



Academic Affairs Division

**ASSOCIATE DEGREE NURSING**  
Student Handbook

Braswell Building, OCH Campus

1851 S Piedmont St.

Monroe, NC 28110

## WELCOME

Congratulations on your acceptance into the associate degree Nursing (ADN) Program! Over the course of the program, you will prepare for entering the field of nursing through class, lab, simulation, and clinical.

This Student Nursing 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 College Catalog 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](http://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, simulation performance, and professional behaviors.

Graduates of the ADN programs are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a nurse. Employment opportunities include hospitals, long-term care facilities, clinics, home health, 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.

Ashley Steagall, MSN, RN, AGNP-C Executive Director of Nursing 704-290-5816 <a href="mailto:asteagall@spcc.edu">asteagall@spcc.edu</a>	Britney Stegall, MSN, RN Nursing Faculty 704-290-5826 <a href="mailto:bstegall@spcc.edu">bstegall@spcc.edu</a>	Sarah Rushing, MSN, RN Nursing Faculty 704-290-5808 <a href="mailto:srushing@spcc.edu">srushing@spcc.edu</a>
Nicole Gee, MSN, RN Nursing Faculty 704-290-5808 <a href="mailto:ngee@spcc.edu">ngee@spcc.edu</a>	Sadie Monaghan, MSN, RN Nursing Faculty 704-290-5804 <a href="mailto:smonaghan@spcc.edu">smonaghan@spcc.edu</a>	Josiah Chacko, BSN, RN Nursing Faculty 704-290-5868 <a href="mailto:jchacko@spcc.edu">jchacko@spcc.edu</a>
Carrie Bramlett, BSN, RN Nursing Faculty 704-290-5215 <a href="mailto:cbramlett@spcc.edu">cbramlett@spcc.edu</a>	Stephanie Springer, MSN, RN Nursing Faculty Simulation Coordinator 704-290-5856 <a href="mailto:sspringer@spcc.edu">sspringer@spcc.edu</a>	Terri Carter, LPN MCE Compliance Coordinator <a href="mailto:tcarter@spcc.edu">tcarter@spcc.edu</a>
Dr. Sharon Walker, DNP, RN, CMSRN Nursing Faculty 704-290-5804 <a href="mailto:swalker@spcc.edu">swalker@spcc.edu</a>		

## 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](http://www.spcc.edu) web site.

# Table of Contents

DISCLAIMER.....	3
NURSING PHILOSOPHY .....	7
CONCEPTUAL FRAMEWORK .....	8
CONCEPTUAL FRAMEWORK DEFINITIONS.....	9
HISTORY OF THE PROGRAM .....	11
Associate degree Nursing (ADN) .....	11
ACCREDITATION AND APPROVAL STATUS .....	11
General Purpose of the ADN Student Handbook .....	12
PROGRAM OUTCOMES.....	12
Program Learning Outcomes – Associate Degree Nursing. ....	12
Organizational structure.....	13
ADVISORY COMMITTEE .....	14
SECTION 2: CURRICULUM INFORMATION .....	15
COURSE DESCRIPTIONS .....	16
Associate Degree Nursing.....	16
Associate degree Nursing Fall Entry .....	20
SECTION 3: PROGRAM POLICIES.....	22
COURSE EXPECTATIONS .....	23
Student Success .....	23
Attendance .....	23
Attendance in Traditional Classes.....	23
Attendance in Blended/Hybrid/Hyflex Classes .....	24
Class Attendance.....	25
Clinical Attendance .....	25
Assignments .....	<b>Error! Bookmark not defined.</b>
Additional Assignment Guidelines: .....	26
Exam Soft .....	29
Individual Review .....	29
Classroom Review .....	29
Purpose .....	30
Testing Procedures.....	30
Medication Calculation Competency, Testing and Quizzes .....	30
PROGRAM PROGRESSION.....	31
Progression Requirements.....	31
Dismissal from the Program .....	32

Appeal of Course Grade Procedure .....	35
Program Re-entry Procedure.....	36
Advanced Placement/Transfer .....	37
Graduation .....	38
STUDENT CONDUCT .....	39
Dress Code.....	39
<b>Grooming</b> .....	39
Appearance Guidance Chart.....	40
Professionalism .....	41
Smoking/Tobacco-Free Campus.....	41
Social Media Policy .....	42
ACADEMIC INTEGRITY .....	43
Academic Integrity Procedure .....	43
Appeal of Academic Integrity Violation .....	43
SECTION 4:.....	45
CLINICAL, LAB AND SIMULATION EDUCATION POLICIES .....	45
PARTICIPATION IN THE CLINICAL SETTING .....	46
Criminal Background/Drug Screen.....	46
Philosophy Concerning Clinical Roles .....	46
Clinical Attendance & Inclement Weather .....	47
Precepting.....	47
Clinical Preparation and Performance Policy.....	48
Purpose .....	48
1. Clinical/Simulation/Lab Preparedness .....	48
2. Clinical Preparation .....	48
3. Clinical Rotations.....	48
4. Scope of Practice and Supervision .....	48
5. Clinical Performance Expectations.....	49
6. Professionalism and Behavior.....	49
7. Skills and Procedures .....	49
8. Medication Administration .....	50
9. Documentation and Charting.....	50
10. Clinical Day Procedures.....	50
11. Meal Breaks.....	51
13. Compliance.....	51
Clinical Evaluation.....	53

Lab/Simulation .....	57
Medication Policy in Simulation .....	60
Policy Statement .....	60
Documentation .....	61
References .....	61
SECTION 5: STUDENT SERVICES AND SUPPORT.....	62
Student Services .....	63
Academic Support Center .....	63
Tutoring.....	63
Writing Assistance.....	63
Library .....	63
Nursing Club .....	64
Student Wellness, Advocacy and Support: .....	64
APPENDIX .....	65
Student Practice Event Evaluation Tool (SPEET).....	66
Allied Health and Nursing Action Plan .....	70
FORMS TO BE SIGNED .....	71
SPCC Allied Health and Nursing Programs Communicable Disease Statement and Waiver of Liability for Students Performing Patient Care in Clinical Rotation Settings.....	72
IV Practice Release Form .....	73
SPCC Allied Health and Nursing Programs HIPAA Medical Privacy Rule Requirements.....	74
Nursing Student Handbook Agreement .....	75

## 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 people 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.

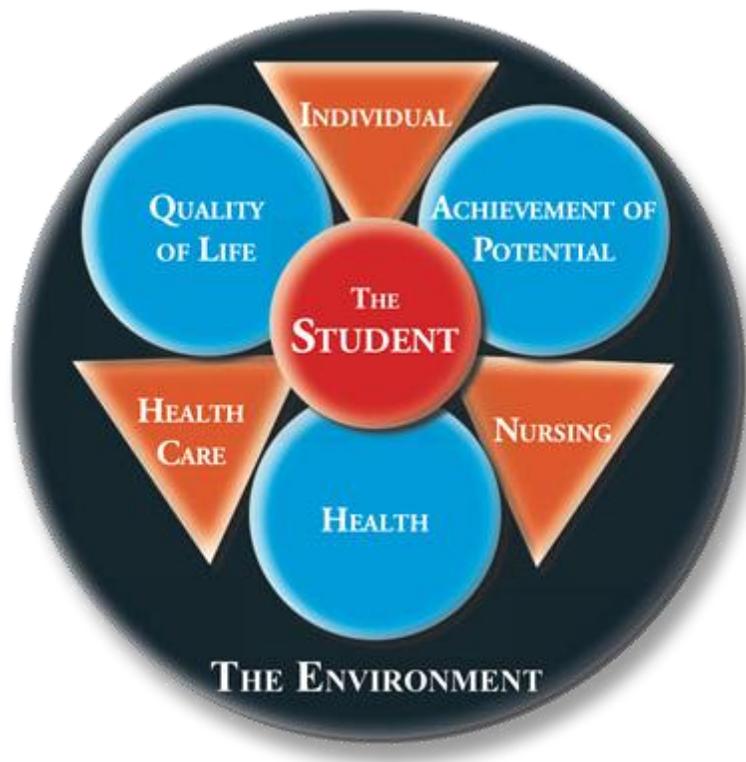
We believe that holistic health refers to the individual's physical, spiritual, and psychosocial state. Economic, environmental, and sociocultural factors are also influential in the health of the consumer. The nursing graduate of South Piedmont Community College will be able to influence the populations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

### **Associate degree Nursing (ADN)**

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 twenty 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 in the fall semester of 2006. The curriculum was developed, faculty were hired, and twenty qualified students were enrolled for the first class in the fall semester of 2006. While seventeen students from the original class progressed into the second year of students, twenty 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, thirty 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 of eighty 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 which students are admitted in the fall semester each year. 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: Fall, 2023

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](http://www.ncbon.org)

Full Approval: March 22<sup>nd</sup>, 2019

## General Purpose of the ADN Student Handbook

The purpose of this handbook is to provide the ADN student with relevant information regarding SPCC's ADN Program. Policies and procedures specific to the ADN program are found within this handbook. These policies and procedures have been developed by the nursing faculty and are updated periodically. Students have access to the ADN Handbook via all NUR courses and the SPCC website. Immediate revisions are conveyed to students via email or course announcements.

