



Academic Affairs Division

NURSING PROGRAM
Student Handbook

Braswell Building, OCH Campus
4223 Old Charlotte Hwy.
Monroe, NC 28110

WELCOME

Congratulations on your acceptance into the Nursing Program. Over the course of the program, you will prepare for entering the field of nursing through class, lab, and clinical.

This Student Handbook will acquaint you with the various policies and procedures that are relevant to South Piedmont Community College (SPCC) and the Nursing Program as well as the policies and procedures designed to meet standards and requirements defined by the North Carolina Board of Nursing.

You should refer to the SPCC Student Handbook for all policies and procedures relating to college academics, student behavior, and other areas. Copies of the SPCC Student Handbook may be obtained from the Student Services Division or may be viewed on the website at www.spcc.edu.

Throughout the program, you will be expected to continually acquire knowledge and understanding related to nursing and the biological and social sciences. You will develop skills related to nursing practice, communication, interpersonal relations, and the use of good judgment. Evaluation of your performance will be based on many methods, including course tests, clinical performance, lab performance and professional behaviors.

Graduates of the ADN or PN programs are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) or (NCLEX-PN) which is required for practice as a Registered or Licensed Practical Nurse, respectively. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

The SPCC Nursing Program is approved by the North Carolina Board of Nursing. Contact the Board at P.O. Box 2129, Raleigh, NC 27602-2129 or 4516 Lake Boone Trail, Raleigh, NC 27607 or call 919-782-3211 for questions about the approval.

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DISCLAIMER

All statements in this publication are announcements of present policies and are subject to change at any given time without prior notice. South Piedmont Community College reserves the right to make changes in program requirements and offerings, in regulations, and in fees. Students in the Nursing Program will be notified of these changes when they occur. For an official copy of the SPCC Nursing Programs' Student Handbook, see the SPCC Associate Degree Nursing and Practical Nursing sections on the www.spcc.edu web site.

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SECTION 1: GENERAL INFORMATION

ALLIED HEALTH AND NURSING MISSION STATEMENT

South Piedmont Community College promotes life-long learning experiences and inspires in its students an active desire for continuing personal growth and development, enhancing self-worth, occupational proficiency, and responsible citizenship. The nursing programs strive to provide an excellent educational opportunity by adhering to the school philosophy and through the competence and dedication of their faculty in preparing the Associate Degree and Practical Nursing students to assist in assessing, planning, implementing, and evaluating the nursing needs of patients within their scope of practice. The aim of the Nursing Program is to prepare qualified persons for participation in the care of patients of all ages, in various states of dependency, and with a variety of illness conditions.

NURSING PHILOSOPHY

The faculty at South Piedmont Community College is committed to preparing the student nurse to meet the community's diverse and changing health care needs. We believe that nursing is a caring profession and a practice discipline. We believe that the nursing graduate of South Piedmont Community College is a beginning practitioner who can apply critical thinking skills in a holistic manner to the management of acute and community-based health care.

We believe that the graduate will be able to practice using scientific principles, clinical decision making, evidence-based nursing theory, research findings, and evaluation of client outcomes. Courses in the biological, physical, and social sciences are included in the curriculum for the student to develop a sound scientific knowledge base necessary for the safe and effective practice of holistic nursing.

We believe that the nurse utilizes communication skills for collaboration within interdisciplinary teams, patient education, and advocacy in providing for health care needs. The nursing graduate of South Piedmont Community College will be able to participate in quality improvement processes to ensure quality patient care and will be able to contribute to society by being flexible and knowledgeable about the health care needs of a culturally diverse community.

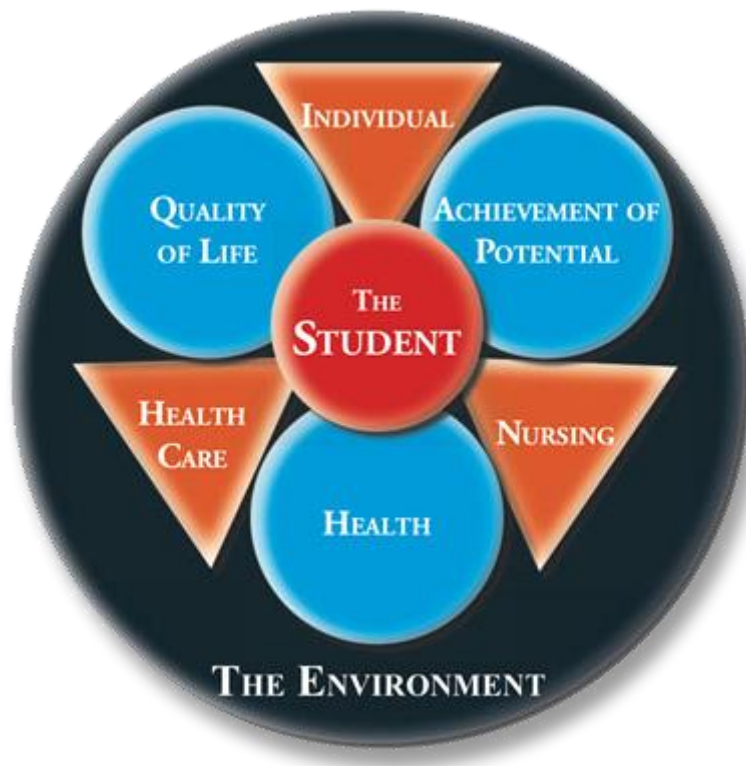
We believe that holistic health refers to the individual's physical, spiritual, and psychosocial state. Economic, environmental, and sociocultural factors are also influential in the health of the consumer. The nursing graduate of South Piedmont Community College will be able to influence the populations at risk through education and counseling that promote wellness and prevent illness.

We believe the environment significantly impacts wellness. Health care consumers' environments are internal and external stressors that affect the state of wellness. The consumer responds holistically to environment interactions through adapting to stressors. Changing technology, informatics, consumer health needs, economic resources, political factors, and legal and ethical issues influence nursing practice and require student knowledge of advanced communication processes.

CONCEPTUAL FRAMEWORK

The conceptual model provides a framework to prepare learners for new instruction and motivates them by making a meaningful connection for the learner. The learner must attain mastery of each part of the framework: the individual, the healthcare system and nursing to understand the complete curriculum (Knowles, Holton, & Swanson, 2011). The domains of the individual, the healthcare system, and nursing provide the conceptual framework guiding the Practical Nursing and Associate Degree Nursing curriculums. Concepts are organized within each of these domains. Learning occurs from simple to complex.

Outcomes and competencies of the graduate are based on the National League for Nursing (NLN) 2010 Outcomes and Competencies for Graduates of Practical Nursing and Associate Degree programs. The four outcomes/goals - Human Flourishing, Nursing Judgment, Professional Identity, and the Spirit of Inquiry - are a part of the four conceptual framework domains of the curriculum. The domain of the Individual incorporates Human Flourishing. The domain of Nursing incorporates Nursing Judgment and Professional Identity. The Healthcare domain encompasses the Spirit of Inquiry. Competencies reflecting the Institute of Medicine (IOM) (2001) competencies: using informatics, employing evidence-based practice, providing client centered culturally competent care, managing client care, and participating in interdisciplinary teams, are integrated throughout the program. In addition, the NLN 2010 Core Values or caring, diversity, excellence, integrity, ethics, holism, and patient centeredness are threaded throughout the curriculum.



The Conceptual Model was adopted from the North Carolina Community College System (NCCCS) for ADN programs but is also applicable to the Practical Nursing program with modification of scope of practice.

CONCEPTUAL FRAMEWORK DEFINITIONS

Achievement of Potential

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

Environment

The individual is in constant interaction with a changing environment that consists of both internal and external forces that vary throughout the lifespan and has the potential to cause stress in the individual. The nurse can assist the individual to alter aspects of the environment and to utilize one's innate and learned coping mechanisms to adapt to these stressors.

Health

Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. The individual's needs for healthcare are determined by his/her position on the continuum. Everyone's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore, or maintain wellness, or achieve a dignified death.

Healthcare System

A system consists of the coming together of parts; the power comes from the energy of the interconnection and the way the parts come together. The community healthcare system is a macrosystem and consists of a variety of parts or microsystems. Clinics, hospitals, pharmacies, laboratories, long-term care and Internet sites are microsystems connected by patients and information to improve health (National Research Council, 2003).

Individual

The faculty of South Piedmont Community College believe that everyone is a complex, multidimensional, unique, and significant being possessing inherent value and worth, and a member of a family, community, and culturally diverse society. All individuals have dynamic bio-physical, psychological, socio-cultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the individual to change throughout the lifespan. Everyone has a right to healthcare and information that will help them participate actively in their health care to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted. To provide care, nurses must view the individual at the center of any nursing activity.

Nursing

Nursing is a science and the art of integrating and assimilating knowledge, and skills derived from biological, sociological, and behavioral sciences and information technology to deliver client-centered, culturally competent, holistic care. Through caring, empathy, ethics, and the development of a therapeutic relationship with the individual and significant support person(s), the nurse integrates the art of nursing with the scientific foundation for nursing practice that utilizes the nursing process. The LPN (Licensed Practical Nursing) and RN incorporate documented best practice. While the LPN functions dependently, the RN functions independently and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of quality client outcomes, promotion of wellness, prevention of illness, and restoration of health or assistance in achieving a dignified death. Emphasis is also placed on cost-effective care to facilitate the achievement of positive individual and organizational outcomes.

Quality of Life

Quality of life involves five domains: physical, functional, psychological, social, and spiritual well-being. The individual's perception of and satisfaction with activities of daily living contribute to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges (Ignatavicius & Workman, 2017).

