SCC’s nursing education program is accredited by the
Accreditation Commission for Education in Nursing (ACEN)

*This Associate Degree in Nursing Handbook supersedes any previous ADN handbooks. All other ADN handbooks are deemed invalid. Any needed information not found in this handbook may be found in the Spartanburg Community College (SCC) Catalog and Student Handbook/Planner.
Spartanburg Community College Policies

For information regarding the following policies, please see the current SCC Student Planner & Handbook:

- Academic Misconduct
- Alcohol and Drugs
- Alerts – Campus Closings and Emergency Notifications
- Cellular Phones, Pagers/Beepers and Electronic Devices
- Classroom/Lab Conduct/Expectations
  - Attendance
  - Absences
  - Sleep
  - Attitude
  - Profanity
  - Cell phones, pagers/beepers, etc
  - Guests and Children
- Children on Campus
- Class Attendance
  - Tardiness
  - Absences for Religious Holidays
- Financial Aid and Veterans Benefits
- Graduation Eligibility
- Hazardous Weather
- Library
- Record Changes
- Records and Transcripts
- Services for Students with Disabilities
- Smoking Policy
- Student Code and Grievance Procedures
- Student Refund/Withdrawal/Federal Return of Funds
- Withdrawal from a Course/Term/College
INTRODUCTION

This handbook is designed to provide students with information concerning the policies and procedures specific to the Health Sciences Division. The faculty reserve the right to change, delete, or addend any of the content in this handbook pending written notification to the students.

This program handbook is designed as a supplement to the Spartanburg Community College Catalog and the College’s Student Handbook/Planner.

Students are expected to follow the general rules and regulations of the College as written in the College’s Student Handbook and the specific requirements of the department and the clinical affiliate’s handbook while in the program. The purpose of these rules and regulations is to protect the rights of students and allow students to prepare academically in a positive environment.

It is important that the student read the College’s Student Handbook/Planner which details student rights and the Code of Conduct. The disciplinary actions and appeals process described in the Student Code are followed in administering the rules and regulations of the Health Sciences Division.

If a student in one of the Health Sciences’ Programs is suspended due to violation of policies and procedures described in this handbook, the College's Code of Conduct and violation procedures will apply and the student may re-enter only by following the appropriate procedures as described in this handbook.

APPROVED:  

Dr. Benita Yowe  
Dean of Health Sciences  

Julie S. Denesha, MSN, RN  
Department Chair
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SPARTANBURG COMMUNITY COLLEGE
ASSOCIATE DEGREE IN NURSING

The Spartanburg Community College (SCC) Associate Degree in Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN)

Notice of Student Responsibility:
Failure to read this publication does not excuse any Associate Degree in Nursing student from the policies and procedures described within this Nursing Handbook, the College Catalog, or the College’s Student Handbook/Planner. Personal issues, illnesses, outlying factors, or contradictory advice from any person(s) or source(s) is not an appropriate defense or grounds for violation of policies or procedures related to the Associate Degree in Nursing Program or any information contained in the Program Handbook.

It is the student’s responsibility to remain apprised of curriculum changes, schedules, classes or any information related to student outcomes for success. All personal data, including official transcripts, are sent to the College’s Records/Admissions Office for recording by the beginning of the final semester of the nursing program. The Associate Degree in Nursing Program at Spartanburg Community College holds the right to amend any information found herein. Any amendment(s) made will be made available to students at the time the Program Handbook is amended.

Spartanburg Community College does not discriminate based on race, color, religion, age, sex, national origin/ethnic origin, or disability in its admissions policies, programs, activities, or employment practices.
Essential Abilities and Skills Required for Nursing

The following abilities and skills are essential for a student to be successful in the Nursing Program and to become employed as a Registered Nurse (RN).

The student must be able to:

- Lift and carry a minimum of 25 pounds unassisted
- Sit, bend, reach and/or walk and stand for most of a (12) hour shift.
- Push and pull a patient using appropriate body mechanics
- Demonstrate visual and auditory acuity with or without adaptive devices to complete such assessments including heart and lung sounds and inspection
- Possess dexterity to successfully manipulate and utilize supplies and any equipment such as: syringes, dressings, suctioning equipment, oxygen equipment, assistive devices, etc.
- Safely lift and transfer a patient from a stretcher to a bed and vice versa or a bed to a wheelchair and vice versa using minimum and maximum assistive devices
- Possess the ability to express one’s self in an oral and written form and illustrate appropriate interpersonal skills
- Possess the ability to successfully calculate mathematical medication problems relevant to clinical situations and competently prepare and administer these medications
- Be able to work in a fast paced, potentially stressful environment: a) at the college-level handle stresses of an intense nature in the classroom, laboratory, and clinical setting; b) at the clinical-level possess the flexibility to adjust and react to rapid changes in a patient status and respond appropriately.
ASSOCIATE DEGREE NURSING PROGRAM

MISSION

Spartanburg Community College Associate Degree Nursing program's mission is to prepare an accountable, competent, and technologically prepared nurse, who will be able to provide quality nursing care in diversified healthcare settings, advance in the practice of nursing, and function as an integral member of the healthcare team.

VISION

Spartanburg Community College Associate Degree Nursing program’s vision is to build a solid framework for the professional development of the nursing student by maintaining educational excellence and modeling high standards throughout the program.

VALUES

Nursing is an interactive, holistic, and therapeutic process of caring for and about individuals (humankind), families, and communities across the lifespan. Nursing is the act of caring, combined with knowledge, and critical thinking.

The nurse is a competent, knowledgeable, accountable, and collaborative member of the interdisciplinary healthcare team. The nurse promotes effective communication while maintaining client and organizational confidentiality. Utilizing the nursing process, critical
thinking skills, and ethical/legal principles, the nurse is a client advocate and a manager of care by promoting optimal health and/or a dignified end of life.

The practice of nursing involves collaborating with other healthcare providers in determining the most appropriate healthcare for an individual and providing teaching and counseling with regard to healthcare modalities available in order to make an informed decision. It involves supervising, teaching and evaluating those who perform or who are preparing to perform nursing functions in the various healthcare arenas.

Nursing is a dynamic process of assisting individuals (humankind), families, and communities toward the goal of optimal health. This process involves the promotion, restoration, and maintenance of health and wellness, in addition, to advocating a quality end of life and dignified death. Scientific nursing principles and supportive courses form the basis of the nursing process utilized in meeting the needs of clients/patients through assessment, analysis, planning, intervention, and evaluation.

*Society* encompasses human beings living in groups who behave and function in ways unique to their geographic locations, cultural, ethnic, and religious backgrounds, socioeconomic status, values, and customs. The interaction of these constantly changing facets of the person’s environment dramatically affects the individual’s responses to wellness and disease.

As an integral part of many subsystems, the individual plays a vital part in the family, the community, and society as a whole. Culture and multi-cultural events and processes affect the individual’s perceptions and responses to alterations in health and the ability to cope or maintain varying health states.

Individuals fluctuate on a health-illness continuum throughout life; the highest level being wellness and the most optimal level at which an individual functions. Disease and illness are the lowest level of functioning and the least desirable adaptation level in the biopsychosocial, cultural, and spiritual realms. The values of the individual’s worth and social responsibility form
the basis of support for healthcare services. The individual has the right to participate in their healthcare decisions and has a fundamental right to effective, efficient, accessible healthcare.

*Nursing Education* is a systematic process based on scientific principles and theories, which combines a program of learning, resources, and facilities with instructional methodologies to prepare graduates for the practice of nursing both today and in the future. Education is a dynamic, life-long process, which integrates knowledge from global resources into an organized framework. Nursing prepares graduates to think critically, to make decisions, and to formulate independent judgments, which enables them to function competently in the complex environment of healthcare.

