



**Florence-Darlington Technical College  
Department of Nursing  
Associate Degree Nursing Program  
Student Handbook  
2011-2012**

**Disclaimer**

**Although every reasonable effort has been made to attain factual accuracy throughout this student handbook, no responsibility is assumed for editorial, clerical or publishing errors or errors occasioned by mistakes. In addition, this student handbook does not constitute a contract between Florence-Darlington Technical College and its students, or applicants for admission or with any other person. Florence-Darlington Technical College reserves the right to add or to drop information that has been published and to institute requirements when such changes appear desirable. Every effort will be made to minimize the inconvenience such changes might create for students.**

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Dear Student,

Welcome to the Associate Degree Nursing Program at Florence-Darlington Technical College! As a student nurse, *you* are the key player in directing your educational outcomes. From the first day of nursing school, you must understand your responsibility for your learning and the need to evaluate your weaknesses and seek ways to improve them.

To be successful in reaching your goal of becoming a nurse, you must be committed to your goal. Each day must include prioritizing your schedule to ensure the most important things are accomplished daily. There will be things you may have to give up, put off, or do in moderation until nursing school is completed. Good time management skills will be essential.

The purpose of this Student Handbook is to provide you with pertinent information, policies, and procedures for the Nursing Program. Please take time to read it and ask questions as they arise.

The Department of Nursing is at the Health Science Campus located on Cheves Street. The Health Science Campus includes classrooms, library, computer centers, client simulated laboratories, and demonstration rooms for nursing, respiratory therapy and surgical students

The nursing faculty will work in helping you achieve your goal of becoming a nurse. The instructors will expect your commitment of at least three hours of preparation study for each credit hour you spend in class. The clinical component of the Nursing Program will consist of six to twelve hour shifts (day, evening, and weekends) in a variety of clinical settings in the Pee Dee area. Advisement and tutorial times will be available for you to discuss your progress with faculty. Please call your instructor for an appointment if you have questions or concerns about your course work.

The Nursing Curriculum presents students the opportunity to prepare for RN licensure and is approved by the South Carolina Department of Labor, Licensing and Regulation Board of Nursing and is fully accredited by the National League for Nursing Accrediting Commission, Inc.

The nursing curriculum offers you a guide to succeed in nursing. Important knowledge and skills must be gained during each semester as you progress through the curriculum since each semester builds upon the previous semester. The curriculum provides the requisite skills and knowledge for the state licensure exam. Successful completion of the curriculum qualifies graduates to apply to take NCLEX-RN to become registered nurses.

The nursing curriculum is one of the most challenging courses of study at Florence-Darlington Technical College. The department looks forward to helping you to become a competent and professional caregiver in our community. The Nursing Faculty and I wish you much success in your goal of becoming a registered nurse.

Associate Dean for Nursing

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## **Department of Nursing Mission and Philosophy**

*The mission of the Department of Nursing is to prepare nursing students to be competent, professional caregivers through a dynamic curriculum and clinical experiences which provide the requisite skills and knowledge for state licensure so that the community nursing needs are met.*

*The vision of the Department of Nursing is to become a Nursing Education “Center of Excellence” that is continuously aligned with innovative practices and technology*

The Department of Nursing supports the Florence-Darlington Technical College Mission Statement, which is to provide comprehensive technical education, workforce development, and educational services to students, business & industry, and the markets it serves. Through instructional programs, business & industry partnerships, and community involvement, the College will play a major role in the economic development and quality of life of its constituents. The educational experience at Florence-Darlington Technical College will enhance the student’s marketability in today’s global economy.

The Philosophy of the Department of Nursing includes beliefs about nursing, man, health, environment, society, and education, and is derived from the College Mission Statement.

Nursing is an art and science based on knowledge and research from the humanities/fine arts, social/behavioral sciences, and natural science/mathematics. Nursing is an interactive, holistic, and therapeutic process of caring for and about clients, families, and communities across the life span. The nurse is a competent, knowledgeable, accountable and collaborative member of the multidisciplinary health care team. The nurse promotes effective communication while maintaining client and organizational confidentiality. Utilizing the nursing process, critical thinking skills, and ethical/legal principles, the nurse, as a client advocate, manages care and teaches self-care to promote wellness, optimal health and/or a peaceful death.