References:

- Ignatavicius, D. & Workman, M. L. (2017). Medical-surgical nursing: Patient-centered collaborative care (9th Ed.). St. Louis, MO: Elsevier Saunders.
- Institute of Medicine (2001). Crossing the quality chasm: A new health care system for the 21st century. Washington, D.C.: National Academy of Science. (Historical)
- Knowles, M., Holton, E., & Swanson, R. (2011). The adult learner. St. Louis: Elsevier Saunders
- National League for Nursing (2007). NLN core values. Washington, DC: NLN Publications. (Historical)
- National Research Council (2003). Health professions education: A bridge to quality. Washington, DC: The National Academies Press. (Historical)

HISTORY OF THE PROGRAM

Practical Nursing

Nursing education began at South Piedmont Community College in 1962 when a Practical Nursing program was started at Ansonville Industrial Education Center. Approval was received for 20 students to be accepted, which continues to be the current number of students accepted each year. The PN program was moved to the Polkton campus in 1992 and to the Old Charlotte Highway campus in 2020. The PN program is a three-semester program in which students are admitted in the fall semester and graduate at the end of the summer semester.

Associate Degree Nursing

In 1999, Stanly Community College operated a satellite ADN program on the Old Charlotte Highway campus of SPCC. This arrangement continued until 2004 when Stanly Community College and South Piedmont Community College decided to dissolve the relationship. Because of a continued interest in having an Associate Degree Nursing Program, SPCC decided to begin a program of its own. In April 2005, SPCC submitted a request to the North Carolina Board of Nursing (NCBON) and the North Carolina Community College System (NCCCS) to begin obtaining an Associate Degree Nursing Program. Permission was received in July by NCCCS to proceed with the application process with the approval of 20 students in each class. In September 2005, approval was received by the NCBON to proceed with establishing an Associate Degree Nursing program with implementation of the program the fall semester of 2006. The curriculum was developed, faculty were hired, and 20 qualified students were enrolled for the first class in the fall semester of 2006. While 17 students from the original class progressed into the second year of students, 20 new students were admitted for the fall semester of 2007 for the second class. The ADN program received full approval status by the NCBON in May 2008, and in the spring of 2009, received approval to increase the admission per class from 20 to 40. In the fall of 2009, 30 students were admitted, and in 2010, 40 students were admitted.

In October of 2019, the ADN program received approval from the North Carolina Board of Nursing to increase the enrollment by 80 students resulting in the total enrollment of students to 160 students.

The ADN program is on the Old Charlotte Highway campus of SPCC. It is a five-semester program that gives students the option to enroll in the spring or fall semesters. Those students admitted in the fall of each year will graduate in the spring semester of the second year.

ACCREDITATION AND APPROVAL STATUS

Accreditation

Commission on Colleges of the Southern Association of Colleges and Schools
Date of Last Review: September 3rd, 2020
Status: Full Approval

Practical Nursing and Associate Degree Nursing Program Approval

North Carolina Board of Nursing
P.O. Box 2129, Raleigh, NC 27602-2129, www.ncbon.org
Full Approval: March 22nd, 2019

PROGRAM OUTCOMES

Program Learning Outcomes – Practical Nursing

Upon completion of the Practical Nursing Program, the graduate will:

- Incorporate personal accountability by practicing professional nursing behaviors, within the ethical-legal practice boundaries of the PN
- Participate in providing safe and effective nursing care in a structured setting under supervision
- Demonstrate caring behaviors in implementing individualized, culturally competent nursing care
- Participate in collaboration with the interdisciplinary healthcare team, as assigned by the registered nurse, to support individual and organizational outcomes
- Communicate effectively with the client, family, and healthcare team

Program Learning Outcomes – Associate Degree Nursing

Upon completion of the Associate Degree Nursing program, the graduate will upon licensure:

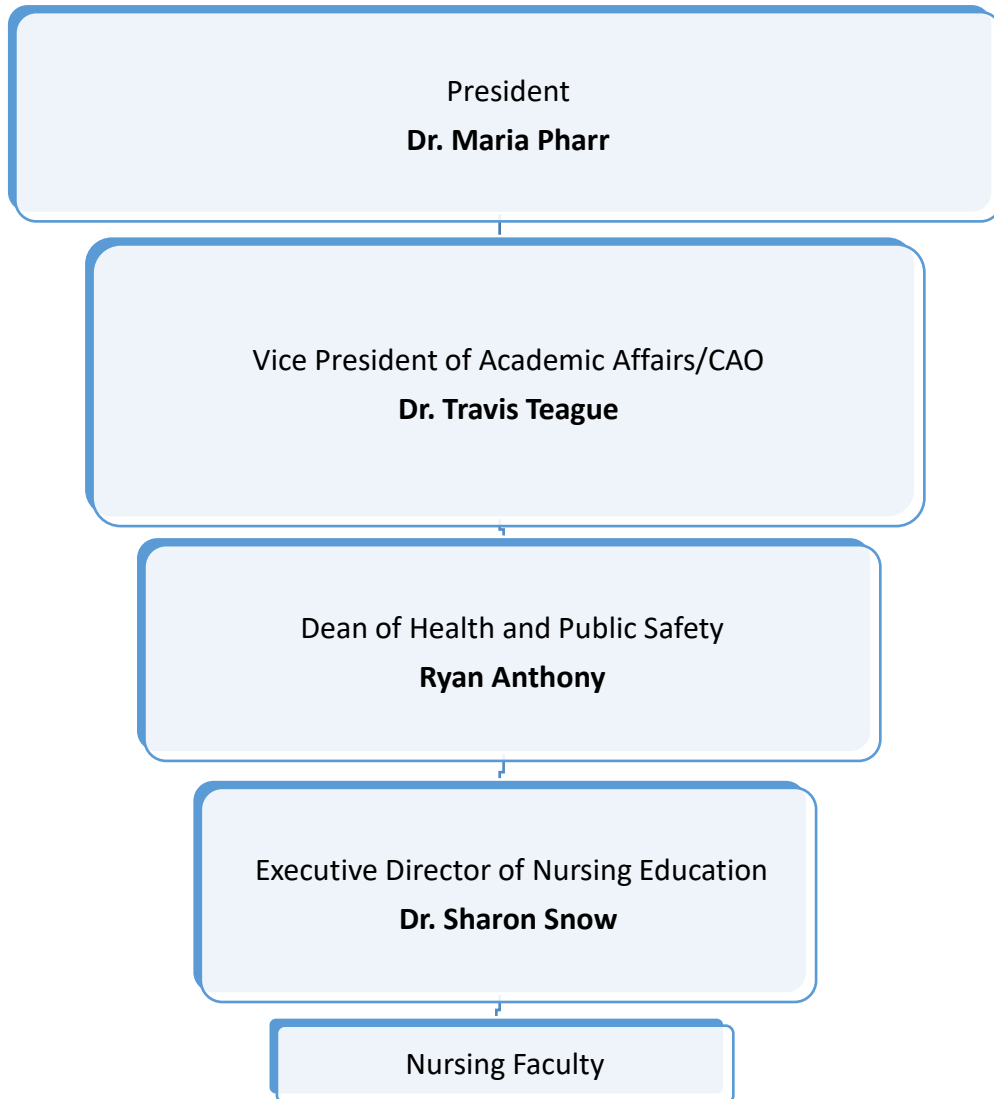
- Communicate effectively with the client, family, and healthcare team
- Participate as a member of the inter-professional team to provide client care
- Integrate best practices and principles of quality improvement to provide competent, safe, and effective client-centered care
- Demonstrate empathy and compassion in providing client-centered care
- Exhibit professional nursing values reflective of legal, ethical, and regulatory guidelines
- Incorporate principles of teaching and learning to develop and provide health education

CORE SKILLS

South Piedmont Community College promotes Thinking, Learning, and Interacting as critical competencies for student achievement and lifelong learning in today's global economy. These critical competencies will be supported by five (5) core skills with identified measurable learning outcomes and integrated into the Learning College's instruction and activities.

- Intercultural Competency
The learner will demonstrate cultural awareness and objectivity through critical reflection.
- Information Literacy
The learner will locate, identify, evaluate, use, and disseminate information ethically and effectively.
- Critical Thinking
The learner will identify, interpret, analyze, or synthesize problems before developing and implementing solutions in a manner effective and appropriate for the intended audience.
- Oral Communication
The learner will exchange ideas and information with others using the spoken word in an effective and appropriate manner for the intended audience.
- Written Communication
The learner will exchange ideas and information using text in an effective and appropriate manner for the intended audience.

ORGANIZATIONAL STRUCTURE



ADVISORY COMMITTEE

Health programs sponsored by SPCC must reflect current and future workplace needs and expectations in business, industry, and public service organizations. Program Advisory Committees are a way in which people outside the educational field can advise college staff on current and future workforce needs and expectations. Close cooperation between college staff and advisory committee members who have specific occupational knowledge and expertise will ensure that SPCC's health programs provide students with up-to-date, appropriate education and training.

Active advisory committees are essential to the development and maintenance of high-quality educational programs. Changes in technology and business practices have increased the need for better coordination and communication between the college and representatives from the workplace.

Health Program Advisory Committees are composed of expert practitioners who have operational and decision-making responsibilities in business, industry, and public service organizations that are in Anson and Union counties. Advisory committee members, who are approved by the Program Director and faculty, serve for two years. At the end of the term of appointment, advisory committee members may be reappointed, or additional members may be selected.

Committees meet once per year, usually during the fall semester. Additional committee meetings may be scheduled if specific health program areas are involved in special projects that require committee assistance.