*Excellence* in nursing education integrates a variety of culturally sensitive learning experiences to promote student learning of a specific body of knowledge and progresses from the fundamental to the multi-faceted. The student assumes the role of an active participant in the student educational process and becomes more accountable and responsible for learning as the student diversifies the student knowledge base. The faculty facilitates the student’s development of behavioral outcomes for safe, ethical care and is continuously assessing the student’s achievement and mastery of learning concepts, as the student progresses through the program. Nursing education prepares the graduate to practice within the discipline of nursing and according to the South Carolina Nurse Practice Act. Inherently, student learning promotes movement toward actualization. Prior success motivates the student, enables the student to develop his or her potential, and is re-enforced as the student progresses through the curriculum.

*Nursing Practice* - The graduate nurse’s practice role is amplified and differentiated according to his/her level of educational preparation and achievement along the continuum of nursing education levels (as an LPN, ADN, BSN, MSN, FNP, or PhD). At each of these stages of professional growth, the nurse must demonstrate both community and professional behaviors within the differentiated scope of practice as defined in the SC Nurse Practice Act and American Nurses Association Standards of Practice.
Innovative technology, increased client acuity levels, decreased length of stay, constant changes in healthcare, increased influence of managed care, a complex client, and the demands of a diversified practice setting are the basis of contemporary reality for clinical practice of the associate degree graduate. For the associate degree nurse, changes in healthcare reflect an increased complexity in both client care needs and the systematic delivery of healthcare.

The associate degree nurse provides for a safe, effective care environment, which incorporates physiological integrity, psychosocial integrity, and health promotion to meet the client’s/patient’s needs.

The graduate is encouraged to continue to seek opportunities for learning and professional growth and is encouraged to become a participatory learner within the various nursing organizational levels.

**CORE CONCEPTS**
The core concepts of nursing education within the ADN Program at Spartanburg Community College include Professional Behavior, Communication, Assessment, Critical Thinking, Caring, Teaching/Learning, Managing Care, and Collaboration. In a caring and learning environment, the student matures and interacts with the faculty through the teaching and learning process. Teaching utilizes selected knowledge and skills to guide, direct and facilitate the learning process. It involves the selection of specific content and experiences for student learning. This includes developing outcomes, organizing course content, planning activities and evaluating performance of the students’ learning outcomes. Learners must be actively engaged in the teaching/learning process. Learning is an active and continuous life-long process involving self-initiation.

**GLOSSARY**
The individual is a holistic, unified bio-psychosocial and spiritual being with the potential for self-actualization. The individual as a unique, dynamic being, has the ability to develop through sequential stages toward an integrated whole. Consistent with the Maslow's hierarchy of needs, the individual has the ability to adapt and to function optimally with regard to basic physiologic and safety needs and to progress to higher needs of love, belonging, esteem, and self-fulfillment.
while interacting with others within society. As a result, these needs and individual approaches to meet these needs vary while moving through the developmental stages of the lifespan. Environment and society influence the interactions between the individual and other people.

**Health** is viewed along the wellness-illness continuum, and is a dynamic process of man adapting to the changing internal and external environment. The *environment* consists of circumstances and surrounding conditions that constantly affect the individual bio-psychosocial spiritual being, who strives to adapt to changes. The ability to adapt is influenced by interactive community, ethnic, socioeconomic, and cultural aspects. Nursing manipulates the environment and assists man in society to adapt as continuous changes occur across the lifespan.
The organizing framework of the curriculum of the SCC ADN Program can be compared to a growing Palmetto tree. The model utilizes eight core concepts that are threaded throughout the curriculum. These core concepts include Professional Behavior, Communication, Assessment, Critical Thinking, Caring, Teaching/Learning, Managing Care, and Collaboration. The eight concepts are combined with the program’s six philosophical beliefs and are then integrated throughout the curriculum (tree trunk) to deliver educational theory, knowledge and practice that are necessary to fulfill the program’s mission.

**Professional Behavior** is the demonstration of nursing competency, safe practice, and adherence to the generally accepted standards of practice in the community and the State. The nurse serves as a positive nursing role model, and practices within the legal, ethical, and regulatory frameworks (*South Carolina Nurse Practice Act*).

**Communication** is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, and/or in writing or with the use of information gained through technology. Caring, compassion, and cultural awareness are demonstrated throughout the process. Effective communication forms the basis of a therapeutic nursing relationship, and assists in the promotion of positive outcomes.

**Assessment** is the collection, validation, and analysis of relevant data for appraising the client’s/patient’s health status. Comprehensive assessment provides a holistic view of the client, which includes dimensions of the physical, developmental, emotional, psychological, cultural, spiritual, and functional status. Ongoing assessment and reassessment are required to meet the client’s changing needs.
**Critical Thinking**—is the ability to integrate knowledge and information in order to recognize problems and solve them. Effective critical thinking provides the foundation for sound clinical decision making within the provider’s scope of practice. Clinical decision-making includes multiple methods of assessing and collecting information, validating data, and formulating effective clinical judgments.

**Caring Interventions**—include empathy and respect for self, clients, and colleagues. Caring requires the use of positive communication skills by genuine and sensitive providers of care. Caring creates an environment of support, sharing, and respect for clients’ choices that incorporate their cultural values, beliefs and lifestyles.

**Teaching and Learning**—include the promotion and maintenance of the client’s health status and reduction of risk potential. The teaching and learning plan is implemented following collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching provides the client with information to make an informed decision and supports self-care activities across the life span. Learning is a dynamic process insured through reassessment and reinforcement of taught concepts. The provider uses the teaching and learning process to promote the highest state of wellness for the client.

**Managing Care**—is the effective, efficient use of human, physical, financial, and technological resources. The provision of safe, evidence-based clinically competent care is needed to meet the client's needs and to support organizational outcomes. The provider uses this process within the provider's scope of practice to assist the client in accessing resources, transitioning within and across healthcare settings, and moving toward positive outcomes in a cost efficient manner.

**Collaboration**—is the sharing, planning, decision-making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively. Collaboration occurs with the client, significant support person(s), and peers. Collaboration involves consideration of client’s needs, priorities and preferences, available resources and services, shared accountability and mutual respect. The provider participates in the collaborative effort across healthcare settings.
SPARTANBURG COMMUNITY COLLEGE (SCC)
ADN CORE CONCEPTS and EDUCATIONAL COMPETENCIES

The eight core concepts are incorporated into all ADN Program competencies and objectives. There are broad educational competencies listed below that serve as an overall guide for the Program. The core concepts are incorporated more specifically into each course based on its objectives (listed in each course syllabus).

**PROFESSIONAL BEHAVIOR:** the demonstration of nursing competency, safe practice, and adherence to the generally accepted standards of practice in the community and the State. The nurse serves as a positive nursing role model and practices within legal, ethical, and regulatory frameworks (*South Carolina Nurse Practice Act*).

Upon completion of the associate degree nursing program, the graduate will:

1. Practice within the ethical, legal, and regulatory frameworks of nursing and standards of nursing practice.
2. Adhere to the nursing code of ethics.
3. Demonstrate accountability for: respect, professionalism, competency, performance, and ethical behavior and delegated actions.
4. Act as an advocate for individual and family needs.
5. Take appropriate action when a breach of professional conduct occurs.
6. Adapt nursing practice to changing healthcare and management systems.
7. Identify his/her own strengths and limitations.
8. Adapt readily to new ideas or approaches.
9. Participate as a member of professional nursing organizations.
10. Be knowledgeable regarding current political processes as they affect agency-specific healthcare.
11. Serve as a positive role model within healthcare settings and the community at large.
13. Participate in self-evaluation, ongoing improvements, and peer review.
14. Advocate for the nursing profession and actively recruit potential students into the program.

**COMMUNICATION:** an interactive process through which there is an exchange of information that may occur verbally, non-verbally, and/or in writing or with the use of information gained through technology. Caring, compassion, and cultural awareness are
demonstrated throughout the process. Effective communication forms the basis of a therapeutic nursing relationship, and assists in the promotion of positive outcomes.

