's orders and can give supportive rationale for this diet.	I. Examine diet received for safety, nutritional adequacy for healing and client's nutritional status. Work with interdisciplinary team to provide individualized nutrition.	I. Analyze nutritional status and advocate additional measures as needed.
J. Identify errors and hazards in care related to quality improvement.	J. Implement safety design principles related to quality	J. Measure/evaluate quality of care.
K. Perform skills in a safe manner.	K. Perform skills in a safe and proficient manner.	K. Collaborate in developing and maintaining a client centered culture of safety.

Clinical Competency #2: Self-Direction and Responsibility

Clinical Competency #2: Self-Direction and Responsibility		
NUR 111 (Level 1)	**NUR 112—212 (Level 2)**	**NUR 213 (Level 3)**
2. Practice self-direction and responsibility. (Course Objective I-1,2; II-2,3,5,6; III-1,2,3)	**2. Practice self-direction and responsibility. (Course Objective I-1,2,3,4; II-2,4; III-1,2,3)**	**2. Practice self-direction and responsibility. (Course Objective II- 2,3,4,5; III-1,2,5)**
A. Physically, intellectually, emotionally, and psychologically prepared for clinical experience.	A. Physically, intellectually, emotionally, and psychologically prepared for clinical experience.	A. Physically, intellectually, emotionally, and psychologically prepared for clinical experience.
B. Follow through with responsibility.	B. Follow through with responsibility.	B. Organize and follow through with clinical responsibilities.
C. Submit required clinical assignments as	C. Submit required clinical assignments as	C. Submit required clinical assignments as directed.
D. Identify own strengths and limitations.	D. Appraise own strengths and limitations.	D. Evaluate own strengths and limitations.
E. Accept authority situations, constructive criticism with appropriate behavior changes.	E. Accept authority situations, constructive criticism with appropriate behavior changes.	E. Accept constructive criticism and display subsequent appropriate behavior.
F. Manage stress, time, and energy efficiently.	F. Manage stress, time, and energy efficiently.	F. Manage time purposefully and productively.
G. Ask appropriate questions, anticipate consequences and implications, and plan	G. Demonstrate initiative but able to request aid appropriately rather than make errors.	G. Initiate self-reflective practice.
H. Identify changes occurring throughout the day. I. Seek new learning experiences. J. Identify the nurse's role in the clinical setting.	H. Adapt to changes occurring throughout clinical day; able to re- establish priorities. I. Seek new learning experiences. J. Contribute as a nurse member of the health team.	H. Demonstrate flexibility to changes. Exhibit flexibility in providing care within the available time constraints. I. Create new learning experiences. J. Accept responsibility as the client's nurse. Participate as a member of the interdisciplinary team.
K. Recognize new orders/data related to client's current status.	K. Examine new orders/data related to client's current	K. Evaluate new orders/data related to client's current status.

Clinical Competency #3: Accountability, Ethical, and Legal Aspects of Practice

Clinical Competency #3: Accountability, Ethical, and Legal Aspects of Practice		
NUR 111 (Level 1)	**NUR 112 – 212 (Level 2)**	**NUR 213 (Level 3)**
3. Demonstrate professional clinical behaviors. (Course Objective II-1,5,6,7; III-	**3. Practice professional clinical behaviors. (Course Objective II- 1,2,4,6; III-1,2,3,4,5)**	**3. Practice professional clinical behaviors. (Course Objective I-2,3; II-1,2,3,4,5; III-1,5)**
A. Demonstrate the values, attitudes, behaviors, and beliefs important to professional nursing. B. Value holistic approach as nursing care basis.	A. Practice the values, attitudes, behaviors, and beliefs important to professional nursing. B. Value holistic approach as nursing care basis.	A. Practice professional nursing behaviors, incorporating personal responsibility and accountability for continued competence. B. Respect the client's uniqueness and related personal value beliefs.
C. Maintain positive and caring interpersonal relationships.	C. Maintain positive and caring interpersonal relationships.	C. Maintain positive and caring interpersonal relationships. Work well with other health team members.
D. Recognize legal/ethical implications of nursing actions.	D. Examine legal/ethical implications of nursing actions.	D. Analyze legal/ethical implications for providing care.
E. Identify and use technologic information and human resources including standards, principles, research, best practices and informatics.	E. Make sound judgments derived from application of standards, principles, research, best practices and informatics.	E. Integrate research findings and best evidence for performance improvement and best practices.
F. Practice ethically within the healthcare system according to the Nursing Practice Act, healthcare policy, and National Client Safety Goals.	F. Practice ethically within the healthcare system according to the Nursing Practice Act, healthcare policy, and National Client Safety Goals.	F. Practice ethically according to the Nursing Practice Act, healthcare policy, and National Client Safety Goals.
G. Follow institutional policies regarding HIPAA.	G. Follow institutional policies regarding HIPAA.	G. Follow institutional policies regarding HIPAA.
H. Recognize the role of the nurse as an advocate, protector, and supporter of the individual's rights and interests.	H. Advocate, protect, and support the individual's rights and interests.	H. Advocate with the multidisciplinary healthcare team for the therapeutic care of all individuals.
I. Accept accountability for behavior, actions, and judgments.	I. Accept accountability for behavior, actions, and judgments.	I. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
J. Follow dress code as outlined in ADN student handbook.	J. Follow dress code as outlined in ADN student handbook.	J. Follow dress code as outlined in ADN student handbook.
K. Punctual; notify instructor/clinical agency of tardiness or absence as directed.	K. Punctual; notify instructor/clinical agency of tardiness or absence as directed.	K. Punctual; notifies instructor/clinical agency of tardiness or absence as directed.
L. Exhibit personal behaviors that are acceptable to SCC Nursing Department and the clinical agency.	L. Exhibit personal behaviors that are acceptable to SCC Nursing Department and the clinical agency.	L. Exhibit personal behaviors that are acceptable to SCC Nursing Department and the clinical agency.
M. Identify delegation responsibilities.	M. Examine delegation responsibilities.	M. Delegate appropriately to health care team members.