Health is viewed along the wellness-illness continuum, and is a dynamic process of man adapting to the constantly changing internal and external environment. The environment consists of circumstances, surroundings, and conditions that continuously impact man, a biopsychosocial being, who strives to adapt to changes. Society is an interacting community or group of people, whose ability to adapt is influenced by ethnic, socioeconomic and cultural diversity, morals, values and beliefs. Nursing manipulates the environment, or assists man in society to adapt, as continuous changes occur across the life span.

Education is a dynamic, life-long process, which integrates knowledge from global resources into an organized framework. Nursing education integrates a variety of culturally diverse learning experiences to promote student learning of a selected body of knowledge, which is based on previous knowledge, and progresses from simple to complex. The student assumes the role of an active participant in her/his education process, thereby sharing the responsibility and accountability for his or her own learning. The Faculty develops behavioral criteria or outcomes for safe, ethical practice, and continuously evaluates student achievement and progress toward graduation. The practice role of the graduate nurse is differentiated according to his/her level of educational preparation. At each level, the nurse must demonstrate vocational/professional behaviors within the scope of practice as defined by the State Nurse Practice Act and ANA Standards of Practice.

## **DEFINITIONS**

Caring Interventions – Actions and behaviors that demonstrate positive and unconditional regard for others.

Communication – Exchange of information utilizing written, verbal, and nonverbal communication techniques in 1:1 situations, in group situations, with information technologies, and/or media production.

Therapeutic Nursing Interventions - Psychomotor and psychosocial skills directed at individuals, family, groups, and community.

Teaching – Learning – Teaching is imparting of knowledge and/or skills through planned activities to influence behavior. Learning is the acquisition of knowledge behaviors and/or skills.

Critical Thinking - Skills in reasoning, analysis, and decision-making relevant to the discipline of nursing.

Professional Behaviors – Performance of nursing techniques in client care utilizing the nursing process, critical thinking skills, and legal/ethical principles within the State Practice Act and ANA Standards of Practice.

Program Outcomes include annual goals set according to four main areas:

1. Patterns of employment
2. Performance on NCLEX-RN
3. Program satisfaction
4. Graduation rates

Patterns of Employment - Patterns of employment of graduates by types of positions and settings and rates of employment of graduates six to nine months after graduation.

Performance on NCLEX-RN - Performance on NCLEX - RN for the first time tested.

Program Satisfaction - Degree of student program satisfaction with adequacy of the curriculum, environment, learning resources, support services, and policies.

Graduation Rates - Graduation Rates of students who complete the program within a defined period of time.

## **NURSING CURRICULUM ORGANIZING FRAMEWORK**

The Organizing Framework for Florence-Darlington Technical College's Nursing Program can be compared to a tree. The soil that nourishes the beginning roots of nursing is the individual life experiences and high school prerequisite course work. The roots continue to grow and develop with the addition of college level general education and humanities courses. As the root system develops, it provides nourishment, which flows through the trunk (faculty beliefs about Nursing, Man, Health, Environment, Society and Education) and nourishes the development of five limbs or Concepts of the Nursing Curriculum (Caring Interventions, Communication, Professional Behaviors, Critical Thinking, and Teaching/Learning during Level I. The five limbs or Concepts (Caring Interventions, Communication, Professional Behaviors, Critical Thinking, and Teaching/Learning) continue to grow during the second year of the program (Level II) and form strong support for life-long growth and learning and options to advance to higher competencies.

### **Student Learning Outcomes for Level I of Curriculum**

Upon completion of Level I (first three semesters) of the Nursing Program, the graduate, in a variety of settings, will demonstrate:

- I. Caring Interventions by:
  1. Demonstrating positive and unconditional regard toward the client, significant support person(s), and members of the multidisciplinary team, peers and faculty in diverse settings.
  2. Protecting and promoting the client's dignity.
  3. Identifying, respecting, and adapting care based on the client's philosophy, lifestyle, values, culture, spiritual beliefs, and developmental stage.
  4. Performing nursing skills competently and in subacute and acute environments to assist the client in achieving optimum comfort and functioning.
  5. Assisting the client and significant support person(s) to cope with and adapt to stressful events, changes in health status, and end-of-life decisions.