### PROGRAM OUTCOMES

#### **Program Learning Outcomes – Associate Degree Nursing.**

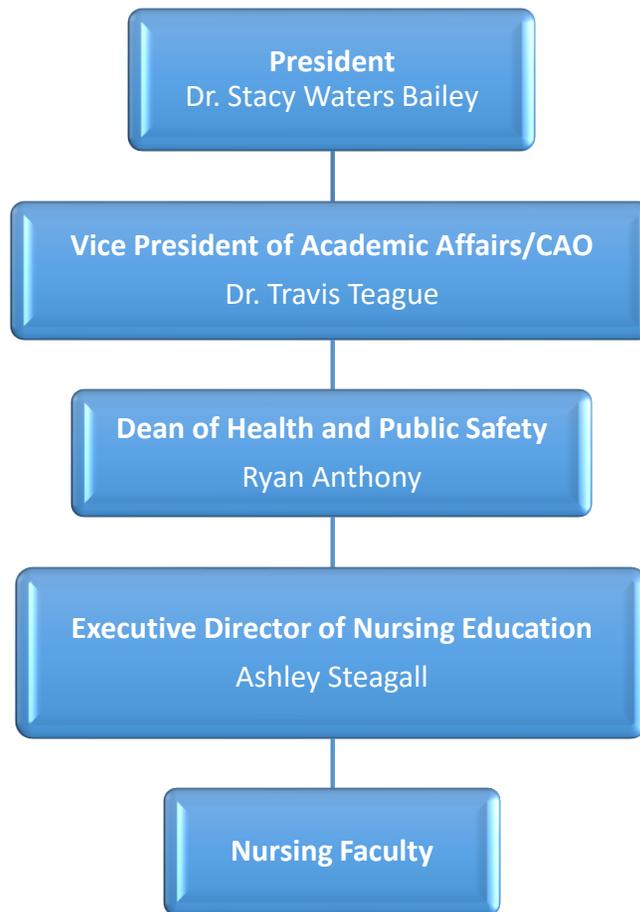
Upon completion of the Associate Degree Nursing program, the graduate will upon licensure:

- Communicate effectively with the client, family, and healthcare team.
- Participate as a member of the inter-professional team to provide client care.
- 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.
- Apply critical thinking and sound clinical judgment to make timely evidence-based decisions in diverse and complex healthcare settings.

#### **Course Student Learning Outcomes - Associate Degree Nursing**

Course student learning outcomes are found within the course syllabus.

## ORGANIZATIONAL STRUCTURE



The nursing department organization is linear on paper; however, all nursing faculty collaborate to meet the needs of the program and students. All nursing faculty report to the Nursing Program Director. In the absence of the Program Director, the respective program leads oversee processes.

**Students are expected to utilize this chain-of-command approach in communications with nursing faculty.**

## 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 - 2025-2026

Missy Baker Clinical Supervisor/ Nurse Educator Atrium Union	Melanie Gass Coordinator, Pipeline and Recruitment Programs Novant Health	Denise White Facility Executive/CNE Atrium Health
Teresa Cochran Nursing Director Atrium Anson	Faye Neely Staff Development Coordinator White Oak – Waxhaw	Paula Jarek Director Jessie Helms
Amanda Griffin Wound Center Atrium Union	Brandis Taylor Director Autumn Care	Ashley Burts Director of Nursing Union County Human Services Division of Public Health

## SECTION 2: CURRICULUM INFORMATION

The Department of Nursing is an integral part of the College and offers educational opportunities to qualified individuals who seek a career in nursing. Students pursue a planned course of study, which will help them develop intellectually, emotionally, and socially in preparation for nursing practice as a Registered Nurse (RN). The associate degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and holistic individuals. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized client-centered care while employing evidence-based practice, quality improvement, and informatics. *Prospective students need to be aware that clinicals, skills lab, and computer laboratory experiences may be taught during day, evening, night, or weekend hours and at various locations based on the availability of appropriate learning experiences for each nursing course. Certain hours for clinicals, skills lab, or computer laboratory experiences cannot be guaranteed. Transportation to clinical sites is the responsibility of the student.* Because of the academically demanding program of study in the nursing curriculum, it is highly recommended that a student who anticipates enrolling in the nursing program completes several required general education courses prior to admission. Upon graduation, the student receives an Associate Degree in Nursing and is eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse (RN). Permission to take the licensing examination is granted by the state examining board. Please note: Graduates who have been arrested/convicted of a moral and/or legal violation of the law may not be granted permission to take the licensing examination. Once licensure has been granted, employment opportunities are vast within the global health care system and may include positions with acute, chronic, extended, industrial, and community health facilities.

## COURSE DESCRIPTIONS ASSOCIATE DEGREE NURSING

### **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

## **LPN-RN BRIDGE PROGRAM**

### **NUR 214 - Nursing Transition Concepts**

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

#### Hours

Class	Lab	Clinical	Credit
6	0	3	4

Prerequisites: None

Corequisites: None

### **NUR 221 – LPN- ADN Concepts I**

This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

#### Hours

Class	Lab	Clinical	Credit
6	0	9	9

Prerequisites: None

Corequisites: None

## **NUR 223 – LPN-ADN Concepts II**

This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care. This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.

### **Hours**

<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
6	0	9	9

**Prerequisites:** None

**Corequisites:** None

**PROGRAMS OF STUDY**  
**Associate degree Nursing Fall Entry**

(A45110) – 72 Credit Hours

General Education Requirements									
Course	Lec	Lab	Crd		Course	Lec	Lab	Crd	
<b>Communication: Take ENG 111 and pick one (1)</b>					<b>Fine Arts/Hum: Choose One (1) Course</b>				
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			
<b>OR</b>					ART 115	Art History Survey II			
ENG 114	Professional Research & Reporting	3	0	3	MUS 110	Music Appreciation			
					MUS 112	Intro to Jazz			
					PHI 215	Philosophical Issues			
<b>Social Sciences: Take Both Courses</b>					PHI 240 Intro to Ethics				
PSY 150	General Psychology	3	0	3					
PSY 241	Developmental Psychology	3	0	3					
					<b>Other Major Hours: Take</b>				
					ACA 110	Work Math/Literacy/Documents	1	2	2
<b>Natural Sciences/Math: Take All Courses</b>									
BIO 168	Anatomy & Physiology I &	3	3	4					
BIO 169	Anatomy & Physiology II	3	3	4					
BIO 275	Microbiology	3	3	4					
									<b>Total 30 hours</b>
<b>Students are strongly encouraged to complete ALL General Education courses prior to beginning NUR courses.</b>									
Fall Semester – 1 <sup>st</sup> Year					Fall Semester – 2 <sup>nd</sup> 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 114	Holistic Health Concepts	3	0/6	5
ACA 110	Math/Literacy/Documents	1	2	2	NUR 211	Health Care Concepts	3	0/6	5
				<b>Total 10</b>					<b>Total 10</b>
Spring Semester – 1 <sup>st</sup> Year					Spring Semester – 2 <sup>nd</sup> 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 113	Family Health Concepts	3	0/6	5					
				<b>Total 10</b>					<b>Total 10</b>
Summer Session – 1 <sup>st</sup> Year									
Course	Course Name	Lec	Lab/ Clinic	Credit					
NUR 212	Health Systems Concepts	3	0/6	5					
				<b>Total 5</b>					

## LPN to RN Nursing Degree Summer Admission

(A45110R) - 46 Credit Hours

### General Education Requirements

Course		Lec	Lab	Crd	Course	Lec	Lab	Credit	
<b>Communication: Take ENG 111 and pick one (1)</b>					<b>Fine Arts/Hum: Choose One (1) Course</b>				
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			
<b>OR</b>					ART 115	Art History Survey II			
ENG 114	Professional Research & Reporting	3	0	3	MUS 110	Music Appreciation			
					MUS 112	Intro to Jazz			
					PHI 215	Philosophical Issues			
					PHI 240	Intro to Ethics			
<b>Social Sciences: Take Both Courses</b>									
PSY 150	General Psychology	3	0	3					
<b>Natural Sciences/Math: Take All Courses</b>									
BIO 168	Anatomy & Physiology I &	3	3	4					
BIO 169	Anatomy & Physiology II	3	3	4					
BIO 275	Microbiology	3	3	4					
<b>Total 24 hours</b>									
<b>Students are strongly encouraged to complete ALL General Education courses prior to beginning NUR courses.</b>									
<b>Summer – 1<sup>st</sup> Year</b>					<b>Spring –first year</b>				
Course	Course Name	Lec	Lab/ Clinic	Credit	Course	Course Name	Lec	Lab/ Clinic	Credit
NUR 214	Nursing Transition Concepts	3	0/3	4	NUR 223	LPN to ADN Concepts II	6	0/9	9
			<b>Total</b>	<b>4</b>				<b>Total</b>	<b>9</b>
<b>Fall – first year</b>									
Course	Course Name	Lec	Lab/ Clinic	Credit					
NUR 221	LPN to ADN Concepts I	6	0/9	9					
			<b>Total</b>	<b>9</b>				<b>Total Hours</b>	<b>46</b>

## SECTION 3: PROGRAM POLICIES

## COURSE EXPECTATIONS

### **Student Success**

“Becoming a nurse” is the goal of students enrolled in the nursing program at SPCC. The nursing faculty are dedicated to supporting student success and believe that clearly communicating expectations and responsibilities promotes positive learning outcomes.

Active engagement in the learning process is a primary responsibility of every nursing student. Preparation prior to class and reinforcement of material through assigned learning activities enable students to not only understand course content but also apply knowledge effectively in clinical settings. Attendance and participation are essential components of active learning. All assignments must be completed and submitted by the stated due dates. Students are also expected to come to class and clinical experiences prepared to contribute thoughtfully to discussions, conferences, and client care activities. This commitment to engagement reflects SPCC’s core values of learning, integrity, and service.

### **Promotion of a Positive Learning Environment**

Whether in the classroom, clinical setting, or online environment, nursing students and faculty share the responsibility of maintaining a professional learning atmosphere that promotes focus, collaboration, and mutual respect. Each participant is expected to contribute to an environment that supports thoughtful learning, open dialogue, and respect for the rights, opinions, and experiences of others.

### **Online Learning Courtesy**

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

## Attendance

South Piedmont Community College is an attendance taking college. Regular attendance and participation are essential to student learning and successful completion of a course. The College recognizes that students are adults with many responsibilities and occasional absences are unavoidable. However, absences in no way lessen the student’s responsibility for meeting the requirements of the course.

The College does not differentiate between “excused” and “unexcused” absences in calculating course attendance.

### **Attendance in Traditional Classes**

Traditional courses are seated classes which students attend on campus or at other designated physical locations. Attendance in traditional courses is defined as physically attending a seated class. Absences are counted from the first official meeting of the course regardless of when the student registers for, or enters, the course.

Students are responsible for all work missed during their absence. Instructors are not required to accept makeup or missed work; therefore, acceptance of makeup or missed work is at the discretion of the instructor.

Attendance may be used as a factor in determining the final grade for a course. This factor must be included in the course syllabus. Instructors are responsible for discussing their syllabus at the first-class meeting of each course.

