ORANGEBURG-CALHOUN TECHNICAL COLLEGE

2026-2027 Nursing Student Handbook

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Orangeburg, SC 29118-8299
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The Associate Degree Nursing program at Orangeburg-Calhoun Technical College located in Orangeburg, SC is accredited by the:
Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000
Last reaccredited Spring 2019

The Practical Nursing program at Orangeburg-Calhoun Technical College located in Orangeburg, SC is accredited by the:
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404 -975-5000
Last reaccredited Fall 2019

Continuing Approval by LLR, Board of Nursing for South Carolina
Based on Annual Nursing Program Report

Orangeburg-Calhoun Technical College is accredited by the:
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Table of Contents

I. Program Information
A. Introduction: Nursing Student Handbook and Octech College Catalog 5
B. Mission Statement And Vision Of Orangeburg-Calhoun Technical College 5
C. Nursing Program Mission Statement 5
D. Nursing Programs' Philosophy and Conceptual Framework 5
E. Code of Ethics for Nurses 10
F. Nursing Program Outcomes 11
G. Student Learning Outcomes 11

II. Curriculum
A. Nursing Curricula 14
B. Name and Contact Information Change Policy 14
C. Course Descriptions 14
D. Employment During the Program 15
E. Retention and Progression Requirements 15
F. Readmission Requirements 16

III. Academic Policies And Procedures
A. Academic Student Conduct 17
B. Grading Policy 17
C. Core Performance Standards for the Didactic And Clinical Environment 17
D. Attendance Policy 18
E. Conduct Related Course and/or Program Dismissal 19
F. Academic Honesty/Integrity 19
G. Withdrawal Procedure 20
H. Exit Procedure 20
I. Student Alcohol/Drug Testing Policy 20
J. Criminal Background Check 20
K. "No-Rehire" List for Clinical Facilities 21
L. Grievance Procedure 21
M. Clinical Evaluations: Tracprac 21
N. ATI Testing 21
O. HESI Testing 21

IV. Administrative Policies
A. Campus Smoking Policy 23
B. Food and Drink Policy 23
C. Uniform Requirements for Casual (On-Campus) and Clinical Environments 23
D. Chemical Sensitivities 25
E. Hazardous Weather Policy 25
F. Change in Student Health Status Policy 25
G. Shelter in Place/Evacuation Policy 25
H. Faculty Availability 25
I. Administrative Specialist Area Management 25
J. Children in Nursing Building 26

V. Classroom
A. Student Responsibilities for Classroom Behavior 27
B. Testing Procedures 27
C. Use of Calculators During Testing 28
D. Make-Up Testing Policy 28

E. Cell Phone Policy 28
F. Telephone Usage 29
G. Writing Standards and Submission of Written Work Policy 29
H. Recording of Classroom Lectures (No Cellphone Recording Allowed) 29
I. Textbooks 29
J. Devices 29
K. Students Needing Special Accommodations 30
L. Protocol for Student Injury While on Campus 30

VI. Clinical And Lab
A. Clinical/Lab Skill Requirements 31
B. Lab Kits 32
C. Clinical Prerequisites 32
D. Clinical Protocols 33
E. Clinical Preparation 33
F. Medication Administration Procedures 33
G. Clinical Performance Evaluation 34
H. Lab/Simulation/Clinical Grading Scale 34
I. Clinical/Lab Skills Remediation 34
J. Patient Privacy and Protected Health Information 34
K. Social Media 35
L. Critical Incidents in the Clinical Area & Critical Incident Review Committee 35
M. Preceptorship 36
N. Policy and Academic Evaluation for Unsafe Clinical Practice 36
O. Patient Abandonment 38
P. Selectionof Clinical Sites 38
Q. Observational Experiences 38
R. Policy for Exposure Control and Prevention 38
S. Protocol for Clinical Exposure 39
T. Protocol for Student Injury or Illness in Clinical Setting 39
U. Allergies 39
V. Malpractice Insurance 40
W. Viewpoint Information 40
X. Covid Vaccination Information 40
Y. Swift River Information 40
Z. National Patient Safety Goalsand Quality and Safety Education for Nurses 40

VII. Student Organizations And Special Events
A. Guidelines for Ceremonies and Professional Activities 42
B. Student Representation 42
C. Academic Honors 43

VIII. Graduation and Licensure
A. Eligibility for Licensure 44
B. Preparationfor NCLEX 44
C. Graduation Requirements 44

IX. Appendices
A. Faculty/Staff Contact Information 47
B. Licensed Practical Nursing Competency Profile 48
C. Associate Degree Nursing Competency Profile 53
D. Persistence Pathways 59
E. Nursing Programs Core Performance Standards 65
F. Inclusion Criteria For Student Participation in the Preceptorship Experience 68

Welcome

Dear Nursing Students,

Welcome to OCtech, where your journey to becoming a skilled and compassionate nurse begins! We are thrilled to have you join our close-knit community. Here at OCtech, we pride ourselves on providing a supportive and student-friendly environment that nurtures both academic excellence and personal growth.

Our dedicated faculty is committed to guiding you through the rigorous yet rewarding nursing curriculum. You'll find a wealth of resources at your fingertips, from state-of-the-art simulation labs to comprehensive library services, all designed to enhance your learning experience.

We understand that nursing school will be challenging, but remember, you're never alone. Our doors are always open, whether you need academic support, career advice, or just someone to talk to. Engage actively in your studies and build connections with your peers and instructors – these relationships will be invaluable throughout your career.

We're excited to see the impact you'll make in the healthcare field. Your dedication and hard work will not only shape your future but also contribute to the health and well-being of our community.

Welcome to the OCtech family!

Warm regards,

Dr. Mellisa A. Black RN, MS, NE-BC

See Appendix A for OCtech faculty contact information

SECTION I

Program Information

A. INTRODUCTION: NURSING STUDENT HANDBOOK and OCTECH COLLEGE CATALOG

This Nursing Student Handbook is designed to supplement the OCtech College Catalog and is not intended to replace or substitute policies and procedures addressed in the College Catalog. OCtech' s Catalog is located at: https://www.octech.edu/ academics/college-catalog.

This Handbook is intended to provide students of the Nursing Programs with information concerning the policies and procedures specific to the programs and to identify expectations for nursing students. The College and Nursing Programs reserve the right to change, delete, and amend any of the contents of this handbook with proper notification to the students.

All nursing students at OCtech are expected to abide by the rules and regulations of the College catalog, Nursing Student Handbook, and course syllabi.

B. MISSION STATEMENT AND VISION OF ORANGEBURG-CALHOUN TECHNICAL COLLEGE

The mission of OCtech is to provide relevant training and education in a safe, flexible and inclusive environment that promotes success and self-reliance for students, and fosters economic development for the region.

VISION: Engage. Empower. Transform.

C. NURSING PROGRAM MISSION STATEMENT

The mission of OCtech Nursing PN and ADN programs is to prepare competent, accountable, and self-reliant nurses through flexible educational options in a safe and inclusive environment for practice in entry-level positions in a variety of healthcare settings.

D. NURSING PROGRAMS' PHILOSOPHY AND CONCEPTUAL FRAMEWORK

Nursing education encompasses general academics, current technologies, nursing theory and practice, and biophysical and social sciences. The teaching-learning process requires active and willing participation from both learner and teacher, thriving in an atmosphere of mutual respect and trust. Faculty are responsible for providing guidance and encouragement, while students must contribute a mature attitude, ethical standards, and a willingness to work. The faculty aims to guide students toward nursing

competence encouraging them to take responsibility for their actions and recognize the impact of political, economic, cultural, and societal activities on nursing and healthcare. The faculty expect students to exhibit caring behaviors, fostering an environment of hope and trust. Both faculty and students are encouraged to continually seek and create opportunities to develop and refine their knowledge and skills, embracing education as a lifelong process.

As an integral part of OCtech, the Nursing faculty supports the philosophy and mission of the College and additionally subscribes to the following Nursing Philosophy:

- **PERSON/PATIENT/CLIENT:**
  Person refers to a unique individual with physiological, psychological, social, cultural, developmental and spiritual dimensions that are in constant interaction with the environment.

- **ENVIRONMENT:**
  Environment consists of internal and external factors that impact the individual.

- **HEALTH/WELLNESS:**
  Health is a dynamic process within the individual's physiological and psychosocial environments. Since health, wellness, and illness are relative to the individual and not absolute states, they do not exist as pure entities. Every adaptation or coping pattern whether positive or negative, optimal or not, leads to a relative position of health, wellness, or illness along a continuum.

- **NURSING:**
  Nursing is an art and science based on principles from the biological, physical and behavioral sciences, which focuses on the diagnosis and treatment of human responses to actual or potential health problems. It is client centered and designed to assist the individual to achieve and maintain maximum functioning throughout the life span. Nurses collaborate with health team members to provide quality care based on physiological, psychological, social, cultural and spiritual needs. The practice of nursing is based upon a unique body of knowledge derived from a synthesis of multidisciplinary and nursing research resulting in evidence-based practice. Nursing is an evolving profession, which requires a continuing commitment to learning.

- **NURSING EDUCATION:**
  Education is a systematic, innovative, and transformative process, which seeks to develop intellectual curiosity, critical thinking, judgment, and technical skills of the learner. Theoretical knowledge and clinical competencies are designed to be presented on a continuum from simple to complex. Nursing education is built upon a theoretical foundation acquired from the biological, physical, and human sciences, which provides a broad knowledge base for clinical decision-making and application of evidenced practice. This includes sensitivity to the special demands of cultural diversity. The focus of nursing education is to facilitate development of professional identity through the accomplishment of both student learning and program outcomes.

- **TEACHING/LEARNING:**
  Teaching/learning is an active reciprocal process, which involves the teacher and learner. This process is directed toward achievement of desired competencies and facilitates internalization and application of knowledge. Teaching/learning is directed toward learner accomplishments and helps the learner assimilate facts, concepts, and theories. Teaching/learning provides an environment that fosters mutual trust, motivation, creativity, critical thinking and purposeful decision-making. Teaching/learning is evidenced by a change in behavior through development of cognitive, psychomotor, and affective abilities in the learner. Learning is a continuous life-long process.

- **CRITICAL THINKING:**
  Critical thinking is the ability to carefully reason, formulate evidence-based conclusions, and develop appropriate strategies for application to a particular situation relevant in the practice of nursing. Critical thinking is also a life-long evolving process based on self- reflection, evaluation, and experience.

- **PROFESSIONAL IDENTITY:**
  Professional identity is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession's history, goals, and code of ethics; and (b) serve to distinguish the practice of nurses from that of other health care providers.

Practical Nursing

The Practical Nurse (PN) provides care for clients in acute care, long-term care, and community-based settings under the direction and supervision of a registered nurse or licensed healthcare provider. Practical nursing practice is grounded in the NLN Practical Nursing Competencies, which includes: human flourishing, nursing judgment, professional identity, and spirit of inquiry. These competencies guide the practical nurse in delivering safe, compassionate, patient-centered care and in functioning effectively as a contributing member of the healthcare team.

Practical nursing graduates are accountable providers within three key roles: provider of care, manager of care within the PN scope, and member of the discipline of nursing and interprofessional team.

As a provider of care, the PN uses foundational clinical judgment, maintains basic clinical competence, delivers evidence informed interventions, and demonstrates a commitment to caring and empathy. Practical nursing care focuses on promoting, maintaining, and restoring health, supporting clients in managing chronic conditions, and providing comfort and dignity at the end of life.

As a manager of care within the PN scope, the graduate PN organizes and prioritizes care for groups of clients with predictable health needs, assists in coordinating care, and recognizes when to seek guidance from an RN or healthcare provider.

As a member of the discipline of nursing and the interprofessional team, the PN demonstrates professionalism, ethical practice, accountability, and respect for legal parameters of PN licensure. The PN actively participates in lifelong learning, contributes to the evaluation and improvement of the care environment, and supports health care practices that enhance safety and quality outcomes for clients.

Associate Degree Nursing

The Associate Degree Nurse (ADN) cares for clients in acute care, community-based, and community health settings under the direct supervision of a healthcare provider. Associate degree nursing practice is based on the following core competencies: quality, compassionate, patient-centered care, safety, informatics, teamwork/collaboration, advocacy, quality improvement, evidenced based practice, and communication. The graduate nurse utilizes the nursing process as the basis for decision-making.

Associate degree graduates are accountable providers based on four interrelated roles. These roles are: provider of care, manager of care, member of the discipline of nursing, and member within the inter-professional team.

As provider of care, the associate degree nurse utilizes critical thinking, is clinically competent, provides evidenced-based care, and is committed to the value of caring. Nursing care is aimed at maintaining or restoring clients to their optimum state of health/wellness or providing support at end of life. In order to assume the role of manager of care, the associate degree nursing graduate provides and coordinates nursing care for diverse groups of clients.

As a member within the inter-professional team, the associate degree graduate nurse demonstrates a commitment to professional growth, life-long responsibility for upholding high standards of practice within the ethical and legal framework of nursing. As a contributing member within the discipline of nursing, the associate degree nurse continually seeks opportunities to participate in ongoing evaluation of the health care system and to promote health care advances that improve the quality of health care**.**

Nursing Programs' Conceptual Framework

Throughout the PN and ADN programs, students will learn through a blended instructional approach that incorporates both competency-based education and traditional medical-model teaching. In this framework, students' progress by demonstrating mastery of essential knowledge, skills, and professional behaviors known as competencies. Early in the program, more emphasis is placed on core knowledge and competencies, while as the program progresses, emphasis is placed on role and professional development.

PN students develop and organize their thinking around the NLN concepts of Nursing Judgment, Spirit of Inquiry, Human Flourishing, and Professional Identity (https://www.nln.org/education/nursing-education-competencies/competencies-for-graduates-of-nursing-programs, 2026). ADN students develop and organize their thinking around the QSEN competencies of Patient-Centered Care, Teamwork and Collaboration, Evidence-based Practice, Quality Improvement, Safety, and Informatics. (https://www.qsen.org/competencies-pre-licensure-ksas, 2026.) The PN and ADN student learning progresses from simple to increasingly complex applications as they advance through the curriculum.

The conceptual framework model for the Nursing programs is designed as a multi-dimensional circle. The model has at its center a navigational compass. The compass is symbolically significant because it provides the traveler (student) with guidance toward the final destination (program completion and success on the NCLEX-PN or NCLEX-RN). The faculty serve as navigators along the student's journey. The compass also represents the program core which includes an outcome-based curriculum that proceeds from simple to complex with humanities and scientific underpinnings.

The points of the compass create four quadrants of nursing knowledge from the NLN and QSEN competencies and that are foundational for PN and ADN nursing practice. The outer circle represents the roles and attributes of the new graduate. Because this circle has no boundaries, it is representative of the graduate's potential for continued growth in these areas.

Orangeburg-Calhoun Technical College

Nursing Conceptual Framework

Adapted with permission from: Daggett, L. & Butts, J. (2002). The development of an organizing framework to implement AACN guidelines for nursing education. *Journal of Nursing Education, 41*, 34-37.

The framework, concepts, roles and curriculum are reviewed annually. The faculty have updated the nursing curriculum to include the 2023 NLN and 2021 QSEN competencies for Graduates of Nursing Programs that are presently taught in the curriculum.

The Technical College system in this state subscribes to the "Develop a Curriculum Process (DACUM)." The DACUM is utilized to guide curriculum content. DACUM panel members consists of a group of key stake holders that interacts to develop competencies and skills pertinent to new graduates' success in the workplace. DACUM panels are updated as scheduled to reflect current needs and trends.

The DACUM process is led by a college official. Faculty does not assume a dominant role in the process. They interact as directed by the DACUM facilitator.

Our latest ADN and PN DACUM results documents are located in Appendix B and Appendix C.

Reference:

Lenberg, C. B. (1999), The framework, concepts, and methods of the competency outcomes and assessment (COPA) model. Journal of Issues in Nursing, September 30, 1999.

E. CODE OF ETHICS FOR NURSES

(American Nurses Association, 2025, https://codeofethics.ana.org/home)

Students enrolled in the Nursing Programs are expected to adhere to the following code of ethics:

PROVISION 1
The nurse practices with compassion and respect for the inherent dignity, worth, and the unique attributes of every person.

PROVISION 2
A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

PROVISION 3
The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

PROVISION 4
Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

PROVISION 5
The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

PROVISION 6
Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

PROVISION 7
Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

PROVISION 8
Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

PROVISION 9
Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

PROVISION 10
Nursing, through organizations and associations, participates in the global nursing and health community to

promote human and environmental health, well-being, and flourishing.