SPCC NURSING ADVISORY COMMITTEE MEMBERS - 2024-2025

Missy Baker Clinical Supervisor/ Nurse Educator Atrium Union	Lauren Cecil Director White Oak, Waxhaw	Denise White Facility Executive/CNE Atrium Health
Teresa Cochran Program Director Atrium Anson	Michael Jordan VP of Operations Atrium Health	Paula Jarek Director Jessie Helms
Amanda Griffin Wound Center Atrium Union	Crystal Yow Program Director Anson Health	Brandis Taylor Director Autumn Care
Falin Ivey Director of Health Services PruittHealth	Amie James Executive Director Brookdale Assisted Living	Jill C. Saye Coordinator, Pipeline and Recruitment Programs Novant Health
Michelle McGrath Program Director Union County Human Services Division of Public Health	Faye Neely Staff Development Coordinator White Oak – Waxhaw	Allen Plyer Industry Coordinator, Instructional Management Coordinator, UCPS

SECTION 2: CURRICULUM INFORMATION

COURSE DESCRIPTIONS

NUR 101 – Practical Nursing I

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. Clinical/laboratory experiences will focus on the development of basic skills, medication administration, and understanding the nursing process in the care of medical/surgical clients.

Hours

Class	Lab	Clinical	Credit
7	6	6	11

Prerequisites: Enrollment in the PN program

Corequisites: BIO 168

NUR 102 – Practical Nursing II

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial /concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. Clinical experiences will focus on discipline-specific roles in the care of medical and surgical clients.

Hours

Class	Lab	Clinical	Credit
7	0	9	10

Prerequisites: Enrollment in the PN program and NUR 101

Corequisites: ENG 111

NUR 103 – Practical Nursing III

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Clinical experiences include geriatrics, medical-surgical, obstetrical and a medical-surgical preceptorship experience in a long-term care setting.

Hours

Class	Lab	Clinical	Credit
6	0	9	9

Prerequisites: Enrollment in the PN program and NUR 101

Corequisites: NUR 102, ENG 111

NUR 103AB - Practical Nursing III (Part one)

Hours

Class	Lab	Clinical	Credit
3	0	0	3

NUR 103BB - Practical Nursing III (Part two)

Hours

Class	Lab	Clinical	Credit
3	0	9	6

NUR 111 – Introduction to Health Concepts

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Hours

Class	Lab	Clinical	Credit
4	6	6	8

Prerequisites: Enrollment in the ADN program

Corequisites: None

NUR 112 – Health-Illness Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Hours

Class	Lab	Clinical	Credit
3	0	6	5

Prerequisites: Enrollment in the ADN program and NUR 111

Corequisites: None

NUR 113 – Family Health Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Hours

Class	Lab	Clinical	Credit
3	0	6	5

Prerequisites: Enrollment in the ADN program and NUR 111

Corequisites: None

NUR 114 – Holistic Health Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health/wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Hours

Class	Lab	Clinical	Credit
3	0	6	5

Prerequisites: Enrollment in the ADN program and NUR 111

Corequisites: None

NUR 211 – Health Care Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Hours

Class	Lab	Clinical	Credit
3	0	6	5

Prerequisites: Enrollment in the ADN program and NUR 111

Corequisites: None

NUR 212 – Health System Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Hours

Class	Lab	Clinical	Credit
3	0	6	5

Prerequisites: Enrollment in the ADN program and NUR 111

Corequisites: None

NUR 213 – Complex Health Concepts

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

Hours

Class	Lab	Clinical	Credit
4	3	15	10

Prerequisites: Enrollment in the ADN program and NUR 111

Corequisites: NUR 112, NUR 113, NUR 114, NUR 211 and NUR 212

PROGRAMS OF STUDY

Associate Degree Nursing Fall Entry

(A45110) – 72 Credit Hours

General Education Requirements									
Course		Lec	Lab	Crd	Course		Lec	Lab	Crd
Communication: Take ENG 111 and pick one (1)					Fine Arts/Hum: Choose One (1) Course				
ENG 111	Writing and Inquiry	3	0	3	ART 111	Art Appreciation	3	0	3
ENG 112	Writing/Research in the Discipline	3	0	3	ART 114	Art History Survey I			
OR					ART 115	Art History Survey II			
ENG 114	Professional Research & Reporting	3	0	3	MUS 110	Music Appreciation			
Social Sciences: Take Both Courses					MUS 112	Intro to Jazz			
PSY 150	General Psychology	3	0	3	PHI 215	Philosophical Issues			
PSY 241	Developmental Psychology	3	0	3	PHI 240	Intro to Ethics			
Natural Sciences/Math: Take All Courses					Other Major Hours: Take				
BIO 168	Anatomy & Physiology I &	3	3	4	ACA 110	Work	1	2	2
BIO 169	Anatomy & Physiology II	3	3	4		Math/Literacy/Documents			
BIO 275	Microbiology	3	3	4					

Total 30 hours

Students are strongly encouraged to complete ALL General Education courses prior to beginning NUR courses.

Fall Semester – 1 st Year					Fall Semester – 2 nd Year				
Course	Course Name	Lec	Lab/ Clinic	Credit	Course	Course Name	Lec	Lab/ Clinic	Credit
NUR 111	Intro to Health Concepts	4	6/6	8	NUR 113	Family Health Concepts	3	0/6	5
ACA 110	Math/Literacy/Documents	1	2	2	NUR 211	Health Care Concepts	3	0/6	5
Total 10					Total 10				

Spring Semester – 1 st Year					Spring Semester – 2 nd Year				
Course	Course Name	Lec	Lab/ Clinic	Credit	Course	Course Name	Lec	Lab/ Clinic	Credit
NUR 112	Health Illness Concepts	3	0/6	5	NUR 213	Complex Health Concepts	4	3/15	10
NUR 114	Holistic Health Concepts	3	0/6	5					
Total 10					Total 10				

Summer Session – 1 st Year				
Course	Course Name	Lec	Lab/ Clinic	Credit
NUR 212	Health Systems Concepts	3	0/6	5
Total 5				

Practical Nursing Diploma

(D45660) – 44 Credit Hours

General Education Requirements				
Course Number		Lec	Lab	Credit
Communication:				
ENG 111	Writing and Inquiry	3	0	3
Social Sciences:				
PSY 150	General Psychology	3	0	3
Natural Sciences/Math:				
BIO 168	Anatomy & Physiology I	3	3	4
BIO 169	Anatomy & Physiology II	3	3	4
Total				14

***Students are encouraged to complete General Education courses prior to beginning NUR courses.**

Fall Semester				
Course Number	Course Name	Lec	Lab/ Clinic	Credit
NUR 101	Practical Nursing I	7	6/6	11
Total				11

Spring Semester				
Course Number	Course Name	Lec	Lab/ Clinic	Credit
NUR 102	Practical Nursing II	7	0/9	10
NUR 103AB	Practical Nursing III (Part I)	3	0/0	3
Total				13

Summer Term				
Course Number	Course Name	Lec	Lab/ Clinic	Credit
NUR 103BB	Practical Nursing III (Part II)	3	0/9	6
Total				6

SECTION 3: PROGRAM POLICIES

COURSE EXPECTATIONS

Nursing Class and Lab Attendance

Regular attendance and participation are essential to student learning and successful completion of a course. South Piedmont Community College recognizes that students are adults with many responsibilities and occasionally absences are unavoidable. However, absences do not lessen the student's responsibility for meeting the course requirements.

- Class attendance is critical; The student is expected to attend all scheduled lectures. If a student fails to maintain attendance for a period equivalent to two calendar weeks (14 consecutive days) for 10-, 12-, 16-week classes OR one calendar week (7 consecutive days) for classes lasting 8 weeks or less for the semester/term, the instructor will withdraw the student from this class by submitting an Instructor-Initiated Withdrawal Form and a grade of "WI" (Withdrawal by Instructor) will be assigned.
- If there is an emergency and a class must be missed, it is necessary to notify the instructor. **The student is responsible for all assignments and material covered during the absence.**
- All lab hours are mandatory and must be made up at the discretion of the instructor.
- ***Working the evening or night prior to class or lab is not advised.***

Assignments

All assignments--class, lab, or clinical--are due as specified in the course syllabus. Penalties are posted on the assignments or in the syllabus for failure to turn in these written assignments on the designated day. Major papers and projects will require APA formatting. Assignments must be legible and may be returned to be redone if the instructor deems it unsatisfactory.

Testing

Students are expected to be in class for all exams. Students are responsible for contacting their instructor as soon as possible if they anticipate missing class. It is the individual instructor's discretion if the student can make up an exam.

If allowed, it is the student's responsibility to arrange a time with the instructor to make up all missed testing, announced or unannounced. If able, exams must be taken on the day originally scheduled. If that is not possible, the test must be taken the day the student returns to school (class or clinical) or a zero will be given. If the student is late for class, it is the instructor's discretion if the student will be allowed to start the exam late or at another time. Quizzes that are missed are not allowed to be taken late, and a zero will be given.

ExamSoft

The Nursing Program uses ExamSoft to administer most quizzes and exams. Students are required to purchase ExamSoft and have it downloaded and updated prior to each exam.

- Students are required to have their own PC.
 - Chromebooks and Apple iPads are not compatible with ExamSoft. Students are responsible for ensuring that the computer they use for testing meets all ExamSoft minimum software and hardware requirements.

- The computer must have a fully charged battery or a cord long enough to charge during the exam. Loss of battery power is not an acceptable excuse for incompleteness of the exam.
- ExamSoft exams must be downloaded during the availability window and before the indicated start time of the exam or quiz.
 - Students who have not downloaded the exam before class will not be given extended time to complete it. It must be completed at the same time as the rest of the class.
- At the end of an exam, students must raise their hand and show the faculty member present the green screen and checkmark indicating successful upload of the exam.