Instructors **will** withdraw students who violate the instructor’s attendance policy as outlined in the course syllabus. The instructor will submit an Instructor-Initiated Withdrawal Form, and a grade of “WI” (Withdrawal by Instructor) will be assigned.

Punctuality is also essential to student learning. Students are expected to arrive at class meetings on time and to stay for the entire class period. Arriving late or leaving early disrupts the learning environment. Each instructor is responsible for addressing punctuality in the course syllabus.

### **Attendance in Blended/Hybrid/Hyflex Classes**

Blended/Hybrid/Hyflex courses have both online and seated class attendance requirements.

For the purposes of this policy, attendance in these courses is defined as active participation in the course.

Attendance includes:

1. Physically attending a seated class or participating in a virtual synchronous class
2. Submitting an academic assignment
3. Taking or submitting an exam or quiz
4. Completing an interactive tutorial
5. Participating in an online study group assigned by faculty/instructor(s)
6. Participating in an online discussion forum/board assigned by faculty/instructor(s)
7. Student-initiated documented contact with the faculty members (email from SPCC issued account, virtual meeting, in-person meeting, conference calls) to ask a content-related question(s)

If a student fails to maintain attendance for a period equivalent to two (2) calendar weeks (14 consecutive days) for 10-, 12-, and 16-week classes OR one calendar week (7 consecutive days) for courses lasting eight (8) weeks of less for the semester/term, the instructor **will** withdraw the student from the course by submitting an Instructor-Initiated Withdrawal Form, and a grade of "WI" (Withdrawal by Instructor) will be assigned.

For any situation that results in the student being unable to log into their online course, the student is responsible for contacting the instructor.

For attendance purposes, cameras must remain on for the duration of the class period, when a student is attending via Microsoft Teams or other video conferencing applications. Failure to do so will constitute an absence.

### **Census Dates**

Entry into classes at SPCC requires students to have physically attended or to have logged into their Canvas courses in order to remain in the program. Entry into a course must occur by the census date/10 percent point for the course.

Census dates differ depending on the type of course in which the student is registered. Traditional or web-enhanced classes: Students must be physically present by the census date/10 percent point for the course. Students who have not attended any class meeting by the census date will be considered "Never Attended" and removed from the course.

Distance learning or online classes: Students must log into Canvas AND complete the Start Up Activity by the census date/10 percent point in the course. Students who have not logged into Canvas and completed the Start Up Activity by the census date will be considered "Never Attended" and removed from the course. Blended classes: Students must log into Canvas AND complete the Start Up Activity by the census date/10 percent point in the course OR must have physically attended a seated class meeting by the census date/10 percent point in the course. Students who have neither logged into Canvas and completed the Start Up Activity by the census date NOR attended a seated class meeting by the census date will be considered "Never Attended" and removed from the course.

## Student Responsibility: Nursing Specific Attendance

### Class Attendance

Regular attendance and participation are essential to student learning and successful completion of a course. Students are expected to attend all class sessions. Students are expected to plan personal activities around the college academic calendar's identified breaks and holidays. In the event a student cannot meet a scheduled class the student should notify the course instructor promptly. Promptness is an expectation for all learning environments, beginning with the first session for each semester.

- Any student arriving after the designated class start time will be considered tardy. To minimize disruptions to the learning environment, students who arrive late will not be permitted to enter the classroom and must wait until the next scheduled break to join the session.
- 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 via phone or email. **The student is responsible for all assignments and material covered during the absence.**
- **Working in the evening or night prior to class or lab is not advised.**
- All lab hours are mandatory and must be made up at the discretion of the instructor.

### Lab Attendance

Lab attendance is required as it prepares each student for clinical experience. Skills must be satisfactorily completed in lab prior to being performed in clinical.

Failure to attend lab may result in lack of preparation for clinical. Missed labs must be rescheduled with the lab instructor and made up on the date and time scheduled by the instructor. It is the student's responsibility to contact the lab instructor to arrange a time to make up the missed lab.

### 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. Any missed clinical day and/or hours must be made up on the designated make-up day or at the discretion of the instructor. One clinical absence will warrant an action plan. Any subsequent clinical absences may result in dismissal from the nursing program. Absences are counted per semester, not nursing courses.

- Missing two clinical days, regardless of any opportunities to make up missed hours, will result in dismissal from the program.
  - A student may be exempt from dismissal under extenuating circumstances as determined appropriate by the Program Director.
- Any student who leaves early from a clinical rotation will forfeit the hours accumulated during that day. The only acceptable reasons for students leaving the clinical area early are personal sickness or an emergency. Students must obtain approval from their instructor to leave the clinical area prior to the scheduled departure time.

### Tardy for Clinical

- Two instances of tardiness will constitute one clinical absence.
- Students arriving fifteen (15) minutes or more after the scheduled start time of the clinical experience will not be permitted to remain in the clinical setting, and the occurrence will be recorded as a clinical absence.
- A student must notify instructor at least 30 minutes prior to the beginning of the clinical time if they are going to be late or absent. Instructor must acknowledge communication of tardy/absence.
  - Failure to comply with the above procedure is considered a "no call, no show" and may result in dismissal from the program.

## Preceptorship Attendance

Students are required to adhere to all scheduled preceptorship hours as outlined by the nursing program, clinical instructor, and preceptor. Professional attendance and punctuality are essential components of safe clinical practice and successful completion of the preceptorship experience.

### Policy Requirements:

- Students must arrive on time for all scheduled shifts and remain for the full duration of the assigned hours.
- Any absence, tardiness, or early departure must be reported immediately to both the preceptor and clinical instructor.
- Students are responsible for coordinating their shift schedule in advance with the preceptor and instructor to ensure adequate supervision and alignment with course requirements.
- Missed hours must be made up as approved by faculty and must not create a burden on the clinical site or preceptor.
- Failure to meet attendance expectations, including patterns of tardiness or unexcused absences, may result in clinical failure, removal from the preceptorship site, or an academic action plan.

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.

## ASSIGNMENTS

All class, laboratory, and clinical assignments are due as specified in the course syllabus. Late submissions are subject to the penalties outlined in the course syllabus or on the individual assignment. Major papers and projects must adhere to current seventh edition APA formatting guidelines. All submitted work must be neat, legible, and meet professional standards; assignments deemed unsatisfactory by the instructor may be returned for revision.

### Additional Assignment Guidelines:

1. **Original Work:**  
Assignments submitted for credit must be original and may not have been previously submitted for another course or class assignment.
2. **Extra Credit:**  
Extra credit opportunities are not offered in any nursing course.
3. **Late Submissions:**  
Late papers and projects will incur a deduction of ten (10) points for each day past the due date. Assignments will not be accepted more than three (3) days after the designated due date and time. All other late assignments will receive a grade of zero (0).
4. **Academic Integrity:**  
Any assignment found to contain plagiarized material will receive a grade of zero (0) and may result in further disciplinary action in accordance with the College's Academic Integrity Policy.

## ATI Policy:

All students enrolled in the Nursing program will participate in the School of Nursing's Academic Assessment and Support Program. As a part of the support program, the school of nursing uses Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) which provides nationally standardized exams at various times during the nursing program. Participation is required of all students. The goal for the student is to achieve acceptable benchmark scores as established by ATI and school of nursing.

The school of nursing has chosen to use Assessment Technologies Institute (ATI)'s Assessment-Driven Review program which is designed to provide students with various learning tools that assist them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-RN/PN for licensure.

An assessment of nursing knowledge is completed after core nursing courses and a comprehensive NCLEX-RN readiness examination is administered in the senior year, prior to graduation (see testing timeline). Results of the content-specific course examinations, administered after core nursing courses, are used to assess content mastery and to identify those students who individual course faculty will provide additional required support resources. As part of the overall testing program, students receive ATI study resources in the content areas of fundamentals of nursing, pharmacology, medical/surgical nursing, maternal/newborn nursing, nursing care of children, mental health, community health, and nursing leadership. All students are required to complete the two-course specific non-proctored or practice tests and each course specific proctored assessment. See rubric for grading and the remediation process.

Feedback about test results is provided to the students as part of the overall program. Students receive a detailed assessment of their individual performance on each test and scores for mastery of nursing content areas, nursing process, critical thinking phases, therapeutic intervention, communication skills, and cognitive levels.

### Criterion Referenced Proficiency Levels Guidelines

Performances on content-specific course mastery examinations are based on Criterion Referenced Proficiency Levels. The Criterion Referenced Proficiency Levels are as follows:

#### **The student meeting the criterion established for Level 3 is:**

- Highly likely to exceed NCLEX standards in this content area.
- Demonstrates a higher-than-expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- Exceed most expectations for performance in this content area.
- Demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.
- Meets benchmark and does not require additional academic support in the content area.

#### **The student meeting the criterion established for Level 2 is:**

- Fairly certain to meet NCLEX standards in this content area.
- Demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- Exceed minimum expectations for performance in this content area.
- Demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.
- Meets benchmark and does not require additional academic support in the content area.

#### **The student meeting the criterion established for Level 1 is:**

- Is likely to just meet NCLEX standards in this content area.
- Demonstrates the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.

- Meets the absolute minimum expectations for performance in this content area.
- Demonstrates achievement of a minimum level of competence needed for professional nursing practice in this content area.
- Does not meet benchmark and requires mandatory academic support in the content area. The student scoring below the Proficiency Level 1 recommended cut score did not meet the criterion established for Level 1.
- Does not meet benchmark and requires mandatory academic support in the content area.

Minimum scores for proficiency levels vary for each assessment in the RN/PN Content Mastery Series. The National Standard Setting Study – ATI establishes each assessment score based on the NCLEX-RN/PN® Test Plan.

### ATI RN-Comprehensive Predictor Examination

The Comprehensive Predictor tests knowledge acquired throughout the nursing program and NCLEX-RN readiness. The examination will be given to students during the final semester of the senior year while enrolled in NUR 213 (refer to testing timeline). Students who do not achieve a 90% predicted probability score or greater on the first exam are required to develop a remediation plan with the Course faculty, prior to taking the 2nd ATI RN-Comprehensive Predictor. Students who achieve a 90% predicted probability score or higher on their second attempt will have met the desired testing outcome for the ATI RN-Comprehensive Predictor.