Upon completion of the associate degree nursing program, the graduate will:

1. Demonstrate effective therapeutic and psychotherapeutic communication.
2. Integrate cultural competence into daily client care.
3. Demonstrate the ability to communicate and interact effectively and appropriately with individuals, families, members of the healthcare team, administrators, etc.
4. Protect confidential information and adhere to federal HIPPA guidelines.
5. Utilize information technology to support and communicate the planning and provision of client care.
6. Utilize password protected appropriate channels of communication to achieve positive client outcomes.
7. Demonstrate the ability to assess and reflect on knowledge of self, and to commit to continual self-development in relationships with others.

**ASSESSMENT:** collection, validation, and analysis of relevant data for appraising the client’s health status. Comprehensive assessment provides a holistic view of the client, which includes dimensions of physical, developmental, emotional, psychological, cultural, spiritual, and functional status. Ongoing assessment and reassessment are required to meet the client’s changing needs.

Upon completion of the associate degree nursing program, the graduate will:

1. Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial and functional assessment.
2. Assess the client's response to actual or potential health problems.
3. Assess the client's response to interventions, changes in health status and identified needs.
4. Assess the client's ability to access available community resources.
5. Assess the environment for factors that may affect the client's health status.
6. Assess the strengths, resources, and needs of clients within the context of their community.
7. Perform basic health promotion/maintenance and screening.

**CRITICAL THINKING:** the ability to integrate knowledge and information in order to recognize problems and solve them. Effective critical thinking provides the foundation for sound clinical decision making within the provider’s scope of practice. Clinical decision-making includes multiple methods of assessing and collecting information, validating data, and formulating effective clinical judgments.
Upon completion of the associate degree nursing program, the graduate will:

1. Apply analytical reasoning, reflection, and rational problem-solving skills, validating assessment findings and clinical judgment, to choose among existing alternative solutions to clinical problems.
2. Formulate plans to address client healthcare needs through consultation with the interdisciplinary healthcare team.

**CARING:** empathy and respect for self, clients, and colleagues. Caring requires the use of positive communication skills by genuine and sensitive providers of care. Caring creates an environment of support, sharing, and respect for clients’ choices that incorporate their cultural values, beliefs and lifestyles.

Upon completion of the associate degree nursing program, the graduate will:

1. Demonstrate caring and empathy toward the needs of diverse individuals across the life span, while providing holistic care that addresses the needs of diverse individuals across the life span.
2. Demonstrate understanding of how culturally-learned values and customs affect the individual's health beliefs and practices.
3. Act as an advocate for an individual and his/her family needs.
4. Demonstrate accountability for own ethical behavior and for care delegated to others.
5. Delineate personal and professional values and recognize their impact on clinical decision making and professional behavior.
6. Support the right of self-determination and choice by individuals and their families even when those choices conflict with the values of the individual professional

**TEACHING AND LEARNING:** the promotion and maintenance of the client’s health status and reduction of risk potential. The teaching and learning plan is implemented following collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching provides the client with information to make an informed decision and supports self-care activities across the life span. Learning is a dynamic process ensured through reassessment and reinforcement of taught concepts. The provider uses the teaching and learning process to promote the highest state of wellness for the client.

Upon completion of the associate degree in nursing program, the graduate will:
1. Develop an individualized teaching plan based on assessed needs to promote health and manage acute and chronic health problems of the client.
2. Assess the individual and significant support persons for learning needs related to health promotion, health maintenance, and risk reduction.
3. Teach the client and support person(s) the information and skills needed to achieve desired learning outcomes.
4. Provide the client and family the information to make informed decisions regarding health.
5. Evaluate the progress of the individual and family toward desired learning outcomes.
6. Modify the teaching plan based on evaluation of progress toward meeting desired learning outcomes.
7. Provide assistive personnel with relevant instruction to support achievement of desired outcomes.

**MANAGING CARE:** effective, efficient use of human, physical, financial, and technological resources. The provision of safe, evidence-based, and clinically competent care is necessary to meet the client's needs and to support organizational outcomes. The provider uses this process within the provider's respective scope of practice to assist the client in accessing resources, transitioning within and across healthcare settings, and moving toward positive outcomes in a cost-efficient manner.

Upon completion of the associate degree nursing program, the graduate will:

1. Coordinate the implementation of an individualized plan of care for the clients.
2. Provide care for clients and families with consideration of their physical, emotional, psychosocial, cultural, spiritual, and developmental determinants of health.
3. Perform therapeutic and preventive nursing interventions.
4. Administer treatments and medications within the scope of nursing practice and according to the S. C. Nurse Practice Act.
5. Use current technology and evidence-based information to support clinical decision-making that assures the delivery of safe and cost-effective care.
6. Analyze physiologic and psychosocial responses to illness and treatment modalities.
7. Compare and contrast physiologic changes of individuals throughout the life span.
8. Use clinical practice guidelines to plan, implement, and evaluate nursing care.
9. Use basic management and leadership skills: act as a team leader, supervise and delegate care, and contribute to shared goals.
10. Assist in the delivery of primary care in the ambulatory care setting.
**COLLABORATION**: sharing, planning, decision-making, problem-solving, goal-setting, and assumption of responsibilities by those who work together cooperatively. Collaboration occurs with the client, significant support person(s), and peers. Collaboration involves consideration of client’s needs, priorities and preferences, available resources and services, shared accountability and mutual respect. The provider participates in the collaborative effort across healthcare settings.

Upon completion of the associate degree nursing program, the graduate will:

1. Serve as an integral member and coordinator of the nursing team.
2. Collaborate with healthcare team members to deliver quality, cost effective care.
3. Collaborate to plan care that reflects the client’s needs, values, and motivation.
4. Collaborate with other nursing team members to evaluate and modify the plan of care to achieve positive client outcomes.
ADN PROGRAM OUTCOMES

The Spartanburg Community College Associate Degree in Nursing (ADN) Program maintains an ongoing evaluation of all program components. Findings from aggregate, trended data are used for development, maintenance, and revisions of the program based on the following expected levels of achievement (ELA).

1. Pass rate for the NCLEX-RN (Licensure Exam) on the first attempt; will be at 80% or higher per ACEN requirements.

2. Individual course retention is maintained at a minimum of 60% ELA.

3. Students will achieve program objectives within six consecutive semesters of admission (65%) ELA.

4. Graduates will have job placement in nursing within six months after passing NCLEX-RN (Licensure Exam); (85%) ELA

ADN Program Student Learning Outcomes

At the completion of the Associate Degree in Nursing Program, students will:

1. Demonstrate proficiency in psychomotor nursing interventions.

2. Utilize the conceptual framework of the nursing process to provide client-oriented care.

3. Integrate critical thinking skills to enhance client care.

4. Demonstrate use of effective communication skills.

5. Demonstrate professional and ethical self-accountability.
Required Documentation for ADN Students

Upon entry into the ADN Program, the ADN student must complete and submit all medical forms including current immunization/vaccines, CPR (American Heart Association, Healthcare Provider certification – only type accepted). As part of the program requirements, the student must provide a Criminal Background Investigation (CBI) documentation and drug testing results to the Nursing Department Chair on a predetermined date, and show no evidence of a criminal background record or positive drug test result(s).

Students are required to maintain current annual regulatory education/documentation of the affiliated healthcare facility’s requirements for students in clinical settings. Such regulatory requirements include, but are not limited to, SC Student Passport, PPD, Flu vaccine, and current CPR certification.

It is the responsibility of the students to keep their annual regulatory education/documentation of the affiliated healthcare facility’s requirements current including but not limited to Passport and Healthstream. In order to meet compliance, the student must submit documentation to the Department Chair, prior to expiration. If all documentation is not submitted prior to expiration, 2 points will be deducted from the clinical grade. It is NOT the responsibility of the ADN department to keep the ADN student informed of when the documentation expires.

All required annual regulatory education/documentation is to be up to date by the Mandatory Orientation EACH semester. Failure of the student to turn in the requirements by this deadline will result in an automatic two (2) point clinical deduction for each clinical in the semester the student is enrolled.