PROGRAM PROGRESSION

The following guidelines apply to students enrolled in the Nursing Program at South Piedmont Community College. These guidelines supplement the Student Code of Conduct as stated in the SPCC Student Handbook and are designed to ensure compliance with the North Carolina Board of Nursing.

Progression Requirements

Progression in the Nursing Program is dependent on each of the following. Failure to meet program progression requirements will forfeit the student's seat in the Nursing Program, regardless of the time spent in the program.

- Satisfactory completion of each nursing course in the prescribed sequence. Satisfactory completion includes, but is not limited to:
 - Minimum score of 85% on the math exam in any course.
 - Minimum final grade in all nursing courses is 80%.
 - Any grade less than 80% results in failure to progress to the next course.
 - Earning satisfaction in lab competencies and final clinical evaluation.
- Passing all general education courses in the curriculum map with a grade of "C" or higher
- Ability to complete clinical rotation at all required clinical sites.
- Adherence to the Attendance Policy (See Attendance Policy)
- Demonstrating safe nursing practice

Dismissal from the Program

Dismissal from the Nursing Program may occur if the student (1) fails to meet progression criteria and/or (2) demonstrates unsafe or unsatisfactory behavior that conflicts with safe nursing practices.

Unsafe or unsatisfactory behavior includes, but is not limited to, the following:

- Violation of the academic and clinical integrity policy. Any act of dishonesty may lead to program dismissal.
- Violation of the HIPAA confidentiality policy
- Falsification of any school records or clinical agency records
- Willful destruction of school or clinical agency property
- Intoxication or use of illegal drugs while in the clinical area or on school property
- One incident of gross unprofessional conduct, i.e., raising voice in an inappropriate manner (shouting/screaming); hitting or cursing a patient, student, SPCC faculty or staff, and/or healthcare team member; unwillingness to cooperate with the faculty and/or clinical site preceptors/personnel, etc.

- Lack of respect for program faculty, staff, and classmates
- Any willful or intended act that endangers the health, safety, or well-being of another person (physical, verbal, or sexual harassment or abuse)
- Physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time. This period can be defined by the number of clinical hours mandated each semester by the accrediting board. If these hours are impeded and cannot be met, the student must withdraw from the program.
- Violation of school or clinical agency policies
- Violation of accepted standards or institutional policies for implementing nursing care, including asepsis, treatments, and administration of medications.
- Omission of essential components of nursing care regardless of whether actual injury to the patient is established.
- Failure to protect the patient's well-being.
- Repeated failure to recognize and/or promptly report significant patient information allowing for potential patient harm.
- Inability to complete clinical rotation at all required clinical sites. This includes the refusal of any clinical site to allow you to begin participation, continue, or return for clinical rotation at their site. Reasons for refusal include, but are not limited to:
 - Termination of employment
 - Failure to complete clinical requirements.
 - Positive background checks and/or drug screen
- Requiring an inordinate amount of faculty supervision/time due to inadequate preparation for clinical practice, poor clinical decision-making skills, or violations of safety principles and practices that jeopardizes the required supervision of other students by faculty.
 - An "inordinate amount of faculty supervision/time" indicates that the student consistently requires a significantly longer period of time to complete healthcare assignments than would other students at the same point in the program.
- Consistently documented failure to apply instruction, previously learned principles, and/or practices in the field of nursing
- Failure to meet requirements of an Action Plan
- Clinical unsatisfactory at final clinical evaluation

Program Dismissal Appeal Procedure

Students who have been dismissed from an academic program due to reasons other than charges of a violation of academic integrity and a final grade may appeal, if the appeal meets one of the following: policy and/or procedure were not followed or procedural irregularity that affected the outcome; sanction too severe for the charge; evidence of a conflict of interest or bias that affected the outcome; or, new evidence that was not reasonably available at the time of the determination that could affect the outcome. Students should appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Director of Student Wellness and Advocacy for guidance. Once the appeal is received, the appeal is reviewed by Vice President of Student Services to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

Step 1: A formal appeal of the program dismissal must be received within three (3) business days after the dismissal. This appeal must be submitted through the Formal Appeal for Program Dismissal form found on the spcc.edu website under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including emails, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeal process. The student will receive notification of receipt of the appeal.

Upon the receipt of the appeal, the student will be placed on the status of dismissal pending. While in this status, the student may not attend any program activities (classroom, clinical, lab or club activities),

Step 2: Within three (3) business days of the receipt of the appeal, the Student Appeals Team will review the appeal. The student and the instructor will be notified of the date, time, and location of the hearing. The location may be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.

The appeal meeting is a conflict resolution and not a judicial proceeding. The student may not record this meeting but may take notes.

Step 3: After a decision is made by the Student Appeals Team, a student may appeal to the Vice President of Academic Affairs, who will consider the procedural aspects of the appeal process ONLY in his/her review. No new documentation or information, outside of the procedural aspects of the appeal process, will be considered in the Vice President of Academic Affairs' review of the appeal. The decision of the Vice President of Academic Affairs is final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.) The Student Appeals Team is chaired by the Director of Student Wellness and Advocacy and is a nonvoting member.

Appeal of Course Grade Procedure

Any student who believes that an instructor has unfairly assigned a final course grade may appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Director of Student Wellness and Advocacy for guidance.

Step 1: Any student wishing to appeal a grade must consult with the instructor issuing the grade within five (5) business days after the respective course grade is posted in the student Go! Portal located on the SPCC website. The consultation may be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). (After the student has made a reasonable effort to contact the instructor and the instructor has not responded, the student should proceed to Step 2 and contact the supervisor of the respective division/department.)

Step 2: If, after consultation with the instructor, the complaint is not resolved, the student should consult with the supervisor of the division/department in which the instructor taught the course for which the questioned grade was issued within ten (10) business days after the date the grade was posted in the student Go! Portal located on the SPCC website. If the instructor is a division/department supervisor, the student should contact the respective Dean over the supervisor. The consultation may be in person, by conference call, or virtually.

Step 3: Should the matter remain unresolved after consulting with the supervisor, the student may file a Formal Appeal of a Final Course Grade if the appeal meets one of the three (3) criteria: (1) policy and/or procedures were not followed, procedural irregularity that affected the outcome, (2) evidence of a conflict of interest or bias that affected the outcome, or (3) new evidence that was not reasonably available at the time of the determination that could affect the outcome. This formal appeal must be received within fifteen (15) business days after the grade was originally posted in the student Go!Portal located on the SPCC website.

This appeal must be submitted through the Formal Final Course Grade Appeal form on the spcc.edu website under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal including emails, copies of graded work, syllabus, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeal process. (Students needing assistance navigating the appeal procedure should contact the Director of Student Wellness and Advocacy.)

The student will receive notification of receipt of the appeal. Once the appeal is received, the appeal is reviewed by the Vice President of Student Services to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

Step 4: Within ten (10) business days of receipt of the appeal, the Student Appeals Team will review the appeal. The student and the instructor will be notified of the date, time, and location of the hearing. The location will be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.

Step 5: After a decision is made by the Student Appeals Team, a student may appeal to the Vice President of Academic Affairs, who will consider the procedural aspects of the appeal process ONLY in his/her review. No new documentation or information, outside of the procedural aspects of the appeal process, will be considered in the Vice President of Academic Affairs' review of the appeal. The decision of the Vice President of Academic Affairs is final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.) The Student Appeals Team is chaired by the Director of Student Wellness and Advocacy and is a nonvoting member.

Program Re-entry Procedure

Students may request re-entry into the program after one failed attempt or withdrawal. Re-entry to the Nursing Program is not guaranteed. Students must contact the Program Director to discuss re-entry options. **Re-entry is contingent upon available space in the program. Students dismissed from the program for disciplinary or clinical incidents are not eligible for re-entry.** The Program Director will notify admissions if any student is re-entering the program. Students approved for re-entry must complete all required competencies and documentation for possible re-entry.

Students who are unsuccessful or withdraw from NUR 101(PN) or NUR 111 (ADN) and seek readmission into the Nursing Program must arrange a meeting with the Program Director to discuss re-entry options. Students are required to meet all current admission criteria as stated below.

Eligibility:

- Students who have two unsuccessful attempts (withdrawal or failure) in any nursing program are not immediately eligible for readmission in the Nursing Program. A student must reapply as a new applicant after two unsuccessful attempts in the program.
- Students must formally request reentry and begin the program within one (1) year of having exited the program after one unsuccessful attempt.
- Applicants who exceed the one (1) year limit must apply as a new applicant for the first semester of the program.
- Students, whose performance for any nursing course is deemed unsafe as characterized by dangerous, inappropriate, irresponsible, or unethical behavior that actually or potentially places the student, patient, patient's family, or healthcare team members in jeopardy, may be denied progression/re-entry into the nursing program. The nursing faculty will review the applicant's record and decisions for re-entry will be made based on the applicant's ability to provide safe nursing care to the public.

Re-entry acceptance is contingent upon:

- Submission of formal letter of intent stating the desire to re-enter the program.
- Submission of a plan of success after re-entry, i.e. study plan, work schedule, test taking strategies, etc.
- Meeting all current admission requirements

- Passing a competency exam based on the last successful nursing course completed by predetermined deadline.
 - Students must score a minimum of 80% on the first attempt.
- Passing a hands-on skill checkoff
- Background check and drug screen
- Availability of space
 - If multiple students are requesting re-entry for the same semester, students will be ranked based on their current GPA in the program.
- Clinical documents kept up to date.
 - Immunizations
 - CPR
 - CNA I
 - Agency modules

Advanced Placement/Transfer

Students transferring and seeking advanced placement from within the North Carolina Community College System may be rewarded credits for previously completed courses in the Nursing Program. Transfers are not granted into the PN program.