### ATI Testing Nursing Education:

As a requirement of NUR courses, students are expected to complete assigned ATI weekly course modules as outlined in the course syllabi, and at the discretion of each course instructor, any corresponding NCLEX-style practice questions. Completion of these activities is intended to strengthen test-taking strategies, reinforce theoretical concepts, and enhance overall clinical reasoning skills. Evidence supports that consistent engagement with ATI modules and NCLEX-style questions contributes to improved success rates on the NCLEX examination upon program completion.

The assigned ATI modules will align with current course content. The instructor will determine the specific modules and/or the number of questions required for each week. All assignments must be submitted to the instructor at the date stated in the syllabus.

Failure to complete and submit the required ATI assignments by the designated deadline may result in a grade of zero for the assignment. Assigned NCLEX-style questions and learning activities may be drawn from ATI Learning Modules, the course textbook, and adaptive quizzing programs.

## TESTING

### Scheduled Exams

#### Absence for scheduled exam

- Students are expected to be present for all scheduled exams. If a student anticipates missing an exam, they must contact their instructor **at least one hour prior** to the scheduled start time. It is at the instructor's discretion whether a make-up exam or quiz will be allowed.
- There will be **no grade penalty** for the **first** missed exam if proper notification is given.
- Failure to notify the instructor prior to the exam will result in a **zero** for that exam.
- In the event of an approved absence, the student may take an alternate exam on a day determined by the instructor. The exam date and time will be arranged by the student in accordance with the instructor and /or testing center hours.
- Students are expected to uphold academic integrity and **not discuss the exam** with classmates prior to taking it. Instructors reserve the right to use a comparable test in a different format.
- A second absence for a scheduled exam, following the above procedure, will result in a **5% reduction** in the student's grade.
- Make-up for unannounced quizzes is at the discretion of the course faculty. A zero may be assigned for an unexcused absence from an unannounced quiz.
- If a student knows in advance of a scheduled exam that they will be absent, prior arrangements with the course faculty must be made. Failure to do so may result in a zero for the exam.

## Tardy for scheduled exam

- Students must arrive on time for all exams. Exams will begin at the scheduled start of the class period, and all students must start together.
- Students arriving after the exam has begun will not be allowed to enter the classroom until the exam is complete and there is a scheduled break.
- The student must take the exam that same day and may need to make up any missed class time.
- A second occurrence of arriving late may result in a 5% deduction from the exam grade.
- Students are responsible for ensuring that Exam Soft is downloaded and updated on their laptop prior to the day of exam. All necessary updates and renewals must be completed before the exam begins.

## Exam Soft

The Nursing Program uses Exam Soft to administer most quizzes and exams. Students are required to purchase Exam Soft 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 Exam Soft. Students are responsible for ensuring that the computer they use for testing meets all Exam Soft minimum software and hardware requirements.
- Exam Soft 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.
  - Remember to disable the firewall/anti-virus on your personal computer.

## Test Review Policy

### Purpose

The purpose of this policy is to establish clear guidelines for reviewing exams to support student learning while maintaining academic integrity. Faculty may choose to conduct exam reviews individually or in a group/classroom setting at their discretion.

### Review Format Options

- Individual Review: Students may schedule a one-on-one appointment with the instructor to review their exam.
- Classroom Review: If the instructor opts to conduct a group/class review, the following procedures must be followed without exception.

### Individual Review

Students may schedule a one-on-one appointment with the instructor to review their exam. Individual reviews should take place within seven (7) days of the exam date. After (7) days, the exam will not be reviewed.

### Classroom Review

When a group or class review is conducted, the following procedures apply:

1. **Personal Belongings:**  
All personal items, including bags and electronic devices, must be placed in the designated area. Only a writing utensil may remain at the desk.
2. **Exam Wrapper:**  
Completion of the instructor-provided Exam Wrapper may be a part of the review process, at the discretion of the instructor.

3. **Exam Distribution:**  
Cell phones must be surrendered prior to receiving the exam for review.
4. **Conduct:**  
Silence must be maintained during the exam review, unless otherwise directed by the instructor.
5. **Note Taking:**  
Recording or writing down any portion of the exam, including questions, answers, or rationales, is prohibited.
6. **Questions or Concerns:**  
Any questions regarding specific exam items must be submitted via email, with follow-up appointments scheduled individually. Instructors do not address exam-related questions during the classroom review.
7. **Completion:**  
Exams must be returned to the instructor at the conclusion of the review before personal belongings are retrieved.

**Academic Integrity Statement:** Copying, recording, photographing, or otherwise attempting to capture exam content during the review process is a serious violation of academic integrity and program standards. Any student found engaging in such behavior will be subject to disciplinary action, up to and including dismissal from the Nursing Program.

## Testing Administration Policy

### Purpose

The purpose of this policy is to outline expectations for exam conduct and administration to ensure a fair, secure, and consistent testing environment.

### Testing Procedures

1. **Technology Requirements:**  
Computers must be fully charged or positioned near an outlet prior to the exam. Loss of battery power is not an acceptable reason for incomplete testing. Students who anticipate the need to charge their device during the exam are responsible for selecting a seat near an electrical outlet before testing begins.
2. **Scrap Paper:**  
If scrap paper is provided, students must write their name on it and leave it on their desk at the conclusion of the exam.
3. **Time Management:**  
No additional time will be granted once the exam has begun.
4. **Personal Belongings:**  
All personal items, including smart devices such as phones, watches, and tablets, must be turned off and stored in the designated area until all students have completed the exam.
5. **Calculators:**  
Only basic, non-programmable calculators may be used when specified by the instructor.
6. **Exam Completion:**  
When exam is completed, students must raise their hand for instructor verification before quietly exiting the testing area. Students are not permitted to access their bookbags or retrieve personal items from the testing area to avoid disrupting other students. All students must exit the testing area quietly.
7. **Remediation:**  
Students earning less than 80% on an exam are strongly encouraged to schedule a meeting with the course instructor for review and remediation.

## Medication Calculation Competency, Testing and Quizzes

To receive credit for medication calculation problems, students must show all mathematical work as directed. Mathematical work may be shown on scrap paper, paper quizzes, and/or tests. Final answers must be rounded according to the instructions on the exam and must conform to accrediting agency standards (e.g., TJC, DNV) regarding proper use of leading and trailing zeros. All answers must be accurately labeled and clearly written.

## 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:

#### Academic Performance:

- Achieve a minimum score of 85% on all course-specific math exams.
- Attain a minimum final grade of 80% in all nursing courses. Any final grade below 80% results in failure to progress to the next course.
- Pass all general education courses included in the curriculum map with a grade of "C" or higher. Students taking general education courses at another institution must provide official proof of course completion before registering for subsequent nursing courses.

#### Clinical and Lab Competencies:

- Successfully complete all required lab competencies and final clinical evaluations.
- Always demonstrate safe nursing practice as outlined by the Quality and Safety Education for Nurses (QSEN) competencies and clinical evaluation tool.
- Complete clinical rotations at all assigned clinical sites. Students unable to complete the clinical portion of the program will not progress.

#### Attendance and Participation:

- Adhere to the program's Attendance Policy (see Attendance Policy section).
- Nursing courses taken concurrently within a semester are designed to be completed together. Withdrawal from or failure in any concurrent nursing course requires withdrawal from or repetition of all concurrent nursing courses to ensure mastery of essential content.

#### Professional Behavior:

- Maintain behavior consistent with safe nursing practices. Faculty, clinical facilitators, or the Program Director may temporarily remove a student from clinical, classroom, or lab settings if behavior poses a risk to safety or professional standards.
- If behavior is determined to conflict with safe nursing practice, faculty or the Program Director may recommend withdrawal from the course or program. (See program dismissal policy)

#### NUR Grading Scale:

The grading scale for all NUR courses is as follows:

A= 93 - 100

B= 85 - 92

C= 80 – 84

D= 69-79

F = below 69

- **ROUNDING POLICY:** All grades are calculated to the nearest hundredth throughout the entire semester. The final course grade is calculated to the nearest whole number with 0.49 or less rounded down to the nearest whole number, and 0.5 or more rounded up to the nearest whole number.

## Academic Remediation Policy

### Purpose

The Remediation Policy establishes guidelines for supporting students who fail to meet the required standards in assessments, competencies, exams, or quizzes. The aim is to provide a structured process for improving skills and knowledge through targeted intervention, enabling individuals to meet or exceed the necessary competencies.

### Eligibility for Remediation

Individuals are eligible for remediation if:

- At the discretion of the instructor.
- Student scores below the passing or satisfactory grade of 80 on an exam.
- Student scores below the passing or satisfactory grade of 85 for the semester math exam.
- Student scores below passing or are unsatisfactory in skill competency.
- Students are identified as needing additional support through coaching or mentoring at midterm point, evidenced by a score below the passing, of 80. **Remediation and action plans are required at the midterm point.**

### Remediation Process

- **Step 1: Notification**
  - Individuals who require remediation will be notified by their instructor. The notification will include:
    - The specific area(s) where improvement is required.
    - The standards or benchmarks that need to be met.
    - The 7-day timeframe for completing remediation.
- **Step 2: Development of an Action Plan**
  - A personalized Action Plan will be created and reviewed with the student. This plan may include:
    - **Specific learning activities** such as hands on skills practice, tutor sessions, practice assignments or questions, study tips/techniques.
    - **Practice assessments** or simulations to help the individual build confidence in their skills through different resources at the discretion of the instructor.
    - **Deadlines** and clear objectives for completing remedial activities.

### Completion of Remediation

Upon successful completion of the remediation process:

- The individual will be reassessed to determine if they meet the required standards. This may involve a re-test, a performance evaluation, or a practical demonstration of skills.
- If the individual passes the re-assessment, they will be allowed to continue their studies.
- The completion of remediation will be documented in the individual's file.

### Failure to meet Remediation Goals

If an individual fails to meet the goals set out in their Action Plan:

- A review meeting will be conducted to discuss the next steps. Failure to complete remediation may result in repeating a course, additional tutoring, or, in some cases, dismissal from the program.