II. Communication by:

1. Utilizing therapeutic communication skills when interacting with the client, significant support person(s), and multidisciplinary health care team with assistance.
2. Begin to utilize information technology to support and communicate the planning and provision of client care.
3. Utilizing appropriate channels of communication to achieve positive client outcomes.

III. Critical Thinking by:

1. Using the nursing process to plan, prioritize and provide safe and cost-effective care for one to three clients.
2. Using current information to support clinical judgments with assistance.
3. Collaborating with the multidisciplinary team to provide the client and significant support persons with available resources to provide continuity of health care.

IV. Teaching Learning by:

1. Using the nursing process, provide individuals with information and resources needed to learn self-care to provide wellness and/or optimal health.

V. Professional Behaviors by:

1. Practicing within the ethical, legal and regulatory framework of nursing, and standards of professional practice.
2. Recognizing the impact of economic, political, social and demographic forces on delivery of health care.
3. Recognizing the value of membership and active participation in professional nursing organizations.
4. Demonstrating accountability for nursing care given by self and/or delegated to others.

## **Student Learning Outcomes for Level II of Curriculum**

Upon completion of Level II (fourth and fifth semesters) of the Nursing Program, the graduate, in a variety of settings, will demonstrate:

### **I. Caring Interventions by:**

1. Demonstrating positive and unconditional regard toward the client, significant support person(s), and members of the multidisciplinary team, peers and faculty in diverse settings.
2. Protecting and promoting the client's dignity.
3. Evaluating, respecting, and adapting care based on client's philosophy, life-style, values, culture, spiritual beliefs, and developmental stage.
4. Performing complex nursing skills competently and in acute care environments to assist the client in achieving optimum comfort and functioning.
5. Facilitating the client and significant support person(s) to cope with and adapt to stressful events, changes in health status, and end-of-life decisions.

### **II. Communication by:**

1. Utilizing therapeutic communication skills and therapeutic relationships when interacting with the client, significant support person(s), and multidisciplinary health care team.
2. Utilizing information technology to support and communicate the planning and provision of client care.
3. Utilizing appropriate channels of communication to achieve positive client outcomes.

### **III. Critical Thinking:**

1. Using the nursing process to plan, prioritize, and provide safe and cost-effective care for two to five clients.
2. Using current information to support clinical judgments and management decisions.
3. Collaborating with the multidisciplinary team to provide the client's significant support person(s) with available resources to provide continuity of health care.

IV. Teaching and Learning by:

1. Using the nursing process, provide individuals and groups with the Information and resources needed to learn self-care to promote wellness and/or optimal health.

V. Professional Behaviors by:

1. Practicing within the ethical, legal and regulatory framework of nursing, and standards of professional practice.
2. Recognizing the impact of economic, political, social and demographic forces on delivery of health care.
3. Recognizing the value of membership and active participation in professional nursing organizations.
4. Demonstrating accountability for nursing care given by self and/or delegated to others.

**Program Outcome Goals:**

Upon completion of the program the graduate will be able to:

1. Find employment as a registered nurse.
2. Pass the NCLEX-RN examination as a first-time taker.
3. Complete the program within designated time frame for program completion.
4. Express satisfaction with Associate Degree Nursing Program.



**FLORENCE-DARLINGTON TECHNICAL COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM**

**NUR 160 – Introduction to Nursing**

**CLINICAL EVALUATION TOOL**

Students are expected to demonstrate nursing behaviors in the clinical setting that will reflect the theory and clinical objectives identified each semester. Throughout the semester, the student will receive appropriate instruction and feedback about her/his clinical performance to help improve her/his proficiency. At the end of the semester, the student's will receive a detailed written evaluation utilizing this tool.

**S = Satisfactory.** Clinical performance is safe; identifies and begins to utilize basic concepts of the nursing process. Makes appropriate nursing judgments and initiates appropriate nursing interventions with guidance; functions at expected level for NUR 160 student. To receive a satisfactory clinical grade, the final summative evaluation must reflect that 100% of the objectives have been met at a satisfactory level.