If any required annual regulatory education /documentation expires during the course of the semester, the student will be deducted 2 points from the clinical evaluation and the student will NOT be allowed to attend the next clinical day for all clinical courses s/he is enrolled until the updated documentation is provided to the ADN Department Chair. The department chair must approve the student returning to clinical. The student will lose two (2) points from each clinical grade for the missed clinical.
ACADEMIC CRITERIA
Applicable to ALL Associate Degree in Nursing Students

1. A 2.5 GPA is the minimum acceptable GPA for admission to the program. The GPA is calculated based on required curriculum general education course grades. A 2.0 GPA (80%) on all nursing curriculum courses will be required for program progression and graduation.

2. Students enrolled in the ADN nursing program may not Drop or Withdraw from a Nursing course. A withdrawal will count as a course attempt.

3. A minimum nursing course grade of 80% is required to progress to subsequent nursing courses within the program. After acceptance into the nursing program, students MUST complete all didactic/clinical nursing coursework within six (6) consecutive semesters. Please refer to the following as they pertain to the progression in the program.
   • A student may ONLY repeat a total of two (2) nursing courses within the program
   • If a student fails the same course twice, he/she will not be allowed to continue in the program. He/she will be allowed to apply for readmission into the program after one (1) academic year.
   • If a student fails two (2) nursing courses in the same semester, he/she will not be allowed to continue in the program. He/she will be allowed to apply for readmission into the program after one (1) academic year or the student may choose to complete the readmission by Validation Process as outlined in the readmission policy. (Please see readmission)
   • If a student sits out a semester or withdraws during the semester, the semester will count as one (1) of the required six (6) semesters.
   • Students may only be readmitted into the program one (1) time.

A letter grade of C, D, F, or W constitutes one (1) attempt in a nursing curriculum course.

4. If there are extenuating circumstances, the student may withdraw from the current semester prior to completing 75% of the course(s) and may be allowed to repeat the course(s) one time ONLY during the subsequent semester (It is the student’s responsibility to withdraw him/herself). Examples of extenuating circumstances include (but are not limited to: personal illness/surgery, immediate family illness/surgery/death, and personal change in financial responsibilities. Each case will be evaluated by the ADN Department Chair to determine if the student will be eligible to return the subsequent semester without penalty. Written documentation of the extenuating circumstances from the student must be submitted to the Department Chair in order for the case to be given consideration. Students who are not enrolled in the program for two consecutive semesters will be required to prove competency of all previously completed curriculum courses. NOTE: Students who withdraw due to extenuating circumstances are not guaranteed a seat the next semester. This will depend on the number of students progressing within the program.
5. The ADN student will be required to take standardized tests throughout the ADN program. The student is responsible for the cost of these exams and must pass each of these exams to progress in the curriculum. Failure to pass these exams or any other program requirements after a predetermined number of attempts will result in failure of the courses and dismissal from the Program.

6. Assessment Technologies Institute (ATI) materials are required for all semesters of study and can only be purchased from the College’s Book Inn. The costs of all ATI materials and examinations are the student’s responsibility. Completion of the ATI Comprehensive Predictor exam, which is taken at the end of the final semester, is a requirement for graduation from the program.

7. Criminal Background Investigations (CBI) and drug tests are required upon acceptance into the ADN Program. The affiliated clinical healthcare site reserves the right to review the student’s CBI and drug screen to determine if a student may participate in a clinical rotation within their respective institution. If the affiliated clinical healthcare site refuses to allow the student into a clinical rotation within their facility, the student will not be able to complete the program and must withdraw from the ADN Program. Prior criminal or arrest charges may preclude the student from eligibility for taking the NCLEX – RN exam. Successful completion of this program does not ensure nursing licensure or employment.

8. A nursing student must complete all nursing curriculum courses within six (6) consecutive program semesters (excluding any summer terms) from the initial Program admission acceptance date. (Reference Readmission Policy and Procedure).

9. ADN students must remain proficient in ALL completed competencies including but not limited to drug calculations throughout the program regardless of when these competencies were successfully completed. It is highly recommended that a student periodically practice the competencies he/she has previously successfully completed and he/she will be held accountable for proficient performance of all nursing skills and theoretical knowledge when progressing from one course to the next within the curriculum.
ASSOCIATE DEGREE NURSING PROGRAM
READMISSION REQUIREMENTS

Option #1
To apply for readmission to the ADN Program, the student must adhere to the following criteria:

1. Reapply to the ADN Program through the Selective Ranking admission process and meet current admission and curriculum requirements.
2. Re-submit a completed health form with required current immunization/vaccines, SC Student Passport, CPR Certification, CBI, drug testing, PPD, etc.
3. Only students who withdraw from the program in good standing are considered for readmission into the ADN program. A student may be readmitted only one time for any reason.
4. A student is not in good standing if one or more of the following is applicable:
   (a) documented disruptive disciplinary or behavioral problems while in the program
   (b) documented unsafe clinical practice
   (c) documented unethical behaviors, which includes but not limited to breach of patient Privacy and/or a documented HIPPA violation.
   (d) breach of syllabus attendance requirements. *
   (e) failure to meet with the Nursing Department Chair for an exit interview.
   *
   *This list is not all inclusive and administrative discretion may be used.
5. Consideration for readmission is determined by individual factors affecting the student’s exit, the availability of space, and performance while previously in the ADN Program.

Option #2
Readmission based upon Validation examination and skills competency.
A student whom has successfully completed 1st semester, wishing to be readmitted within (1) year of the exit interview date with the ADN Department Chair from the Associate of Science-Nursing is expected to be able to demonstrate adequate knowledge of course work and skill successfully completed previously.
The student attempting readmission through validation must achieve 80% or higher on all validation exams and MUST successfully demonstrate 80% of all skills on the first attempt.

In order for a student to demonstrate such knowledge, a validation exam will be required in ALL NUR and co-requisite courses previously attempted where student success is documented. Students wishing to attempt revalidation must notify the Department Chair for Nursing two (2) months before the semester that the student wishes to return to in the ADN program.

Students will successfully demonstrate the nursing skills associated with the validation exam they have chosen to attempt. The student MUST successfully demonstrate 80% competency of skills on the 1st attempt, and only has two (2) attempts to successfully demonstrate the remaining 20% of skills. If a student is unsuccessful in demonstrating 80% of the nursing skills on the 1st attempt, or is unsuccessful in a return demonstration the student will NOT be eligible for exemption of this course or the co-requisite course/courses and skills.

Failure to be successful in either Validation exam or skills demonstration will result in the student being required to reapply to the program for 1st semester entrance, and retaking all previous nursing courses and co-requisite courses.

All validation exams and skills demonstrations will be scheduled by the ADN Department Chair. The cost of each exam is $50.00 and all costs must be paid prior to taking the exam. The student must present a receipt/paid in full to the ADN Department Chair.

Due to the intensity of the class, lab and clinical requirements, and the level of knowledge required for NCLEX proficiency, it is highly recommended that all students who recycle repeat all courses with a NUR prefix. This is in an effort to increase retention of material, skills and success in the program and with certification examination.
If a student chooses to decline readmission based on validation, they may choose to sit out 1 academic year and then reapply to the program through the weighted admission process. If the student is accepted, they will begin as a first semester student.

*Please see “Nursing Skills” chart found under Nursing Skills competencies, pgs. 34-35.*

**Criminal Background Investigations (CBI)/Drug Testing Policy**

A criminal background investigation (CBI) and drug test (DT) are required for each Health Sciences student prior to being accepted into a curriculum program of study.

Students who have been found guilty, by a court of law, or pled no contest (nolo contendere) to a crime, when conviction has occurred within the last 7-10 years (of the following crimes) are deemed unqualified to attend clinical training and will be dismissed from the Program unless the charges have been cleared by legal authority and documentation.