### Confidentiality

All remediation discussions, plans, and records are confidential and will only be shared with relevant parties (instructors, program director, program dean, etc.) to ensure the individual's success.

## Dismissal from the Program

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

1. 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.
2. Failure to meet the health, physical, emotional, or behavioral standards set forth in this Handbook, the North Carolina Nursing Practice Act, or by the North Carolina State Board of Nursing.

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

- Violation of the academic integrity policy or clinical integrity violation.
  - Any act of dishonesty may lead to program dismissal.
  - Falsification or failure to complete departmental or college documents, nursing departmental requirements, such as, but not limited to, college admission forms, financial aid documents, medical form, CPR certification, ADN Demographic Sheet, or ADN admissions information.
- The unauthorized disclosure of confidential client/patient medical information or other violation of HIPAA.
- Engaging in an act or behavior that threatens, or has the potential to threaten, the physical, emotional, mental, or environmental safety of the patient, family members, another student, faculty member, or other health care provider, or any member of the public. The willful destruction of school or clinical agency property.
- Unsafe Nursing Practice. Unsafe nursing practice is defined in accordance with the Clinical Performance Evaluation Procedure and the Quality and Safe Education for Nurses (QSEN) competencies. This includes performing clinical skills without instructor consent or performing skills that have not yet been observed and verified by the instructor.
- Being denied privileges at a clinical site. Students denied privileges at one clinical site may not be reassigned to an alternate site and therefore are unable to meet course &/or program objectives. Students will be withdrawn (WF) from the course and may be dismissed from the program.
  - Reasons for refusal include, but are not limited to:
    - Termination of employment
    - Failure to complete clinical requirements.
    - Positive background checks and/or drug screen
- Being chemically impaired during class or in the clinical setting.
- A student may be subject to dismissal from the nursing program for any one incident of gross unprofessional conduct, including, but not limited to:
  - Raising one’s voice in an inappropriate manner, including shouting, or screaming.
  - Physical or verbal abuse directed toward a patient, fellow student, faculty, staff, or any member of the healthcare team.
  - Unwillingness to cooperate with faculty, clinical preceptors, or other personnel at the clinical site.
  - Demonstrating a lack of respect for faculty, staff, or classmates, as evidenced by disruptive, uncooperative, inappropriate verbal, nonverbal, or written behavior.
  - Any willful or intentional act that endangers the health, safety, or well-being of another person, including 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.
  - 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.
- 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 jeopardize 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 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

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

Students have the right to appeal dismissal from the program in accordance with the Student Grievance Procedure found in the SPCC Student Handbook. During the appeal process, the burden is on the student to establish that the dismissal was arbitrary or otherwise impermissible. Information and instructions for filing an appeal may be found in the SPCC Student Handbook.

### **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 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 to issuing the grade within five (5) business days after the respective course grade is posted in the student Go! Portal is 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 and approval from the Program Director. 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 re-entry.

Students who are unsuccessful or withdrawn from NUR 111 (ADN) seek re-entry options into the Nursing Program must arrange a meeting with the Program Director to discuss re-entry options. Students will also need to reapply into the Program as a new student.

Students are required to meet all current admission criteria as stated below.

Eligibility:

- Students who have had two unsuccessful attempts (withdrawal or failure) in the ADN program are not eligible for readmission into 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 the 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

A student who has completed nursing courses in other approved programs may request to transfer courses to the South Piedmont Associate Degree Nursing Program. Students 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 LPN program.

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

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

- The applicant who plans to transfer into the ADN Program is advised to begin the transfer process at least five months prior to the expected semester of entry.
- 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 eighty 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 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 eighty or higher is required for all NUR courses.
- Have completed all required courses in the program of study.
- Satisfied with 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 Spring and the Summer 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.

#### Skills Lab

Students are expected to dress neatly and appropriately for the lab setting and all related activities. Clothing must be deemed appropriate by the instructor. If clothing is not approved by instructor, the student may be required to change clothes.

#### Clinical and Simulation

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

- While in uniform, students may not chew gum, vape, smoke, wear strong perfume, cologne, lotion, and/or aftershave.
- The Nursing Program uniform consists of navy-blue scrub pants, gray scrub top with SPCC insignia, closed toe shoes (no clogs), and socks. All parts of the uniform must be kept clean and neat.
- 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.
- Students are required to dress in uniform or business casual when obtaining clinical assignments. Business casual attire does *not* include jeans, flip-flops, leggings, shorts, and sweatshirts.
  - A lab coat and SPCC I.D. badge must always be worn when reporting to clinical sites to obtain assignments.
- If a student is sent home due to noncompliance of dress code, this will be an absence and will require clinical makeup (see attendance policy).
- For repeat violations of the dress code requirements, a student may be put on an Action Plan and may be denied progression in the course.

#### Grooming

- Hair, for all students, must be styled in a professional manner and kept off the collar and shoulders. Long hair must be pulled back and secured away from the face. Ribbons, colorful ornaments, or other decorative accessories 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.
- Students are not permitted to wear strong perfumes, colognes, lotions, or aftershaves, nor to carry the scent of smoke or vape smoke, during clinical hours or while in uniform. Strong scents can trigger allergic reactions, respiratory distress, or discomfort in patients and colleagues, and may compromise the clinical environment. Students are expected to maintain a clean, neat, and professional appearance, presenting themselves in a manner that supports patient safety and professional practice.
- 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. **SPCC nursing students are to be mindful of the fact that when they are in uniform, they are representing the South Piedmont Community College Nursing Program.**

ITEM	ACCEPTABLE	NOT ACCEPTABLE
<b>Uniform</b>	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.
<b>SPCC I.D. Badge</b>	Worn in an easily visible spot, on an outer layer of clothing at or above the chest. Must be worn during class, lab, clinical, simulation, 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).
<b>Hygiene</b>	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
<b>Hair</b>	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 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.	Extremes in hairstyles or color, messy buns or loose hair hanging below collar length. Colorful ribbons or ornaments (for example, bands, shells, etc.) Unkept facial hair.
<b>Fingernails</b>	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.
<b>Body Piercing</b>	No observable body piercings including facial piercings. Any stud nose piercings, stud eyebrows and cartilage piercings must be covered with a clear retainer. Earlobe expanders with open holes larger than that of an ear piercing are covered.	Body piercings not covered with a clear retainer. Tongue jewelry.
<b>Tattoos</b>	Tattoos covered, unless approved by the Program Director.	Tattoos uncovered

<b>Head gear</b>	None – No hats, ball caps, head bands, or cowboy hats. No surgical caps unless in approved clinical areas.	In any class, lab or clinical.
<b>Undergarments</b>	Adequate and appropriate undergarments are worn. No exposed undergarments.	Visible underwear, including thongs.
<b>Shoes</b>	Program approved, clean and polished.	Scuffed, dirty, unpolished, untied, visibly worn shoes. Open-toed shoes.
<b>Neckline</b>	Conservative neckline that does not reveal underwear, cleavage, or excessive chest hair.	Plunging neckline or tops that expose cleavage or chest hair.
<b>Sunglasses</b>	None, unless prescribed by a physician or optometrist.	Sunglasses not prescribed.

## Professionalism

Clinical integrity and professionalism are essential components of safe and effective nursing practice. Nursing students are expected to demonstrate honesty, accountability, and respect in all clinical learning experiences. This includes accurately representing one’s knowledge and skills, maintaining patient confidentiality, and providing care within one’s level of preparation while adhering to institutional, legal, and ethical standards of the nursing profession.

Professionalism further encompasses maintaining a positive attitude, respecting others’ opinions, and expertise, identifying problems, and seeking appropriate solutions, anticipating the needs of patients and coworkers, and contributing as a cooperative team member.

Students are expected to accept and welcome constructive feedback, engage in self-reflection, and pursue continued education and professional growth. Upholding clinical integrity and professionalism fosters trust, promotes excellence in patient care, and reflects the core values of the nursing profession.

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. Students who are tardy enter after the designated break. Students that are consistently late will receive an action plan.
- All cell phones must be 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 students 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 Nursing Department of SPCC has adopted the following guidelines. The students 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 the LPN-RN Bridge and ten (10) for ADN by the end of the program. 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 approved 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, LAB AND SIMULATION EDUCATION POLICIES**

## PARTICIPATION IN THE CLINICAL SETTING

Welcome to clinical nursing students! As faculty of SPCC, it is our pleasure to work alongside you throughout your clinical experience. Each one is meant to provide diverse learning opportunities that will accelerate development as a student nurse. The guidelines in this section of the handbook were carefully developed and should be referenced throughout your time in the nursing program. All students are expected to adhere to the guidelines and seek clarity should any information seem unclear. Students accepted into the nursing program 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 to 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 or banned 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 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 on 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.

## Philosophy Concerning Clinical Roles

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

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

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

## Inclement Weather

In the event of inclement weather, announcements regarding college delays, closure, and reopening are posted on the main web page ([www.spcc.edu](http://www.spcc.edu)). SPCC students have access to the webpage and are signed up for email/text/phone alerts upon registration (the email & phone number provided to the college). For more information regarding notifications, see the SPCC Catalog topic "Inclement Weather." Missed instructional services due to inclement weather will be addressed by the nursing faculty.

### Clinical Attendance & Inclement Weather

If the college cancels class in advance of inclement weather, clinical is cancelled (unless in precepting; see below). Inclement weather concerns/announcements on or during the clinical day: Due to early clinical hours and (sometimes) weekend clinical hours, announcements from the college may not be made before the time students leave home for clinical or begin their clinical day. During the weekend, announcements from SPCC may not be issued at all. Students should make safe judgments depending upon personal circumstances. If a student decides they will need to be absent or arrive late, they must contact the clinical instructor (or the course coordinator) in accordance with the Clinical Absence/Tardy policy. Per protocol, if the clinical instructor is delayed, students must not perform patient care until the clinical instructor arrives.

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

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

### Precepting

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

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

## Cell Phone Use in Class/Clinical/Simulation

During scheduled class time (in-class hours):

- Students are expected to minimize distractions.
- This means silencing their cell phones by setting the ringer to vibrate.
- If there is an emergency that requires answering the phone, the student should:
  - Mute themselves if they are in a remote class or meeting.
  - Exit the classroom if they are in a physical class to take the call without disrupting others.