		(213Team-leadingcomponent) N. Effectively coordinate a group of students to provide appropriate client care.
		1. Demonstrate psychological and physical preparation as team leader. 2. Evaluate ability of team members to perform assigned task. 3. Evaluate the results of the care provided by team members. 4. Evaluate team member's time management and prioritizing skills. 5. Select and use strategies for interventions with team members as necessary. 6. Use clinical decision making/critical thinking when supervising team

Clinical Competency #4: Nursing Process

Clinical Competency #4: Nursing Process		
NUR 111 (Level 1)	**NUR 112—212 (Level 2)**	**NUR 213 (Level 3)**
4. Use the nursing process to meet the health needs of assigned clients by implementing an individualized culturally competent client-centered plan of care for clients with simple alterations in health across the life span. (Course Objective II-2,3,7; III- 2,3)	**4. Use the nursing process to meet the health needs of assigned clients by implementing an individualized culturally competent client-centered plan of care for clients with specific alterations in health across the life span. (Course Objective II- 2,3,4,5,6; III-2,3)**	**4. Use the nursing process to meet the health needs of assigned clients by implementing an individualized culturally competent client-centered plan of care for clients with complex alterations in health. (Course objective I-1,2,3; II-2,3,4,5; III-2,3,4,5).**
A. perform systematic and holistic assessment.	A. perform systematic and holistic assessment.	A. Correlate the assessment data with the clinical course of individuals.
B. Distinguish relevant from irrelevant data, cluster relevant data together.	B. Analyze and prioritize assessment data.	B. Evaluate internal and external environmental factors that impact the health of individuals.
C. Make reasonable inferences/conclusions and give evidence in support; Identify relevant nursing diagnoses.	C. Select and prioritize relevant nursing diagnoses.	C. Formulate and prioritize appropriate nursing diagnoses based on data.
D. Plan short/long term goal/outcome criteria that is relevant, realistic, and measurable.	D. Plan short/long term goal/outcome criteria that is relevant, realistic, and measurable.	D. Plan short/long term goal/outcome criteria that is relevant, realistic, and measurable.
E. Identify nursing actions that support best practice to meet the client's physical, psychological, social, cultural and spiritual needs.	E. Select nursing actions that support best practice to meet the client's physical, psychological, social, cultural and spiritual needs.	E. Establish priorities in nursing care using best practice.
F. Identify actions to improve quality of care and safety.	F. Select actions to improve quality of care and safety.	F. Evaluate and modify actions to improve the quality and safety of client care.
G. Identify rationale and client response for planned nursing action.	G. Examine rationale and client response for planned nursing action.	G. Use sound judgment reflective of evidence-based practice.
H. Involve client/family in decision- making and planning care.	H. Involve client/family in decision- making and planning care.	H. Use appropriate decision-making skills in providing quality client-centered care (client/family/group).
I. Identify priorities and organize nursing care.	I. Implement priorities and organize nursing care.	I. Organize and manage the healthcare environment.
J. Describe appropriate recommendations for outcomes not achieved.	J. Select appropriate recommendations for outcomes not achieved.	J. Collaborate with the healthcare team making appropriate recommendations for outcomes using EBP/best practice.

K. Evaluate achievement of client outcomes.	K. Evaluate achievement of client outcomes.	K. Evaluate achievement of client outcomes.
L. Integrate newly introduced psychomotor, cognitive and affective skills when providing care to clients with simple alterations in health across the life span.	L. Integrate previously introduced psychomotor, cognitive and affective skills with newly introduced psychomotor, cognitive and affective skills when providing care to clients with specific alterations in health across the life span.	L. Integrate previously introduced psychomotor, cognitive and affective skills with newly introduced psychomotor, cognitive and affective skills into complex health situations across the lifespan.
M. Use clinical decision making/critical thinking and collaboration when developing a plan of care.	M. Use clinical decision making/critical thinking and collaboration when developing a plan of care.	M. Collaborate with the healthcare team in clinical decision making/critical thinking when developing a plan of care.