Crimes include, but are not limited to the following:

1. Child or adult abuse
2. Sexual assault
3. Assault with a deadly weapon
4. Neglect
5. Mistreatment of residents or clients
6. Misappropriation of resident or client property
7. The clinical affiliate may exercise discretion regarding other convictions.
8. Felony convictions

Any state where the student has maintained residency within the last 12 months, will require a criminal background investigation (CBI) be completed from that state. Both the criminal background investigation (CBI) and drug test (DT) will be conducted after the student has been accepted into a curriculum program of study. The results of the criminal background investigation (CBI) and drug test (DT) must be obtained before the student will be allowed into the clinical site. If the results of either of these procedures document a violation as indicated above, the student may be denied progression in the program of study.

**IMPORTANT:**

If a student has a documented offense after completing his/her CBI check, the student must notify the ADN Department Chair *in writing within 24 hours of the offense occurring.*

If the ADN Department Chair is not appropriately notified in writing within the time limit, disciplinary action will be taken against the student if this information is revealed in public records.
Student Responsibilities

Lines of Communication

In the ADN Program, there is a line of communication that students are expected to utilize when attempting to solve problems, express concerns, offer suggestions, have questions answered, etc. If the student is in a nursing course/clinical, the line of communication begins with the course/clinical instructor. Communication then proceeds to the ADN Department Chair and follows through the appropriate channels until the situation is resolved. If no resolution can be found after following the appropriate line of communication channel, the student may file an appeal in accordance with the SCC Student Handbook/Planner procedures.

ORGANIZATIONAL CHART

<table>
<thead>
<tr>
<th>COURSE/CLINICAL INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN DEPARTMENT CHAIR</td>
</tr>
<tr>
<td>DEAN OF HEALTH and HUMAN SERVICES DIVISION</td>
</tr>
<tr>
<td>ASSOCIATE VICE PRESIDENT OF INSTRUCTION</td>
</tr>
<tr>
<td>SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS</td>
</tr>
</tbody>
</table>

Respect

A fundamental principal threaded through all nursing practice is respect for the inherent dignity, worth, uniqueness, and rights of all individuals. Students are expected to maintain this level of respect at all times, with SCC administration/faculty/staff, peers, clinical affiliates, all members of the healthcare team, and patients/families.

Professionalism

Nursing is a profession – a “chosen, paid occupation requiring extensive training and formal qualification.” Therefore, professionals are defined as individuals who are expected to display competent and skillful behaviors that are aligned with their profession. Nursing students are expected to display professionalism at all times in the classroom, skills lab, and clinical arenas. Failure to abide by the above may result in disciplinary action.

Accountability

Being answerable for the decisions you make in the course of your professional practice. ... As Nurses and students we are accountable to many entities, the patient, the public, the State Board
of Nursing or regulatory body, your employer and any relevant supervisory authority. In the case of the student nurse, they are expected to balance accountability to SCC administration/faculty/staff, peers, clinical affiliates, members of the healthcare team, clients/families, and society.

GENERAL INFORMATION

Liability Insurance

Students must pay liability insurance each academic year before attending clinical. Students admitted in the spring will pay the appropriate fee in spring and again in August for a new academic year. The cost is $8.00.

Hospitalization Insurance

Students are responsible for securing their own hospitalization insurance. Students are responsible for any medical costs incurred by them during their clinical training.

Transportation to Clinical Affiliates

While students may be assigned to rotate through clinical affiliates outside of the College’s service area or a student’s resident county as a requirement of the curriculum, the College does not assume any responsibility to transport students to clinical affiliates for any reason. It is the student’s responsibility to arrange to have his/her transportation needs met.

Electronic Devices

Any student found to have an electronic device in the clinical area will be dismissed from clinical for the day, receive a BTBI and lose points for missing clinical. (see section in the handbook regarding BTBIs)

Clinical Accidents: Students and Faculty

Any clinical related accident must be reported to the clinical instructor and the Department Chair immediately. A call to Compendium at 877-709-2667 must be initiated immediately. A written report of the accident must be sent to Compendium as soon as possible.

Patient Confidentiality

Patients have a right to privacy. They have a right to expect that details of their condition, treatment, medical history, personal and financial affairs will be kept confidential by students and all health personnel whose duties require that such information be disclosed to them. A student is not authorized to decide what information a patient would object to having disclosed, what one person considers to be unimportant may be considered highly sensitive and embarrassing by another person.
Students who breach this duty of confidentiality by disclosing patient information other than as is necessary to perform their jobs will be subject to disciplinary action.

**Behavior To Be Improved (BTBI)**

It is the goal of the nursing faculty to work closely with the student throughout the nursing program to provide many opportunities to develop appropriate levels of *clinical skills, knowledge, professionalism, and safe practice of nursing.*

At times, it may be necessary for nursing faculty members to inform the student of specific problem areas that must be addressed and corrected, if the student is to continue with the program course of study. The following individualized plan, outlined below for each of the identified areas, will be implemented. This plan will specifically identify the problem area(s) that are addressed and, when necessary, articulate a plan to assist the student in improving the areas of concern to an acceptable level. Outcome criteria to measure improvement will be identified and a specific timeline for completion will be initiated.

Any student who receives 2 BTBI’S during the same semester in the same area for either unprofessional or unsafe behavior/practice will be disciplined according to college and/or the ADN department policies and procedures and at the discretion of the course lead instructor, adjunct clinical instructor and Department Chair. Each BTBI will result in a 2 pt. deduction on the clinical evaluation.

**Clinical Skills:** If it is identified by the clinical instructor that the student is having difficulty with (a) specific clinical skill(s), or any behavior deemed to represent unsafe practice, the following plan will be initiated:

The clinical faculty will schedule a private conference with the student as soon as feasibly possible to discuss the incident(s). A “Behavior To Be Improved” (BTBI) form will be completed documenting the conference discussion. Both the clinical faculty member and the student will sign this documentation and a copy will be given to the student. In addition, two (2) points will be deducted from the student’s final clinical evaluation grade for that course due to the receipt of the BTBI. The student will be expected to complete remediation of the skill(s) by a set time and date, determined by the clinical instructor, and prior to the next clinical date. This remediation plan will include issue clarification, outcome criteria, and date for successful outcome completion.

If the remediation plan is not successfully completed within the established time frame, the student will receive an “F” for his/her clinical grade and will subsequently fail the course. If the previously identified clinical skill(s) have not improved to an acceptable level identified in the BTBI, the student will be asked to leave the clinical site and will receive an “F” for the clinical grade and will subsequently fail the course.

**Example:** cannot perform FSBS, breaks sterile field, performing tracheostomy care.
Clinical Knowledge: If it is identified by the clinical instructor that there is an issue related to the student’s knowledge in the clinical area, including but not limited to ability to calculate drug dosage, the following plan will be initiated:

If the student comes to clinical unprepared for preconference, or if it is determined during the student’s scheduled clinical time that the student is not sufficiently prepared to care for patient(s), the student will forfeit their patient for that clinical date and function as the Patient Care Technician for the remainder of the clinical date. This will result in a 2 point deduction from clinical in the competency section of the clinical evaluation rubric. A “Behavior To Be Improved” (BTBI) form will be completed documenting the reasons for this action. A remediation plan (to be determined by the clinical instructor) will be initiated. This remediation plan will include issue clarification, outcome criteria, and date for successful outcome completion. Both the clinical faculty member and the student will sign this documentation prior to the next scheduled clinical day. In addition, two (2) points will also be deducted from the student’s final clinical evaluation grade for that course for the BTBI issuance. If the remediation plan is not successfully completed within the established time frame, the student will receive an “F” for his/her clinical grade and will subsequently fail the course. If a student comes to clinical unprepared a second time, the student will be asked to leave the clinical setting and will receive an “F” for the clinical grade and will subsequently fail the course. 

Example: inability to calculate correct dosage of medication, unable to identify specific drug ASLT criteria, not having the clinical worksheet prepared prior to clinical.