During clinical experiences:

- Cellphones are not permitted and must be kept off when in patient care areas.
- To minimize distractions and maintain professionalism, cell phone use is restricted to areas where clients, visitors, and other staff are not present.

*Clinical agency policy may supersede the above guidelines.*

## Clinical Preparation and Performance Policy

### Purpose

This policy outlines the expectations for nursing students in clinical, simulation and laboratory settings, including preparation, performance, professional behavior, skills, documentation, and accountability. Compliance is required throughout enrollment in the nursing program. Noncompliance may result in disciplinary action, up to and including dismissal.

### 1. Clinical/Simulation/Lab Preparedness

- Students must be fully prepared to safely perform assigned clinical, simulation, or laboratory activities.
- Unprepared students will not be allowed to participate. The clinical instructor determines the level of preparedness.
- If deemed unprepared, the student must leave the clinical area. This constitutes an absence for clinical.
- Assigned prework, including clinical preparation tool, medication cards must be completed prior to clinical arrival unless instructed otherwise.

### 2. Clinical Preparation

- Some courses require students to visit the clinical site the evening before clinical to review assigned patient(s), complete clinical preparation tool and medication cards.
  - **Clinical Preparation Tool:**
    - Provided for student completion and must be submitted to the clinical instructor prior to the start of the clinical day.
      - Patient information will be obtained the day before clinical to ensure student readiness for the clinical day.
    - The remainder of the tool should be updated throughout the clinical day as additional patient information is obtained. *Note: The critical thinking tool will be completed throughout the day at clinical.*
    - Instructors will review the tool and provide feedback. Students may be required to make additions or corrections and resubmit.
  - **Medication Cards:**
    - Students must create **handwritten** index cards for each patient's medications weekly. Pre-printed cards are not acceptable.
    - Handwriting promotes active learning, reinforces memory, and ensures comprehension of each medication's purpose, dose, route, and safety considerations.
    - Students will retain and build upon these cards throughout the program.

### 3. Clinical Rotations

- Students may rotate to multiple clinical agencies and units.
- Instructors provide details for rotations and/or orientation, including meeting locations, required documents, books, and equipment.
- Students must arrive at assigned sites promptly and in uniform with proper identification unless otherwise directed (refer to dress code).

### 4. Scope of Practice and Supervision

- Students are under the direct supervision of the SPCC clinical instructor.
- The SPCC instructor determines the student's scope of practice and supersedes facility staff direction.
- Students must perform all nursing activities under instructor guidance. **Activities outside this direction constitute practicing beyond the scope of a student nurse and will result in disciplinary action, up to and including dismissal.**

## 5. Clinical Performance Expectations

Students are expected to:

- Follow instructor directions, SPCC and agency policies.
- Provide safe, effective, and organized nursing care within their skill level.
- Demonstrate continuity of care through preparation, implementation, and documentation.
- Complete tasks in a timely manner, under the supervision and direction of the instructor.
  - Delays or unsafe practice may result in disciplinary action.
- Maintain a quiet, therapeutic environment and demonstrate empathy toward patients.
- Evaluate self-performance, acknowledge errors, set goals, identify strengths and weaknesses, and implement corrective actions. Receive constructive feedback from facility staff and instructors for clinical improvement.
- Demonstrate adaptability to changing clinical circumstances.
- Practice within legal, ethical, and professional frameworks, including the Nurse Practice Act of North Carolina, agency policies, and QSEN competencies.

## 6. Professionalism and Behavior

Students must:

- Show respect to all individuals, including patients, families, classmates, instructors, and healthcare team members.
- Refrain from congregating in unauthorized areas including nursing stations/desks, using electronic devices publicly, or taking photographs/videos in clinical settings.
- Adhere to meal and break schedules, notify faculty and RN when leaving/returning, and ensure peer coverage is managed when applicable.
- Maintain a clean, neat appearance; hair off the collar and shoulders; uniforms per program guidelines; and avoid strong fragrances (See dress code policy)
- Report arrests, convictions, or changes in health status to the Program Director prior to the next scheduled class, lab, or 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.
- **Students are prohibited from working the evening or night prior to clinical.** Any student who works a night shift prior to a clinical day will be asked to leave the clinical unit and will be given an absence for the clinical day involved (refer to attendance policy).
- Sleep impairment on part of the student nurse is detrimental to client safety. Falling asleep at clinical, simulation or lab is **strictly prohibited** and will result in immediate dismissal from the clinical setting.
- Appointments and personal business need to be scheduled at times other than class, lab, clinical, or simulation.

## 7. Skills and Procedures

- Students may only perform skills after satisfactorily completing the skills check off in lab and are approved and supervised by the instructor.
- New or complex skills require review and instructor guidance before independent practice.
- **Prohibited skills include, but are not limited to:**
  - Epidural management or discontinuation with or without supervision
  - IV thrombolytics
  - No blood, blood products, chemotherapy, or medications labeled hazardous are to be administered by the student.
  - Manage or Remove Arterial lines (e.g., Central Line Venous Catheters, PICC, Midlines, Arterial Catheters)
  - Administer *Emergency* IV medications.
  - Obtain controlled substance from the Pyxis/Omniceil
  - Administer or titrate high-alert IV medications (e.g., TPN, heparin, insulin)
  - Intraventricular, intraosseous, or intrathecal medication administration
  - Cervical assessments on laboring clients
  - Administer IV oxytocin.
  - Titrate vasoactive drips (examples: norepinephrine, dobutamine, nitroprusside)
  - Accept verbal, telephone orders, or transcribe orders.

- Obtain blood from existing arterial lines and/or perform arterial punctures.

## 8. Medication Administration

Students must:

- Follow the six rights of medication administration: right patient, medication, dose, route, time, and documentation.
- Verify physician orders against patient records and report discrepancies.
- Check allergies, lab values, and patient conditions before administration.
- Follow proper techniques for PO, IM, SQ, and IV medications.
- Collaborate with faculty and RN when two-nurse verification is required.
- Administer medications within the prescribed time.

### Medication Guidelines

Students must pass the medication calculation quiz with a grade of 85% before administering medications in the clinical setting. (See test-taking policy.)

- Administration of all medications will be supervised by the faculty until the faculty deems the student safe to administer oral medications with the facility nurse.
- Students may add medications to a connected central line, as a secondary line, with direct supervision of the clinical nurse or the faculty. (excluding NUR 111)
- Students can perform central line dressing changes with direct supervision of the clinical nurse or faculty. (excluding NUR 111)
- Students can connect and disconnect central lines with direct supervision of the clinical nurse or faculty. (excluding NUR 111)
- Students should prepare for all medication administration by referencing an approved medication resource before contacting the clinical nurse or faculty.
- Students can flush peripheral adapters and central lines with direct supervision of the clinical nurse or faculty. (excluding NUR 111)
- All medications must be checked with the clinical nurse or faculty.
- Due to the risks associated with the administration of certain drugs, the following medications must be checked by the student and clinical nurse/faculty and an additional RN. These include but are not limited to:
  - Insulin (IV)
  - digoxin
  - anticoagulants (IV, SC, PO)
  - calculated dosages
- Medications that require a specific patient assessment prior to administration include but are not limited to:
  - Apical heart rate is required prior to digoxin.
  - Blood pressure prior to nitrates or antihypertensives.
  - Heart rate and blood pressure prior to beta blockers.
  - Blood sugar prior to insulin coverage.
- **Students will NOT administer medications during observational experiences. Practicing outside of the students scope may warrant program dismissal.**
- **If the skill requires certification or advanced training according to the agency policy, those skills are also prohibited.**

## 9. Documentation and Charting

- At the discretion of the clinical instructor, document accurately and in a timely manner and follow agency policy.
- Obtain instructor guidance for abnormal findings.
- **Practice notes:** May be required by instructor prior to documentation in the legal chart; complexity increases with rotations.
- **EHR use:** Must comply with HIPAA and agency confidentiality policies.

## 10. Clinical Day Procedures

- Obtain shift report from before assuming care and review client charts for new orders or changes.
- Provide total patient care within skill limits, consulting the instructor for new or complex procedures.

- Assess and document vital signs, intake/output, and client status according to agency policy and timing guidelines.
- Participate in prebrief and debrief as directed; the instructor will provide location, time, and preparation instructions.
- Report off to the assigned nurse and instructor before leaving the unit.

#### **11. Meal Breaks**

- Meals are scheduled for 30 minutes and must not interfere with patient care or post-conference.
- Students must notify the instructor and assigned nurse when leaving and returning to/from the unit.

#### **13. Compliance**

- Failure to complete clinical preparation or adhere to performance expectations may result in a clinical unsatisfactory, course failure, or program dismissal.
- Students must maintain current CPR certification and immunizations per agency requirements.
  - If CPR expires, the student will not be allowed to attend clinical until the CPR certification is renewed, resulting in missed hours.
  - American Heart Association should obtain CPR certification.

### Clinical Dismissal Policy

#### **Purpose:**

To ensure safe, professional, and effective clinical practice, students may be dismissed from the clinical setting if their behavior, preparation, or condition compromises safety, violates program or agency standards, or disrupts the learning or patient care environment.

A student may be removed from clinical for any of the following, including but not limited to:

- Working an evening or night shift prior to a clinical day or falling asleep during clinical.
- Any illness, impairment, or fatigue that hinders the student's ability to perform safely or increases the risk of spreading communicable illness/infection to patients and/or staff.
- Unsafe patient care practices or failure to follow safety/infection control procedures.
- Unprofessional, unethical, or disruptive behavior.
- Breach of confidentiality or violation of HIPAA.
- Lack of required preparation or missing mandatory documentation per standards set forth by faculty and/or clinical instructor.
- Failure to follow instructions or refusal to perform assigned tasks within the student's scope.
- Noncompliance with dress code, ID requirements, or agency policies.
- Leaving the clinical area without permission.

### Failure to Follow Program Policies and Procedures

The Nursing Program requires all students to comply with all policies and procedures outlined in the Nursing Student Handbook, course syllabi, and clinical site guidelines. These expectations ensure a safe, professional, and effective learning environment and uphold the standards of the nursing profession.