Clinical Competency #5: Communication

Clinical Competency #5: Communication		
NUR 111 (Level 1)	**NUR 112—212 (Level 2)**	**NUR 213 (Level 3)**
5. Use goal-directed communication techniques and informatics as a member of the interdisciplinary health team. (Course Objective II-4; III-2)	**5. Use goal-directed communication techniques and informatics as a member of the interdisciplinary health team. (Course Objective II- 3,5; III-2)**	**5. Use goal directed communication techniques and informatics as a member of the interdisciplinary health team (Course objective II-4, 5; III-3, 5).**
A. Inform clients about their health and wellness.	A. Assist clients in participating in their care and care decisions.	A. Empower clients by connecting them with appropriate resources.
B. Establish empowering partnerships with clients, families, peers, and co-workers.	B. Practice empowering partnerships with clients, families, peers, and co-workers.	B. Evaluate empowering partnerships with clients, families, peers, and co- workers.
C. Demonstrate receptive listening.	C. Practice receptive listening.	C. Incorporate receptive listening.
D. Communicate professionally using respect, compassion, and a caring attitude.	D. Communicate professionally using respect, compassion, and a caring attitude.	D. Communicate professionally using respect, compassion, and a caring attitude.
E. Demonstrate therapeutic and goal-directed communication.	E. Practice therapeutic and goal-directed communication.	E. Interact therapeutically with clients, families and health team members to facilitate supportive, on-threatening environment.
F. Value client's personal space.	F. Value client's personal space.	F. Value client's personal space.
G. Identify personal feelings that influence communication interactions.	G. Examine personal feelings that influence communication interactions.	G. Evaluate and manage personal feelings that influence communication interactions.
H. Practice non-judgmental behavior.	H. Practice non-judgmental behavior.	H. Practice non-judgmental behavior.
I. Communicate ideas, facts, feelings, and concepts clearly in a timely manner.	I. Communicate ideas, facts, feelings, and concepts clearly and concisely in a timely manner.	I. Communicate effectively relaying accurate, concise information frequently, updating on clients' status as appropriate.
J. Demonstrate appropriate use of information technology.	J. Practice appropriate use of information technology.	J. Practice appropriate use of information technology.
K. Identify lifespan and cultural considerations with communication.	K. Integrate lifespan and cultural considerations with communication.	K. Integrate lifespan and cultural considerations with communication.
L .Demonstrate teaching-learning principles when giving appropriate and accurate explanations, as needed to client, family and others.	L. Apply teaching-learning principles while meeting educational health needs of clients across the life span.	L. Evaluate teaching/learning effectiveness while meeting educational health needs of clients in complex health situations.

M. Identify developmentally and culturally appropriate educational principles.	M. Integrate developmentally and culturally appropriate educational principles.	M. Integrate developmentally and culturally appropriate educational principles.
N. Collaborate with members of the health team in planning referrals for clients.	N. Collaborate with members of the health team in planning referrals for clients.	N. Collaborate with the multidisciplinary team to coordinate delivery of care for a group of individuals.

STANDARDS, PROCEDURES, STATEMENTS

Statement Regarding Educational Advancement

The Sandhills Community College Nursing Faculty believe that continuing education has a significant impact on the lives of our students, the community and the profession of nursing. We encourage our students to begin thinking about continuing their education upon entry into the ADN program.

Looking ahead to your future:

- What goals have you set for your future?
- 1 year after graduation, 5 years, 10 years, 20 years
- What steps do you need to take to reach your goals?
- Have you considered continuing your education after graduation from SCC?
- Have you researched the next step towards a BSN? What schools have you considered?

SCC fosters an environment that embraces lifelong learning and offers various programs to assist students to advance their education to the baccalaureate and higher degree levels:

- Uniform Articulation Agreement between the UNC RN to BSN Programs and the NC Community College System
- LPN to ADN Transition Program at Sandhills Community College
- RIBN (Regionally Increasing Baccalaureate Nursing)
- Bridge Program through UNC-P.

We also encourage our graduates to seek out employers who value their level of education and distinct competencies.

Choose an employer who:

- Asks or tells you about career opportunities.
- Offers tuition reimbursement or educational assistance.
- Coaches or encourages you to pursue educational goals.