F. NURSING PROGRAM OUTCOMES

PRACTICAL NURSING
The Orangeburg-Calhoun Technical College Practical Nursing Program utilizes the following indicators as expected outcomes of the educational process:

1. Graduates will score within 5% of the National first-time pass rate on the NCLEX-PN.
2. Ninety percent (90%) of the graduates seeking employment are employed as licensed practical nurses within one year of graduation using the ACEN Job Placement rate, which excludes students enrolled in higher education.
3. Maintain program on-time completion rate at 40% or greater.

ASSOCIATE DEGREE NURSING
The Orangeburg-Calhoun Technical College Associate Degree Nursing Program utilizes the following indicators as expected outcomes of the educational process:

1. Graduates will score within 5% of the National first-time pass rate on the NCLEX-RN.
2. Ninety-five percent (95%) of the graduates seeking employment are employed as registered nurses within one year of graduation using the ACEN Job Placement rate, which excludes students enrolled in higher education.
3. Maintain program on-time completion rate at 45% or greater.

G. STUDENT LEARNING OUTCOMES

Practical Nursing Graduate will meet the following EPSLOs:

1. Professional Identity (NLN): Practice as a competent, accountable nurse within the legal and ethical framework of the practical nursing scope of practice. (A.D.N. SLO 3)

2. Informatics (QSEN): Demonstrate skills in using patient care technologies, information systems, and communication devices to support the delivery of safe patient care (A.D.N. SLO 4, 6)

3. Human Flourishing (NLN): Promote the health, dignity, diversity, and self-determination of patients and families while providing compassionate, holistic care. (A.D.N. SLO 1)

4. Teamwork and Collaboration (QSEN): Collaborate effectively with the interdisciplinary team under the direct supervision of the registered nurse in providing competent, patient-centered care to diverse patients and families. (A.D.N. SLO 2, 3, 5,)

5. Nursing Judgement (NLN): Demonstrate clinical judgment in complex patient situations to ensure the quality and safety of patient care. (A.D.N. SLO 3, 4)

Associate Degree Nursing Graduate will:

EPSLO #1
Communicate with diverse populations and families in a compassionate manner that promotes health, self-determination and self-worth through the use of professional behaviors to promote positive patient outcomes.

EPSLO #2
Provide safe, quality, compassionate, patient-centered, and evidenced-based care to diverse individuals and groups of patients across the lifespan in a variety of settings.

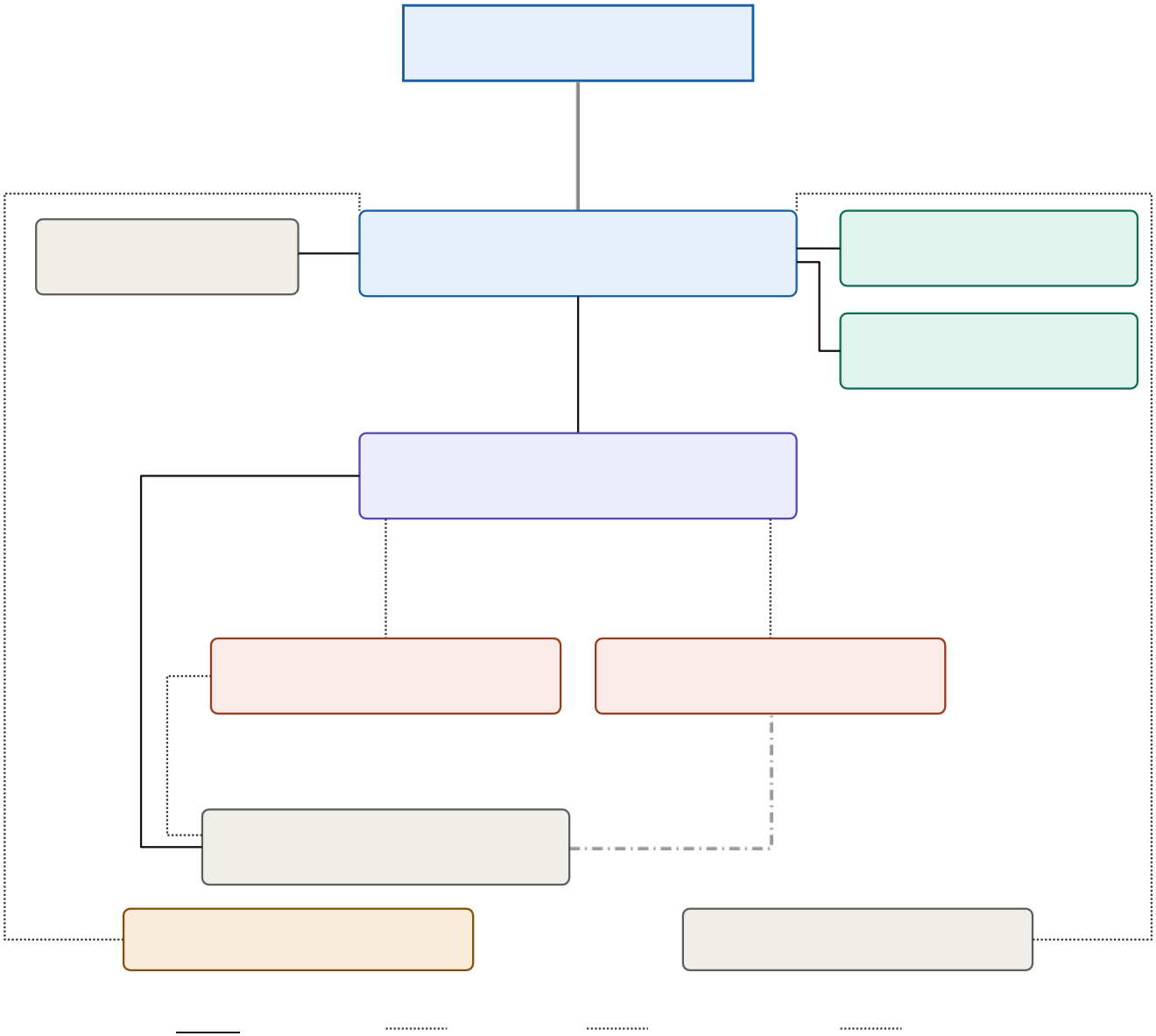
EPSLO #3
Practice as a competent and accountable nurse within the ethical, legal, and regulatory framework of nursing.

EPSLO #4
Demonstrate critical thinking and clinical judgement that supports clinical nursing practice to improve the quality of patient care.

EPSLO #5
Collaborate effectively with nursing peers and interprofessional team members, fostering open communication and mutual respect to achieve quality patient care.

EPSLO #6
Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

H. NURSING PROGRAM ORGANIZATION CHART



SECTION II

Curriculum

A. NURSING CURRICULA

OC Tech offers four nursing program options: PN, PN Flex, Traditional ADN, and the LPN to ADN Flex program. See OC Tech College website for a detailed outline at https://www.octech.edu/academics/academics/health-science-and-nursing-programs/nursing/

Practical Nursing
Practical Nursing students are given a knowledge base through courses and content that includes preparation in general academics, nursing theory and practice, biophysical sciences, and social sciences. Classroom study includes basic nursing concepts, patient- care related subjects, anatomy & physiology, medical/surgical nursing, pediatrics & obstetrics, gerontology, nursing management, mental health concepts, pharmacology, and nutrition.

The End of Program Student Learning Objectives of professional identity, informatics, human flourishing, teamwork and collaboration and nursing judgement are reflected throughout the curriculum. Students receive their clinical experience in hospitals, long-term care facilities, clinics, physicians' offices, and community agencies. The PN program uses extensive technology including personal computers, Simulation Lab, ATI, and other software

Associate Degree in Applied Science Nursing
The overall purpose of the Associate Degree in Applied Science Nursing (ADN) program is to assist the student in developing the intellectual and technical competencies necessary to function as a safe practitioner of nursing. At the end of the program, the ADN has the knowledge and skills to function as a novice nurse in a variety of structured healthcare settings such as hospitals, clinics, long-term care agencies, physicians' offices, and community agencies. Throughout the curriculum, the student has planned clinical and laboratory experiences to complement classroom learning in order to become skilled in the art and science of nursing. Principles of communication are emphasized throughout the curriculum to prepare the graduate to function as a patient advocate and a member of a healthcare team.

LPN to Associate Degree in Applied Science Options
There are two educational options, ADN Traditional and ADN Flex, available for the Licensed Practical Nurse (LPN) pursuing an ADN degree. The selection of an option should be based on the individual's self-assessment and after consultation with your advisor and/or the program coordinator. Both options require that the LPN meet the published admission criteria and be accepted into the program according to the published procedure. Admission to both programs is competitive and students are selected accordingly.

Please see the OC Tech website to find program curriculum details and specific competitive admissions criteria.

B. NAME AND CONTACT INFORMATION CHANGE POLICY

The student is responsible for notifying the Program Coordinator and the Office of Student Services of changes in name, address, and/or telephone number within one week of change.

C. COURSE DESCRIPTIONS

See College Catalog on OC Tech website at https://www.octech.edu/academics/college-catalog/

D. EMPLOYMENT DURING THE PROGRAM

Time and energy used in outside employment may lessen the student's ability to perform clinically and academically. Because the curriculum is so demanding, the faculty does not recommend that you have outside employment. If it is necessary that you be employed, we recommend it be no more than 8-12 hours per week and no night work.

E. RETENTION AND PROGRESSION REQUIREMENTS

For retention and progression in any Nursing Program, the student must meet all general education prerequisites, corequisites, as well as satisfy the requirements of health, conduct, clinical and scholastic achievement. The student is expected to:

1. Successfully complete all classroom requirements, laboratory experiences, successfully complete all lab/clinical components, and achieve a final grade of 79.5% or higher in the didactic component of the course.

2. Courses should be completed in the curriculum sequence pattern as outlined in the College catalog.

3. In the event of one unsuccessful course, the AVP of Nursing and Health Science will follow the Progression Pathways procedure (Appendix D). This is considered one failed program attempt.

4. Failure/withdrawal in a repeated or second nursing course will be considered a second failed program attempt and will result in dismissal from the nursing program.

   When a student moves from their original nursing program to a different nursing program, this is considered one program attempt. Course failure/withdrawal during enrollment in the latter nursing program will be considered a second failed program attempt and will result in dismissal from the nursing program.

5. Maintain a satisfactory level of clinical/laboratory performance. Students who are unsuccessful in lab formal validation will be withdrawn from the course not allowing them to progress in the program. Students who are unsuccessful in clinical will not be permitted to continue in the course and a receive a final grade no higher than “C” not allowing them to progress in the program. Depending on the nature and severity of the unsuccessful clinical behaviors, students may be withdrawn with a grade of WF from the course and/or program at the discretion of the AVP of Nursing and Health Science.

6. Maintain current CPR certification and annual TB assessments. Lapse in either of these will result in the student not being permitted to attend clinical. Consequences are up to and including administrative withdrawal in enrolled clinical course(s).

7. Complete all required clinical agency requirements. Students who have not met facility clinical requirements cannot go to clinical and will be counted as absent from clinical until clinical requirements are met and are subject to the consequences of the absenteeism policy.

8. Have the ability to attend clinical at health care agencies utilized to meet course objectives. If a facility denies a student a clinical space because of a positive background check, legal issue, past employment issue, Board of Nursing action, etc., the student will be dismissed from the nursing program.

9. Have negative results on random or for-cause drug tests.

10. Meet Program Core Performance Standards for the Didactic and Clinical Environment (See Appendix E) Failure to meet Core Performance Standards may result in withdrawal from the nursing program.

F. READMISSION REQUIREMENTS

Students seeking to re-enter the nursing program must adhere to the competitive admission guidelines in the Admission Overview. Students who reapply and are accepted into a nursing program will start from the beginning of the nursing program.

Students who have had 2 or more Nursing and Health Science program attempts (withdrawal and/or failure) within 1 calendar year of the program start date are ineligible to apply.

All requirements for readmission must be completed before the student will be advised and acceptance is official.

1. Submit completed medical form (dated within one year of readmission date for PN and two years for ADN) with current immunizations and quantitative titer documentation (if required), unless there has been a health change. In this event, a new physical must be completed.

2. Submit Quantiferon gold results.

3. Submit new background check and drug screen as required per program.

4. The student must meet the Core Performance Standards for the Didactic and Clinical Environment.

SECTION III

Academic Policies and Procedures

A. ACADEMIC STUDENT CONDUCT

OCtech students are considered to be mature individuals, whose conduct is expected to be dignified and honorable. It is the student's responsibility to remember that his or her actions directly affect the reputation of the College. Common courtesy and cooperation should be part of the student's daily living habits.

Student conduct, both at the College and off campus, must reflect that of a good citizen. Dishonesty is considered a serious offense. Dishonesty in any form will result in severe disciplinary action up to and including dismissal from the program. Any activities that may be considered detrimental to the mission of the College may be cause for dismissal, subject to the discretion of the Vice President for Academic Affairs or the Vice President for Student Services. OCtech reserves the right, in the interest of its students, to decline admission, suspend or require the withdrawal of a student for any reason deemed to be in the interest of OCtech.

B. GRADING POLICY

The grading scale for the Nursing Program is:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - below 59

The specific number of examinations and other criteria required in each nursing course can be found in the syllabus. Students must obtain a grade of 79.5% to pass nursing courses and 70% in general education courses.

Students who do not receive a satisfactory evaluation based on their level of progression in their program on the clinical course component will receive a "C" in the course, even if passing the theory. Unsuccessful students will follow the Progression Pathways Procedure.

C. CORE PERFORMANCE STANDARDS FOR THE DIDACTIC AND CLINICAL ENVIRONMENT

Nursing students are required to meet the Core Performance Standards in all didactic and clinical instruction throughout the nursing program. These Core Performance Standards include:

- **Critical thinking ability** sufficient for clinical judgment.
- **Interpersonal skills** sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- **Emotional stability** sufficient to tolerate rapidly changing conditions and environmental stress.
- **Communication ability** sufficient for interaction in verbal, written, electronic format.
- **Physical ability** sufficient to move from room to room and maneuver in small spaces. Maintain physical tolerance for repetitive movements and demands of the work assignment.
- **Gross and fine motor skills** sufficient to provide safe and effective nursing care.

- **Auditory ability** sufficient to monitor and assess health needs.
- **Visual ability** sufficient for observation and assessment necessary for safe client care.
- **Tactile ability** sufficient for physical assessment
- **Olfactory ability** sufficient for observation and assessment necessary for safe client care.

Physical Requirements: Constant walking, standing, seeing, hearing, talking, public contact, and decision-making. Frequent operation of computers, usage of telephone, pushing wheelchairs, turning patients, helping patients walk, lifting patients, helping patients sit-up, reading, handling, reaching, grasping, fingering, feeling, exposure to stressful situations and concentration. Exposure to trauma, grief, or death. Sitting in class.

Applicant/Student: Receives Core Performance Standards policy prior to admission to program and declares any necessary reasonable accommodations based on meeting the expected standards for consideration.

If any changes occur in the student's physical or mental condition that interferes with class or lab/clinical while in the Nursing Program, the student must notify the Program Coordinator, the Dean of Advising, and the Coordinator for Services for Students with Disabilities immediately.

See Appendix E: Core Performance Standards document

D. ATTENDANCE POLICY

The Nursing faculty is committed to instilling behaviors that are compatible with professional work ethics. We believe that skills such as self- discipline, anticipatory planning, punctuality, independent thinking, and dependability are characteristics of a professional nurse. The attendance policy stems from this commitment.

The College attendance policy states that students are expected to attend all class meetings. If a student must be absent, it is that student's responsibility to notify the instructor as quickly as possible of the absence. Students are responsible for making up all work missed as a result of the absence, including examinations. Three tardies is considered an absence. If a student is more than ten (10) minutes tardy, he or she may be considered absent. If a student leaves more than ten (10) minutes prior to class dismissal or is not present in class for 10 minutes or more, he or she may be counted as absent for the class.

i. Classroom Attendance Policy

Nursing students will be expected to attend all classes punctually as scheduled. This means sitting in your seat at the start of class ready to participate. You must take care of all personal needs before the start time of class.