**U = Unsatisfactory.** Clinical performance is unsafe and/or unethical; does not demonstrate a basic understanding and knowledge of the nursing process. Does not make appropriate nursing judgments and/or initiate appropriate nursing interventions. If the student's performance is unsatisfactory at any point in the clinical, a detailed written evaluation will be completed and reviewed with the student. A clinical failure may occur at any time if the student performs unsafe or unethical acts. Repeated unsatisfactory performance will result in a clinical failure. If clinical performance is unsatisfactory, a grade of "F" will result for NUR 160.

**A clinical failure will be recommended at any time during the clinical experience for gross negligence, unsafe or unethical performance, or if a pattern of unsatisfactory performance is documented.**



## FLORENCE-DARLINGTON TECHNICAL COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

### NUR 165, NUR 263, NUR265

### CLINICAL EVALUATION TOOL

Students are expected to demonstrate nursing behaviors in the clinical setting that reflect the theory and clinical objectives identified each semester. Throughout the semester, the student will receive appropriate instruction and feedback about her/his clinical performance to help improve her/his proficiency.

If the student's performance is unsatisfactory at any point in the clinical, a detailed written evaluation will be completed and reviewed with the student. Each student will receive a detailed written evaluation utilizing this tool at the end of the semester.

**S = Satisfactory.** Clinical performance is safe; adequately demonstrates application of the nursing process. Makes appropriate nursing judgments and initiates appropriate nursing interventions with guidance. To receive a satisfactory clinical grade, the evaluation must reflect that 100% of the objectives have been met at a satisfactory or higher level. Functions at expected level for a Level I student.

**N = Needs Improvement.** Clinical performance that does not consistently demonstrate application of the nursing process at the level expected. Any "N" at mid-term must be improved to "Satisfactory" by end of semester to successfully complete course.

**U = Unsatisfactory.** Clinical performance is unsafe and/or unethical; does not adequately demonstrate application of the nursing process. Does not make appropriate nursing judgments and/or initiate appropriate nursing interventions. Failure to improve will result in recommendation for clinical failure for course.

**A clinical failure will be recommended at any time during the clinical experience for gross negligence, unsafe or unethical performance, or if a pattern of unsatisfactory performance is documented.**

### Clinical Evaluation Tool

**To demonstrate competence in CARING INTERVENTIONS, the student, with guidance, will:**

<b>NUR 160, 165, 265, 263</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
1. Demonstrate caring behaviors toward patient and significant support person(s).			
2. Protect and promote patient dignity.			
3. Identify, respect and adapt care based on patient's philosophy, lifestyle, values, culture, spiritual beliefs, and developmental stage.			
4. Safely and efficiently administer medications, for a group of patients with stable health-wellness states.			
5. Perform clinical skills safely, adapting to patients and the acute situation while adhering to principles of nursing practice.			
6. Identify psychosocial nursing diagnosis for assigned patients.			
7. Function as a team player.			
8. Demonstrate caring behavior towards staff, students and faculty.			
9. Demonstrate safe care of assigned patients as described in clinical evaluation tool and skill checklist.			

**To demonstrate competence in COMMUNICATION the student will:**

<b>NUR 160, 165, 265, 263</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
1. Identify self, credentials, and wears picture nametag.			
2. Demonstrate therapeutic communication skills when interacting with patient's significant support persons and multidisciplinary team health care team with assistance. This is to include, but is not limited to: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Clarifying</li> <li>• Nonverbal</li> <li>• Verbal</li> <li>• Personal space</li> <li>• Open ended questions</li> </ul>			
3. Identify barriers and begin to use appropriate alternative communication techniques with assistance.			
4. With assistance begin to provide relevant, accurate, and complete data when reporting and documenting patient status and changes in status that is: <ul style="list-style-type: none"> <li>• Concise</li> <li>• Clear</li> <li>• Timely</li> </ul>			
5. Actively participates in pre- and post-clinical conference.			
6. Begin utilizing information technology.			
7. Identify and begin utilizing appropriate chain of command.			
8. Protect confidential information.			