Technical Standards

All students in the Nursing Programs are expected to perform assigned skills, class assignments, and clinical activities/responsibilities at the same level, with or without accommodations. It is the responsibility of the applicant/student to read the technical standards carefully and to ask for clarification of any standard that is not understood. Refer to Technical Standards further in this Handbook. Sandhills Community College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Americans with Disabilities Act

A student with a disability, as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, may decide to initiate contact with the Disability Services Office. The coordinator of disability services will review the student's disability documentation to determine eligibility for services. The following website outlines the steps the student must complete in order to receive disability services. Americans with Disabilities Act

Sandhills Community College Student Governance Statements

This page is a summary for students of various policies and services listed in the SCC catalog. College Catalog.

Academic Honesty. The college believes that the pursuit of knowledge requires honesty. Students are expected to act appropriately and deal honestly in all aspects of their interactions with the college and their academic work. The college will not tolerate dishonest acts such as copying the work of another; using unauthorized help, books, or notes on examinations or projects; or intentionally representing the work of another as one's own without proper reference (plagiarism). The consequences of academic dishonesty may vary according to circumstances. Actions that could be taken include, but are not limited to, the following: a failing grade for the work involved, failure in the course, or removal from the course. For additional information, please read "Academic Honesty" in the SCC catalog. Student Code of Conduct.

Accommodations for Students with Disabilities. The college strives to provide an equal educational opportunity to all. In compliance with college policy and equal access laws, professors are available to discuss appropriate academic accommodations that may be required for a student with disabilities. Students requesting accommodations must contact the college disabilities coordinator in the SCC catalog. SCC Student Governance Statements

Annual Security Report. To comply with federal laws the college provides information about serious crimes that have occurred on campus during the last three years. Copies of the Campus Crime Statistics Report and Annual Security Report may be obtained by contacting the main campus switchboard (910-692-6185) or the director of the Hoke Center (910-875-8589). The information can also be found on the college's Security & Emergencies website.

Attendance. Because the College realizes that academic success is tied to regular attendance, students are expected to attend all class sessions, laboratories, and clinical experiences. Each course syllabus will describe the attendance requirements for the course, including any permitted absences. Please consult the "Academic Policies and Procedures" section of the SCC catalog. Important Policies for Students

Classroom Conduct. Faculty and students at Sandhills Community College — on the main campus or off-campus locations, including online — have the right to an instructional environment that is conducive to study, thought, and full concentration on study topics. Student behavior that threatens such an environment and disrupts learning and teaching activities — including unauthorized use of technology (e.g., cell phones, computers, hand-held or smart devices) — will not be tolerated and will be subject to disciplinary actions, including removal from a course or program or denial of admission to a course or a program. For additional information, please read "Student Conduct" in the SCC catalog. Student Code of Conduct

Computer Use. The college expects and requires ethical and responsible behavior of individuals using information resources, which include computers and the college network and Internet

capabilities. Individuals using these resources must abide by the college's "Acceptable Use Policy." Acceptable Use Policy which requires respecting intellectual property rights, protecting private information, refraining from accessing inappropriate or offensive information, and ensuring open access to available resources.

Student Grievance Procedure. The college assures Sandhills students that their grievances will be considered fairly, rapidly, and in a non-threatening atmosphere. Any student who feels unfairly treated may follow the "Student Grievance Procedure, described in detail in the SCC catalog. Student Code of Conduct Utilize the chain of command (class/clinical instructor, course coordinator, and department chair).

Support for Student Learning and Progress. Academic advising is available to all students in the Advising Center, which will assist in developing an educational plan consistent with life goals and objectives. Tutoring is available to all students on an individual or small group basis. Students are encouraged to apply early in the semester for free tutoring service. The Kelly Tutoring Center

Boyd Library has a wealth of print and online resources. The Learning Resources Computer Lab Information in Boyd Library provides computer access as well as staff assistance with online research. Counselors Counseling are available to assist students in coping with any concerns or difficulties they may experience while attending college. Career and job placement Career Counseling & Job Placement are also readily available.

Distance Learning Support. In order to accommodate the needs of distance learning students, Sandhills Community College has implemented policies and procedures to protect student rights and to provide Student and Curriculum Support Services. These procedures are available on our website on the "My SCC Student Cyber Connection page" Student Governance Statements Sandhills Community College Boyd Library provides access and instruction in the effective use of its resources to distance learning students. Through the Boyd Library students can obtain more information about library resources and services. Students can access our on-line catalog for interlibrary loan, NCLIVE and other databases 24/7 anywhere there is Internet access. At faculty request, fully distance learning courses have an embedded librarian who will respond to the student's questions in a timely manner.

Intellectual Property. The college provides an environment that supports the academic activities of the faculty, staff and students. The college's intellectual property policy supports the College's mission while it encourages and supports the intellectual property rights of the faculty, staff and students of the College. This policy and its supporting procedures are located in the General Catalog. Student Governance Statements

Technical Standards

Sandhills Community College Nursing Program

Consistent with its mission and philosophy, the Department of Nursing at Sandhills Community College is committed to providing accessible quality nursing education to individuals who will function as competent entry-level nurses. The ADN program prepares students to think critically and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and client safety, foster professional integrity, and ultimately improve the health outcomes of individuals.