Students must not accumulate more than 1 class absence per course per semester. This means only 1 class day can be missed. No further absences will be allowed. In the event of a second absence, the student will meet with the AVP of Nursing and Health Science and may be withdrawn from the program. No absences are considered to be “excused.”

Please refer to each course syllabus for additional attendance requirements.

ii. Test Attendance Policy

Students who are absent for one scheduled test will be given a make-up test on a designated make-up day in a location designated by their instructor and may receive a different test format. Students may only make-up one test per course. Any other missed exams will result in a zero “0” in the gradebook. This may result in course failure.

iii. Clinical/Lab Attendance Policy

Clinical/ lab attendance is mandatory. All clinical / lab hours must be met in order to meet course completion requirements. Students must not accumulate more than 1 clinical/lab absence per course. More than one absence may result in an overall unsatisfactory clinical which may result in clinical failure

and dismissal from the program. Any student missing clinical/lab must meet with their Course Coordinator. Only one clinical day is allowed to be made-up and will be dependent of faculty and facility availability. No absences are considered to be “excused.”

When a student exceeds more than 1 class and/or 1 lab/clinical absence they will be required to meet with AVP Black for counseling and/or will have consequences up to and including withdrawal from the program or clinical failure at the discretion of the AVP.

SEE CLINICAL GUIDELINES FOR EACH COURSE FOR SPECIFIC POLICIES.

If it is necessary to be absent on a clinical day, the clinical instructor must be contacted by the student no later than 10 minutes prior to scheduled clinical time. A student who appears to be ill will not be allowed in the clinical area. The instructor will make the decision as to whether or not the student should leave the clinical site and counted as absent.

The opportunity to make-up clinical will be determined on an individual basis. Faculty reserve the right to make decisions about clinical make-up days; this includes but is not limited to days lost because of weather, and other unforeseen events.

Make-up lab/clinical day(s) will be outlined per the course syllabus for each course requirement. See course syllabus for each course requirements. Students will be required to make-up clinical absences to ensure that clinical hour requirements needed for successful course completion are met.

If a student must be absent to attend the funeral of an immediate family member, he/she is required to bring a death announcement. This will still count as a class/lab absence.

E. CONDUCT RELATED COURSE AND/OR PROGRAM DISMISSAL

Course and/or program dismissal may result if it is proven that a student:

1. Misrepresents any information on required forms for admission
2. Violates the policies and procedures of OCTech, OCTech Nursing, or any clinical agencies
3. Is found to be cheating. Consequences for proven cheating or helping others cheat are determined by the faculty and may include any or all of the following:
    - Receiving a "0" for the assignment/test
    - Course dismissal
    - Program dismissal
4. Breaches patient confidentiality standards (HIPAA)
5. Engages in unprofessional or unethical behavior (See ANA Code of Ethics for Nurses at https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/)

F. ACADEMIC HONESTY/INTEGRITY

Any student suspected of violating testing policy will be placed on academic probation pending investigation. A student found in violation of testing rules or falsifying information will be given a grade of "0" on the test or written work. In addition, the student may be dismissed pending final decision of the Nursing faculty and the AVP of Nursing and Health Science and/or the College administration.

All written coursework is to be done independently unless group work is assigned. The student is reminded that plagiarism is cheating.

Definition of plagiarism: Plagiarism is defined, as the appropriation of any other persons work in the unacknowledged incorporation that work in one's own work. (See OCTech College Catalog on the website at https://www.octech.edu/academics/college-catalog/

Artificial Intelligence may be used when specifically allowed by the instructor. Artificial Intelligence platforms must be cited when used.

Students are not permitted to upload OCtech nursing-related documents, exams, journals, focus points, etc. to student sharing websites like Studocu, Quizlet, CourseHero, etc. This action is considered a form of cheating and will be subject to discipline up to and including withdrawal for the program.

G. WITHDRAWAL PROCEDURE

Students who desire to withdraw from the nursing program must meet with the Program Coordinator and/or AVP of Nursing and Health Science. Prior to making a final decision, student must consult with the financial aid office. At that time, an add/drop form will be initiated. Course grade(s) will be assigned according to point in the semester at which the student is requesting to withdraw. Students withdrawing from a nursing course before Mid-Term will receive a “W”. Students withdrawing after Mid-Term may receive a “WF”. A “WF” will translate to a “F” on the official transcript, thereby affecting the student’s overall GPA.

H. EXIT PROCEDURE

Upon exiting the nursing program, the student must turn in all clinical agency ID badges and complete an exit interview with the Program Coordinator.

I. STUDENT ALCOHOL/DRUG TESTING POLICY

Substance impairment results in a student's inability to learn and to perform safely in academic, laboratory and/or patient care situations. When students are in the classroom, laboratory, or clinical area, it is expected that they are free from the influence of alcohol or drugs. Consumption of alcoholic beverages the night before attending clinical or during college-sponsored events is unacceptable.

Students suspected of alcohol and/or drug abuse shall be subjected to one or more of the following:

1. Counseling by the faculty or appropriate College personnel.
2. Clinical or classroom dismissal via faculty or Security.
3. Documentation of evidence of professional counseling (at student's expense).
4. Urine or blood testing for alcohol/or illegal drugs (at the student’s expense).

A drug screen is required for final acceptance to the nursing program and may be required at any time during the program. Students may be required to obtain a urine drug screen before any nursing experience due to clinical agency policies.

Drug screens that are required for cause, random screening, or as required by clinical agencies prior to clinical experiences will be performed at the expense of the student. A positive urine drug screen will result in consequences up to and including dismissal from the program.

J. CRIMINAL BACKGROUND CHECK

The clinical agencies utilized by the nursing program require background checks of nursing students to ensure the safety of their patients. Some agencies may require additional background checks during the program. If an individual is guilty or has pled no contest to child or adult abuse, sexual assault, assault with a deadly weapon, neglect, mistreatment of patients or misappropriation of patient property, the facility may not permit that student to function as a direct caregiver.

Students are required to complete their background check in sufficient time for it to be reviewed by the Program Coordinator and agency personnel prior to their final acceptance into the Nursing Program. The

background check is done at the student's expense and usually takes three to five normal business days to complete. Students receive instructions for obtaining the background check upon acceptance into the Nursing Program.

The student should be aware that a background check deemed unacceptable by any affiliating agency will prevent the student from completing a clinical experience at that agency and may result in clinical failure and/or dismissal from the program.

K. "NO-REHIRE" LIST FOR CLINICAL FACILITIES

Students who have been terminated from facilities may be placed on a "no-rehire" list that prohibits them from using the site for clinical experiences. Those students on a no-rehire list should be aware that this may prevent the student from completing a clinical experience at that agency and may result in clinical failure and/or dismissal from the program.

L. GRIEVANCE PROCEDURE

The nursing program follows the grievance procedure of the South Carolina Technical College system. Please see College Catalog for Grievance Procedure.

M. CLINICAL EVALUATIONS: TracPrac

OCtech Nursing utilizes TracPrac to evaluate clinical performance, document clinical skills performed, and track clinical hours. Our goal using TracPrac is to provide prompt feedback to students. Students are required to download the TracPrac Ap. Students must clock-in and clock-out for clinical and observation days. At the end of the clinical day, students will log the skills they performed in clinical within 24 hours. Clinical instructors will provide a timely clinical evaluation of students' performance and students will need to look for a notification e-mail from TracPrac. Students will need to read the evaluator's feedback and sign the evaluation within 24 hours. (Instructors can only document their next evaluation after the student signs off on the previous evaluation.) Students' failure to sign-in, sign-out, complete the skills check-off, or sign their evaluations within 24 hours of receiving them may receive an Unsatisfactory evaluation for the day for their Professional Behavior competency.

N. ATI TESTING

Assessment Technologies Institute is a valuable resource which the nursing faculty incorporate into all nursing courses. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content. ATI information and orientation resources can be accessed from your ATI student home page. It is highly recommended that you spend time navigating through these orientation materials.

ATI Content Mastery series tests will be administered in designated courses to measure student achievement in specific nursing content areas. These assessments are based on the NCLEX blueprint and will identify specific areas of content weakness for directed study. Students will receive feedback during practice tests on all response options.

Please see ATI Testing Contract and course syllabi regarding ATI grading, remediation criteria, and testing integrity.

O. HESI TESTING

HESI Standardized assessment tests will be administered at the end of your Capstone Course during students' final semester. Many nursing schools use the HESI Exit Exams to evaluate a student's readiness for the NCLEX-RN or NCLEX-PN exams. The HESI Exit Exams are developed by Elsevier and

are intended to match the latest NCLEX test plans. The results of the HESI exam are used by the school and the student to identify strengths and weaknesses and identify any remediation needs.

SECTION IV

Administrative Policies

A. CAMPUS SMOKING POLICY

The College is Smoke Free. No smoking or vaping is allowed on campus - this includes inside cars.

B. FOOD AND DRINK POLICY

Food and drinks (with the exception of water with a screw-top container) are not allowed in class or lab settings.

C. UNIFORM REQUIREMENTS FOR CASUAL (ON-CAMPUS) AND CLINICAL ENVIRONMENTS

I. On-Campus Lecture/Lab Attire:

- All nursing students will wear black scrub pants and a white embroidered scrub top. An embroidered scrub jacket is optional. OCtech branded sweatshirts from our bookstore may be worn for lecture. Scrub tops and jackets must be from our approved nursing program vendor.
- No jogger scrub pants will be permitted.
- Students must wear college-issued name badges.
- Students must wear appropriate white undergarments so you cannot see through the white top with black scrub pants.

II. Clinical Attire:

- All nursing students will wear black scrub pants and white embroidered scrub top. White Embroidered scrub jacket is optional. Scrub tops and jackets must be from our approved nursing program vendor.
- No jogger scrub pants will be permitted.
- Black, non-permeable, closed-toe shoes will be worn to clinical with plain black socks.
  *Students with religious or personal requests for a non-approved uniform will need to speak with the program coordinator for approval.
- Plain black or white surgical caps may be worn.

III. Uniform and ID Badge Guidelines:

- Students are required to be in full uniform, including college-issued name badge and the agency photo ID badge, during clinical experiences.
- Professional dress with white OCtech scrub jacket or nursing uniform with white OCtech scrub jacket with name badge and photo ID badge must be worn in the clinical setting when obtaining clinical assignments.
- Uniforms must be worn only when functioning as a nursing student of Orangeburg-Calhoun Technical College.
- While on campus, appropriate scrubs must be worn all days of the week.
- OCtech ID badges must be visible at all times while on campus.
- Stethoscope, goggles, face shields, N95 masks, bandage scissors, sharpie, and watch with second hand are required.
- Uniform tops for clinical must be purchased from designated uniform company.
- At least one uniform top, one pair of scrub pants, and a lab jacket must be purchased. Skirt length may be no shorter than mid-knee and black pantyhose or knee hi socks must be worn with skirts.

- Uniforms and lab coats must be clean, wrinkle-free and in good repair.
- During winter months a white long-sleeved crew or turtle neck shirt may be worn underneath the uniform top. No thermal underwear is permitted.
- Appropriate undergarments must be worn and should not be visible through the uniform.
- Proper hygiene and personal cleanliness are required. No body odor of any kind will be tolerated.
- Refrain from smoking while in uniform.

IV. Cosmetics and Scented Products:

- Cosmetics may be worn in moderation.
- Only natural-length artificial eyelashes may be worn. No extreme lengths allowed.
- No scented products.

V. Hair:

(a) Female:

- Hair must be clean, off the face and shoulders, off the collar while in uniform, and without bows, ornamental clips, and ribbons.
- No unnatural hair color (red, pink, blue, green, purple, etc.) or style.

(b) Male:

- Hair must be a moderate length
- Sideburns no longer than the tip of the ear lobe
- Mustache conservatively styled, neatly trimmed.
- Beards may be worn at the discretion of the clinical agency.
- Stubble is not permitted. No unnatural hair color (red, pink, blue, green, purple) or style.

VI. Fingernails:

- Fingernails must be trimmed, clean, and neat. Nail tips less than ¼ inch.
- Non-chipped/crack resistant, clear (transparent) or nude polish will be allowed.
- Press on nails, artificial nails, acrylics, extensions, silk wraps, overlays, tips, or glitter polish will not be allowed.
- Decorative fingernails will not be allowed.

VII. Jewelry and Piercings:

- Earrings will be limited to two (2) studs per ear.
- No earrings may be worn during pediatric clinical rotations. (tragus piercing for medical reasons require a medical note)
- A wedding band may be worn. No other rings are permitted.
- No exposed facial piercings in the eyebrow, tongue, cheek, nose, or lip. Any other visible body piercing will not be allowed.
- No clear studs will be permitted.

VIII. Tattoos:

- Tattoos do not have to be covered unless it is the clinical agency's policy or if it is considered offensive to anyone at the college or clinical sites.
- Tattoos that display any of the following must be covered:
    a. Contains foul/obscene language in words or signs regarding weapons, nudity, gang reference, or drug reference.
    b. Contains degrading, offensive, or demeaning symbols or language.
- Clinical or classroom instructor will have final determination if a tattoo needs to be covered.

Failure to follow uniform requirements and guidelines will result in dismissal from the clinical area at the discretion of the faculty and an absence for the day. The missed clinical hours must be made up.

IX. Pinning Ceremony:

- ADN students may wear white nursing caps with a black stripe.
- PN students may wear solid white nursing caps.
- Students will wear their black and white clinical uniform or a solid white uniform dress with white pantyhose and shoes.

D. CHEMICAL SENSITIVITIES

An increasing number of people have chemical sensitivities. We ask that all students be mindful of this and not wear perfumes, aftershave or other scented personal products in class or in clinical situations.

E. HAZARDOUS WEATHER POLICY

In the event of inclement weather, cancellation of classes will be announced by most public radio and television stations. In addition, you may call the college main number at 803-536-0311 or view the web site (www.OCtech.edu) to receive closing information.

In the event of an emergency, you may contact Security at The Emergency Student Security Hotline at 268-2626 or the Emergency Security Cell Phone Line at 803-682-3335.

Students' D2L email addresses are automatically enrolled in the college's emergency alert system (Regroup). Students are encouraged to add cell phone numbers and personal email addresses to the system. Adding your cell phone will allow the receipt of emergency text and voice messages, in addition to an email. Please see OCtech.edu for directions for set-up this service.

F. CHANGE IN STUDENT HEALTH STATUS POLICY

For the student's protection and continued well-being, any change in his or her health status that may affect program completion must be reported to the Student Services Director and AVP of Nursing and Health Science, Viewpoint Coordinator, as well as the Program and Course Coordinators. This includes any conditions such as the diagnosis of an acute or chronic illness, change in mobility, or any condition that may cause immune compromise.

G. SHELTER IN PLACE/EVACUATION POLICY

For the student's safety and protection, the college has instituted a Shelter in Place Policy. The faculty is aware of the policy and procedure and will provide direction to students as needed.

H. FACULTY AVAILABILITY

Faculty members serve as advisors and mentors. Faculty is available for conferences during office hours. A schedule of office hours is posted in in D2L at the beginning of each semester for student and faculty information. The Program Coordinator is available for conference by appointment or convenience of both parties. Students are requested to respect posted office hours unless there is an emergency.

I. ADMINISTRATIVE SPECIALIST AREA MANAGEMENT

Students must respect the work area of the Administrative Specialists and faculty. Students must use the phone outside of the upstairs office area and call the office of the faculty needed. Only two (2) students should be in the hall at one time, while waiting at faculty offices. Others are to remain outside the glass doors until space is available. Please keep conversation to a minimum, using a quiet voice level.

J. CHILDREN IN NURSING BUILDING

Children are not allowed in the Nursing building.

SECTION V

Classroom

A. STUDENT RESPONSIBILITIES FOR CLASSROOM BEHAVIOR

Students are responsible for coming to class, lab sessions, and clinical prepared to participate in a civil and respectful manner in their learning process. Incivility is defined as "speech or action that is discourteous, rude, or impolite" (Merriam- Webster Online Dictionary, 2008). Each student is also expected to engage in behaviors that promote an effective and safe learning environment for their peers. Examples of **civil behaviors** that promote an effective learning environment include:

- Coming to class, lab or clinical prepared with needed/required materials.
- Not holding distracting side conversation/s while faculty or peers are speaking.
- Being respectful during conversations with faculty and peers i.e. no sarcastic comments or non-verbal behavior, disapproving groans, loud sighs, etc.
- Being alert and attentive during class - - **no sleeping.**
- Being honest during tests and on all assignments.
- Answering direct questions.
- Giving everyone an opportunity to participate in classroom discussion; NOT dominating discussions.
- **Not** texting during class
- Using computers for class work **ONLY.**
- No program activities should be posted on social media.