## Confidentiality/HIPAA Privacy Rules

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

Information that is confidential is meant to be kept secret or private.

### HIPAA Privacy Rule

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

<https://www.hhs.gov/hipaa/for-professionals/privacy/index.html>

#### Prohibited Behaviors:

1. Sharing patient information on social media or with unauthorized individuals.
2. Accessing patient records without a legitimate educational purpose.
3. Discussing patient cases outside of approved educational settings.

#### Consequences of Violations:

1. Removal from clinical rotations
2. Dismissal from the Nursing Program
3. Legal consequences under federal law

## Clinical Evaluation

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

At the beginning of each clinical course, students will receive a clinical evaluation book. It is the student's responsibility to bring the clinical evaluation to each clinical rotation and to ensure *it is completed and signed by the student and clinical instructor*. At the end of the semester, the student is responsible for ensuring all information in the clinical evaluation book has been filled out and all clinical hours are logged. The student will turn it in to the current course faculty member by the designated date. Failure to submit a completed clinical evaluation book may result in a delay in the final evaluation process.

Students are expected to adhere to the clinical attendance policy. Attendance is required for all scheduled clinical experiences and will be tracked and documented by the clinical instructor in the clinical evaluation book. Any absences must follow the clinical attendance policy, the program guidelines for reporting and making up missed clinical time.

All first-semester students are required to complete a clinical preparation tool as instructed by the primary faculty member. This tool is designed to help students reflect on their learning and clinical decision-making. Feedback from clinical instructors on this tool will be used to guide improvement throughout the semester.

## Clinical Evaluation Policy

### Purpose

The purpose of this policy is to establish clear expectations and procedures for the evaluation of nursing students in clinical courses. This policy ensures consistency, fairness, and alignment with program and regulatory standards.

### Policy Statement

All nursing students are required to meet the established clinical evaluation requirements to demonstrate competency in clinical performance. Successful completion of the clinical evaluation process is necessary for progression within the nursing program.

### Procedures

#### 1. Clinical Log

- Students will receive a clinical evaluation book that contains the clinical log at the beginning of each clinical course.
- Students must bring the clinical log to **each** clinical rotation and ensure it is completed and signed by both the student and the clinical instructor.
- The completed clinical log must be submitted to the assigned course faculty member by the designated deadline at the end of the semester.
- Failure to submit a completed clinical log may result in a delay in the final evaluation process.

#### 2. Clinical Attendance

- Attendance is required for all scheduled clinical experiences.
- The clinical instructor will track and document attendance on the clinical log.
- Any absences or tardies must follow the Clinical Attendance Policy, including reporting procedures and guidelines for making up missed time.

#### 3. Clinical Preparation

- All **first-semester** students are required to complete a clinical prep tool as instructed by the primary faculty member.
- The tool is designed to foster reflection on learning and clinical decision-making.
- Clinical instructors will provide feedback on the tool to guide student improvement.

#### 4. Clinical Evaluation Tool

- The Clinical Evaluation Tool will be used to evaluate student performance at midterm and final clinical checkpoints.

- **Ongoing Evaluation:** Faculty may conduct additional evaluations at any time during clinical rotation if concerns about student performance arise. A clinical remediation form may be completed at the discretion of the clinical instructor.
- Students are required to complete a self-evaluation at both midterm and final.
- Faculty will complete an evaluation at both midterm and final.
- Each item on the Clinical Evaluation Tool must be marked or initialed by instructor to indicate evaluation status.

## 5. Evaluation Ratings

- **Midterm Ratings:**
  - Satisfactory (S)
  - Progressing (P)
  - Unsatisfactory (U)
- **Final Ratings:**
  - Satisfactory (S)
  - Unsatisfactory (U)
  - **Note: A final rating of Progressing (P) is not permitted.**
- To receive a passing grade, all areas on the Clinical Evaluation Tool must be rated Satisfactory (S) at the **final** evaluation.
- A final grade of Unsatisfactory (U) means the student cannot progress to the next nursing course.
- Refer to the *Clinical Remediation Policy* for further guidance regarding unsuccessful performance for the midterm evaluation.

## 6. Final Evaluation

- At the end of the semester, the clinical instructor will complete the final evaluation.
- The evaluation will be reviewed with the students and will include:
  - Performance strengths
  - Areas for improvement
  - Final clinical grade
- A clinical grade of Unsatisfactory will be given for one or more of the following behaviors:
  - Failure to meet course objectives.
  - Failure to practice safely as described in the SPCC Nursing Program Student Handbook dismissal policy.
  - Honor violation in relation to clinical experience.
  - Consistently unsatisfactory, late, or incomplete clinical assignments.
  - Failure to comply with clinical policies.
  - Failure to follow clinical attendance and clinical performance expectations/requirements.
- Students with a final unsatisfactory grade in clinical will receive an F in the course and the inability to progress to the next nursing course.

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

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

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

## Safe Nursing Practice:

The nursing faculty defines safe nursing practice as the following:

- Practicing within the scope of the [NC Nursing Practice Act](#) for a Registered Nurse (Title 21, Chapter 36, NAAC.0217)
- Practicing within the objectives of the SPCC Nursing curriculum
- Practicing within the rules, regulations, and policies of the affiliated clinical agencies
- Practicing within the guidelines of the [America Nurses Associations Code of Ethics](#)

The nursing faculty embraces the NCBON [Just Culture](#) philosophy and will use professional judgment incorporating the Student Practice Event Evaluation Tool ([SPEET](#)) to examine student practice events/incidents for unsafe nursing care and determine appropriate actions. The following are examples of the criteria that faculty will use to determine if the student is delivering safe nursing care.

### Mistakes:

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

### Unsafe Nursing (Clinical) Practice:

- Frequently performs with multiple errors or occurrences.
- An error that a reasonable, prudent nurse would not make in a comparable situation.
- Actions reveal an inability to apply previously learned knowledge or skills.
- Demonstrates a lack of accountability for the action and fails to take responsibility for correction.
- Reckless behavior: a behavioral choice to consciously disregard a substantial and unjustifiable risk.

## Clinical Remediation Policy

### Purpose

The purpose of this policy is to outline a clear and consistent process for addressing clinical performance deficiencies and supporting student development toward safe and competent nursing practice. The remediation process provides an opportunity for early intervention, individualized guidance, and structured improvement.

### Step 1: Identification of Concern

- Clinical remediation will be needed due to any of the following and are not limited to:
  - If a student receives an Unsatisfactory (U) rating at any point during the clinical rotation (including midterm or any unscheduled evaluation), they will be required to complete the Clinical Remediation Tool.
  - Clinical faculty identifies behaviors or performance that do not meet course or program expectations.
  - Concerns may relate to clinical preparedness, skills, teamwork, time management, communication, professionalism, safety, or other competencies.
  - The student shows inconsistent performance, poor clinical judgment, or an inability to apply theoretical knowledge in practice.
- The faculty documents the concern and notifies the student's primary instructor.

### Step 2: Initial Meeting and Documentation

- The faculty and student meet to discuss the specific concern(s).
- The discussion focuses on objective observations and evidence of performance.
- A Clinical Remediation Tool or written action plan is initiated to document:
  - Description of concern(s) or learning outcomes not met.
  - Suggested resources and activities.
  - Follow up conference and student outcome:

- Students have overcome deficiencies.
- Students have not overcome deficiencies.
- Comments: Student and/or Instructor

### **Step 3: Development of Remediation Plan & Components**

- The Clinical Remediation plan is developed collaboratively with the clinical faculty and the student's primary instructor. An action plan may be initiated at the instructor's discretion.
- The plan must include:
  - Specific, measurable goals for improvement
  - Learning activities or strategies (e.g., simulation practice, concept maps, skills review, case study assignments, direct supervision, etc.)
  - Timeline for reassessment
  - Expected outcomes indicating successful remediation.
- The plan is signed by the students and faculty to confirm understanding.
- Faculty-guided support and supervision
- When applicable, the North Carolina Board of Nursing Just Culture Student Practice Event Evaluation Tool (SPEET) may be used to assess and guide remediation for patient safety or practice-related concerns.

### **Step 4: Implementation and Support**

- The student completes assigned remediation activities within the established time.
- Faculty provides ongoing feedback, coaching, and observation during this period.
- Additional resources (skills lab, tutoring, simulation) may be utilized as appropriate.

### **Step 5: Reassessment**

- Faculty reassess the students' performance after completion of the remediation plan and/or within the timeline for reassessment.
- If the student demonstrates satisfactory improvement, documentation of successful remediation is added to the student's clinical record.
- If deficiencies persist, the instructor and program director will determine further action. This may include:
  - Extension of remediation
  - Course failure for continued unsatisfactory performance.

### **Step 6: Clinical Course Outcomes**

#### Criteria for Passing

- To receive a Satisfactory (S) **final** clinical grade, students must achieve a rating of Satisfactory (S) on all competencies listed in the Clinical Evaluation Tool
- A grade of Unsatisfactory (U) in any single area at final evaluation results in failure of the clinical course

This policy supports the development of safe, competent, and reflective nursing practice by providing timely feedback, individualized remediation, and consistent evaluation standards.

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:

- 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.

If skill has been satisfactorily completed during lab, the students will be allowed to perform the said documented skill during clinical experience with the instructor supervision. The student is responsible for maintaining an updated skills check-off sheet throughout the course of the program (See skills check list in the appendix).

Some lab assignments are self-paced modules on the ATI resource. Participation in all lab modules is expected and material from modules may be used on tests. Students are responsible for completing online modules and communicating with other students/instructors regarding module content.

**Methods of Evaluation for Lab:**

Attendance in the lab is required (see attendance policy). All lab hours are mandatory and must be made up at the discretion of the instructor. Continued absences and/or tardiness may result in an unsatisfactory grade in the lab (See attendance policy)

1. Students must actively participate in the assigned lab activity during lab hours to receive credit for attendance and receive a satisfactory lab grade.
2. Lab/skills competencies will allow for two attempts. If the competency is not satisfactory after the second attempt, a final lab grade of “unsatisfactory” will be given and student will not progress to the next NUR course.
3. Lab/skills competences must receive a grade of “satisfactory” before any skill will be practiced in the clinical setting with the clinical instructor.
4. Students with a final unsatisfactory grade in the lab will not progress to the next NUR course.