Students requesting transfer must complete the following steps:

- Recommendation from the Director of the previous nursing program validating the applicant’s status of good disciplinary and clinical standing.
- Submit official transcripts from previous school of nursing.
 - A grade of “C” is required for non-nursing courses, (BIO, PSY, ENG and Humanities)
 - A grade of 80 or better in all NUR courses
- Be prepared to demonstrate competency assessment for entry.
 - Competency assessment will involve:
 - Completion of a comprehensive final exam including questions from all previous NUR courses. The applicant must achieve an 80% or greater on the exam to progress in the application process.
 - Completion of a nursing skills assessment at a satisfactory level
 - Completion of a medication calculation test with a score of 85%. The applicant will have two attempts for an 85% score.
- Meet with the Program Director to discuss the completion of the Nursing Health Packet which includes a background check, drug screen, physical examination, CPR, CNAI, immunization and other program documents.
- Satisfy nursing admission criteria and graduation requirements in effect at the time of entry.
- Enter within one year of the last successful NUR course.

Students that meet these steps will be considered for transfer into the SPCC Nursing Program. Placement in the NUR course sequence will be determined by the Program Director after reviewing transcripts and NUR course records. The student must sign a contract outlining all requirements of the advanced placement agreement/transfer with the Program Director.

Entry is based on availability of space. Transfer students are only allowed one opportunity for success in the NUR course sequence.

Graduation

To receive a degree in Practical Nursing / Associate Degree Nursing, the student must:

- Have a 2.0 GPA (grade point average) in the major and an overall 2.0 GPA
 - A grade of 80 or higher is required for all NUR courses.
- Have completed all required courses in the program of study.
- Satisfied all division or departmental requirements.
- Returned all property of the college.
- Paid all fees due to the college.
- Paid the graduation fee.
- Met all residency requirements.

Graduation exercises will be conducted at the end of spring semester for students who complete all coursework. ADN students who complete all coursework in the fall can attend the following spring graduation. PN students meeting all graduation requirements pending completion of NUR 103BB will be eligible to attend the spring graduation ceremony. Students attending graduation should order a cap and gown. Pinning will be held in the fall and the spring for students completing all coursework that semester.

STUDENT CONDUCT

While in class, lab, or clinical setting, students must maintain standards of dress and grooming consistent with good hygiene and professional conduct.

Dress Code

Classroom

Students are expected to dress neatly and appropriately for classes and other school functions.

Lab and Clinical

While in the lab and clinical setting, students will wear the South Piedmont Community College student uniform for the Practical Nursing / Associate Degree Nursing program.

- While in uniform, students may not chew gum, vape, or smoke.
- The Nursing Program uniform consists of navy-blue scrub pants, gray scrub top with SPCC insignia, non-permeable shoes (no clogs), and socks. All parts of the uniform must be kept clean and neat.
- A gray lab coat with a school emblem on the left sleeve is required.
- All nursing students (male and female) will be required to purchase their uniforms from a selected vendor. Students will be given specific information on the purchase of uniforms when accepted into the program.
- I.D. badges are to be worn in class, lab and clinical.
- When obtaining clinical assignments, students must dress in business casual: no jeans, tennis shoes, flip flops, tight pants, shorts, or sweatshirts. A lab coat and SPCC I.D. badge must be worn when obtaining clinical assignments.
- If a student is found in non-compliance with any of the above requirements, they will be sent home and will not receive credit for attendance.

- For repeat violations of the above requirements, a student may be put on an Action Plan and may be denied progression in the course.

Grooming

- Hair (male and female) must be worn at or above the collar in a professional style. Long hair must be worn up and pulled back from the face. Ribbons or other colorful ornaments are not permitted.
- Beards, moustaches, and sideburns must be kept neatly trimmed. If facial hair inhibits the student’s ability to properly mask, it will need to be shortened.
- Fingernails should be clean and cut so that they do not extend beyond the fingertips. No fingernail polish, artificial nails, or nail tips are allowed.
- A single pair of stud-type earrings may be worn. Hoops, dangling earrings, large earrings, necklaces, or other jewelry may not be worn.
- Sunglasses may not be worn in the classroom, lab, or clinical area unless prescribed by a physician or optometrist.
- One engagement or wedding band may be worn but should not be large or have pointed ends.
- No observable body piercing or tattoos are allowed, unless deemed appropriate by the Program Director.
- No fake eyelashes allowed.

Appearance Guidance Chart

This chart is a guide. In the event of a question, the nursing faculty will define what is acceptable and what is not acceptable.

ITEM	ACCEPTABLE	NOT ACCEPTABLE
Uniform	Adhere to program specific uniform selection. Clean, neat, non-wrinkled, in good repair and appropriate size.	Soiled, wrinkled, noticeably worn, and too tight or too loose. When standing, sitting, stooping, bending, or reaching, skin shows around the waistline or at the cleavage or mid-chest line.
SPCC I.D. Badge	Worn in an easily visible spot, on an outer layer of clothing at or above the chest. Must be worn during class, lab, clinical, community service events and functions of the Allied Health/Nursing programs.	No SPCC I.D. badge, or it is worn in a place that is difficult to read (for example, waistband, lower pocket of lab coat).
Hygiene	Use of deodorant and good oral and body hygiene.	Not using deodorant or heavy scent of tobacco smoke, body odor, perfume, fragrant lotions, aftershaves, or mouth odor.

ITEM	ACCEPTABLE	NOT ACCEPTABLE
Hair	Hair (male and female) must be worn at or above the collar in a professional style.	Extremes in hairstyles or color, messy buns or loose hair hanging below collar length.

	Long hair must be worn up and pulled back away from the face, in a secure tight manner. No ribbons or colorful ornaments. Artificial weaves/wigs must be conservative, natural color, clean, secured and not a safety hazard. Hair must be of a natural, conservative color. Beards, moustaches, and sideburns must be kept neatly trimmed.	Colorful ribbons or ornaments (for example, bands, shells, etc.) Unkept facial hair.
Fingernails	Clean and cut so they do not extend beyond the fingertips. No fingernail gel or polish, artificial nails, or nail tips.	Not clean, extended beyond the fingertips. Polished or gel and artificial nails.
Body Piercing	No observable body piercings including facial piercings. Any stud nose piercings, stud eyebrow and cartilage piercings must be covered with a clear retainer. Earlobe expanders with open holes larger than that of an ear piercing is covered.	Body piercings not covered with a clear retainer. Tongue jewelry.
Tattoos	Tattoos covered, unless approved by the Program Director.	Tattoos uncovered
Head gear	None – no hats, ball caps, or cowboy hats.	In any class, lab or clinical.
Undergarments	Adequate and appropriate undergarments are worn. No exposed undergarments.	Visible underwear, including thongs.
Shoes	Program approved, clean and polished.	Scuffed, dirty, unpolished, untied, visibly worn shoes. Open-toed shoes.
Neckline	Conservative neckline that does not reveal underwear, cleavage, or excessive chest hair.	Plunging neckline or tops that expose cleavage or chest hair.
Sunglasses	None, unless prescribed by a physician or optometrist.	Sunglasses not prescribed.

Professionalism

Professionalism is a key characteristic of a nurse. Professionalism includes maintaining a positive attitude, respecting others' opinions, and expertise, identifying problems, and seeking to find solutions, anticipating the needs of others including coworkers and patients, being a team player, accepting and welcoming feedback and striving for continued education and professional growth.

Students are required to abide by SPCC's policies and procedures as stated in the SPCC Student Handbook.

- Students do not have the right to impinge on the freedom of instructors to teach or the right of other students to learn. If a student becomes disruptive in class, the instructor may dismiss the student from the class.
- There will be no “talking” during the class session except by acknowledgment from the instructor or in response to a question or during group activities.
- Tardiness is considered rude and disruptive; however, each instructor reserves the right to decide if students may enter the room after class has begun. It is recommended that students who are tardy enter after the designated break. Students that are consistently late will receive an action plan.
- All cell phones must be set to silent, no audible sounds allowed.
- Recording of class activities must be approved by the instructor prior to class.
- All individual assignments must be completed independently. Failure to complete assignments independently is a violation of the program Academic Integrity Policy.

Smoking/Tobacco-Free Campus

South Piedmont Community College recognizes tobacco products are a health, safety, and environmental hazard for students, employees, visitors, and college facilities.

Nursing students are not permitted to smoke while in school uniform or as prohibited on hospital campuses.

No student, employee, or college visitor is permitted to use any tobacco product at any time, including during non-college hours:

- in any building, facility, or vehicle owned or leased by South Piedmont Community College
- on any College grounds or property—including athletic fields and parking lots – owned or leased by South Piedmont Community College
- at any College sponsored or College related event, on campus or off campus.

Social Media Policy

The use of social media by Allied Health and Nursing students can be beneficial to promote professional networking, exchange of ideas and knowledge, discussion of healthcare related topics, evidenced based practice, research and education. These benefits enhance student learning and promote professional relationships and conduct. However, the Allied Health and Nursing student must understand that with these benefits comes responsibility for social media use.

Social media includes web-based services that allow individuals to connect and communicate with other individuals or groups in various geographical locations. Social media forms include texting, blogging, chat rooms, video, social networking, and podcasting. Although the use of smart phones, tablets, and computers with access to the internet is allowed in the health care facility, it is beneficial for the Allied Health and Nursing student to use caution with these devices and avoid inappropriate use that can be viewed as unprofessional or unethical conduct. Inappropriate use of social media includes inaccurate information, breach of patient confidentiality and privacy, and comments about health team members, faculty and other Allied Health and Nursing students.