Professional Behavior(s): The Associate Degree in Nursing Student Handbook contains specific criteria for professional accountability/behavior. If, in the judgment of the faculty instructor, clinical instructor, clinical preceptor, and/or any clinical staff member in a healthcare setting, an issue arises related to professionalism while in the clinical setting, classroom or pertains to the clinical setting, the following plan will be initiated:

The student’s clinical instructor or faculty instructor will schedule a private conference with the student as soon as feasibly possible to discuss the incident(s). A “Behaviors To Be Improved” (BTBI) form will be completed documenting the conference discussion. Both the clinical faculty member and the student will sign this documentation and a copy will be given to the student. A written assignment specific to the professionalism issue will be assigned by the clinical instructor (the length will be determined by the instructor). A grading rubric will be used. In addition, two (2) points will be deducted from the student’s final clinical evaluation grade for that course due to the receipt of a warning. If the BTBI is issued for unprofessional behavior in the clinical area, the following will apply. The remediation plan will include issue clarification, outcome criteria, and date for successful outcome completion. Both the clinical faculty member/faculty instructor and the student will sign this documentation prior to the next scheduled clinical day. This includes but is not limited to following the SCC dress code for clinical experiences and pre-clinical data collection.

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If the remediation plan is not successfully completed within the established time frame, the student will receive an “F” for the clinical grade and will subsequently fail the course. If there is no improvement in professional behavior, and the student receives a 2nd BTBI for unprofessional behavior, the student will be asked to leave the clinical setting and will receive an “F” for the grade and will subsequently fail the course.

A Behavior to Be Improved (BTBI) form that is issued for unprofessional behavior in the classroom, will result in the student writing an Action Plan for the behavior witnessed, prior to returning to the classroom. If the behavior continues the student may be asked to leave the classroom and will subsequently be required to meet with the faculty instructor and Department Chair, prior to return to the classroom environment.

All remediation/action plans are subject to approval by the ADN Department Chair.

Unsafe Practice: if it is determined by clinical faculty that the student is not performing safely in the clinical setting, whereby the student increases risk of injury/causes harm to self, patient, other’s, student or instructor, the student will be sent home from clinical immediately. There will be no BTBI for unsafe practice. Five (5) points will be deducted from the student’s final clinical evaluation grade and a remediation plan will be initiated by the clinical instructor in consultation with the Nursing Department Chair. Included in the remediation plan will be the submission of a formal paper/Action Plan on the topic of Unsafe Nursing Practice, to be a minimum of three (3) pages in length. If the remediation plan is not successfully completed within the established time frame, or safe practice is not maintained throughout the remainder of the course, the student will receive an “F” for the clinical grade and, subsequently, the course.

Example: failure to utilize appropriate PPE, not engaging the safety device on a used needle/sharps, medication errors.

1. Any nursing faculty member who identifies a concern about a student in any of the above areas may initiate this plan.
2. Additional points may be deducted on the final clinical evaluation for other areas that relate to the identified behavior to be improved.
3. While the remediation plan is in place, students will remain responsible for meeting all of the clinical objectives for the course.

Guidelines for Evaluating Unsafe/Unethical Practice

A student whose nursing practice and/or behavior is considered unsafe/unethical by the faculty member will be required to leave the clinical setting and may be terminated from the clinical rotation, pending review by the ADN Department Chair. Examples of unsafe practice include, but are not limited to: recapping dirty needles, inability to recognize medications/indications, etc.
<table>
<thead>
<tr>
<th>Clinical Issue (BTBI)</th>
<th>1st Violation</th>
<th>2nd Violation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprofessional Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phones</strong></td>
<td>Confiscate phone</td>
<td>Confiscate phone</td>
</tr>
<tr>
<td>(if goes off or seen any time during</td>
<td>Deduct 2 points</td>
<td>Deduct 2 points</td>
</tr>
<tr>
<td>clinical day)</td>
<td>BTBI issued</td>
<td>BTBI issued</td>
</tr>
<tr>
<td><strong>Clinical Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprepared</td>
<td>Function as PCT only</td>
<td>Function as PCT only</td>
</tr>
<tr>
<td>(unfamiliar with patient, meds,</td>
<td>Deduct 3 points</td>
<td>Deduct 3 points</td>
</tr>
<tr>
<td>cannot access computer, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unsafe</strong></td>
<td>Sent home</td>
<td>Sent home</td>
</tr>
<tr>
<td>(cannot calculate drugs, misses</td>
<td>Deduct 5 points</td>
<td>Deduct 5 points</td>
</tr>
<tr>
<td>meds, not following policies, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Behaviors</strong></td>
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<tr>
<td>Unprofessional Behavior</td>
<td>Deduct 2 points</td>
<td>Deduct 2 points</td>
</tr>
<tr>
<td>(leaving floor, disrespect anyone,</td>
<td>BTBI issued</td>
<td>BTBI issued</td>
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<tr>
<td>poor attitude, apathy, defiance, etc)</td>
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</tr>
<tr>
<td><strong>Unprofessional Appearance</strong></td>
<td>Deduct 1 point</td>
<td>Deduct 1 point</td>
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<tr>
<td>(dirty, wrinkled uniform and/or shoes,</td>
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<td></td>
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<tr>
<td>hair not off shoulders, wearing</td>
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<tr>
<td>unacceptable jewelry, visible tattoos)</td>
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<tr>
<td><strong>Clinical Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Absence:</td>
<td>Deduct 2 points</td>
<td>Deduct 2 points</td>
</tr>
<tr>
<td>1. Being absent with notification</td>
<td>Course Failure/BTBI</td>
<td>Course Failure/BTBI</td>
</tr>
<tr>
<td>2. More than 15 minutes tardy</td>
<td>Meeting with Department Chair</td>
<td>Meeting with Department Chair</td>
</tr>
<tr>
<td>for the start of the clinical day</td>
<td>and Instructor</td>
<td>and Instructor</td>
</tr>
<tr>
<td>3. Tardy less than 15 minutes X 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>occurrences.</td>
<td></td>
<td></td>
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<tr>
<td>4. Dismissal from clinical for clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Tardiness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tardy:</td>
<td>Deduct 1 point</td>
<td>Deduct 1 point</td>
</tr>
<tr>
<td>After 5 minutes up to 15 minutes for the</td>
<td></td>
<td></td>
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<tr>
<td>clinical day.</td>
<td></td>
<td></td>
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<tr>
<td>Note after 3 tardies the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>will lose points as an absence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Absence No Call/ No Show</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who fail to notify the clinical</td>
<td>Deduct 2 points:</td>
<td>Course Failure</td>
</tr>
<tr>
<td>Instructor of an absence are considered a</td>
<td>Unprofessional Behavior</td>
<td>Meeting with Department Chair</td>
</tr>
<tr>
<td>no call no show. This student will lose a</td>
<td>Deduct 2 points</td>
<td>and Lead instructor.</td>
</tr>
<tr>
<td>total of 4 points.</td>
<td>Absences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BTBI issued</td>
<td></td>
</tr>
</tbody>
</table>
Violation/Suspected Violations of Alcohol/Drug Policies

The Nursing Department has a “zero” tolerance policy for drug and alcohol use on campus, clinical settings, and any other event associated with the Spartanburg Community College Associate Degree Nursing Program.

No student is allowed to attend class or to remain on campus, if found to be under the influence of alcohol or other drugs. Violations/suspected violations are reported to the Vice President of Student Affairs and to the Campus Public Safety Officer. The Nursing Program adheres to the College’s Policy on Alcohol and Drug Use. If a student is suspected to be under the influence of alcohol and/or drugs, the nursing faculty/Department Chair reserves the right to require a student to submit a drug screen (at his/her expense).

No student found to be under the influence of alcohol or other drugs is to be in clinical or to remain on the clinical agency premises. The Nursing Program policies may request a urine/blood test for alcohol and drugs if there is reasonable evidence to suspect that a student in a clinical setting is under the influence of alcohol and/or drugs. Reasons to suspect violations of the Alcohol/Drug policy include, but are not limited to:

1. Noticeable change in behavior
2. Slurred speech
3. Smell of ethanol on breath.

Violations/suspected violations are managed according to the Clinical Agency’s and/or the SCC Student Code. In the absence of an appropriate clinical agency policy requesting a urine/blood test for suspected violations of the Alcohol/Drug Policy, a clinical faculty, who has reasonable evidence to suspect a policy violation will request that the student submit to the appropriate test. The student is responsible for any expenses incurred in complying with Agency/College requirements. Refusal to comply with or evidence of violation of the Clinical Agency’s and/or the College’s Nursing policies and procedures will result in the student being required to leave clinical accompanied by a designated escort and may result in disciplinary action including, but not limited to, failure of the course and termination from the nursing program.