Incivility is not tolerated in the classroom, lab or the clinical setting. Possible consequences for incivility are up to and including:

1. Dismissal from class and receiving an absence for the class, lab or clinical.
2. Dismissal from the course.
3. Dismissal from the nursing program.

B. TESTING PROCEDURES

Computerized Testing Procedure:

i. Students will need a personal laptop for testing.
ii. Test should be downloaded to computer and computer fully charged prior to testing session.

Testing on Campus:

1. Course tests will be administered during class time on designated dates and times. (Refer to the course calendar).
2. Students must wear their OCtech ID to the testing session.
3. Student must be prepared to stay during the entire testing session. No student will be allowed to

leave the room until they have completed taking the test or is having a medical emergency.

4. All testing will begin ***PROMPTLY*** at the scheduled time.
5. **NO** books, pocketbooks, coats/jackets, hats (unless religious head covering), noisy jewelry, cell phones, tablets, I-pads, I-pods, Bluetooth headphones, Apple watches, VR glasses, etc., are allowed in the room during testing and should be left in the student's vehicle or at the front of the classroom.
6. Direct communication is **ONLY** with proctor during test. No explanation of test questions will be given.
7. **NO** scratch papers or copies of questions may be taken from the classroom.
8. Students who did not pass a test, or who receive a grade that differs widely from the grade they expected may make an appointment to discuss the test with the instructor(s) that taught the content on the test.
9. No talking during testing
10. Students should not have any test materials or scratch paper during testing unless indicated by the instructor.

Remotely proctored tests:

Students using remote proctoring services must follow the guidelines listed below. Students found in violation of these test integrity guidelines will have a mandatory meeting with the AVP and/or the Course Coordinator and will be subject to consequences up to and including withdrawal from the nursing program. Nursing instructors routinely review proctoring reports and videos for suspected breaches in test security that they will investigate.

- Students will not cover face or ears with hands, bonnets, hats, wraps, scarves, etc.
- The student's entire face will be visible in the camera throughout the duration of the exam.
- Eyes will remain focused on the screen. Gazing away from the screen is prohibited.
- The student will be alone in a well-lit room with no outside noise or distractions.
- There will be no other devices on in the room (TVs, music, iPad, phones, recorders, etc.)
- No head phones or ear buds of any type are to be worn during testing.
- Testing will not be completed while the student is at work.
- Students will not read aloud questions or answer choices.
- Students will not have any test materials or scratch paper during testing unless indicated by the instructor.

C. USE OF CALCULATORS DURING TESTING

A basic calculator will be permitted during in-person unit tests at faculty discretion. A calculator function will be enabled on HESI and ATI as no personal calculators are allowed.

D. MAKE-UP TESTING POLICY

We understand that there may be a day that you miss a test. We allow only one test to be made up to keep the integrity of our tests. Make-up testing will be on a designated time at the end of the semester. If you do happen to miss more than one test, the second and subsequent tests grades will be zeroes and a meeting scheduled with faculty.

E. CELL PHONE POLICY

***Cell phones are not allowed to be used in class, lab, or clinical. Cell phones are to be turned on**

silent (with vibrate OFF) and stored in your book bag or purse. Student may only use them during breaks. During lecture, beginning in NUR 102/PNR 110 and continuing throughout the program, on the first offense, the student will receive a verbal warning. On the second offense, you will receive a written warning and have a meeting with the faculty. During lab or clinical or on the third offense during lecture, students will be required to meet with AVP Black for further disciplinary action. (These rules apply throughout the program, not separate for each course.)

Cell phones that are disruptive during class, placed on or under desks, in pockets, etc. may be confiscated by instructor. **Texting is NOT allowed during class.**

REMINDER: Cell phones are not allowed in the classroom during testing.

F. TELEPHONE USAGE

Students may use faculty and office telephones **only** for emergencies and with the permission of the instructor. The College will accept only emergency telephone calls for students. No personal messages will be taken for students by faculty or staff. Please inform your employer and family members of your class schedule each semester, and remind them of telephone restrictions.

G. WRITING STANDARDS AND SUBMISSION OF WRITTEN WORK POLICY

The student must follow *APA* (7th ed.) guidelines for formatting and composing formal writing assignments. The title page, body of paper, citations, and reference list must adhere to APA style.

Grammatical rules must be followed and proper use of standard American English must be used in all written assignments. Language should be clear, precise, logical, and appropriate for intended audience.

Written assignments are to be submitted by the due date and time listed on each assignment rubric. Points will be deducted for late submissions.

Assignments that are submitted online should be as a word document file (.doc or docx.files). If documents are not submitted in the specified format and cannot be opened by faculty, the assignment will be considered late, and points deducted until submitted in proper format.

All written work is expected to be original. Artificial Intelligence sources may only be used with implicit written permission from your instructor and then cited appropriately.

H. RECORDING OF CLASSROOM LECTURES (NO CELLPHONE RECORDING ALLOWED)

Students may audio record in class, no videotaping is allowed. Due to possible confidential nature of class material, do NOT listen to class recordings in public places unless using earphones. All recording devices must be on the instructor desk at the front of the classroom. Do not share copies of audio recordings due to potential for copyright violations. Audio tapes should be destroyed when the course is completed.

I. TEXTBOOKS

Textbooks are required in this program. Attempting to take courses without purchasing the required textbooks and any other required materials will seriously jeopardize your ability to pass. If you are having difficulty acquiring your textbooks, please see the Financial Aid Office and/or your program coordinator.

J. DEVICES

Devices (computers) are required which can be purchased in the OCtech bookstore or your personal tablet or laptops are allowed. **No CHROMEBOOKS OR CELL PHONES will be permitted for use.** Students must have a basic knowledge of computers and be able to use their devices without faculty assistance. Please keep all applications updated and download all exams at home before coming to class.

Cell phones may be used at clinical sites to clock-in and clock-out with the TracPrac app.

Computers will be utilized in class and lab to access course content or/and programs/apps during the program. Students will be permitted to use computers during class for note-taking and other class-related work only. Those using computers during class not related to that class must leave the classroom for the remainder of the class period and will receive an absence for the day. This includes surfing the web, instant messaging, etc.

For assistance with downloading Office 365, browser downloads, setup of college accounts, etc. please go to the library for assistance.
Email through D2L will be the primary means of communication, especially when the student is having difficulty answering a question or solving an exercise or problem. For your instructor to help you effectively, please provide as much information as possible when communicating and it is the student's responsibility to check all virtual correspondence (email) regularly. Communication with your instructor is highly encouraged.

K. STUDENTS NEEDING SPECIAL ACCOMMODATIONS

In accordance with The Americans with Disabilities Act of 1990, Orangeburg Calhoun Technical College provides ongoing assistance with disabilities. The following is the policy statement regarding special accommodations for students with a disability:

The college requests students with disabilities to notify Counseling Services for any special accommodation needs at least 30 working days prior to the first day of class. This notification will help ensure quality and availability of services needed. All accommodations should be discussed with the Special Needs Counselor in student services. Students are responsible for supplying the appropriate documentation to the Special Needs Counselor prior to arrangements for special accommodation. A letter or medical record from a physician, psychiatrist, or psychologist is required stating the student's disability, functional limitations of the disability, and types of accommodations needed. Faculty will not make special accommodations, unless they have received written information from the Counselor.

Students receiving special accommodations are expected to speak directly with the Course Coordinator about their accommodations. Failure to speak with the Course Coordinator may delay implementation of your accommodations. Students should allow one week for faculty to implement accommodations listed.

L. PROTOCOL FOR STUDENT INJURY WHILE ON CAMPUS

A student who is injured while in class or laboratory sessions should notify the faculty in charge as soon as possible. Faculty will assure the student receives first aid, will notify the appropriate college personnel, and assist the student with any College required paperwork.

SECTION VI

Clinical and Lab

A. CLINICAL/LAB SKILL REQUIREMENTS

1. Skills/procedures must be performed accurately in the clinical and/or lab setting.

2. Once a skill validation has been successful, the student will be held responsible for continued application and correct procedure throughout the Nursing Program.

3. If incorrect application and/or procedure are observed by the faculty at any time, the student may be required to have the skill retested to receive a satisfactory performance.

4. If a student has not successfully mastered required lab skills, the student will not attend clinical. Clinical attendance is required and necessary to earn a passing grade for the class.

5. During lab, students will be involved in performing a finger stick glucose teston themselves. They will be instructed in standard precautions and infection control concepts and will strictly adhere to these precautions and concepts while collecting blood for the protection of themselves and others.

Nursing students are expected to be present and punctual for all scheduled labs and expected to bring all equipment/supplies/handouts/ and skills validation sheets needed to perform designated lab skills.

- If a student arrives to lab without the required equipment/supplies/handouts, he/she will be sent home, counted as absent, and forfeit his/her scheduled practice time.

- If a student arrives to a scheduled formal validation without the required equipment/supplies/handouts, this will constitute an unsuccessful formal validation attempt.

- The student is responsible for all material presented in lab during his/her absence.

Nonformal Skills Practice:

During the nonformal skills practice, students will be required to prepare for lab by watching the skills video posted in D2L, completing a lab quiz, working with faculty to practice skills and performing return demonstration satisfactorily. Students must be able to verbalize the steps of each skill assessed.

* If the student does not attend the nonformal practice day, he/she will be counted as absent and will forfeit that practice time. They will be required to watch the skills video, complete a lab quiz, and demonstrate the skill to faculty at a time designated by faculty, forfeiting all practice time.

Formal Validations:

* You may only repeat a formal validation once. Successful demonstration of skills on formal validations is required in order to progress in the nursing program. Both 1st attempt and 2nd attempt formal validations may be recorded.

* If a student receives an unsatisfactory grade on the first attempt for a formal validation/check-off, he/she will be offered remediation on that skill and then validate/check-off again (2nd attempt) on that skill as scheduled.

* If the student does not attend the remediation session/s, he/she will forfeit that time and will still be required to complete the final skill validation as scheduled.

* If the student is unsuccessful on the 2nd attempt or does not come to the 2nd attempt validation, he/she will be marked as unsuccessful thus preventing progression and may result in immediate withdrawal from the program.

* Re-validation of lab schedules may vary from your original lab schedule and will be based on faculty availability. You will be notified of re-validation date and time.

Nursing Simulation Lab Confidentiality of Information and Release of Liability

During your time in the Nursing programs at OCtech, you may be required to participate in activities in the simulation lab, skills lab, or other labs. You may also be an observer of the performance of other individuals in managing nursing scenarios. You will be discussing the scenarios during pre-briefing and debriefing.

To maintain optimal experiences for the all learners, you are to maintain strict confidentiality regarding the lab scenarios. This includes scenario events, your performance as well as the performance of others. A breach of confidentiality may result in loss of privileges in the college's labs.

While you are in the lab, there may be video or audio recordings in progress. These videos will be used to enhance learning in the labs and debriefing areas. In the labs, you may appear in video/audio recordings as playing the role of the nurse or patient. The recorded files will be maintained throughout the semester and then deleted within 30 days of the completion of each semester.

B. LAB KITS

The student lab supply kits are purchased from the bookstore for instructional and educational purposes only. The contents of these kits are NOT intended for human or animal use.
By purchasing these supply kits, students will not apply, inject, ingest, or otherwise use these products on humans or animals. To use lab products outside the scope and purpose for which they are intended may be harmful to health. Any breach of this regulations will result in withdrawal from the program.

C. CLINICAL PREREQUISITES

In order to participate in clinical learning experiences, the student must meet the following prerequisites:

1. Satisfactory skills evaluation for required skills for level and course.
2. Current CPR documentation.
3. Completed required health requirements and documentation in Viewpoint.
4. Current TB testing or chest x-ray documentation.
5. A satisfactory criminal background check.
6. Negative Urine Drug Screen.
7. Completion of agency credentialling, specific orientation, and securing of badges.
8. Current professional liability insurance and health insurance (where required).

Students' Viewpoint files are submitted to clinical facilities for their review and approval prior to attending clinical. Clinical facilities have the right to refuse any student clinical access. Students who are denied clinical access may be administratively withdrawn from the program.

Students are required to maintain their own personal health insurance for facilities that require health

insurance.

If any prerequisite for clinical is not completed 7 days prior to the date of starting clinical rotations, the student will be not permitted to attend clinical and may be withdrawn from the course.

D. CLINICAL PROTOCOLS

1. Students are not to receive personal telephone calls in the clinical area but may check phone during lunch breaks. Emergencies should be routed through the clinical instructor or administrative specialist at 803-535-1338. **When attending clinical experiences, cell phones may be in your clinical bag on the unit, turned off.**

2. Family members are not allowed to visit students in the clinical area.

E. CLINICAL PREPARATION

Clinical preparation includes:

1. Having required clinical paperwork completed and available as assigned.
2. Completing assigned readings
3. Having equipment basic to clinical
4. Having basic knowledge of assigned patient's information pathophysiology, nursing care requirements, medications, etc.

Students who are unprepared for the clinical experience will be sent home, receive a clinical unsatisfactory daily grade and a clinical absence. See Course Specific Clinical Guidelines.

Students who do not submit clinical assignments, including TracPrac requirements, when due will receive an unsatisfactory for the clinical day. This applies to clinical materials due before, during, or after the clinical day.

F. MEDICATION ADMINISTRATION PROCEDURES

1. Students administering medications will adhere to the following:
    a. **NO** medication is to be administered unless the clinical instructor has verified the medication and is present at bedside. When planning to administer medications, the student should have available:
        - The correct medication
        - The correct written or computerized MAR verified by the chart, order and computer.
        - Information concerning the drug i.e., drug card.

2. Students are expected to be knowledgeable when questioned about their patient’s medications and adhere to the Ten Rights of Administering Drugs. Students should be able to state the ten rights on request (Right drug, right route, right dose, right patient, right time, right documentation, right to refuse, right response, right reason, right education).

3. **UTILIZE** the written or computerized MAR at the bedside to complete the final check.

4. When using computerized medication administration, verify the patient according to agency policy, always scan the patient’s identification bracelet and then the medication. **NEVER over-ride the computer.**

5. **Always administer PO, SQ, IM medications, PPD, IV and blood products (Senior A.D.N. students only) under the direct supervision of the instructor.** Document medication administration according to agency policy.

6. When assigned to more than one patient, obtain medication for one patient at a time, have drugs checked for **ONE** patient at a time. Administer medication to one patient at a time (Joint Commission).

7. Assure that The Joint Commission's National Patient Safety Goals are followed and supported.

8. Students will not administer medications at any facility during computer down times.

G. CLINICAL PERFORMANCE EVALUATION

1. Each student will receive a clinical evaluation for each clinical course.
2. It is each student's responsibility to be aware of clinical performance evaluation criteria.
3. The clinical faculty will discuss the evaluation with the student as needed during and at the conclusion of the clinical experience.
4. The satisfactory evaluation must be signed for progression to next course.
5. Students are required to "check-in and check-out" on the TracPrac app and submit their Time/Location/Skills to the Clinical Instructor for validation. Failure to check-in and check-out and/or submission of skills performed may result in an unsatisfactory grade for the day

.

H. LAB/SIMULATION/CLINICAL GRADING SCALE

Satisfactory: Student has met all criteria based on course level.

Unsatisfactory: Student consistently fails to meet criteria and overall performance is unsatisfactory. A final clinical/lab grade of "U" constitutes failure in this course and the student will not be allowed to progress in the program.

When a student has two unsatisfactory clinical days, they will fail the clinical portion of the course. A student who achieves a final theory grade of 79.5% or above, but has an overall "Unsatisfactory" rating on the clinical component is unsuccessful in the course and will receive a "C" in the course, even if passing the theory component, therefore, being unsuccessful in the course and will not progress in program.

I. CLINICAL/LAB SKILLS REMEDIATION

Skills remediation may be necessary for students needing additional support to develop confidence and competence in skills. Clinical faculty should report any gaps in clinical skill performance to the course coordinator. Skills remediation will be coordinated by the course coordinator. Remediation time is dependent on faculty and space availability.