To minimize risks when utilizing social media, the Allied Health, and Nursing Department of SPCC has adopted the following guidelines. The student will:

- Always maintain patient privacy and confidentiality

- No transmission of patient information
- All photography is prohibited in the clinical setting including non-patient care areas.
- Limit use of cell phones, smart phones, tablets, computers, or any electronic communication devices with internet access to nursing practice, research, and education
- Refrain from posting on either a personal page or site any disparaging remarks about faculty, the healthcare team, and other nursing students, even if the individual or group is not identified. This includes threatening, harassing, embarrassing, profane, obscene, sexually explicit, racially derogatory, and homophobic or other offensive remarks.
- Avoid online social contact with patients or former patients.
- Refrain from stating personal opinions as being endorsed by any faculty or college.
- Immediately report any breach of confidentiality or privacy and any inappropriate use of social media by oneself or other students to appropriate nursing faculty

Compliance with this policy is required throughout the entire enrollment in the nursing program. Noncompliance with this policy will result in disciplinary action up to and including dismissal from the nursing program.

Volunteering

Students are expected to have five (5) volunteer hours for PN and ten (10) for ADN by the program's end. Volunteering includes hours offered through the Nursing Club or hours completed with a fellow nursing student. Options for volunteering must include some type of community engagement, preferably medical. Any individual hours must be cleared by the Program Director prior to participating in the count. Students will use the Volunteer Hours Tracking form to verify their hours. (See Appendix)

ACADEMIC INTEGRITY

Academic Integrity Procedure

It is the student's responsibility to learn more about how to avoid academic dishonesty. If upon investigation the instructor determines there is an academic integrity violation, the student will be held accountable as stated below:

- Step 1: The instructor, after consulting with his/her supervisor, will notify the student in writing of the details of the academic integrity violation, which may include a formal warning, a reduced grade on an assignment, or a reduced grade in the course.
- Step 2: The instructor will send the student's name along with detailed evidence and documentation of the violation to his/her supervisor, Dean, and the Assistant to the Vice President of Academic Affairs/CAO to be added to the student's permanent academic record.
- Step 3: The Vice President of Student Services will notify the appropriate Dean if there are previous documented offenses in the student's file. The Dean will determine the disciplinary action for the violation. Sanctions range from the minimum of a reprimand to a maximum of suspension depending on the severity and number of violations.

Step 4: The Dean will notify the student in writing electronically of the disciplinary action for the violation. Notification will be sent to the student's college email address. A copy of the disciplinary action letter will be sent to the Vice President of Academic Affairs/CAO, and the Assistant to the Vice President of Student Services to be added to the student's permanent academic record.

Appeal of Academic Integrity Violation

Students may appeal the academic integrity violation and/or the disciplinary action resulting from the violation, if the reason for the appeal meets one of the following: policy and/or procedure were not followed or procedural irregularity that affected the outcome; sanction too severe for the charge; evidence of a conflict of interest or bias that affected the outcome; or, new evidence that was not reasonably available at the time of the determination that could affect the outcome. Students should appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Director of Student Wellness and Advocacy for guidance. Once the appeal is received, the appeal is reviewed by the Vice President of Student Services to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

Step 1: A formal appeal of the academic integrity violation and/or the disciplinary action must be received within five (5) business days after the notification to the student of the violation. This appeal may be submitted through the Formal Academic Integrity Appeal form found here and on the spcc.edu website under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including emails, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeals process. (Students needing assistance with completing the form may contact the Vice President of Student Services or the Director of Student Wellness and Advocacy.) The student will receive notification of receipt of the appeal.

Step 2: Within ten (10) business days of receipt of the appeal, the Student Appeals Team will review the appeal through a hearing. The student and the instructor will be notified of the date, time, and location of the hearing, whether to be held in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.

The appeal meeting is a conflict resolution and not a judicial proceeding. The student may not record this meeting but may take notes.

Step 3: After a decision is made by the Student Appeals Team, a student may appeal to the Vice President of Academic Affairs, who will consider the procedural aspects of the appeal process ONLY in his/her review. No new documentation or information, outside of the procedural aspects of the appeal process, will be considered in the Vice President of Academic Affairs' review of the appeal. The decision of the Vice President of Academic Affairs is final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.) The Student Appeals Team is chaired by the Director of Student Wellness and Advocacy and is a nonvoting member.

SECTION 4: CLINICAL EDUCATION POLICIES

PARTICIPATION IN THE CLINICAL SETTING

Students accepted into the Associate Degree or Practical Nursing Programs must meet the policies and regulations of both South Piedmont Community College and the local healthcare facilities that provide clinical rotation opportunities. Students must submit a background check, drug screen, and meet all vaccination requirements of these facilities. Additionally, each organization requires certain training modules be completed prior to allowing the student access to their site. No student shall be denied admission to clinical training due to age, sex, race, religion, national origin, or disability.

Students must be in good standing with all facilities where clinical rotations are conducted. A student fired from one of the facilities and deemed ineligible for rehire will not be granted access to the clinical rotation by the facility and cannot participate/progress in the Nursing Program.

Alternative clinical sites will not be offered for students who lose their eligibility for any reason during the program.

Criminal Background/Drug Screen

All students newly admitted to the Nursing Program must complete a background check and drug screen through a third-party vendor designated by SPCC. The results are sent to the local healthcare organizations who notify SPCC if a student has been deemed ineligible to participate in clinical rotations at their facility. A student deemed ineligible by any facility will not be allowed to progress in the program.

Students receiving criminal charges or convictions while in the program should notify the Program Director within three business days so that the effect on clinical status can be determined. Failure to report charges or conviction will result in immediate dismissal from the program.

If dismissed from the Nursing Program, the Program Director will discuss the student's eligibility to reapply.

Clinical Attendance

A student must report to clinical on time, as determined each semester by the clinical instructor. It is the student's responsibility to be punctual. Staff members and the clients are relying on the expected clinical group for the day's responsibilities. One clinical absence is allowed per course, except during the summer session when no absences are allowed. When clinical hours are combined between two nursing courses, only one clinical absence will be permitted each semester. Students will receive an Unsatisfactory for clinical if more than one absence is missed, therefore receiving an F for the course.

- Two episodes of tardiness will constitute one clinical absence, Tardy more than 15 minutes will be sent home and count as an absence.
- A student must call at least 30 minutes prior to the beginning of the clinical time if they are going to be late or absent.
 - *Do not leave a message. Talk to your instructor.*
 - Text messages, voice messages, or emails are not acceptable, although students are welcome to use these means of communication in addition, as they are time stamped.
 - Failure to comply with the above procedure is considered a "no call, no show" and may result in dismissal from the program.
- Appointments and personal business need to be scheduled at times other than class, lab, or clinical.

- Leaving clinical experiences before the scheduled completion time will also be considered an absence.
- Faculty must give permission any time a student leaves the clinical unit.
- Clinical absences will be correlated with makeup work that will be completed at the instructor's discretion.
- ***Students are prohibited from working the evening or night prior to clinical.***
- Students are responsible for complying with parking regulations at the clinical facility. SPCC will not be responsible for tickets or towing because of illegal parking.
- Failure to comply with this procedure may result in dismissal from the program.

Any violation of this attendance policy may result in an immediate action plan with a final warning being issued. Further violation of the written action plan and written warning may result in an unsatisfactory clinical evaluation, which would result in failure to progress in the course.

Clinical Preparation

Most courses will require the students to go to the clinical site the evening before clinical to look up information about an assigned patient(s) to prepare for the following day.

- A clinical preparation tool will be provided for completion.
- Students will turn in the completed preparation tool to the clinical instructor before starting the clinical day.
- Clinical instructors will review the tool and provide feedback.
- The student may be expected to add to the tool or make corrections and resubmit as determined by the clinical or course instructor.
- Part of the clinical preparation each week will be preparing an index card for the patient's medications. Even medication that will not be given that shift. The student will keep these cards and build on them throughout the program.
 - Failure to do so could jeopardize the clinical experience that semester and subsequent semesters.
 - Pre-printed medications cards do not fulfill this requirement.

Performance Requirements

Students at a clinical location fall under direct supervision by the SPCC clinical instructor. The SPCC instructor determines the student's scope of practice during the clinical day and supersedes any direction of the facilities' staff. Anytime, while representing SPCC as a student nurse, the student is to practice as directed by their clinical instructor. Any activities performed outside of that direction will be considered practicing outside of the scope of a student nurse and will result in disciplinary action.

ADN/PN students in the clinical setting:

- **May not perform any nursing skill without the supervision and/or approval of the clinical instructor.**
- Must demonstrate continuity of care through the responsible preparation, implementation, and documentation of the nursing care of patients.
- Are respectful of all individuals (patient, patient's family, health team members, classmates, instructors, and self) in accordance with the Patient's Bill of Rights, the ANA Standards of Care, standards of nursing performance, and Code of Ethics for Nurses.