Students violating the drug and alcohol policies of SCC and the Nursing Program, will be dismissed from the nursing program and will not be eligible to reapply to the program.

HIPPA Violations

If a student is known to have violated HIPPA laws and/or protocols as determined by a healthcare facility and/or the student’s clinical instructor, he/she will be dismissed from the program and will not be eligible to reapply to the program for one (1) academic year. The student noted to be in violation of HIPPA laws/regulations will not be considered to be “in good standing with the College” Any information regarding patients or clinical experiences posted on any social network site will constitute a HIPPA violation. These sites may include, but are not limited to, Facebook, Twitter, Blogs, Snap Chat, Messenger, and any other social media site.
SCC ADN HIPAA Privacy Policy

Applies to all SCC Associate in Science of Nursing students.

Definitions:

Social Media: Includes all means of communicating or posting information or content of any sort on the Internet, including but not limited to your own or someone else’s Facebook, Twitter, Snap Chat, Instagram, Tumbler or Flicker blogs.

<table>
<thead>
<tr>
<th>HIPAA Privacy and Security Violations</th>
<th>Suspension</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining and or posting of pictures or videos of patients or patient family members while on clinical affiliate’s property or premises.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Failure to sign off the computer terminal on affiliate premises when left unattended.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Discussion of patient information in a public area without discretion.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Inappropriate sharing or use of passwords</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Inadvertent disclosure of patient information</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Requesting an affiliate’s employee or another student to access patient information for personal reasons</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Accessing patient records without a need to know for clinical/student performance.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Unauthorized release of client information: written, computerized or verbal</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Releasing or sharing medical information for personal gain or malice</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Accessing client records for use in a personal relationship without written release from client.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Personal Conduct: Use of any unapproved electronic devices including but not limited to Cell phones, I-pads, Smart Watches/phones in the clinical areas, practicums, or preceptorships. Any unauthorized use of any of the above will result in a disciplinary action including a BTBI, loss of points, suspension from clinical up to dismissal from the Associate in Science of Nursing Program.

Legal Limits for the Practice of Professional Nursing by Student Nurses

The current South Carolina Nurse Practice Act authorizes the student nurse, officially enrolled in an approved school of nursing program, to practice those professional nursing competencies identified and checked off on by the student in each nursing course, under the direct supervision of the assigned clinical faculty. Practicing these professional nursing competencies while employed in other settings is a violation of the Nurse Practice Act governing nursing in South Carolina and is subject to disciplinary action.
**Licensed Practical Nurses (LPN’s) and Other Healthcare Personnel as Students**

During the clinical experience, all students, regardless of previous healthcare training, will function in the role of an ADN student and perform according to the clinical expectations of the respective course.

**Pregnant Nursing Students**

A pregnant student must bring a written statement from her obstetric healthcare provider each semester attesting to the ability to perform all expected nursing functions fully, safely, and without jeopardizing the health or well-being of the student, fetus, or client/patient. A female student wanting to resume classroom/clinical activities prior to the customary six weeks’ post partum period must bring a written medical release from her obstetric healthcare provider prior to being able to return to class or clinical.

**Gifts**

Students cannot accept cash, checks, money orders, etc. from clients/patients at any time.

**Students Deployed for Military Duty**

Any student who is enrolled in the nursing program and is deployed for military duty will have his/her slot in the program saved while completing his/her military commitment. The student will need to provide the Department Chair with a copy of his/her military orders to be placed in the student’s file. When the student completes his/her military commitment, he/she will be able to return to the nursing program to the semester he/she was in prior being deployed.

**TESTING**

Students are expected to be seated on time in the classrooms or computer labs prior to the test start time. Students whom are absent on test date must notify the faculty instructor of the absence via phone or email, those students must be prepared to take a make-up test within 48 hours of the original test date. Students whom are 10 minutes or more late on test dates will not be permitted to enter the classroom or computer lab. The student will be required to take a make-up test in the testing center within 48 hours. The make-up testing format is at the discretion of the faculty instructor. No test review will take place prior to all students completing the test. Failure to schedule and take the make-up test within the 48 hour time frame will result in the student receiving a grade of “0” on the test.

**ALL** nursing tests, quizzes, and exams are the property of the Spartanburg Community College Nursing Department. Information from these tests, or the tests themselves, is **NOT** to be copied, photocopied or removed from the classroom setting. In addition, no information obtained from these documents is to be forwarded or sent to any student via any electronic device. Any student who violates this will be immediately dismissed from the nursing program and will not be allowed to reapply to the ADN Program.
Clinical Dress Code:

1. Students (male and female) must wear the approved SCC ADN student uniform including SCC picture ID badge. All uniforms are to be Galaxy Blue and a white lab coat worn over scrubs when required by the clinical agency or unless otherwise specified by the clinical agency. **Example:** printed tops for pediatric rotation, Surgery observation, OB rotations.

2. Solid white or black knee-high stockings or socks are worn with pants uniform. *No footies or ankle socks allowed.* All students must wear solid white or white and grey shoes with no color wrapping or design (when in doubt, ask the clinical instructor regarding the appropriateness of the shoes).

3. Students who will change from street clothes into scrubs once arriving at the clinical setting are expected to present to the clinical site in appropriate dress with their photo ID (denim shorts, t-shirts, sandals/flip-flops or other inappropriate dress is not permitted).

4. All shoes must be white or white and grey in color and in good repair, clean, polished, and impermeable to fluids at all times. All shoes must have enclosed toe and at least 1/2 inch heel strap.

5. One pair of pierced stud earrings may be worn in the lowest part of the ear lobe (one earring per ear and no gauges, if needed plugs may be worn, but must be flesh colored). Plain wedding bands or an approved wedding band set is allowed. No other visible adornment is allowed.

6. On the day of nursing clinical/observation, the hair must be off the collar and secured.

7. During clinical rotations, hair shall be secured by pulling it back with white, metal, or tortoise-shell-colored clips only. No additional hair ornaments are approved.

8. Male students must be clean-shaven and/or have neatly groomed mustache/beard.

9. A non-decorative watch with a second hand is required. (No Smart Watches, or bracelet watches).

10. Fingernails must not extend beyond fingertips. No acrylic nails/nail tips/overlays or nail polish is allowed.

11. No neck and ankle jewelry allowed.

12. The student’s photo ID must be visible at all times during all clinical experiences and when obtaining pre-clinical assignments. *Denim, sweatshirts, shorts of any kind, revealing blouses/clothing, pajama wear, sandals or other open-toed shoes, or other inappropriate dress is not permitted when functioning in the student role.* While obtaining clinical assignments, the student must wear appropriate attire (no shorts or jeans), plain white lab jacket, and his/her SCC photo ID. If the student(s) fails to be dressed appropriately while obtaining their clinical assignment, a BTBI will be initiated, and the student will receive a two (2) point deduction on their clinical evaluation. (A student who is dressed unprofessionally while picking up his/her clinical assignment(s), can be sent home from the clinical site by the clinical nurse manager/charge nurse/staff nurse which does not allow for him/her to gather the information needed to adequately provide care for the assigned patient(s) The student who is sent home may return in proper attire.

13. No visible tattoos or body piercing jewelry allowed anywhere on the body (including tongue rings) students with tattoo sleeves must wear a long sleeve white or galaxy blue undershirt.