J. PATIENT PRIVACY AND PROTECTED HEALTH INFORMATION

Students will have access to protected health information (PHI) of individuals. It is the student's obligation to protect the patient's privacy from unauthorized use and abuse. **The Health Insurance Portability and Accountability Act of 1996 (HIPAA)** clearly defines the regulations and rules regarding PHI protection. The rule states that the student nurse, as part of the health care team, must take reasonable measure to protect against unauthorized uses and disclosure of personal medical information. This law has severe penalties for non-compliance or violation of the regulations. PHI includes all medical information, which could identify an individual including written, oral or electronic data. Each student is expected to display competence in understanding the HIPAA guidelines and maintain compliance with PHI protection. Each student will be instructed in HIPAA guidelines. Prior to each clinical experience the institution's HIPAA guidelines will be reviewed and the student will comply with the institution's guidelines.

All information and issues concerning clients and families is considered confidential. No chart and/or client formation may be electronically copied or discussed in an area where the conversation could be overheard. The patient's name or is **never** used on data collection sheets. Patient scenarios presented during

lecture/lab/clinical to clarity concepts are confidential and to be utilized for educational purposes only.

Electronic tapes of lectures are considered confidential and cannot be shared with anyone who is not enrolled in the class. Students are **not** to discuss patient's conditions (even if the name is omitted) with anyone who is not directly on the health team that cares for this patient. Students are not to access information from charts of patients to whom they are not assigned.

A breach of confidentiality is grounds for dismissal from the program.

Reference: See http://www.hhs.gov/hipaa/ for additional information regarding HIPAA compliance.

K. SOCIAL MEDIA

Use of all social media to capture and/or communicate PHI or confidential information of any type is strictly prohibited.

ANA's Principles for Social Networking

6. Nurses must not transmit or place online individually identifiable patient information.
7. Nurses must observe ethically prescribed professional patient-nurse boundaries.
8. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
9. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
10. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
11. Nurses should participate in developing institutional policies governing online conduct.

Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Reference:
https://www.nursingworld.org/social/
When patients contact students via social media:

1. DO NOT respond or engage with the communication
2. DO NOT accept friend requests, follows, or connection invitations
3. Immediately notify your clinical instructor or program coordinator
4. Document the incident including screenshots of appropriate
5. Block or restrict the individual if necessary to prevent further contact

Remember: Even if the patient initiates contact, engaging in social media relationships crosses professional boundaries and violates ethics standards.

L. CRITICAL INCIDENTS IN THE CLINICAL AREA & CRITICAL INCIDENT REVIEW COMMITTEE

Evidence of unsafe and/or unethical nursing practice can result in the temporary or permanent removal of the student from the clinical area depending on circumstances. Unsatisfactory clinical performance will result in course failure.

Unsafe and/or unethical practice is defined as but not limited to:

12. Failure to recognize the need for assistance when necessary.
13. Failure to take nursing action when such action is essential to the health and safety of the patient.
14. Attending clinical lab while under the influence of alcohol or drugs.
15. Lying or deliberately giving inaccurate information regarding nursing care.
16. Performing nursing activities which are detrimental to the health and safety of the patient.
17. Failure to assume responsibility for completing nursing actions.
18. HIPAA violations.
19. Exhibiting unprofessional behaviors that disrupt the clinical environment.

Any evaluated clinical element can be considered to be a Critical Element. Critical Elements are competencies identified as requirements for safe and ethical nursing practice. Clinical faculty members will notify the Course Coordinator, Program Coordinator, and the VP of Nursing and Health Science for any unsatisfactory critical elements in the clinical evaluation.

Following a critical incident (breach of critical elements) the student will:

1. Report the incident to clinical faculty member immediately.
2. Complete clinical agency incident report, if applicable.
3. Participate in providing information regarding the clinical incident to the Critical Incident Review Committee.
4. Acknowledge that reporting an incident of this nature is an expectation of professional ethics and clinical behavior.

Students who are involved in a critical incident will:

1. Be counseled by the designated clinical faculty member and may receive an unsatisfactory for the clinical day.
2. Meet with the Critical Incident Review Committee.
3. Validate information on the “Nursing Critical Incident Report" and/or make comments if applicable. A copy will be placed in the student file.
4. Recognize that remediation, clinical failure, probation, or program dismissal may ensue following the decision of the Critical Incident Review Committee.

The Critical Incident Committee

1. This Critical Incident Committee will consist of the following but, is not all inclusive.
    a. AVP of Nursing and Health Science
    b. Course Coordinator or designee

2. The committee will determine the consequences of the critical incident.

3. The AVP of Nursing and Health Science or designee will apprise the student of the decision of the committee.

M. PRECEPTORSHIP

Nursing preceptorship is a one-to-one relationship between an expert registered nurse and a nursing student, producing high-quality, competent nurses available to students in NUR 215 who meet inclusion criteria (Appendix F). Preceptors guide, direct, and challenge students while serving as a role model, facilitator, and support system. The nursing faculty and clinical preceptors work as a collaborative team to promote attainment of course outcomes and student learning objectives. Student participation in preceptorship experiences is dependent on student compliance with inclusion criteria, preceptor, faculty, and facility availability.

N. POLICY AND ACADEMIC EVALUATION FOR UNSAFE CLINICAL PRACTICE

Since the faculty-student ratio in the clinical area is 1:10 for long term care and 1:8 in acute care settings, it is

impossible for a faculty member to be present continually with each student to observe each and every situation. It is therefore imperative that each student assume personal responsibility to prepare for clinical practice experiences. Each student is expected to check with the instructor and/or facility staff if in doubt about patient care and to report to the instructor and staff when leaving the clinical area to assure continuity of care.

A student whose clinical performance is judged to be unsafe and/or unprepared may be dismissed from the clinical experience. The student will be notified verbally of their unsafe performance. In order to be eligible to resume the clinical experience, the student who has been dismissed must comply with the stipulations prescribed by the faculty.

Depending upon the degree of actual or potential harm a client may suffer, a one-time deviation from safe practice may be sufficient to judge a student unsafe and warrant failure of the clinical component resulting in course failure and/or require administrative withdrawal from the program.

Behaviors that may be indicators of unsafe practice include but are not limited to the following:

- Lack of accountability, unprofessional practice
- Does not accept responsibility for own actions, does not admit mistakes, covers up errors
- Is dishonest
- Does not recognize potential for doing harm, lack of insight
- Is reluctant to assume a professional role
- Does not make the effort to learn; is not interested
- Breaks confidentiality
- Does not ask for help when unsure
- Demonstrates inappropriate boundaries
- Does not adequately prepare for clinical assignments
- Attempts activities without adequate knowledge or supervision
- Patterns of unsafe behavior
- Demonstrates a pattern of problems in clinical areas
- Disregards policy; does not know policies
- Is frequently late or absent
- Does not change behavior in response to feedback; continues to make mistakes even after feedback
- Acts of omission or commission related to client care.
- Unmet competencies
- Has a poor knowledge base
- Is unable to apply concepts and theory in practice
- Poor and/or inconsistent skills in assessment and client care
- Unable to set priorities; unable to care for clients at level of complexity expected for the course
- Failure to administer and calculate medications safely
- Inconsistent communication and lack of respect
- Lack of respect for clients; aggressive with clients
- Ineffective communications with client and staff
- Lack of judgment
- Poor clinical judgment, clinical reasoning or critical thinking
- Goes beyond own scope of practice
- Evidence of impaired judgment due to drugs, alcohol, or lack of sleep
- Demonstrates extreme anxiety that is disproportionate to the situation
- Patient events which may lead to harm

The faculty responsible for the clinical experience will review the unsafe behavior documented on the clinical evaluation tool. The clinical evaluation tool will be reviewed by the Course Coordinator, Program Coordinator and AVP of Nursing and Health Science. The faculty may develop an action plan with student and identify specific criteria that must be met in the current and/or subsequent courses. If the student fails to improve, they will be unsuccessful in the clinical component of the course and will not be able to continue in the program. A

copy of the record of the clinical evaluation plan and action plan will remain in his/her student record.

O. PATIENT ABANDONMENT

Any student who leaves a clinical area during assigned times without notifying the instructor and receiving permission will automatically be dismissed from the Nursing Program.

Patient abandonment is included as a specific ground for disciplinary action under Regulation 91-19(c) (3) (p). Patient abandonment is defined as "leaving a patient requiring nursing care without properly notifying appropriate personnel." In order to assist licensees and employers, the Board provides the following examples of what constitutes "patient abandonment".

For patient abandonment to occur, the nurse/registrant must:

A. have first ACCEPTED the patient assignment, thus establishing a nurse-patient relationship;

AND then,

B. DISENGAGED the nurse-patient relationship without giving reasonable notice to the appropriate personnel (supervisor, director of nursing etc.) so that others can make arrangements for continuation of nursing care.

Examples of patient abandonment include, but are not limited to:

1. Leaving the patient without adequately providing arrangements for coverage.
2. Leaving abruptly without giving the appropriate personnel adequate notice for replacing the nurse.
3. Leaving without reporting to the oncoming shift.
4. Accepting an assignment of patient care and then leaving the nursing unit or patient care setting without notifying the appropriate personnel.
5. Being unavailable to assigned patients for all or a portion of their assignment.
6. Leaving the clinical area for an extended period of time.

P. SELECTION OF CLINICAL SITES

Clinical and lab student assignments are based on facility and faculty availability. The nursing program uses various clinical sites to provide learning opportunities for the student. Transportation to and from these clinical sites is the responsibility of each student. Assignments to various clinical sites are made by the Clinical Coordinator. Students may be required to travel to distant sites for clinical experiences.

Q. OBSERVATIONAL EXPERIENCES

Students may participate in observational experiences for clinical. Guidelines for observational clinical experiences are clearly defined for each course. General guidelines vary based on course. General guidelines include:

1. No hands-on care is to be provided.
2. Students are not under direct supervision of faculty at the site.
3. Confidentiality and patient privacy policies apply.
4. Student should be prepared to provide own transportation for all observational experiences.

R. POLICY FOR EXPOSURE CONTROL AND PREVENTION

Nursing students should be aware of potential for transmission of infectious diseases in the health care

environment. It is important for the student to be knowledgeable about and diligent in practices that will prevent accidental exposure. Students should at all times treat each patient as if they were a potential source of infection. This practice, known as standard precautions, includes guidelines for preventing contact with a patient's blood or body fluids.

Rigorous adherence to these precautions will help ensure protection against HIV (human immunodeficiency virus), the cause of AIDS; HBV (Hepatitis B Virus}, the primary cause of viral hepatitis; and all other blood borne infectious agents. All nursing students are required to practice standard precautions in the clinical and laboratory setting.

A copy of the Nursing Exposure Procedure is available in the Nursing Labs. Additionally, students are required to complete safety in-service requirements for each clinical agency.

S. PROTOCOL FOR CLINICAL EXPOSURE

In situations of accidental clinical exposure, the following protocol will be:

1. Administer first-aid as needed.
2. The incident should be reported immediately to the instructor in charge, the nurse manager, program coordinator and the AVP of Nursing and Health Science as well as OCtech HR.
3. If the exposure occurs at MUSC, the faculty will notify the Employee Health Nurse. If they are not available, the faculty will accompany the student to the Emergency Department (ED) and report the exposure to the Charge Nurse. The MUSC protocol will be followed.
4. If the exposure occurs at another agency, faculty will coordinate with that agency to initiate the process of obtaining source blood and initiating on-site testing. If on-site testing is not available the student will present to MUSC Employee Health office to have blood drawn and testing done.
5. If the source is positive, faculty will accompany the student to the MUSC ED and explain to intake staff what has occurred. The registration process should be by-passed. Treatment options will be explained by the ED physician to the student.
6. A written report including date, time and place of occurrence, persons involved, detailed description of incident and actions taken will be sent to the Program Coordinator as soon as practical.
7. Student confidentiality will be maintained regarding the incident.

T. PROTOCOL FOR STUDENT INJURY OR ILLNESS IN CLINICAL SETTING

Any injury or illness that occurs while in the clinical setting should be immediately reported to the instructor in charge, the nurse manager, and the program coordinator. If student is ill, faculty will determine if student should be sent home immediately or remain until work is completed.

If an injury occurs, the faculty assures that the first aid is provided and will make the necessary calls to the college and assist the student with filing any necessary reports with the facility and college.

U. ALLERGIES

Healthcare providers with certain allergies (latex, Betadine, Iodine, etc.) must be aware that these sensitivities increase with additional exposure. There will be exposure to latex and Betadine, Iodine, etc. in various forms in the OCtech Nursing Lab, the hospital environment, and other clinical settings. We strongly recommend that students consult with their physician regarding this medical condition about whether pursuing a degree in nursing is an appropriate choice at this time.

The Nursing Program will help you attempt to minimize student exposure while in the lab. Latex free gloves will be provided for those with latex allergies. However, if a student has a Betadine or iodine allergy, the risk is harder to minimize. Many of the packs that are used for sterile procedures contain iodine or Betadine (catheterizations, central line dressings, tracheostomy care).

Should the student continue this line of study, they accept full responsibility for any and all symptoms, manifestations, illnesses, or injuries incidental to latex, Betadine, iodine and any other allergen/substance that may be encountered. Furthermore, if you are aware of your pre-existing allergy, it is **imperative** that you keep your medicines and treatment regimens readily accessible to you as ordered per your physician while attending class, lab, and clinical at OCtech. It is the student's responsibility to administer any rescue medications. OCtech faculty cannot administer any medications to students.

V. MALPRACTICE INSURANCE

Students are required to purchase malpractice insurance offered through the College. The fee will be added to your account annually.

W. VIEWPOINT INFORMATION

- Viewpoint information must remain up to date throughout the program and it is the student's responsibility to monitor emails for communication with Viewpoint. The initial payment will hold the required documents, health data and vaccination records for the entire program. However, the student may be required to purchase an additional background and drug screening based on clinical facility requirements during the program.
- A 10-panel urine drug screen is a clinical requirement, and you will not be allowed to attend clinical assignments without one.
- You will receive the registration for your urine drug screen collection from ViewPoint shortly after you create your OC Tech ViewPoint account. The registration is valid for thirty days and will be sent to the email address used to create your ViewPoint account. If the registration expires, contact your OC Tech ViewPoint Coordinator immediately for an extension. You will be allowed one extension, then you will be required to pay for the urine drug screen yourself.
- Urine drug screens must be repeated within a if your specimen result is diluted, has a high or low pH, has a high or low creatine (any result other than negative or clear). You will be responsible for the cost of the repeat drug screen. You must contact your OC Tech ViewPoint Coordinator for the link to order and pay if you need to repeat your UDS. If the repeat drug screen is positive for any substances, the student will be withdrawn from the program.
- If you are on prescription medication detected in your UDS, you must provide a current and valid prescription from your Primary Care Provider.
  *UDS (Urine drug screen)

For questions, please contact the Viewpoint Coordinator, Mrs. Lecia Bonaparte, at 803-535-1360 for further directions.

X. COVID VACCINATION INFORMATION

OCtech Nursing will follow the vaccination guidelines of our clinical sites.

Y. SWIFT RIVER INFORMATION

Swift River is a virtual simulation product that allows students to practice in a safe learning environment. Students are required to use clinical judgment when immersed in the experience. A minimum score and minimum amount of time is required in order to earn credit for the experience. Clinical replacement time may be credited for these activities. The grades will not be placed in the gradebook or used in the average if used for clinical time.

Z. NATIONAL PATIENT SAFETY GOALS AND QUALITY AND SAFETY EDUCATION FOR NURSES

The Nursing Program, in order to maintain a safe environment for the client's we serve, has adapted and interwoven the following safety items into our curriculum. These measures will be covered in theory and lab/clinical.

1. Current National Patient Safety Goals (NPSG) for the hospital and long-term care settings
2. The Quality and Safety Education for Nurses (QSEN)

NPSG- The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them. Detailed Information can be found at: https://www.jointcommission.org/standards/

QSEN- The Quality and Safety Education for Nurses (QSEN) project addresses the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. Detailed information can be found at: http://qsen.org/competencies/pre-licensure-ksas/

SECTION VII

Student Organizations and Special Events

A. GUIDELINES FOR CEREMONIES AND PROFESSIONAL ACTIVITIES

As stated in the Philosophy and Organizing Program Design, the Nursing faculty deems professionalism to be of utmost importance. Students are encouraged to participate in various offerings that foster the development of attitudes of professionalism.