**To demonstrate competence in CRITICAL THINKING, the student, with help, will:**

<b>NUR 160</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
1. Collaborate with the health care team, while beginning to plan and provide basic care to one patient by: <ul style="list-style-type: none"> <li>Identifying problems from data collected</li> <li>Beginning to describe clinical manifestations in relation to disease process</li> <li>Recognizing changes in the patient's condition</li> <li>Identifying patient outcomes as a basis for evaluating care.</li> </ul>			
2. Begin to identify multidisciplinary team members and their roles.			
3. Begin to identify ways to provide cost effective care.			
4. Begin to monitor record for new orders and clarify orders with assistance.			
5. Cooperate with multidisciplinary team members.			
<b>NUR 165, 263, 265</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
1. Collaborate with the health care team while planning and providing nursing care to one to three patients by: <ul style="list-style-type: none"> <li>Identifying problems based on collected data, knowledge, and textbook comparison</li> <li>Prioritizing care based on basic human needs and problems (to include physical, nutritional, psychosocial, and developmental)</li> <li>Identifying and initiating appropriate interventions</li> <li>Evaluating care based on desired outcomes and adjust plan of care</li> <li>Demonstrating safe nursing practice.</li> </ul>			
2. Monitor record for new orders and incorporate changes into plan of care with assistance.			
3. Begin to identify and include available resources in patient's plan of care with assistance.			
4. Identify ways to provide care in a cost effective manner with assistance.			
5. Identify and report changes in patient status immediately to patient's nurse and instructor and follow through to ensure intervention.			

**To demonstrate PROFESSIONAL BEHAVIORS, the student will:**

<b>NUR 160, 165, 265 &amp; 263</b>	<b>Mid-Term</b>	<b>Final</b>	<b>Comments</b>
1. Practice within ethical, legal and regulatory guidelines for professional nursing practice.			
2. Demonstrate accountability by: <ul style="list-style-type: none"> <li>▪ Displaying honesty 100% of the time</li> <li>▪ Preparing for clinical</li> <li>▪ Informing instructor and client's nurse of unusual, abnormal or untoward events/ situations</li> <li>▪ Recognizing with guidance, own limits and seeking resources appropriately</li> <li>▪ Consistently provide quality care</li> <li>▪ Accepting constructive comments as a basis for personal and professional growth</li> <li>▪ Seeking learning opportunities</li> <li>▪ Completing self-evaluation of clinical progress</li> </ul>			
3. Practice professional behaviors within the parameters of individual knowledge and experience including: <ul style="list-style-type: none"> <li>▪ Performing patient care with guidance</li> <li>▪ Following the Patient's Bill of Rights</li> <li>▪ Recognizing and reporting unsafe practice in self and others</li> <li>▪ Maintaining patient privacy and confidentiality</li> <li>▪ Following applicable FDTC and clinical agency policies, including punctuality, absenteeism, dress code, HIPAA, and completion of assignments</li> </ul>			
4. Maintain appropriate boundaries in the nurse/patient relationship.			

**To demonstrate competence in TEACHING/LEARNING the student, with guidance will:**

<b>NUR 160, 165, 263, 265</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
1. Develop a teaching plan that: <ul style="list-style-type: none"> <li>• Is relevant to patient needs</li> <li>• Addresses patient barriers to learning</li> <li>• Utilizes motivational factors involved in learning</li> <li>• Reflects desired outcomes</li> <li>• Is based on accepted standards of care</li> </ul>			
2. Provide patient and significant support person(s) with the information necessary to make health care choices.			
3. Document education provided, outcomes, and modifications made in teaching plan.			