14. Nursing students should adhere to this dress code at all times when in clinical areas for student rotations, classroom, medical record assignments, or workshops.
15. Students are to wear apparel labeled specific to the SCC Nursing Program only when Functioning in the student role. Any Student visiting or remaining in the hospital or clinical Setting after a clinical has ended must change into non SCC clothing.
16. Students, who smoke, may not smoke while in uniform and on clinical agency premises. Students are not to be present at clinical with an odor of tobacco products on their uniform, breath or body. Students may **NOT** use any smokeless tobacco products or Vapor (Vapes) cigarettes while in uniform.
17. No perfumes, colognes, or strong men's toiletries are permitted in the clinical setting.
18. No chewing gum is permitted in clinical settings.
19. No excessive make-up, false eyelashes allowed.

**Clinical Policy**

1. Pagers, cell phones, IPads, or any other electronic devices are not to be worn or present in **ANY** of the clinical areas. Any student found to have an electronic device in the clinical area will be dismissed from clinical for the day, receive a BTBI, and lose points for missing clinical. (see section in the handbook regarding BTBIs)
2. Students can only miss one (1) clinical day per clinical course per semester. There are no extenuating circumstances, excused absences, or make-up dates for clinical. If a student is sent home for any type of infraction during a clinical experience, it will be counted as an absence and there will be a 2 pt. deduction for all absences.
3. Students are expected to be in the clinical setting on time and prepared for the clinical day. A student who will be fifteen (15) minutes – or more – late to clinical will not be allowed to participate in clinical (no matter what the reason), will be counted absent, and will lose two (2) points from the overall clinical evaluation grade.
4. Students are considered tardy for clinical if they are not in the clinical setting at the time the rotation starts, and are less than fifteen (15) minutes late. Three (3) clinical tardies less than 15 minutes will result in a clinical absence, and two (2) points will be deducted from the overall clinical evaluation grade.
5. Students whom are a “no call, no show” for clinical will receive a 2 pt. deduction for an absence on clinical day; and an additional 2 pt. deduction for unprofessional behavior will be deducted from the clinical evaluation section addressing professional behaviors.
**National Student Nurses' Association (NSNA)**

Students are encouraged to join the SCC chapter of the (national) Student Nurses' Association. The purposes of the organization are to:

1. Allow nursing students to make professional contacts and the opportunity to network with people who can impact the nursing profession and give students access to new opportunities, friends, jobs, and information.
2. Bring together and mentor students preparing for initial licensure as registered nurses.
3. Convey standards and ethics of the nursing profession.
4. Promote development of the skills that students will need as responsible and accountable members of the nursing profession.
5. Advocate for high quality, evidenced-based, affordable and accessible health.
6. Develop nursing students who are prepared to lead the profession of the future.
7. Give students an opportunity to be a part of the profession of nursing.

SNA members serve the nursing program, the College, and the community through community service projects and through their demonstration of professional character and leadership roles. Two faculty members act as advisors for SNA. Membership is open to all pre-nursing and nursing students. Meetings are held monthly and will be announced in advance.

**Student Class Representatives**

One student and an alternate from each class cohort will be selected by his/her peers to serve as the class representative and will meet with nursing faculty during subcommittee departmental meetings to voice student concerns and suggestions. A different class representative should be selected each semester.

**Nursing Skills Competencies**

Any nursing student who sits out a semester, for any reason (or withdraws from a semester prior to the final drop date), will be required to successfully demonstrate the following nursing skills within the first week of the returning semester. The student **MUST** successfully demonstrate 80% of the skills on the first attempt, and **ONLY** has two (2) attempts to successfully demonstrate the other 20% of the skills.

If a student is unsuccessful in demonstrating 80% of the nursing skills on the 1st attempt or is unsuccessful in a return demonstration, the student will be required to sit the semester out, and this will count as part of the six (6) consecutive semesters for completing the program.

It will be the student’s responsibility to work with the Nursing Department Chair to determine when the skills demonstrations will be performed.

The required nursing skills demonstrations are based on what semester the nursing student withdraws from/sits out.
Nursing Skills if sat out the entire 2nd semester (or withdrew during the 2nd semester of the program) (18 skills: 80% = 14 skills):

<table>
<thead>
<tr>
<th>Skill</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood pressure</td>
<td>Trach suctioning</td>
</tr>
<tr>
<td>Pulse (apical and radial)</td>
<td>Trach care</td>
</tr>
<tr>
<td>Foley catheter insertion (male and female)</td>
<td>Medication reconstitution</td>
</tr>
<tr>
<td>Foley catheter removal</td>
<td>Insulin (SQ medication administration</td>
</tr>
<tr>
<td>Obtaining a urine specimen from a foley catheter</td>
<td>Intradermal medication administration</td>
</tr>
<tr>
<td>NG tube insertion</td>
<td>All IM sites</td>
</tr>
<tr>
<td>NG tube feedings (intermittent and continuous)</td>
<td>PPE</td>
</tr>
<tr>
<td>Medication administration via NG tube</td>
<td>Sterile gloves</td>
</tr>
<tr>
<td>NG tube removal</td>
<td></td>
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</tbody>
</table>

Nursing Skills if sat out/withdrew from 3rd or 4th semesters (26 skills: 80% = 21 skills to be successful)

In addition to all of the above:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Skill</th>
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<tbody>
<tr>
<td>IV start</td>
<td>IVP via INT</td>
</tr>
<tr>
<td>Discontinue IV</td>
<td>Primary and secondary IV administration</td>
</tr>
<tr>
<td>Converting IV from continuous to intermittent</td>
<td>Newborn IM injection</td>
</tr>
<tr>
<td>IVP via continuous infusion</td>
<td>Heel stick blood specimen</td>
</tr>
</tbody>
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# ADN Faculty/Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Scruggs Denesha</td>
<td>Department Chair</td>
<td>592-4483</td>
<td>HSB 241</td>
<td><a href="mailto:deneshaj@sccsc.edu">deneshaj@sccsc.edu</a></td>
</tr>
<tr>
<td>Gibby Cates</td>
<td>Faculty</td>
<td>592-4889</td>
<td>HSB 237</td>
<td><a href="mailto:catesg@sccsc.edu">catesg@sccsc.edu</a></td>
</tr>
<tr>
<td>Pamela Phillips</td>
<td>Faculty</td>
<td>592-4464</td>
<td>HSB242</td>
<td><a href="mailto:phillipsp@sccsc.edu">phillipsp@sccsc.edu</a></td>
</tr>
<tr>
<td>Tiffany Henson</td>
<td>Faculty</td>
<td>532-4467</td>
<td>HSB 240</td>
<td><a href="mailto:hensont@sccsc.edu">hensont@sccsc.edu</a></td>
</tr>
<tr>
<td>Jennifer Hood</td>
<td>Faculty</td>
<td>592-4183</td>
<td>HSB 236</td>
<td><a href="mailto:hoodje@sccsc.edu">hoodje@sccsc.edu</a></td>
</tr>
<tr>
<td>Tara Atallah</td>
<td>Faculty</td>
<td>592-4419</td>
<td>HSB235</td>
<td><a href="mailto:atallaht@sccsc.edu">atallaht@sccsc.edu</a></td>
</tr>
<tr>
<td>Judith Shaffer</td>
<td>Faculty</td>
<td>592-4420</td>
<td>HSB234</td>
<td><a href="mailto:shafferj@sccsc.edu">shafferj@sccsc.edu</a></td>
</tr>
<tr>
<td>Rebecca Ledbetter</td>
<td>Faculty</td>
<td>592-4421</td>
<td>HSB239</td>
<td><a href="mailto:ledbetterrr@sccsc.edu">ledbetterrr@sccsc.edu</a></td>
</tr>
<tr>
<td>Carol Crowe</td>
<td>Division Administrative Assistant</td>
<td>592-4638</td>
<td>HSB 142</td>
<td><a href="mailto:crowec@sccsc.edu">crowec@sccsc.edu</a></td>
</tr>
<tr>
<td>Dr. Benita Yowe</td>
<td>Dean of Health and Human Services</td>
<td>592-4438</td>
<td>HSB 143</td>
<td><a href="mailto:yoweb@sccsc.edu">yoweb@sccsc.edu</a></td>
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