Graduation/Pinning Ceremony:

Student Services will host the graduation for students upon completion of the final semester. Nursing will host a Pinning Ceremony for graduating nursing students. For graduation/pinning from the Nursing Program, the student must do the following:

1. Satisfactorily complete all required courses with 79.5 or greater (B) competency and satisfactorily complete all clinical components.
2. File a graduation application in Student Services during the final semester by the published due date. Filing a late application may cause a delay in processing and postpone graduation.
3. Complete all exit loan counseling and Student Success Center requirements.
4. Complete all standardized testing as required.
5. Pay all fees and financial obligations to the College.

Professional Activities:

Students are encouraged to attend state and regional professional activities. When representing the college, the student is expected to:

1. Notify the college and complete required written documentation of activities.
2. Exhibit behavior and dress of a professional at all times.
3. Remember that the alcohol/drug abuse policy is active any time the student is involved in any college activity.
4. Failure to exhibit professional behavior will require that a student meet with faculty for disciplinary action.

B. STUDENT REPRESENTATION

Student Class Representatives:

The Class Representative will serve as the student representative to attend required meetings as scheduled. This will provide for a formal channel of communication between faculty and students.

a. Purpose: To bring student comments/concerns to the attention of the faculty. This should improve communication and evaluation efforts to continually strengthen the program.

b. Constructive results are expected. Students will present objective information without allowing it to become a gripe session directed at one instructor or course.

Nursing Student Officer Selection Criteria/Responsibilities:

Nursing Student Officers serve as role models for the class by demonstrating accountability, striving for academic and clinical excellence, exhibiting promptness and few absences, keeping peace among classmates, and avoiding making negative comments about their peers. Duties of officers include:

- Conducts class meetings and keeps order during these meetings
- Conducts/coordinates class activities
- Represents the class and attends faculty meetings as needed
- Communicates student concerns to faculty
- Attends OCtech Student Advisory Board meetings to serve as a liaison between the class
- Oversees and/or assists with class community service projects

C. ACADEMIC HONORS

Students achieving at least a 3.5 cumulative grade point ratio who are enrolled on a full- time basis are placed on the Dean's List, which is released each semester. Students with the necessary qualifications are eligible for membership in Phi Theta Kappa. Various awards may be presented to students in the Nursing Programs.

SECTION VIII

Graduation and Licensure

A. ELIGIBILITY FOR LICENSURE

1. Upon successful completion and graduation from the nursing program, graduates are eligible to take the licensure examination (NCLEX) administered by the National Council of State Boards of Nursing (NCSBN) as approved by the Labor, Licensing, and Regulation Board of Nursing for South Carolina (LLR, Board of Nursing).

2. If a student has any criminal record more serious than a traffic violation, he or she must notify the South Carolina Board of Nursing (BON) no later than 90 days prior to the date of program completion.

3. Licensure candidates who have criminal records may be required to appear before the BON. The BON will determine eligibility to take the NCLEX.

4. Upon passing the licensure examination (NCLEX), the graduate will be designated as a Registered Nurse (RN) or Licensed Practical Nurse (LPN), based on program of completion.

B. PREPARATION FOR NCLEX

Applications for the LLR, Board of Nursing for South Carolina licensure can be found at http://www.llr.state.sc.us/POL/Nursing . The NCSBN NCLEX application is available on-line at http://www.pearsonvue.com/nclex. Faculty will be available to assist students with filing application forms during their last semester.

C. GRADUATION REQUIREMENTS

Please see the requirements on the OC Tech website at https://www.octech.edu/academics/graduation/

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SECTION IX

Appendices

APPENDIX A – Faculty/Staff Contact Information

Mellisa Black, D.N.P., R.N., M.S., NE-BC Alumnus CCRN AVP Nursing and Health Science	803-535-1354
Susan Chavis, M.S.N., R.N. ADN Nursing Program Coordinator	803-535-1294
Donna Hendrix, M.S.N., R.N., CNE, CMSRN Freshmen Level Coordinator	803-535-1257
Dawn Bjorge, M.S.N., R.N., CMSRN Senior Level Coordinator	803-535-1371
Lecia G. Bonaparte, MSN, LRN, RNC Nursing Instructor	803-535-1360
Dana Reece M.S.N., R.N. Nursing Instructor	803-535-1340
Natalie Farrar, M.S.N., R.N., MHFA, PMHRN-BC, COTP, CIEC, CNE Nursing Instructor	803-535-1351
Jessica Gunnells, M.S.N., R.N., RNC-OB, C-EFM Nursing Instructor	803-535- 1417
Meredith Hair, M.S.N., MPH, R.N., RNC-MNN, C-EFM Clinical Coordinator	803-535-1353
Kimberly Headden, M.S.N., R.N., CMSRN PN Nursing Program Coordinator	803-535-1355
Dana McAlhany, M.S.N., R.N., CHSE Simulation Coordinator	803-535-2536
Joshua Bowers, M.S.N., R.N., Nursing Instructor	803-535-2581
Rhonda Toole, B.S.N., R.N. Lab Coordinator	803-535-1341
Johnna Patrick, M.S.N., R.N. Nursing Instructor	803-535-1377
Holly Whetstone, M.S.N., R.N. Nursing Instructor	803-535-1342
Abigail Davis, B.S.N., R.N. Nursing Instructor	803-535-1340
Pennie Bennett Administrative Assistant	803-535-1338

PRACTICAL NURSING COMPETENCY PROFILE

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

3250 ST. MATTHEWS ROAD, NE ORANGEBURG, South Carolina 29118

(803) 536-0311
www.octech.edu
1/29/2025

PRACTICAL NURSING COMPETENCY PROFILE

The Licensed Practical Nurse (LPN) is the basic level of nursing that applies principles of therapeutic, rehabilitative and preventative care for people of all ages and cultures experiencing commonly occurring healthcare conditions with the guidance of a Registered Nurse or Provider in a variety of healthcare settings.

A. PROVIDE TOTAL CLIENT CARE	A-1 COLLECT NECESSARY DATA FROM APPROPRIATE SOURCES AS NEEDED	A-2 PRIORITIZE/IDENTIFY CLIENT INFORMATION AND NEEDS *(e.g. Spiritual, Cultural, etc.)*	A-3 ACCURATELY CARRY OUT PROVIDER'S ORDERS AND IN A TIMELY MANNER
	A-4 PRACTICE/MONITOR THE TEN RIGHTS AND THREE CHECKS OF MEDICATION ADMINISTRATION	A-5 PLAN/IMPLEMENT - CLIENT CARE	A-6 PROVIDE EVIDENCE-BASED INTERVENTIONS BASED ON CLIENT'S NEEDS AND INSTITUTION'S POLICY/PROCEDURE
	A-7 EVALUATE CLIENT RESPONSE TO CARE; ADJUST AS NEEDED	A-8 BE A CLIENT ADVOCATE	A-9 DEVELOP AND APPLY CRITICAL THINKING
	A-10 ADHERE TO ESTABLISHED CODE OF ETHICS FOR NURSING		
B. ESTABLISH/ PERFORM EFFECTIVE COMMUNICATION TECHNIQUES	B-1 DEMONSTRATE COMPASSION, TACTFULNESS, EMPATHY, AND PATIENCE	B-2 PRACTICE ACTIVE LISTENING	B-3 USE CULTURALLY APPROPRIATE VERBAL/NONVERBAL COMMUNICATION
	B-4 RECEIVE, RECORD, ORGANIZE, AND VERIFY ORAL/WRITTEN/ ELECTRONIC INFORMATION	B-5 ACCURATELY SHARE/REPORT PERTINENT INFORMATION AND IN A TIMELY MANNER WITH APPROPRIATE PROVIDER BY APPROPRIATE MEANS *(e.g. Electronic, Oral, Written Report, Phone, Fax)*	B-6 PRACTICE GOOD CUSTOMER SERVICE SKILLS
	B-7 COLLABORATE WITH INTRA/ INTERDISCIPLINARY TEAMS		

C. EDUCATE CLIENT/-SIGNIFICANT OTHERS ABOUT PLAN OF CARE	C-1 ORIENT CLIENT/SIGNIFICANT OTHERS TO FACILITY/AGENCY	C-2 USE APPROPRIATE TEACHING STRATEGIES TO EXPLAIN TREATMENTS AND PROCEDURES PRIOR TO IMPLEMENTATION	C-3 IDENTIFY AVAILABLE RESOURCES AND IMPLEMENT AS NECESSARY (*Community, Home Health, etc.)*
	C-4 PROVIDE ONGOING CLIENT EDUCATION *(e.g. Preventive care, Medication, Immunizations, Dietary, etc.)*	C-5 PROVIDE WRITTEN AND ORAL DISCHARGE INSTRUCTIONS	C-6 OBTAIN AND VERIFY INFORMED CONSENT
D. DEMONSTRATE PROFESSIONALISM	D-1 ACT AS A ROLE MODEL	D-2 PRACTICE CRITICAL THINKING	D-3 ADHERE TO INSTITUTIONAL POLICIES/ PROCEDURES *(e.g. Punctuality, Absences, Dress, etc.)*
	D-4 DEMONSTRATE COMPETENCY	D-5 PARTICIPATE IN LIFE-LONG LEARNING	D-6 PARTICIPATE IN PROFESSIONAL ORGANIZATIONS
	D-7 DISPLAY VISIBLE IDENTIFICATION AT ALL TIMES	D-8 ADHERE TO PROFESSIONAL CODE OF ETHICS AND CONDUCT.	
E. ADHERE TO REGULATORY MANDATES	E-1 PROVIDE CARE WITHIN THE SCOPE OF PRACTICE	E-2 FOLLOW REGULATORY GUIDELINES FOR NURSING PRACTICE	E-3 ADHERE TO HIPAA GUIDELINES
	E-4 RECOGNIZE AND REPORT CLIENT ABUSE/NEGLECT AND ANY OTHER REPORTABLE EVENTS	E-5 DEMONSTRATE RESPECT FOR CLIENT'S RIGHTS	E-6 REPORT UNETHICAL OR ILLEGAL BEHAVIOR
	E-7 IDENTIFY CLIENTS USING APPROPRIATE IDENTIFERS	E-8 DISPLAY VISIBLE IDENTIFICATION AT ALL TIMES	
F. DOCUMENT INFORMATION	F-1 VERIFY APPROPRIATE CLIENT INFORMATION	F-2 DOCUMENT PERTINENT CLIENT INFORMATION THROUGHOUT CLIENT'S STAY ACCORDING TO INSTITUTION'S POLICIES AND PROCEDURES	F-3 DOCUMENT INCIDENTS, OCCURANCES, AND FOLLOW-UP ACTIONS APPROPRIATELY AND IN A TIMELY MANNER.
	F-4 DOCUMENT CLIENT'S/ SIGNIFICANT OTHER'S	F-5 DOCUMENT LEGIBLY AND WITHIN FACILITY AND	F-6 CORRECTLY USE TECHNOLOGY/INFORMATICS AS

	LEARNING STYLE AND LEVEL OF UNDERSTANDING	REGULATORY AGENCY GUIDELINES	APPROPRIATE TO OBTAIN AND SHARE CLIENT INFORMATION (e. g. EHR)
G. PRACTICE MANAGEMENT /LEADERSHIP SKILLS	G-1 DELEGATE, SUPERVISE, AND FOLLOW-UP WITH ASSIGNED PERSONNEL	G-2 PRIORITIZE WORK LOAD & DEMONSTRATE TIME MANAGEMENT	G-3 PRACTICE STRESS MANAGEMENT
	G-4 COMMUNICATE CLEARLY AND CONCISELY	G-5 MONITOR AND EVALUATE EMPLOYEE PERFORMANCE RECOGNIZING EMPLOYEE'S POTENTIALS, STRENGTHS, AND LIMITATIONS	G-6 ACCEPT AND PROVIDE CONSTRUCTIVE CRITICISM/PRAISE
	G-7 PRACTICE SELF AWARENESS	G-8 DEMONSTRATE CRITICAL THINKING IN PROBLEM-SOLVING	G-9 SUPPORT EMPLOYEE PROFESSIONAL DEVELOPMENT PER IDENTIFIED NEEDS AND MAKE APPROPRIATE REFERRALS
	G-10 PRACTICE CONFLICT-RESOLUTION STRATEGIES		
H. PRACTICE SAFETY	H-1 IMPLEMENT INFECTION CONTROL PER INSTITUTION'S POLICIES/PROCEDURES *(e.g. PPE, etc.)*	H-2 AVOID USE OF UNAPPROVED ABBREVIATIONS	H-3 PRACTICE WITHIN REGULATORY GUIDELINES *(e.g. Report malfunctioning equipment, environmental hazards, etc.)*
	H-4 PRACTICE PERSONAL SAFETY AND REPORT CONCERNS	H-5 FOLLOW NATIONAL PATIENT SAFETY GOALS	H-6 IDENTIFY CLIENTS USING APPROPRIATE IDENTIFIERS
I. USE EMERGING TECHNOLOGY IN CLIENT CARE	I-1 ADVOCATE FOR THE USE OF TECHNOLOGY IN THE HEALTH CARE SETTING	I-2 FOLLOW SAFEGARDS FOR PROTECTED HEALTH INFORMATION	I-3 USE MEDICAL EQUIPMENT SAFELY (*e.g. IV pumps, kangaroo pump, glucometer, etc.)*
	I-4 MAINTAIN TECHNILOGICAL COMPETENCE	I-5 PARTICIPATE IN LIFE-LONG LEARNING	

THIS DACUM WAS CONDUCTED ON JANUARY 29, 2025 AT ORANGEBURG-CALHOUN TECHNICAL COLLEGE, 3250 ST. MATTHEWS ROAD, ORANGEBURG, SC 29118

FACILITATOR: **Richard Murphy**
RECORDER: **Coretta Downing**

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Angie Phelps	Jolley Acres
Kate Chappell	USC

ASSOCIATE DEGREE NURSING COMPETENCY PROFILE

ORANGEBURG-CALHOUN TECHNICAL COLLEGE
3250 ST. MATTHEWS ROAD, NE ORANGEBURG, SOUTH CAROLINA 29118
(803) 536-0311
www.octech.edu
1/29/2025

ASSOCIATE DEGREE NURSING COMPETENCY PROFILE

The Associate Degree nurse possesses the knowledge and skills to function as a beginning level staff nurse in a variety of structured health care settings.