The faculty identify that the practice of nursing is directed toward meeting the holistic health care needs of individuals throughout their lifespan. This care requires teamwork and collaboration. The nurse uses the concepts of communication, evidence-based practice, professionalism, ethics, and safety in the delivery of care in settings throughout the community.

The ADN curriculum requires students to engage in diverse and complex experiences. Certain functional abilities are essential for the delivery of safe, effective nursing care. Therefore, the faculty has determined that the following technical standards and skills are essential for admission, progression, and graduation from the nursing program.

Pre-Nursing and Nursing student behaviors/attitudes contrary to SCC core values, the ADN Technical Standards, and/or student code of conduct in the classroom, lab, clinical, campus or related college events may be addressed by nursing faculty via a Report of Student Progress &/or by the Dean of Student Services or the Dean of Instruction. Depending on the gravity, a single incident could result in denial of admission, withdrawal from the course or program dismissal. Noncompliance with recommendations on the Report of Student Progress could result in denial of admission course withdrawal (WF) or program dismissal.

Communication Skills

- Sufficient skills to communicate effectively (with accuracy and clarity) and sensitively with faculty, peers, clients, family members and other members of the health care team; including speaking, hearing, reading, writing, and computer literacy.
- Sufficient skills to convey or exchange information at a level allowing development of a health history, identifying problems, explaining alternative solutions; teaching, directing and counseling during treatment and post-treatment.
- Sufficient skills to communicate in ways that are safe and not unduly alarming to faculty, peers, clients, family members and other members of the health care team.

Examples of relevant activities:

1. Give verbal directions to or follow verbal directions from others and to participate in group discussions in the class, simulation/lab and clinical.
2. Elicit and record information about health history current health or responses to treatment from clients and/or family members.

3. Developing rapport with clients.
4. Provide verbal and written communication regarding client status.

Cognitive, Conceptual and Quantitative Skills

- Sufficient skills to read and understand written documents in English.
- Sufficient skills in problem solving including measurements, calculation, reasoning, analysis and synthesis.
- Sufficient skills to comprehend three-dimensional and spatial relationships.

Examples of relevant activities:

1. Accurately calculate and measure ordered doses of medications using solid, gel, cream and liquid measurements.
2. Read and interpret physician orders and written or computer documented changes of respiratory functions.
3. Enter complete and accurate information in the client's medical record and recognize trends and changes which need to be followed up and addressed for maintaining optimal client care and safety.

Motor Skills

- Sufficient skills to execute movements required to provide general care and treatment to clients in all health care settings.
- Sufficient skills include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing procedures, perform basic laboratory tests and provide routine and emergency care and treatment to clients in a timely manner.

Examples of relevant activities:

1. Mobility sufficient to carry out client care procedures, such as performing emergency airway suctioning.
2. Strength to carry out client care procedures, such as assisting in the repositioning and lifting of clients.
3. Physical endurance to complete assigned periods of clinical practice and simulation activities.
4. Fine motor skills to obtain assessment information by palpation, auscultation, percussion and other diagnostic maneuvers.

Behavioral Skills

- Sufficient skills to relate to faculty, peers, clients, family members, instructors and other members of the health care team and colleagues with respect, honesty, integrity and non-discrimination.
- Sufficient skills for the development of a mature, sensitive and effective therapeutic relationship with clients.

- Sufficient skills to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
- Sufficient skills to work constructively in potential stressful and rapidly changing environments.
- Sufficient skills reflecting ethical behavior, including adherence to the professional nursing code of ethics; and an acceptable behavior/attitude, including adherence to the SCC Student Code of Conduct and Academic Honesty policies; and an acceptable behavior in compliance with the laws and regulations governing the nursing profession.
- Sufficient skills to modify behavior in response to constructive criticism and to maintain a high level of functioning in the face of demanding workloads and stressful situations.

Examples of relevant activities:

1. Emotional skills to remain calm and respond appropriately in various situations.
2. Interpersonal skills to communicate sensitively and effectively with faculty, clients, families, peers of diverse religious, cultural or social backgrounds.
3. Behavioral skills that demonstrate safe and professional judgment.
4. Prompt completion of assigned responsibilities in the clinical, simulation/lab and classroom.
5. Willingness to care for clients with communicable diseases.

Sensory/ Observation Skills

- Sufficient skills to observe and learn from demonstrations in the basic science laboratory courses, in the clinical skill laboratory, from demonstrations in the client care areas and observations of the client and the client's environment.
- Sufficient skills to perform health assessments and interventions; observe diagnostic specimens and reports; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a client's condition.
- Sufficient skills to observe and learn using computerized and highly technical learning environments in the simulation/skill laboratory, from demonstrations in the client care areas and observations of the client and the client's environment.