- Adhere to time allotted for lunch and breaks. (Students are allowed 30 minutes for lunch. One 15-minute break is permitted when the scheduled time exceeds 4 hours and if circumstances permit.)
- Report off to the faculty and appropriate personnel when leaving for breaks or at the end of the clinical. Leaving the floor without notifying the clinical instructor and the nurse will be considered abandonment and will lead to disciplinary action.
- Refrain from congregating at the nurse's station, in the hallways or in conference rooms.
- Park only in designated areas at the clinical facility.
- Refrain from using electronic devices such as cell phones, laptops, and tablets in public areas.
- Refrain from taking videos or photos of any kind in the clinical facility.
- Report to the Program Director prior to the next scheduled class, lab, or clinical if arrested or convicted of a felony or a misdemeanor.
- Report any changes in health status to the Program Director prior to the next scheduled class, lab, or clinical.
- Submit completed clinical work on time to the assigned clinical instructor.
- Demonstrate caring for the client's well-being. This includes being empathetic to the client's needs.
- Maintain a quiet, therapeutic environment.
- Be adaptable to changing circumstances in the clinical area.
- Provide safe and effective nursing care.
 - Check orders frequently throughout the day and implement tasks based on previously learned concepts with supervision.
 - Complete tasks in an organized and timely manner. Any student who does not complete patient care promptly jeopardizes the patient's safety, resulting in disciplinary action.
 - Continually check client safety and comfort needs throughout the clinical day.
 - Question situations in which principles of nursing are violated.
- Safely and effectively implement all procedures and treatments.
 - Practice and review procedures and treatments prior to clinical.
 - Determine basic care needs and safely perform all procedures, within their scope.
 - Follow hospital and departmental policies with all procedures and treatments.
 - Ensure an instructor or nurse is present in situations when there is an exam of the breasts, genitalia, or rectum of both male and female patients when appropriate.
 - Display confidence and composure when carrying out procedures and treatments.
 - Show respect for privacy needs.
- Safely and effectively administer medications.
 - Verify the physician's orders against the patient's medication record. Report discrepancies.
 - Check for medication allergies on chart and Medication Administration Record.
 - Review all medications prescribed to the patient and demonstrate knowledge of medications.
 - Assess the "Five Rights" prior to administering any medication.
 - Verbalize knowledge of appropriate lab values related to medication administration.
 - Evaluate assessment data prior to medication administration.
 - Use proper technique when preparing and administering medication (PO, IM, SQ and IV).
 - Verify all medications requiring two nurses with faculty and unit RN (insulin, heparin, pediatric doses, etc.).
 - Give all medication in the allotted time.
- Document accurately in a timely manner.
 - Consult faculty when charting abnormal assessment findings.

- Demonstrate neatness and organization of charting using correct terminology, phraseology, and spelling.
- Follow agency policy regarding documentation.
- Use effective communication skills.
 - Demonstrate appropriate therapeutic verbal and non-verbal behaviors.
 - Follow all HIPPA laws.
 - ***Students must sign the SPCC Allied Health and Nursing Programs HIPAA Medical Privacy Rule Requirements*** (See Forms)
 - Communicate appropriately and effectively as needed with other health-care providers in planning and/or carrying out the plan of care.
 - Inform the faculty and staff nurse immediately if any changes or potential changes in the client’s condition are noticed.
 - Inform the faculty and staff nurse immediately if any problem or potential problem is encountered.
- Evaluate self-performance.
 - Objectively assess self-performance.
 - Set own goals and objectives and strive to attain them.
 - Identify your own strengths and weaknesses.
 - Immediately admit mistakes and take actions to correct them.
 - Accept constructive criticism without making excuses for behaviors.
 - Assume responsibility for own actions; know limitations and when to seek guidance.
- Demonstrate appropriate action when notified of emergency signals in accordance with each clinical facility, i.e., code blue, rapid response, infant safety alarm, etc.
- Update CPR and immunizations yearly per the agency policies. Perform CPR correctly and safely when necessary.
- Practice within the legal and ethical framework of nursing and be accountable for own nursing practice.
- Practice within the boundaries of the Nurse Practice Act of the State of North Carolina, the clinical course competencies, and the policies and procedures of the healthcare agencies.

Compliance with this policy is required throughout the entire enrollment in the nursing program. Noncompliance with this policy will result in disciplinary action up to and including dismissal from the nursing program.

Clinical Evaluation

Students will receive a clinical log packet for each course. It is up to the student to bring the clinical log to each clinical rotation and ensure it is completed by the clinical instructor. At the end of the semester, the student is responsible for ensuring all information in the clinical log has been filled out and turning it in to the current course faculty member by the designated date.

For each clinical day, both the student and the clinical instructor will review the student’s progress towards the semester’s learning outcomes, document skills and procedures practiced that rotation, and indicate the unit and how many patients were assigned. Additionally, attendance and completion of the prep tool with commentary will be noted. At the end of the semester, the clinical instructor will fill out a final clinical evaluation that will be reviewed with the student highlighting strengths, areas for improvement, and a satisfactory or unsatisfactory clinical grade. **Those receiving an unsatisfactory final clinical grade will not be able to progress to the next course.**

Clinical Remediation

Students and instructors evaluate the student's performance weekly. A student receiving an Unsatisfactory for a course learning outcome by the instructor will receive an action plan for clinical remediation. The action plan will be documented using the NCBON Just Culture Student Practice Event Evaluation Tool (SPEET). (See Appendix) The action plan will include what the student is expected to accomplish by the conclusion of the semester. This can include remediation at the college or with the clinical instructor. Those students not meeting the expectations outlined in the Clinical Action Plan will receive an Unsatisfactory clinical and be unable to progress in the course. (See Appendix)

If academic cheating, confidentiality, inappropriate use of social media, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment, or any incident that is considered as a gross breach of integrity or patient safety (with or without actual patient harm) are the cause of the unsatisfactory performance evaluation, disciplinary action, including program dismissal, will occur.

Communicable Disease Waiver of Liability for Clinical

Students in the Nursing Program may encounter patients who have communicable diseases, including but not limited to HIV, Hepatitis B, and Coronavirus. The faculty at SPCC will instruct students on the proper use of PPE including gowns, gloves, masks, and eye wear. Should facilities require fittings for PPE such as N95 masks, SPCC will either conduct the fittings or provide students with the times and locations to be fitted within the healthcare facility. It will be the student's responsibility to attend the fitting and provide documentation to the Program Director.

Students are expected to use at least standard precautions with every patient. If a patient requires additional precautions, the student must adhere to the required PPE for that patient's presentation. Facilities may require additional PPE. Students will be notified of and abide by institutional policies when on a clinical rotation. Failure to adhere to appropriate PPE requirements will result in a warning and/or action plan. Future violations can result in dismissal from the Nursing Program.

Students must sign the ***Communicable Disease Statement and Waiver of Liability*** to attend clinical. (See Forms)

Lab/Simulation

Students will participate in learning opportunities in lab or simulation that teach skills or mimic activities found in the clinical setting. Some of these activities will teach students nursing skills prior to entering the clinical environment and some will allow the student to demonstrate or practice skills or patient care. Students should do the following:

- Wear SPCC scrubs to all lab and simulation days unless specified otherwise.
- Bring paper, a pencil, stethoscope, pen light and any other supplies indicated by the faculty.
- Be prepared for the day by completing any pre-work or practicing skills that will be checked off that day.
- Complete all assigned post-work or reflection.

- Participate actively in each setting to get the most from the experience.
- Accept feedback.
- During debrief, provide thoughtful commentary on the successful aspects of the experience and areas for improvement.
- Respect all equipment in the lab/simulation setting.
- Utilize ethical and safe nursing behaviors for all simulated patients and simulation manikins included in the Patient's Bill of Rights
- Maintain HIPPA compliance related to patient information in the SIM environment to promote learning opportunities for future students.
- In the lab setting, students will be given the opportunity to start IVs on each other with faculty supervision.
 - To participate in this activity, the student must complete the ***IV Practice Release Form*** prior to lab. (See Forms)
 - Those choosing not to complete the form will have the opportunity to practice on a manikin arm.

SECTION 5: STUDENT SERVICES AND SUPPORT

STUDENT SERVICES

South Piedmont strives to provide students with the resources they need to be successful. Nursing Students can take advantage of several services to help them be successful.

Academic Support Center

South Piedmont's Academic Support Center serves students by providing convenient access to learning support opportunities that promote academic success.

Tutoring

Tutoring is available through the Academic Support Center to students who need help with study and test taking strategies. Additionally, math tutors are available to help students prepare for the math tests. Faculty may refer students struggling in these areas to the Academic Support Center for more help.

Faculty are also available by appointment to work with students on nursing concepts they are struggling with.

Writing Assistance

Most courses in the Nursing Programs require written papers or presentations. The Academic Support Center provides a ReadMe Paper Review option where students can upload a paper and receive feedback. If additional assistance is required, tutors are available as noted above. All writing assignments should be submitted using current APA formatting.

Library

The SPCC Library provides many resources for students. What can a student do at the library?

- Check out books or DVD's
- Check out laptops for the day or (in limited supply) for the semester
- Scan or print documents – in black and white or color
- Access wireless internet
- Reserve individual and group study rooms
- Enjoy food items and beverages from the small café
- Get help understanding APA

NURSING CLUB

The Nursing Club is a club for students in the Associate Degree Nursing or Licensed Practical Nurse program or for those interested in nursing. The club meets monthly providing opportunities for volunteering, education, and/or socializing. The club also hosts fundraisers to support initiatives of programs as voted on by the students or the club. Officers are elected in the spring with an additional PN Representative elected in the fall of each year. For additional information, contact the Nursing Club sponsor, Nicole Gee MSN, RN, ngee@spcc.edu.