A. ASSESS/REASSESS PATIENT/CLIENT NEEDS	A-1 DEVELOP RAPPORT IN A CARING ENVIRONMENT	A-2 PERFORM INITIAL/ON-GOING PHYSICAL ASSESSMENT AND HISTORY, RECOGNIZING AGE, CULTURAL, AND RELIGIOUS DIFFERENCES.	A-3 INITIATE INDIVIDUALIZED INTERDISCIPLINARY DISCHARGE PLANNING
	A-4 PARTICIPATE IN ICP *(interdisciplinary)* /MDR *(multi-disciplinary)* ROUNDS	A-5 IDENTIFY SPIRITUAL, EDUCATIONAL, AND PSYCHOSOCIAL NEEDS OF PATIENT/CLIENT AND FAMILY	A-6 IDENTIFY PATIENT'S STRENGTHS/PROBLEMS/NEEDS/ RESOURCES
	A-7 IDENTIFY HEALTH LITERACY/LEARNING NEEDS/BARRIERS OF PATIENT/CLIENT AND FAMILY	A-8 ASSESS ENVIRONMENTAL FACTORS AFFECTING HEALTH STATUS	A-9 REVIEW ALL HEALTH CARE DOCUMENTATION
	A-10 REVIEW HEALTH CARE PROVIDERS' ORDERS	A-11 FOLLOW THROUGH FROM ASSESSMENT TO TREATMENT TO DISCHARGE PLAN	
B. DEVELOP AN ON-GOING PLAN OF CARE	B-1 IDENTIFY, PRIORITIZE AND DOCUMENT PATIENT/CLIENT AND FAMILY OUTCOME CRITERIA	B-2 COORDINATE CARE WITH INTERDISCIPLINARY/MULTI-DISCIPLINARY TEAM	B-3 FOLLOW INDIVIDUALIZED PLAN OF CARE
	B-4 EVALUATE OUTCOMES	B-5 REVISE PLAN OF CARE AS NECESSARY	
C. PROVIDE CARE/SUPPORT TO PATIENT/CLIENT AND FAMILY	C-1 ORIENT PATIENT/ CLIENT AND FAMILY TO ENVIRONMENT, FACILITY AND AVAILABLE SERVICES	C-2 INVOLVE PATIENT/ CLIENT AND FAMILY IN PATIENT CARE	C-3 PROVIDE ONGOING PATIENT/CLIENT AND FAMILY EDUCATION
	C-4 PROVIDE EMPATHETIC/COMPASSIONATE AND HOLISTIC CARE	C-5 FUNCTION AS PATIENT/ CLIENT AND FAMILY ADVOCATE	C-6 FOLLOW HIPAA GUIDELINES

D. DOCUMENT IN LEGAL RECORD	D-1 DOCUMENT ALL PERTINENT INFORMATION IN A CONCISE, OBJECTIVE, AND TIMELY MANNER AS REQUIRED IN THE ELECTRONIC MEDICAL RECORD	D-2 DOCUMENT PATIENT PROGRESS TOWARD IDENTIFIED OUTCOMES	D-3 ASCERTAIN THAT ALL WRITTEN DOCUMENTATION IS LEGIBLE
	D-4 COMPLETE RECORDS ACCORDING TO INSTITUTIONAL POLICYAND WITHIN LEGAL/REGULATORY GUIDELINES TO SUPPORT 3RD PARTY REIMBURSEMENT		
E. MANAGE PATIENT/CLIENT CARE	E-1 DETERMINE CARE REQUIREMENTS TO SET PRIORITIES	E-2 PROVIDE CARE IN SAFE AND COST-EFFECTIVE MANNER	E-3 DEMONSTRATE TIME-MANAGEMENT SKILLS
	E-4 COLLABORATE/COORDINATE WITH INTERDISCIPLINARY/MULTI-DISCIPLINARY CARE-GIVERS	E-5 DELEGATE SPECIFIC DUTIES BASED ON ACUITY, COMPETENCE, AND SCOPE OF PRACTICE	E-6 RETAIN ACCOUNTABILITY FOR DELEGATED ASSIGNMENTS
	E-7 INTERACT WITH PATIENT/CLIENT AND FAMILY IN CARING MANNER	E-8 PARTICIPATE IN THE ACTIVITIES OF THE HEALTH CARE TEAM AND EVALUATE OUTCOMES	E-9 PROVIDE FOR CONTINUITY OF CARE/SERVICES
F. PERFORM NURSING INTERVENTIONS	F-1 DEMONSTRATE CLINICAL COMPETENCE	F-2 PROVIDE EVIDENCE-BASED INTERVENTIONS BASED UPON ONGOING ASSESSMENT	F-3 EXPLAIN PROCEDURES AT THE INDIVIDUAL'S LEVEL OF UNDERSTANDING
	F-4 PROVIDE APPROPRIATE HEALTH EDUCATION	F-5 IMPLEMENT INDIVIDUALIZED PLAN OF CARE WITHIN DESIGNATED TIME FRAME	F-6 PROVIDE FOR PATIENT/CLIENT PRIVACY AND SAFETY
	F-7 REQUEST ASSISTANCE AS NEEDED	F-8 ACCESS AND FOLLOW INSTITUTION'S POLICIES AND PROCEDURES AND EVALUATE OUTCOMES	F-9 RESPOND PROMPTLY TO PATIENT/CLIENT AND FAMILY REQUESTS
	F-10 EVALUATE PATIENT/CLIENT OUTCOMES	F-11 ADHERE TO INFECTION CONTROL PRECAUTIONS	F-12 KEEP PATIENT/CLIENT AND FAMILY INFORMED

G. ADMINISTER MEDICATIONS	G-1 CONFIRM PATIENT/CLIENT'S CURRENT AND ACCURATE ALLERGIES, HEIGHT, WEIGHT, AND MEDICATION HISTORY	G-2 DEMONSTRATE KNOWLEDGE OF MEDICATIONS USING APPROPRIATE REFERENCES	G-3 PRACTICE PRECAUTIONS FOR LOOK ALIKE, SOUND ALIKE, HIGH RISK, AND HAZARDOUS MEDICATIONS
	G-4 REVIEW/ADMINISTER MEDICATIONS PER HEALTH CARE PROVIDERS' ORDERS UTILIZING CRITICAL-THINKING SKILLS	G-5 PROVIDE ONGOING MEDICATION EDUCATION, EVALUATING EFFECTIVENESS	G-6 ADMINISTER MEDICATIONS FOLLOWING THE **TEN** RIGHTS AND **THREE** CHECKS
	G-7 DISPOSE OF CONTAINERS AND SYRINGES PER OSHA GUIDELINES	G-8 PRACTICE MEDICATION SECURITY/ WASTE REQUIREMENTS PER LEGAL/INSTITUTIONAL GUIDELINES	G-9 IDENTIFY/DOCUMENT RESPONSE TO THERAPEUTIC AND ADVERSE EFFECTS OF MEDICATION
	G-10 RECOGNIZE AND REPORT DRUG ERRORS ACCORDING TO INSTITUTIONAL POLICIES	G-11 UNDERSTAND THE IMPORTANCE OF MEDICATION RECONCILIATION	
H. USE COMMUNICATION AND INTERPERSONAL SKILLS	H-1 DEVELOP ACTIVE-LISTENING SKILLS	H-2 DEVELOP AND PRACTICE CRITICAL-THINKING SKILLS	H-3 PRACTICE SAFE AND EFFECTIVE VERBAL, NONVERBAL, AND WRITTEN COMMUNICATION TO PROVIDE ACCURATE INFORMATION
	H-4 UTILIZE AVAILABLE RESOURCES TO ADDRESS COMMUNICATION BARRIERS	H-5 DEMONSTRATE COMPETENT/APPROPRIATE USE OF INFORMATION TECHNOLOGY	H-6 COLLABORATE WITH INTERDISCIPLINARY/MULTI-DISCIPLINARY TEAMS
	H-7 GIVE AND RECEIVE CONSTRUCTIVE FEEDBACK AND PRAISE	H-8 RESPECT DIVERSITY WITH A NONJUDGMENTAL AND CARING ATTITUDE	H-9 DEVELOP AND DEMONSTRATE SELF-CONFIDENCE
	H-10 USE APPROPRIATE TELEPHONE ETIQUETTE	H-11 USE EFFECTIVE TEACHING/LEARNING PRINCIPLES	H-12 PRACTICE CONFLICT RESOLUTION
	H-13 PROVIDE EFFECTIVE COMMUNICATION DURING HAND-OFF FOR CONTINUITY OF CARE		
I. DEMONSTRATE PROFESSIONALISM	I-1 DEMONSTRATE POSITIVE WORK ETHIC	I-2 FUNCTION AS A TEAM PLAYER	I-3 MAINTAIN PATIENT/CLIENT CONFIDENTIALITY AND PRIVACY
	I-4 PRACTICE WITHIN ETHICAL, LEGAL, AND REGULATORY FRAMEWORK OF NURSING	I-5 FOLLOW CHAIN-OF-COMMAND	I-6 ADHERE TO PROFESSIONAL NURSING STANDARDS
	I-7 DEMONSTRATE ACCOUNTABILITY FOR NURSING PRACTICES BY SELF/OTHERS	I-8 FOLLOW INSTITUTIONAL POLICIES	I-9 PRESENT A CLEAN/NEAT PROFESSIONAL APPEARANCE

	I-10 DEMONSTRATE NURSING LEADERSHIP	I-11 RESPOND TO STRESSFUL SITUATIONS IN A PROFESSIONAL MANNER	I-12 PRACTICE LIFELONG LEARNING/CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT
	I-13 RECOGNIZE IMPACT OF ECONOMIC, POLITICAL, SOCIAL, AND DEMOGRAPHIC FORCES ON HEALTH CARE DELIVERY	I-14 MAINTAIN APPROPRIATE PROFESSIONAL BOUNDARIES	I-15 RECOGNIZE AND APPRECIATE DIFFERENTIATED PRACTICE ROLES
	I-16 INCREASE AWARENESS OF EVIDENCE – BASED RESEARCH THAT IMPACTS NURSING PRACTICE	I-17 ADVOCATE FOR PATIENT/CLIENT RIGHTS AND RESPONSIBILITIES	I-18 DEVELOP NEGOTIATION SKILLS AND PRACTICE DIPLOMACY
J. MARKET THE PROFESSION	J-1 ARTICULATE THE ROLE OF THE PROFESSIONAL NURSE	J-2 BE A POSITIVE NURSING ROLE MODEL	J-3 PARTICIPATE IN PROFESSIONAL NURSING ORGANIZATIONS
	J-4 BECOME INVOLVED IN THE COMMUNITY	J-5 BECOME INVOLVED IN POLITICAL ACTIONS	J-6 DEVELOP RESUME WRITING AND INTERVIEWING SKILLS
K. PROMOTE PATIENT/CLIENT AND STAFF SAFETY	K-1 PRACTICE RISK MANAGEMENT AND BEGIN TO DEVELOP INTUITIVE SAFETY PARAMETERS	K-2 ACCURATELY RECONCILE MEDICATIONS ACROSS CONTINUUM OF CARE	K-3 ADHERE TO THE JOINT COMMISSION AND OTHER REGULATORY STANDARDS
	K-4 PRACTICE PERSONAL SAFETY PRECAUTIONS (*Personal Protective Equipment, etc.*)	K-5 REDUCE RISK OF HEALTH CARE-ACQUIRED INFECTIONS, FALLS, PRESSURE WOUNDS, ETC	K-6 ADHERE TO NATIONAL PATIENT/CLIENT SAFETY GOALS
	K-7 PRACTICE SAFE PATIENT/CLIENT HANDLING	K-8 INCORPORATE	K-9 PROMOTE WORKPLACE SAFETY *(Violence- lateral, patient, family, etc.)*
	K-10 COMPLY WITH SAFETY INITATIVES *(Scanning Medication, Final Checks, IV Pump Safety Features, etc.)*		

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APPENDIX D – Persistence Pathways

All Persistence Pathways are at the discretion of the Assistant Vice President of Health Sciences and Nursing

Practical Nursing (PN) Traditional & Flex Program Persistence Pathway Procedure

Persistence Pathway Purpose: To outline the curriculum sequence and academic requirements the student must meet to remain enrolled in the nursing program and achieve program completion.
This policy is intended for nursing students enrolled in the PN Traditional or PN Flex Nursing Program who have had no previous course failures in their current program attempt.

To maintain persistence in the program, eligible PN students may need to be reassigned to a new cohort to support program completion. The student will still be required to complete all published courses in the PN curriculum sequence to meet graduation requirements from program.

The student who must follow the persistence pathway to achieve program completion will be expected to continue to follow all policies as outlined in the student/college handbook, including academic benchmarks, clinical requirements, and professional standards.

- Successful skill validations are required to demonstrate patient safety in the clinical setting. Therefore, in all courses that include a lab component requiring skill validation, a student who is unsuccessful on revalidation of an assigned skill will not progress in the program and will not be eligible for the progression pathway. Upon unsuccessful revalidation, the student will be immediately withdrawn from all enrolled nursing courses with a grade of a W and will be withdrawn from the program. The student will need to reapply if eligible and restart from the beginning of the applied program if accepted for re-entry.
- Program persistence will be determined by course failure, curriculum sequence, faculty availability, and space at the next course offering. If faculty availability and/or space at the next course offering is insufficient, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.
- If the student needs to enroll in another course to maintain financial aid, the student will need to meet with their assigned advisor.
- If the student is re-enrolling in a course that requires a co-requisite course, the student will be required to enroll in the co-requisite course.
- A progression pathway is not available for first semester courses (PNR 110, PNR 120, PNR 121) or second semester courses (PNR 138, PNR 182). Students who are unsuccessful in any first or second semester course will be withdrawn from the program. Eligible students may reapply and, if accepted, must restart the program from the beginning.

PNR 154 (Maternal/Infant/Child Nursing) Course Failure:
To be considered for re-enrollment of PNR 154, the student must achieve a final course grade of 78 or higher. Students who do not meet this academic requirement will be removed from the program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry. Students who do meet this academic requirement, the pathway to PN Program completion is outline below:

- If a student is unsuccessful in PNR 154 during the summer semester, and is eligible for re-enrollment, the student will repeat the course at the next offering in the fall semester.
- If a student is unsuccessful in PNR 154 during the fall semester, and is eligible for re-enrollment, the student will repeat the course at the next offering in the summer semester.
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in PNR 154 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

PNR 180 (Nursing Seminar) Course Failure:
To be considered for re-enrollment of PNR 180, the student must achieve a final course grade of 78 or higher. Students who do not meet this academic requirement will be removed from the program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry. Students who do meet this academic requirement, the pathway to PN Program completion is outline below:

- If a student is unsuccessful in PNR 180 during the summer semester, and is eligible for re-enrollment, the student will repeat the course at the next offering in the fall semester.
- If a student is unsuccessful in PNR 180 during the fall semester, and is eligible for re-enrollment, the student will repeat the course at the next offering in the summer semester.
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in PNR 180 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

Written: 12/17/2025
Reviewed/Revised: 2/25/2026; 4/23/2026, 10/19/2026

Associate Degree Nursing (A.D.N) Traditional Program Persistence Pathway Procedure

Persistence Pathway Purpose: To outline the curriculum sequence and academic requirements the student must meet to remain enrolled in the nursing program and achieve program completion.
This policy is intended for nursing students enrolled in the A.D.N Traditional Nursing Program who have had no previous course failures in their current program attempt.

To maintain persistence in the program, eligible A.D.N Traditional students may need to be reassigned to a new cohort to support program completion. The student will still be required to complete all published courses in the A.D.N Traditional curriculum sequence to meet graduation requirements from program.

The student who must follow the persistence pathway to achieve program completion will be expected to continue to follow all policies as outlined in the student/college handbook, including academic benchmarks, clinical requirements, and professional standards.

- Successful skill validations are required to demonstrate patient safety in the clinical setting. Therefore, in all courses that include a lab component requiring skill validation, a student who is unsuccessful on revalidation of an assigned skill will not progress in the program and will not be eligible for the progression pathway. Upon unsuccessful revalidation, the student will be immediately withdrawn from all enrolled nursing courses with a grade of a W and will be withdrawn from the program. The student will need to reapply if eligible and restart from the beginning of the applied program if accepted for re-entry.
- Program persistence will be determined by course failure, curriculum sequence, faculty availability, and space at the next course offering. If faculty availability and/or space at the next course offering is insufficient, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.
- If the student needs to enroll in another course to maintain financial aid, the student will need to meet with their assigned advisor.
- *If the student is re-enrolling in a course that requires a co-requisite course, the student will be required to enroll in the co-requisite course.
- A progression pathway is not available for first semester courses (NUR 102, NUR 104, NUR 131). Students who are unsuccessful in any first semester course will be withdrawn from the program. Eligible students may reapply and, if accepted, must restart the program from the beginning.