Examples of relevant activities:

1. Visual - To draw up the correct quantity of medication in a syringe; or detect changes in skin color or condition; or detect changes in waveforms and numerical readings on the bedside display monitors Auditory – To detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor a client's condition.
2. Tactile – To detect unsafe temperature levels in heat producing and cooling devices used in client care or to detect anatomical abnormalities, such as edema or small nodules.

COLAS GUIDELINES FOR ON CAMPUS STUDENTS

***Do not come to campus if you have been advised to quarantine due to exposure or are feeling ill. Notify your instructor and course coordinator by email.**

1. **Students may choose to wear a mask when on campus- this is subject to change per college policy.**
2. **Students must observe social distancing of at least 3 feet apart within classrooms; maintain at lest 6 feet apart in non-classroom areas, to include outdoors.**
3. **Stagger bathroom breaks to facilitate social distancing when using bathroom facilities on campus.**
4. **HANDWASHING is required prior to beginning activities in the labs.**
5. **Hand Sanitizer will be supplied in the wall units only. Individual bottles will no longer be on the bedside tables.**
6. **PPE is in short supply, use it wisely!**
7. **Use only the equipment and supplies provided to you. Please ask for items from supply areas.**
8. **Limited occupancy for each room will be observed so that social distancing is facilitated. You must be scheduled for CoLaS activities and rooms.**
9. **Students are expected to wipe down any equipment, tables, chairs, etc. after use.**
10. **Bring in only those items needed for CoLaS. Personal belongings should be kept separate from other students' belongings.**

Screening may be completed before you enter the labs.

SCREENING-are you experiencing any of the following? **If sick, stay home.**

Symptoms may appear 2-14 days after exposure to the virus.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- If your temperature is 100.4F or greater, you will not be able to participate in the lab activities on campus.

I have been made aware of the guidelines for on campus activities in COLAS and agree to observe them as stated. I understand I may not participate if I show signs of illness and will need to arrange makeup with my instructor:

_____

Student signature Date

SANDHILLS COMMUNITY COLLEGE HEALTH SCIENCES AND NURSING DEPARTMENTS

Drug Screen and Criminal Background Procedure

It is the procedure of Sandhills Community College Health Sciences and Nursing Departments to adhere to all policies of clinical agencies with which the College contractually affiliates for student clinical learning experiences. The majority of clinical agencies require a criminal background check and drug screening as recommended by their accrediting agency, the JC (Joint Commission), and for other reasons as well; therefore, students admitted to programs with a clinical component are also required to complete an official criminal background check and drug screen to meet the requirements of the clinical agencies.

Criminal Background Check: Standards for criminal background screening are those commonly required of employees of hospitals. Criminal background checks must review a person's criminal history from the date of application. The check must include all cities, counties and states of known residence for a specified period.

Drug Screening: As related to drug screening results, refer to the SCC Compliance Statements, "Compliance with the Drug-Free Workplace Act and the Drug-Free Schools & Communities Act of 1988," in the Sandhills Community College Catalog.

College Responsibilities:

The college will direct this process by identifying the company (CastleBranch) performing the check and screening. The Health Sciences and Nursing Departments will not approve the use of any other company. The criminal background check/drug screening company will provide the results to the clinical agencies in accordance with the contractual agreement.

The clinical agencies have the discretionary right to refuse any student having a criminal record and/or positive drug screen from receiving clinical training in their facility. This determination is made by each clinical agency without input from the college. The college will not be informed as to the nature of a student's ineligibility to participate in clinical training.

Individuals determined to be ineligible by any clinical agency will not be allowed to progress in any program within the Health Science and Nursing departments, since the student will be unable to successfully complete the required clinical objectives; consequently, the student will be unable to complete the required program of study. At this point, the student will be withdrawn from the program and will be directed to SCC Student Services for advisement regarding other programs of study.

Student Responsibilities: All students must sign a release of records in order for the clinical agency to review the documents. All students are responsible for the cost of the check and screenings at the time of the testing. Fees pertaining to the criminal background check and drug screening are subject to change.

By signing this document, I am acknowledging that I understand the Sandhills Community College Drug Screen and Criminal Background Procedure; furthermore, I am also authorizing the release of the above information to any contracted affiliate of Sandhills Community College to determine my clinical eligibility.

Student Name:_____

(Please Print)

Student Signature:_____Date: _____

This document is housed in CastleBranch, signed and uploaded.