Student Wellness, Advocacy and Support:

Counseling staff in this area support overall student wellness in the following areas:

- **Accessibility Services**—Students with disabilities who are seeking academic accommodations should reach out to the counseling staff at counselors@spcc.edu, who coordinate the application and ongoing interactive process to support students' access to and participation in their courses and programs of study
- **Advocacy**—Students seeking an appeal (final grade appeal, program dismissal appeal, academic integrity violation appeal) should reach out to the Director of Student Wellness and Advocacy at eclodfelter@spcc.edu for guidance through the appeal process
- **Career Services**—Students may meet with counselors for career exploration and planning activities, and provide guidance in their development of job readiness skills such as resume writing, networking, and interviewing
- **Academic and Personal Counseling**—Students may meet with counselors to create academic success plans to counter their challenges with college success skills and to address other barriers such as
 - Time and stress management
 - Test anxiety
 - Adjusting to college
 - Academic probation and intervention
 - Course withdrawals
 - Community resource referrals
- **Title IX**—(Sex discrimination, sexual harassment, and Pregnancy-related issues)—Students may contact the Title IX Coordinator, Elaine Clodfelter, at eclodfelter@spcc.edu, or the Title IX Deputy Coordinator, Lauren Sellers, at lsellers@spcc.edu, should you have any questions or concerns regarding issues related to Title IX.

APPENDIX

Student Practice Event Evaluation Tool (SPEET)

North Carolina Board of Nursing (NCBON) STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

Event(s): _____ Event Number: _____

Criteria	Human Error	At Risk Behavior			Reckless Behavior		Score
	0	1	2	3	4	5	
G General Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
U Understanding expected based on program level, course objectives/outcomes	Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this instance, failed to obtain sufficient info or consult before acting	Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was "gross negligence/ unsafe act" and demonstrated no regard for patient safety.	
I Internal Program or Agency Policies/ standards/ inter-disciplinary orders	Unintentional breach or no policy/standard/ order available	Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted	Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior.	Aware of policy/ standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain	Maliciously disregarded policy/standard/order	
D Decision/ choice	Accidental/ mistake/ inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgment.	Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	
E Ethics/ credibility/ accountability	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error.	

Criteria Score: _____

Student Practice Event Evaluation Tool (SPEET) Page 2

North Carolina Board of Nursing (NCBON) STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

Mitigating Factors – check all identified		Aggravating Factors – check all identified	
<input type="checkbox"/> Unavailable resources (inadequate supplies/equipment)	<input type="checkbox"/> Especially heinous, cruel, and/or violent act	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interruptions/chaotic environment/emergencies – frequent interruptions/distractions	<input type="checkbox"/> Knowingly created risk for more than one client	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Inadequate supervision by faculty or preceptor	<input type="checkbox"/> Threatening/bullying behaviors	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Inappropriate assignment by faculty or preceptor	<input type="checkbox"/> Prior formal student disciplinary record for practice issue(s)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Non-supportive environment – interdepartmental/staff/student conflicts	<input type="checkbox"/> Other (identify)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Lack of response by other departments/providers		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (identify)		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Total # mitigating factors identified		Total # aggravating factors identified	

Criteria Score (from page 1)	
Mitigating factors (<u>subtract</u> 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	
Aggravating factors (<u>add</u> 1 point for each identified factor)	
Total Overall Score	

Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= _____ IF 3 or more criteria in Green OR Address event by consoling student and/or improvement plan with student	# criteria in yellow= _____ IF 3 or more criteria in yellow OR Address event by coaching student, and/or developing remedial improvement plan with student	# criteria in red = _____ IF 3 or more criteria in red OR Consider disciplinary action and/or remedial event with student

Evaluator: _____

School Name: _____

Date of Event: _____

NCBON Consultant: _____

Action Taken: _____

NOTE: This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.

Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.
 At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.
 Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
 Consoling = Comforting, calming; supporting student while examining event.
 Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.
 Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.
 Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.
 Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

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Allied Health and Nursing Action Plan

Mid-Term/Final (circle one)

Date: _____ Term: _____

Student Name: _____ Student ID: _____

Assessment and Observations: {include a summary of assessments and observations regarding the students' performance here}

Comments:

Click here to enter text.

Student Strengths: {make notes and comments regarding the strengths of the student, place an "NA" if this section doesn't apply}

Click here to enter text.

Weakness, Concerns or Actions Needed: {make notes and comments regarding areas for improvement and any actions that need /must be taken to ensure success}

Comments:

Click here to enter text.

Results, Repercussions and/or Consequences: {clearly re-state the problem and what will happen if actions for improvement are not followed} If the student is doing well and there is no action for improvement state so.}

Comments:

Click here to enter text.

Follow-up: {document student progress, discussions, and results of the plan here}.

Click here to enter text.

Signatures:

Student: _____ Date: _____

Clinical Instructor: _____ Date: _____

Faculty Member: _____ Date: _____

Program Director: _____ Date: _____



School of Nursing Volunteer Log

Student Name: _____

Date	Event Description	Hours	Coordinator Signature with Contact Information (phone or email)

Total Hours: _____ (Requirement: 5 hours PN, 10 hours ADN)

Student Signature: _____ **Date:** _____

Instructor Signature: _____ **Date:** _____

**This form is the responsibility of the student and must be filled out completely.
This form should be submitted to the instructor at least two weeks prior to graduation.**

FORMS TO BE SIGNED



**SPCC Allied Health and Nursing Programs Communicable Disease Statement and Waiver of Liability
for Students Performing Patient Care in Clinical Rotation Settings**

Statement of informed consent:

I understand that I am pursuing a course of study that involves working with patients throughout the lifespan, and that they are at various stages of the wellness/illness continuum. While providing care in the clinical setting, I may be exposed to communicable diseases including but not limited to Human Immunodeficiency Virus (HIV), Hepatitis B (HBV), Tuberculosis (TB), and Coronavirus.

I agree to practice universal precautions as instructed by my faculty and required by the healthcare facilities when working with patients. If a patient has additional specific precautions, I will wear the personal protective equipment (PPE) appropriate for that precaution. Further, I acknowledge that the facilities where I attend clinicals may have additional PPE requirements that I will adhere to.

I understand that failure to practice universal precautions and additional precautions required by the facilities will result in a warning and/or action plan. Further, additional non-compliance may result in dismissal from the program.

My signature indicates that I understand the risks involved in pursuing study in healthcare, and that I agree to hold South Piedmont Community College and any affiliated clinical site harmless if I contract any communicable disease while enrolled in an Allied Health or Nursing Program.

Student Name (First and Last) Printed: _____

Student Name (First and Last) Signed: _____

Student ID Number: _____ **Date:** _____

Provide a copy of this signed form to the Program Director.



**Nursing Program
IV Practice Release Form**

Students are given the option to practice starting IVs on each other during lab time in certain courses. This provides a realistic opportunity to learn on a real person instead of the simulated environment prior to attempting on a patient. Standard precautions are taught and enforced to minimize the risk of infection. All attempts are closely monitored by faculty. Students not wishing to participate will be able to attempt IV starts on manikins.

To participate, read the following statement and sign below.

By signing below, I will not hold South Piedmont Community College or its affiliates responsible for any injury when receiving or administering intravenous access for the use of instruction in the South Piedmont Community College Nursing Program. I understand that there will be students performing intravenous access under the direction of a faculty member who is a registered nurse for the sole purpose of instruction and not diagnosis or treatment.

Student Name (First and Last) Printed: _____

Student Name (First and Last) Signed: _____

Student ID Number: _____ **Date:** _____

Provide a copy of this signed form to the Program Director.



SPCC Allied Health and Nursing Programs HIPAA Medical Privacy Rule Requirements

A student’s or other trainee’s access to patient medical information during the student’s training could be permitted as a use or disclosure of protected health information (PHI) for health care operations. “Health care operations” is defined in section 164.501 (Definitions) of the HIPAA medical privacy rule to include training of both health care providers as well as non-healthcare professionals.

Uses or disclosures of PHI for health care operations purposes are subject to the minimum necessary requirement found in section 164.502(b)(1). Under the minimum necessary requirement, the covered entity must take reasonable steps to limit the PHI used or disclosed to the minimum necessary required to accomplish the purpose of the use or disclosure. In addition, the covered entity must have in place other appropriate administrative, technical, and physical safeguards to protect the privacy of the information. See Section 164.580(c) of the rule. The covered entity must adopt reasonable measures to limit any intentional or unintentional use or disclosure that would be in violation of the requirements of the rule and to minimize any incidental uses and disclosures that may result from an otherwise permitted or required use or disclosure.

Students and trainees are part of the covered entity’s workforce for HIPAA compliance purposes. See Section 160.103 (Definitions) of the regulation. Like other members of the workforce, students and trainees must receive training about the organization’s policies and procedures related to PHI. See Section 164.530 (b) of the regulation. Such training must be provided within a reasonable time period after the student or trainee joins the workforce. If there is a material change to any policies or procedures that would affect the functions or performance of the student or trainee, instruction about the change should be provided within a reasonable period of time after the change becomes effective. Covered entities must document training activities and maintain any documentation for six years from the date of its creation. See Section 164.530 (b)(2)(ii) and 164.530 (j) of the regulation.

I have received a copy of, read and understand these requirements:

Student Name (First and Last) Printed: _____

Student Name (First and Last) Signed: _____

Student ID Number: _____ **Date:** _____

Provide a copy of this signed form to the Program Director.



Nursing Student Handbook Agreement

I have read and understand the policies for the Nursing Program as given in the Student Handbook. It is my responsibility to maintain current knowledge of these policies.

I also understand all statements in this publication are announcements of present policies and are subject to change at any given time without prior notice. South Piedmont Community College reserves the right to make changes in program requirements and offerings, in regulations, and in fees. Students in the Nursing Program will be notified of these changes when they occur.

Student Name (First and Last) Printed: _____

Student Name (First and Last) Signed: _____

Student ID Number: _____ **Date:** _____

Provide a copy of this signed form to the Program Director.