## Simulation Policy

### Purpose

The purpose of simulation within the nursing curriculum is to supplement and enhance clinical education by providing a realistic and safe environment for experiential learning. Simulation allows students to apply knowledge, refine clinical judgment, and develop interpersonal communication and critical thinking skills in a controlled setting.

### Simulation Hours Policy

- Simulation activities are integrated as a component of required clinical hours and shall not exceed 50% of total clinical hours for any course.
- A 2:1 ratio applies: two hours of traditional clinical time is equivalent to one hour of simulation time, in accordance with INACSL guidelines.

[Questions Regarding Substitution of Simulation for Clinical - Clinical Simulation in Nursing](#)

### Orientation and Preparation

- Prior to each simulation, students will participate in a pre-briefing session that may include:
  - Review of scenario(s), pre-assignment
  - Orientation to the environment, manikins, and equipment
  - Role assignments and expectations
  - Review of physical and psychological safety
  - Introduction of a “safe word,” used to stop the simulation due to technical difficulties, emotional distress, or instructional need.

### Confidentiality and Recording

- Simulation exercises and debriefing sessions may be audio- or video-recorded for educational and evaluative purposes.
- All participants are expected to maintain strict confidentiality regarding simulation of content, peer performance, and any recorded materials.
- Sharing simulation details outside the lab is prohibited and may result in disciplinary action or program dismissal.

### Simulation Debriefing

- Each simulation will follow with debriefing, giving feedback on the exercise. Participants will reflect on their performance and receive feedback from the facilitator/peers.

### Student Responsibilities

All nursing students are expected to:

- Fully participate in simulation activities as assigned.
- Complete all pre-simulation assignments and tasks.
- Treat manikins and standardized patients as actual clients
- Maintain a safe and professional learning environment.
- Dispose of sharps appropriately and follow standard precautions.
- Refrain from cell phone use unless instructed by the facilitator.
- No food or drink allowed near manikins.
- Only pencils permitted (no pens)
- Be professional; showing respect and consideration to others.

### Attendance Policy

- Simulation experiences are considered equivalent to clinical hours and are mandatory.
- Missed simulation sessions cannot be rescheduled and will be counted as clinical absences.
- Tardiness or failure to meet preparedness requirements may result in the student being dismissed from the simulation session.
- Dismissal from simulation may lead to clinical failure, disciplinary action, or dismissal from the program, at the discretion of the simulation facilitator and/or Nursing Director

## Evaluation

- Students will be evaluated in simulation, and feedback will be documented and reviewed with the students.
- Continued failure to meet expectations may require remediation or disciplinary action.
- Students will evaluate each simulation experience using an electronic simulation effectiveness tool.

## Simulation Contract and Confidentiality Agreement

All students must sign a Simulation Contract and Confidentiality Agreement:

- Acknowledgement of confidentiality and ethical responsibility
- Agreement to act professionally and respectfully.
- Consent to video/audio recording.
- Commitment to preparation and participation
- Adherence to dress code and program policies.

## Medication Policy in Simulation

To ensure safe, consistent, and educationally appropriate use of medications and medication administration equipment in the simulation environment.

This policy safeguards students, faculty, and the simulation program while maintaining realism and adherence to institutional safety standards.

### Policy Statement

All medication use in simulation shall be conducted using **non-medication substitutes** and **simulation-safe practices** to replicate real-world nursing care without compromising safety.

No real or controlled substances will be stored, used, or administered in the simulation laboratory.

### Scope

This policy applies to:

- All nursing students
- Simulation faculty and staff
- Clinical instructors utilizing simulation environments
- Any personnel participating in or observing simulation-based learning activities

### Medication Substitutes

- Only simulation-approved substitutes (e.g., colored water, candy, or labeled empty vials) will be used to represent medications.
- All substitute medications must be clearly labeled as **“For Simulation Use Only – Not for Human Use.”**

### Storage and Security

- Simulated medications are stored separately from any actual clinical or educational medical supplies.
- The medication storage area (e.g., Pyxis, medication cart, or cabinet) must remain locked when not in use.
- Only authorized simulation staff and faculty may access simulation medication supplies.

### Labeling

All simulation medications must include the following on their labels:

- Generic and trade name (if applicable)
- Dosage form and strength (simulated)
- “Simulation Use Only” statement
- Expiration date (for realism, not safety concern)

### Administration

Students must follow the **“Six Rights”** of Medication Administration:

1. Right patient
2. Right medication
3. Right dose

4. Right route
5. Right time
6. Right documentation

Additional guidelines:

- Simulation scenarios will include opportunities for verification of medication orders, dosage calculations, and safety administration checks.
- Students may scan barcodes or use EHR documentation systems when available in the simulation lab.

**Controlled Substances**

- No controlled substances (Schedule I–V drugs) are ever used in simulation.
- Simulated controlled drugs are represented by clearly labeled dummy vials or syringes.

**Disposal**

- All simulated medications and sharps must be disposed of following **simulation safety procedures**, not clinical protocols.
- Containers for **non-biologic sharps** (e.g., needleless syringes) are used for training purposes only.

**Faculty Responsibilities**

- Faculty must inspect medication areas prior to and after each simulation session.
- Faculty are responsible for verifying that all simulated medications are accounted for and properly stored.
- Faculty must brief students on medication safety rules before simulation begins.

**Student Responsibilities**

- Students are expected to treat all medication administration activities with the same professionalism and safety awareness as in clinical practice.
- Any medication error or near miss during simulation should be reported during **debriefing** as a learning opportunity.
- Students may not remove any medication or simulation supply from the lab.

**Documentation**

All medication administration in simulation should be documented in the simulation charting system or evaluation checklist for educational review purposes.

**References**

- INACSL Standards of Best Practice: Simulation®
- National Council of State Boards of Nursing (NCSBN) Simulation Guidelines
- Institutional Simulation Safety Policy

## 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**

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 DVDs.
- Access to "Board Vitals" for NCLEX practice
- 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 any of the nursing programs 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](mailto:ngee@spcc.edu) or Carrie Bramlett, BSN, RN, [cbramlett@spcc.edu](mailto:cbramlett@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](mailto: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](mailto: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](mailto:eclodfelter@spcc.edu), or the Title IX Deputy Coordinator, Lauren Sellers, at [lsellers@spcc.edu](mailto: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
Unavailable resources (inadequate supplies/equipment)	Especially heinous, cruel, and/or violent act
Interruptions/chaotic environment/emergencies – frequent interruptions/distractions	Knowingly created risk for more than one client
Inadequate supervision by faculty or preceptor	Threatening/bullying behaviors
Inappropriate assignment by faculty or preceptor	Prior formal student disciplinary record for practice issue(s)
Non-supportive environment – interdepartmental/staff/student conflicts	Other (identify)
Lack of response by other departments/providers	
Other (identify)	
<b>Total # mitigating factors identified</b>	<b>Total # aggravating factors identified</b>

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

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

2020 – Version 2.0 @ NCBON-Permission Required Before Use

## CLINICAL REMEDIATION

### PLAN AND OUTCOME

Criteria	Description of unsatisfactory behavior

*Please use back of form if necessary for additional details.*

#### **PLAN**

The SPECIFIC skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s) including time when appropriate:

Suggested resources and activities:

**Failure to meet the expectations of the remediation plan and all clinical objectives will result in clinical failure for this course.**

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Date of Follow-up Conference:** \_\_\_\_\_

#### **OUTCOME**

Follow-up conference *(Please check one of the following)*:

- Has overcome deficiencies and now meets objective(s)
- Has not overcome deficiencies and does not meet objective(s)

Comments:

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## LINKS TO FORMS:

Refer to Clinical Skills Check list: [Click Here](#)

Refer to Nursing Volunteer Log: [Click Here](#)

Refer to Clinical Remediation Tool: [Click Here](#)

Refer to Simulation Effectiveness Tool: [Click Here](#)

Refer to G.A.S Debriefing Model: [Click Here](#)

## 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 does not 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:	
Faculty Member:		Date:	
Program Director:		Date:	

## 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 to which I will adhere.

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.

<b>Student Name (First and Last) Printed:</b>			
<b>Student Name (First and Last) Signed:</b>			
<b>Student ID Number:</b>		<b>Date:</b>	

Provide a copy of this signed form to the primary course instructor or 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.

<b>Student Name (First and Last) Printed:</b>			
<b>Student Name (First and Last) Signed:</b>			
<b>Student ID Number:</b>		<b>Date:</b>	

Provide a copy of this signed form to the primary course instructor or 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 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 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:

<b>Student Name (First and Last) Printed:</b>			
<b>Student Name (First and Last) Signed:</b>			
<b>Student ID Number:</b>		<b>Date:</b>	

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.

<b>Student Name (First and Last) Printed:</b>			
<b>Student Name (First and Last) Signed:</b>			
<b>Student ID Number:</b>		<b>Date:</b>	

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



## Simulation Contract and Confidentiality Agreement

I understand the importance of maintaining confidentiality as it pertains to the simulation experience. The content of the simulation is to be kept confidential and unique to each simulation, therefore sharing information with others outside is considered unethical. I acknowledge that I fully understand that unauthorized sharing, distributing, or mishandling of the information is prohibited and can result in dismissal from the program.

As a student at South Piedmont Community College, I agree to adhere to the guidelines described. Specifically,

- I agree to participate in the simulation, treating mannequins as live clients.
- I agree to come to simulation prepared as specified by the facilitator.
- I agree to treat all people with respect and professionalism.
- I agree to maintain confidentiality of peer and client information and to report any violation to faculty as this may constitute a violation of HIPPA.
- I agree to adhere to the dress code as described in the student handbook.
- I understand that I may be recorded for review by myself, peers, and faculty to enhance my learning experience.

<b>Student Name (First and Last) Printed:</b>		
<b>Student Name (First and Last) Signed:</b>		
<b>Student ID Number:</b>		<b>Date:</b>