Process for injury in the lab

Type of injury

1. **Needlestick-** wash with soap and water, notify your supervisor Clean – complete injury claim form if needed
Dirty or contaminated- see medical provider immediately

2. **Chemical** exposure, notify supervisor Flush area with plenty of water
Eye wash station is in K130
Consult MSDS for recommendations, call EMS if needed Seek medical treatment as needed Complete injury claim form if needed

3. **All other** types of injuries- apply first aid, notify supervisor and call EMS as needed. Complete injury claim form if needed

FOR EMERGENCIES DIAL 911- They will notify campus police.
Campus police (910) 695-3831

All injury claim forms should be processed through Theresa Sheets 105A Stone Hall, Phone 910-695-3702.

All injuries at a clinical facility should follow the protocol at that facility. Be sure the supervising faculty is notified. Then contact Theresa Sheets to complete college forms.

APPENDIX A: Medical Forms

May obtain form from the Nursing Department Office.

Sandhills Community College Nursing Department Follow-Up Medical Form

Health Care Provider: This student has been referred to you by the faculty of the Nursing Department of Sandhills Community College. The student participates fulltime in a demanding nursing curriculum and significant alterations in health have been noted. Please complete Part B of this form. **Thank you.**

Reason for Referral: (To be completed by student or faculty)

Related to: (Check all that apply)

☐ Illness ☐ Injury ☐ Change in Medication ☐ Change in Health Status

☐ Other _____

Part A: Student Information (Please print in black ink. To be completed by student)

_____

Last Name First Name Middle/Maiden Name Personal ID

_____

Permanent Address City State Zip Code Phone Number

_____

Name of Emergency Contact Person Relationship Phone Number/Alternative Number

Statement by Student: I understand that my well-being may impact my delivery of care to others. Also, I understand that I may choose to disclose to faculty members any pertinent health issue/medication on a "need to know" basis or that may be helpful in an emergency situation.

Student Signature_____Student ID_____Date_____

Part B: Follow-Up Health Evaluation (Print in black ink. To be completed and signed by physician / physician assistant / nurse practitioner.)

I have examined_____DOB_____and based upon my assessment of this student's physical, mental and emotional health on

_____(MM/DD/YY) he/she **does** or **does not** (circle one) appear able to participate in activities of a health profession in a clinical setting. I have addressed any relevant and/or age-appropriate health factors or interventions with this student.

Comments_____

_____

_____

Signature of Physician/ Physician Assistant / Nurse Practitioner Date _____

_____ _____

Print Name & Credentials of Above Signature Clinical Address / Phone Number

Sandhills COMMUNITY COLLEGE

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Nursing Department Medical Form

In addition to the required immunizations and TB screening, a physical examination completed within 6 months prior to entry/reentry into the program by Physician/Physician Assistant/Nurse Practitioner is required for entrance into a Nursing Program of Study at SCC. **To the provider of care: please utilize your own office practice forms to evaluate the health history and document the physical exam (forms to be kept on file at your office; SCC does not request a copy).**

I have examined _____ DOB _____

and based on my assessment of this student's physical, mental and emotional health on_____/ _/____,

he/she does **or does not** (circle one) appear able to participate in the activities of a health profession in a clinical setting. I have addressed any relevant and/or age appropriate health factors or interventions with the student.

Comments

_____

_____

Date _____

Signature of Physician/Physician Assistant/Nurse Practitioner

Print name/or Stamp _____ Phone_____

Office Address _____City_____State_____Zip_____

To be completed by the Student:

I understand that my well-being may impact my delivery of care to others. During enrollment in the nursing program, I understand I may be required to have an updated medical evaluation in the event of any significant illness, injury, or change in physical, mental or emotional health. I understand that I may choose to disclose to faculty members any pertinent health issue/medication on a "need to know" basis or that may be helpful in an emergency situation.

Student signature:_____Date_____

Print Name_____Student ID_____

SAMPLE

CoLaS Injury Report
Sandhills Community College Nursing Program

Name of injured:_____ **Date:**_____

Course number:_____ **Time:** _____

Place of occurrence: _____

INJURY TYPE

____Needle Stick Location _____	__ _Clean	___Dirty ___Exposure to body fluids? (see provider)
____Chemical exposure Chemical name: _____	MSDS consulted _____ Body part splashed_____ *****IF EYES, GO TO EYE WASH STATION IN ROOM K130	
_____Abrasion _____Muscle strain ____	____Laceration ____Fall	Location of injury: -

Please describe the incident: How did it happen? What was student doing at the time?