NUR 121 (Intermediate Nursing Concepts) Course Failure:

- A student who is unsuccessful in NUR 121 who achieved a final course grade of 78 or higher may be offered the option to transition into PNR 138 (Medical-Surgical Nursing II) and PNR 182 (Special Topics in PNR) within the Traditional Practical Nursing Program for the upcoming summer semester.
- Upon transition, the student will enter the assigned Traditional Practical Nursing Program cohort and follow the Traditional Practical Nursing Program curriculum sequence through graduation.
- If the student chooses to not transition to the Traditional Practical Nursing Program and follow the persistence pathway if offered as outlined above if unsuccessful in NUR 121, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 140 (IV Therapy) Course Failure:

- A student who is unsuccessful in NUR 140 who achieved a final course grade of 78 or higher may be offered the option to transition into PNR 138 (Medical-Surgical Nursing II) and PNR 182 (Special Topics in PNR) within the Traditional Practical Nursing Program for the upcoming summer semester.
- Upon transition, the student will enter the assigned Traditional Practical Nursing Program cohort and follow the Traditional Practical Nursing Program curriculum sequence through graduation.
- If the student chooses to not transition to the Traditional Practical Nursing Program and follow the persistence pathway if offered as outlined above if unsuccessful in NUR 140, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 144 (Pharmacological Therapies II) Course Failure:

- A student who is unsuccessful in NUR 144 who achieved a final course grade of 78 or higher may be offered the option to transition into PNR 138 (Medical-Surgical Nursing II) and PNR 182 (Special Topics in PNR) within the Traditional Practical Nursing Program for the upcoming summer semester.
- Upon transition, the student will enter the assigned Traditional Practical Nursing Program cohort and follow the Traditional Practical Nursing Program curriculum sequence through graduation.
- If the student chooses to not transition to the Traditional Practical Nursing Program and follow the persistence pathway if offered as outlined above if unsuccessful in NUR 144, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 210 (Complex Health Problems) Course Failure:

- A student who is unsuccessful in NUR 210 may be offered the option to re-enroll in NUR 210 and continue the A.D.N Traditional curriculum through graduation. Please note that the pathway to A.D.N Traditional program completion may vary from the published curriculum sequence based on course offering schedules and is outlined below:
- NUR 220 (Family Centered Nursing) --Fall semester
- NUR 214 (Mental Health Nursing) --Spring semester
- NUR 210 course re-enrollment--Summer semester
- NUR 215 (Management of Patient Care) --Fall semester *(with A.D.N Flex cohort),* followed by graduation in the fall semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 210 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 216 (Nursing Seminar) Course Failure:

- A student who is unsuccessful in NUR 216 may be offered the option to re-enroll in NUR 216 and continue the A.D.N Traditional curriculum through graduation. Please note that the pathway to A.D.N Traditional program completion may vary from the published curriculum sequence based on course offering schedules and is outlined below:
- NUR 220 (Family Centered Nursing) --Fall semester
- NUR 216 course re-enrollment --Fall semester *(with A.D.N Flex cohort)*
- NUR 214 (Mental Health Nursing) and NUR 215 (Management of Patient Care) –Spring semester, followed by graduation in the spring semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 216 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 220 (Family Centered Nursing) Course Failure:

- A student who is unsuccessful in NUR 220 may be offered the option to re-enroll in NUR 220 and continue the A.D.N Traditional curriculum through graduation. Please note that the pathway to A.D.N Traditional program completion may vary from the published curriculum sequence based on course offering schedules and is outline below:
- NUR 214 (Mental Health Nursing)-- Spring semester
- NUR 220 course re-enrollment –Summer semester
- NUR 215 (Management of Patient Care) --Fall semester *(with A.D.N Flex cohort),* followed by graduation in the fall semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 220 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 214 (Mental Health Nursing) Course Failure:

- A student who is unsuccessful in NUR 214 may be offered the option to re-enroll in NUR 214 and continue the A.D.N Traditional curriculum through graduation. Please note that the pathway to A.D.N Traditional program completion may vary from the published curriculum sequence based on course offering schedules and is outline below:
- NUR 214 (Mental Health Nursing)—Spring Semester *(student will not take any nursing courses for Summer or Fall semester as the student cannot progress to NUR 215, as this is the last course in the curriculum sequence)*
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 214 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 215 (Management of Patient Care) Course Failure:

- A student who is unsuccessful in NUR 215 may be offered the option to re-enroll in NUR 215 and continue the A.D.N Traditional curriculum through graduation. Please note that the pathway to A.D.N Traditional program completion may vary from the published curriculum sequence based on course offering schedules and is outlined below:
- NUR 215 course re-enrollment --Fall semester *(with A.D.N Flex cohort),* followed by graduation in the fall semester and graduate in current fall semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 215 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

Written: 12/17/2025
Reviewed/Revised: 2/25/2026; 4/23/2026; 10/19/2026

Associate Degree Nursing (A.D.N) Flex Program Progression Procedure

Persistence Pathway Purpose: To outline the curriculum sequence and academic requirements the student must meet to remain enrolled in the nursing program and achieve program completion.
This policy is intended for nursing students enrolled in the A.D.N Flex Nursing Program who have had no previous course failures in their current program attempt.

To maintain persistence in the program, eligible A.D.N Flex students may need to be reassigned to a new cohort to support program completion. The student will still be required to complete all published courses in the A.D.N Flex curriculum sequence to meet graduation requirements from program.
The student who must follow the persistence pathway to achieve program completion will be expected to continue to follow all policies as outlined in the student/college handbook, including academic benchmarks, clinical requirements, and professional standards.

- Program persistence will be determined by course failure, curriculum sequence, faculty availability, and space at the next course offering. If faculty availability and/or space at the next course offering is insufficient, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.
- If the student needs to enroll in another course to maintain financial aid, the student will need to meet with their assigned advisor.
- If the student is re-enrolling in a course that requires a co-requisite course, the student will be required to enroll in the co-requisite course.

NUR 201 (Transition Nursing) Course Failure:

- As NUR 201 is foundational to all subsequent coursework in the nursing program, no persistence pathway is available for students who are unsuccessful in this course. The unsuccessful student in NUR 201 will be removed from the nursing program and will need to reapply if eligible and restart from the beginning of the applied program if accepted for re-entry.

NUR 214 (Mental Health Nursing) Course Failure:

- A student who is unsuccessful in NUR 214 may be offered the option to re-enroll in NUR 214 and continue the A.D.N Flex curriculum through graduation. Please note that the pathway to A.D.N Flex program completion may vary from the published curriculum sequence based on course offering schedules and is outline below:
- NUR 210 (Complex Health Problems) and NUR 216 (Nursing Seminar) --Summer semester *(with A.D.N Traditional Cohort)*
- After NUR 210 and NUR 216 completion, continue to follow the A.D.N Traditional Program curriculum sequence until graduation (*including NUR 214 course re-enrollment).*
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 214 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 220 (Family Centered Nursing) Course Failure:

- A student who is unsuccessful in NUR 220 may be offered the option to re-enroll in NUR 220 and continue the A.D.N Flex curriculum through graduation. Please note that the pathway to A.D.N Flex program completion may vary from the published curriculum sequence based on course offering schedules and is outline below:
- NUR 210 (Complex Health Problems) and NUR 216 (Nursing Seminar) --Fall semester
- NUR 215 (Management of Patient Care) --Spring semester *(with A.D.N Traditional cohort)*

- NUR 220 course re-enrollment --Summer semester, followed by graduation in the summer semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 220 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 210 (Complex Health Problems) Course Failure:

- A student who is unsuccessful in NUR 210 may be offered the option to re-enroll in NUR 210 and continue the A.D.N Flex curriculum through graduation. Please note that the pathway to A.D.N Flex program completion may vary from the published curriculum sequence based on course offering schedules and is outline below:
- No nursing course available for the following Fall 2 or Spring semester in the curriculum sequence
- NUR 210 (Complex Health Problems) course re-enrollment --Summer semester *(with A.D.N Traditional cohort)*
- NUR 215 (Management of Patient Care) –Fall 2 semester, followed by graduation in the fall semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 210 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 216 (Nursing Seminar) Course Failure:

- A student who is unsuccessful in NUR 216 may be offered the option to re-enroll in NUR 216 and continue the A.D.N Flex curriculum through graduation. Please note that the pathway to A.D.N Flex program completion may vary from the published curriculum sequence based on course offering schedules and is outline below:
- Withdraw from NUR 215 (Management of Patient Care) in Fall 2 semester
- NUR 215 (Management of Patient Care) --Spring semester *(with A.D.N Traditional cohort).*
- NUR 216 course re-enrollment --Summer semester *(with A.D.N Traditional cohort),* followed by graduation in the summer semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 216 if offered, the student must withdraw and reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

NUR 215 (Management of Care) Course Failure:

- A student who is unsuccessful in NUR 215 may be offered the option to re-enroll in NUR 215 and continue the A.D.N Flex curriculum through graduation. Please note that the pathway to A.D.N Flex program completion may vary from the published curriculum sequence based on course offering schedules and is outlined below:
- NUR 215 course re-enrollment --Spring semester *(with A.D.N Traditional cohort),* followed by graduation in the spring semester
- If the student chooses to not follow the persistence pathway as outlined above if unsuccessful in NUR 215 if offered, the student will be removed from the nursing program and will need to reapply if eligible, and restart from the beginning of the applied program if accepted for re-entry.

Written: 12/17/2025
Reviewed/Revised: 2/25/2026; 4/23/2026; 10/19/2026

APPENDIX E: NURSING PROGRAMS CORE PERFORMANCE STANDARDS

ISSUE	STANDARD	AS EVIDENCED BY (including but not limited to)
Critical Thinking Ability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Critical thinking ability sufficient for clinical judgment.	• Identify cause/effect relationships in clinical situations. • Develop nursing care plans, evaluate the plan of care and revise as appropriate. • Analyze and use assessment findings to plan and implement care for clients and families. • Use relevant data to support the decision-making process. • Identify priorities of care based on analysis of data. • Manage and respond to multiple priorities in stressful situations. • Respond instantly to emergency situations. • Exhibit arithmetic competence that would allow the student to read, understand and perform calculations for computing dosages • Solve problems and make valid rational decisions using logic, creativity, and reasoning.
Interpersonal Skills _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	• Establish rapport (relationship) with clients/colleagues. • Maintain therapeutic relationships with clients and colleagues. • Respect cultural diversity and the rights of others. • Work effectively in small groups as a team member and as a team leader • Practice verbal and non-verbal therapeutic communication • Recognize adverse events and attempt to resolve for both client and colleague.
Emotional Stability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Emotional stability sufficient to tolerate rapidly changing conditions and environmental stress.	• Establish therapeutic interpersonal boundaries. • Provide clients with emotional support. • Adapt to changing environment and stress while maintaining professional conduct and standards without displaying hostility, agitation, rudeness or belligerence. • Poses no threat to self or others. • Perform potentially stressful tasks concurrently. • Able to effectively deal with exposure to trauma, grief, or death.
Communication Ability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Communication abilities sufficient for interaction in verbal, written, electronic format.	• Write and speak English effectively so as to be understood by general public. • Communicate therapeutically with clients, families, and groups in a variety of settings. • Document client data and nursing care completely and accurately use correct medical terminology. • Obtain health history information from client/family. • Interpret nonverbal cues and behaviors. • Provide health teaching information for clients, families, and/or groups based on assessed needs, available resources, age, lifestyle and cultural considerations. • Remember multiple messages and information • Communicate to all interdisciplinary team members and family/client

ISSUE	STANDARD	AS EVIDENCED BY (including but not limited to)
Physical Ability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Physical abilities sufficient to move from room to room and maneuver in small spaces. Maintain physical tolerance for repetitive movements and demands of the work assignment.	• Lift a minimum of 25 lbs. of weight. • Lift, move, position, and transport clients without causing harm, undue pain, or discomfort to the client or one's self. • Transport mobile equipment in a timely and safe manner. • Exhibit physical mobility and strength sufficient to propel wheelchairs, stretchers, equipment, etc. through doorways and close-fitting areas alone. • Move around in client's room, workspaces and treatment areas, in all clinical settings • Stand, walk for the duration of a work assignment (may be 12 hr shift). • Stoop, bend, squat, reach overhead as required to safely reach equipment, and provide nursing care in emergent and non-emergent care. • Safely assist with ambulation of a client. • Navigate stairs. • Maintain client's dignity and personal space at all times. • Sit in class for prolonged periods of time for lectures and test.
Gross and Fine Motor Skills _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Gross and fine motor skills sufficient to provide safe and effective nursing care.	• Perform physical activities necessary to do basic fundamental nursing skills, including but not limited to: putting on sterile gloves, donning mask and gown, operating a manual and electronic blood pressure cuff, sterile technique and other essential fundamental nursing skills. • Perform correct hand washing technique and behaviors. • Provide or assist with activities of daily living such as bed bath, hygiene, toileting, positioning clients, making an occupied and unoccupied bed. • Manipulate instruments, supplies, and equipment with speed, dexterity, precision, strength, coordination and adequate eye-hand coordination. • Correctly prepare and administer oral and parenteral medications to maintain client safety. • Perform electronic keyboarding/documentation and/or extensive writing with a pen and/or pencil • Maintain and safely operate orthopedic device such as traction equipment, casts, and assistive devices. • Perform cardiopulmonary resuscitation procedures. • Calibrate and use equipment (i.e. syringes, vials, ampoules and medication packages, manual blood pressure cuff, don sterile gloves, etc.) Grasp small objects with hands (e.g. IV tubing, pencil). Pinch/pick or otherwise work with finders (e.g. manipulate a syringe, eye dropper, etc.) Twist (turn objects/knobs using hands).
Auditory Ability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Auditory ability sufficient to monitor and assess health needs.	• Hear monitor alarm, emergency signals, ringing phones, telephone interactions and cries for help. • Distinguish sounds with background noise ranging from conversational levels to high pitch sounding alarms. • Perceive and receive verbal communication from clients and members of the health team. • Tolerate occasional exposure to loud and unpleasant noises. • Hear and understand communication without visualization of the communicator's mouth/lips within 20 feet. • Hear and distinguish changes in tone and pitch when listening to a client's respiratory, cardiac, and abdomen auditory characteristics when using a

ISSUE	STANDARD	AS EVIDENCED BY (including but not limited to)
		stethoscope.
Visual Ability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Visual ability sufficient for observation and assessment necessary for safe client care.	• Perform basic nursing skills such as insertion of a catheter, insertion of an IV, counting respirations, preparing and administering medications. • Observe client responses (level of consciousness, respirations patterns) and recognize subtle physical changes. • Read small print, gauges, thermometers, measuring cups, syringes, and other equipment. • Discriminate colors, changes in color, size, and continuity of body part. • Accurately identify, prepare, and administer medications. • Identify hazards in the environment (safety rails, restraints, water spills and harmful situations). • Correctly visualize written words and information on paper and on a computer screen.
Tactile Ability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Tactile ability sufficient for physical assessment	• Correctly perform palpation, functions of physical examination and/or those related to therapeutic intervention. • Don and wear gloves and other protective devices while accurately performing physical assessment. • Correctly perform skills that require tactile sensation. • Accurately palpate for pulses, temperature, texture, hardness or softness, and landmarks.
Olfactory Ability _____ I am capable of meeting these requirements. _____ I am not capable of meeting these requirements. _____ I am capable of meeting these requirements with accommodations.*	Olfactory ability sufficient for observation and assessment necessary for safe client care.	• Recognize environmental odors and dynamic monitoring of various disease processes, infections, etc.

*If you are is unable to meet all the Core Performance Standards and need accommodations, please contact Tracy Dibble, Coordinator for Services for Students with Disabilities, at 803-535-1225 or at dibblet@octech.edu.

**It is important to make contact prior to the first day of class or within the first two weeks of class for determination of reasonable accommodations.

I have read the Core Performances Requirements for the nursing program and answered truthfully my abilities to function in the healthcare environment to provide safe patient care in a professional manner.

_____ _____

Applicant's/Student Signature/Date

APPENDIX F. Inclusion Criteria for Student Participation in the Preceptorship Experience

Orangeburg-Calhoun Technical College
NUR215 – Management of Patient Care
Inclusion Criteria for Student Participation in the Preceptorship Experience

Participation in the preceptorship experience is a selective opportunity offered to nursing students who have demonstrated consistent academic success, professionalism, and readiness for independent clinical practice. Students who do not meet inclusion criteria will be placed in a traditional clinical setting based on faculty and facility availability.

Eligibility will be determined based on the following criteria:

1. **Academic Standing**
    - The student must have earned a grade of "B" or higher in all nursing courses as required by the Orangeburg-Calhoun Technical College Nursing Program.
    - The student must be in good academic standing and eligible to progress to the final semester of the program.
    - The student must have no current academic or clinical probation.

2. **Clinical Performance Recommendation**
    - The student must submit a preceptorship endorsement form from a previous clinical instructor verifying:
        - Demonstrated safe and competent clinical practice
        - Professional and ethical behavior in all clinical interactions
        - Effective communication, teamwork, and critical thinking skills
        - Readiness for the autonomy expected in a preceptorship experience

3. **Professional Conduct and Attendance**
    - The student must have consistently demonstrated professionalism, accountability, and integrity in academic and clinical settings.
    - Attendance records must reflect reliable participation and punctuality, with no pattern of unexcused absences or tardiness.

4. **Personal Statement**
    - The student must submit a Personal Statement (1-2 paragraph) describing:
        - Their professional goals and interest in participating in a preceptorship experience
        - How the experience will support their transition from student to professional nurse
        - The strengths and qualities they will bring to the preceptorship setting
    - The personal statement will be reviewed by nursing faculty as part of the selection process to assess motivation, professionalism, and readiness.

5. **Compliance Requirements**
    - The student must have completed all program and clinical agency compliance requirements, including health documentation, immunizations, background check, drug screening, and current CPR certification.

6. **Faculty Endorsement**
    - Final approval for placement will be determined by the NUR215 Course Coordinator and the Nursing Faculty Team after review of the student's academic record, recommendation letter, personal statement, and professionalism.