How could this have been prevented?_____

Action taken

Type	Description	result
____First aid ____Campus Police notified ____EMS notified ____Sent home ____Sent to MD Family or emergency contact notified?_____	_____	_____ _____ _____ _____

***Signature of person completing this form: _____

APPENDIX B: Contracts-Forms

Sandhills Community College Nursing Program Center of Learning and Simulation
Simulation Disclosure Contract

I understand that Sandhills Community College is a learning environment. All simulation sessions or scenarios, regardless of their outcome, and all debriefing sessions should be treated in a professional manner. All students participating in any simulation session or debriefing session will have everyone's respect and attention. Situations simulated in the Sandhills Community College Nursing Department Center of Learning and Simulation are to be used as a learning tool.
I understand that the simulation mannequins are to be used with respect and treated as if they were living clients in every sense – legal, moral, philosophic.
I understand that simulation and debriefing sessions may be recorded. I agree to maintain the confidentiality and security of all events, procedures and information used in conjunction with the Simulation Laboratory. This includes client history information obtained prior to the actual simulation experience, as well as, information obtained and used in the pre- and post- debriefings.
I understand that all video/audio recordings will be destroyed at the conclusion of the simulation session.
I understand that Sandhills Community College supports the Student Code of Conduct. The Student Code of Conduct is binding to all members of the school community. This includes the Sandhills Community College Department of Nursing Center of Learning and Simulation. I understand that nursing students are not to share information about their simulation experience with other students.
Violation of the confidentiality statement is a violation of the Student Code of Conduct. As a result of this violation, the nursing student may be subject to disciplinary actions, including removal from the Sandhills Community College Nursing Program.

I,_____(printed name of student) have read and understand the statements above.
Date:_____(Valid for duration of program enrollment)

ADN 1st year
ADN 2nd year
NUR 214

Student Signature: _____

Sandhills Community College
Statement of Risk and Clinical Release Form

The Nurse Aide, Nursing, and Health Science curriculum include specific content about proper body mechanics, infection control and workplace safety. However, there is inherent risk in a health care setting. Despite compliance with safety regulations, policies, procedures and current practice guidelines, all health care workers, including students of health care professions, are at risk of exposure to illness and physical injury.

The Sandhills Community College faculty and the clinical health agencies exercise reasonable and prudent precautions to prevent injury and to decrease risk of exposure to hazards for students, faculty, staff and clients. We expect adherence to all agency safety precautions and policies and we require every student to follow the Centers for Disease Control and Prevention (CDC) guidelines for immunizations.

Neither Sandhills Community College nor instructors accept liability for injury or illness claims resulting from student participation in clinical experiences. Sandhills Community College provides accident insurance for students injured as a result of campus and clinical activities, but it offers limited coverage. We recommend that students acquire/hold personal health insurance.

Student attestation:
I understand the above statements and accept personal risk and liability.

_____ Date _____
Student Signature

If student is not yet eighteen years old, he/she must obtain parental/guardian consent:

Given the above and considering that_____is a minor, I attest that I hereby accept the above conditions and consent to allowing my child/guardian to participate fully in the: Nurse Aide, Nursing, EMS, MLT, OMA, PSG, RAD, RCP, or SUR courses.

_____
Parent/Guardian Signature if student is <18 years old

Updates/Revisions	
5/2/05; 5/2010; 03/21/2013	Drug Screen and Criminal Background Procedure
10/2011; 8/2013; 8/2016; 7/2018; 7/2019; 7/2023	ADN Readmission Procedure
10/2011; 7/2013; 8/2013; 7/2018	ADN Transfer Procedure
12/2011; 09/25/13; 07/2014; 07/15/15,07/17/18	Equipment
12/2011; 09/25/13; 07/2014; 07/15/15	Purchasing Uniforms
10/11/2012; 6/2/2015; 6/22/2016	ADN Admission Process
7/03/13; 7/2023	Testing Protocols
7/2023	Academic Honesty; Student Discipline/Dismissal
7/03/2013	Associate Degree Nursing Program Mission and Philosophy
7/10/2013	Sandhills Community College Nursing Department Follow-Up Medical Form
7/29/2013; 07/2014; 07/19; 7/23	Technical Standards
7/2014	Conceptual Framework
5/10/2016	Statement Regarding Educational Advancement
8/15/16	Clinical Performance Evaluation Procedure; The Process
7/25/2019; 8/2023	Dress code, HIPPA, Philosophy statement notation, Technical Standards (Sensory)
7/2019	Uniform
2/14/2020	ADN Mission & Philosophy
6/25/2020; 8/2023	Philosophy; Dress Code Moved clinical evaluation to Clinical section
7/16/2020	The basics of what your clinical experience will include
1/11/2021	Standardized Exams & Follow-Up Medical Form
7/2021	Inclement Weather
7/18/22	Student Success, Missed Exams/Tests/Quizzes
7/18/22	Addition of Skills and Procedures in the Clinical Setting

SANDHILLS COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
ADN Student Handbook

Signature Page

The policies and guidelines in this handbook will be effective throughout your nursing education at Sandhills Community College. Changes will be communicated via Moodle and/or classroom announcements. The online document will be updated to reflect the changes as they occur.
I attest that I have received the ADN Student Handbook, had opportunity to read it and ask the nursing faculty for clarification on information that is not clear to me.

_____
Date ADN Student Handbook was received and reviewed

_____ _____
Student Name Printed Date of Signature

_____
Student Signature