**Florence Darlington Technical College  
Associate Degree Nursing**

**MIDTERM**

Satisfactory \_\_\_\_\_  
Needs Improvement \_\_\_\_\_  
Unsatisfactory \_\_\_\_\_

**Instructor's Comments:** (Include areas of strength and areas for improvement)

**Instructor's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Student's Comments:**

**I have read the above evaluation.**

**Student's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Florence Darlington Technical College  
Associate Degree Nursing**

**FINAL**

Satisfactory \_\_\_\_\_  
Unsatisfactory \_\_\_\_\_

**Instructor's Comments:** (Include areas of strength and areas for improvement)

**Instructor's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Student's Comments:**

**I have read the above evaluation.**

**Student's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_



**FLORENCE-DARLINGTON TECHNICAL COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM**

**NUR 264, NUR 266, NUR 162, NUR 267**

**CLINICAL EVALUATION TOOL**

Students are expected to demonstrate nursing behaviors in the clinical setting that reflect the theory and clinical objectives identified each semester. Throughout the semester, the student will receive appropriate instruction and feedback about her/his clinical performance to help improve her/his proficiency.

If the student's performance is unsatisfactory at any point in the clinical, a detailed written evaluation will be completed and reviewed with the student. Each student will receive a detailed written evaluation utilizing this tool at the end of the semester.

**S = Satisfactory.** Clinical performance is safe; adequately demonstrates application of the nursing process. Makes appropriate nursing judgments and initiates appropriate nursing interventions with guidance. To receive a satisfactory clinical grade, the evaluation must reflect that 100% of the objectives have been met at a satisfactory or higher level. Functions at expected level for a Level II student.

**N = Needs Improvement.** Clinical performance that does not consistently demonstrate application of the nursing process at the level expected. Any "N" at mid-term must be improved to "Satisfactory" by end of semester to successfully complete course.

**U = Unsatisfactory.** Clinical performance is unsafe and/or unethical; does not adequately demonstrate application of the nursing process. Does not make appropriate nursing judgments and/or initiate appropriate nursing interventions. Failure to improve will result in a recommendation for clinical failure for course.

**A clinical failure will be recommended at any time during the clinical experience for gross negligence, unsafe or unethical performance, or if a pattern of unsatisfactory performance is documented.**

## Clinical Evaluation Tool

**To demonstrate competence in CARING INTERVENTIONS, the student will:**

NUR 266, 264, 267, 162	Mid-term	Final	Comments
1. Demonstrate caring behaviors toward patient, significant support person(s), peers and health team members.			
2. Protect and promote patient dignity			
3. Evaluate, respect and adapt care based on patient's philosophy, lifestyle, values, culture, spiritual beliefs, and developmental stage.			
4. Safely and efficiently administer medications, for a group of patients with varying health-wellness states.			
5. Perform clinical skills safely, adapting to patients and the acute situation while adhering to principles of nursing practice.			
6. Support patient and significant support person(s) when making health care decisions.			
7. Identify psychosocial nursing diagnosis and interventions on assigned patients.			
8. Function as a team player.			
9. Demonstrate caring behaviors towards staff, students, and faculty.			
10. Demonstrate safe care of assigned patients as described in clinical evaluation tool and skills checklist.			

**To demonstrate competence in COMMUNICATION the student will:**

NUR 266, 264, 267	Mid-term	Final	Comments
1. Identify self, credentials, and wears picture nametag.			
2. Demonstrates therapeutic communication skills when interacting with patients, significant support person, and multidisciplinary health care team. This is to include, but is not limited to: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Clarifying</li> <li>• Nonverbal</li> <li>• Verbal</li> <li>• Personal Space</li> <li>• Open-ended questions</li> </ul>			
3. Identify barriers and incorporate appropriate alternative communication techniques into plan of care.			
4. Provide relevant, accurate, and complete data when reporting and documenting client status and changes in status that is: <ul style="list-style-type: none"> <li>• Accurate</li> <li>• Concise</li> <li>• Clear</li> <li>• Timely</li> </ul>			
5. Establish, maintain and terminate therapeutic			

relationships with patient(s) and significant support person(s).			
6. Provide nurse and health care team with delegation sheet as a means of identifying student responsibilities on day of care.			
7. Receive and give a complete and comprehensive report on a group of patients with varying health-wellness states.			
8. Report patient status to nurse and instructor when leaving the client care area.			
9. Actively participates in pre- and/or post-clinical conferences, if applicable.			
10. Access and utilize information technology resources.			
11. Utilize appropriate chain of command.			
12. Protects confidential information.			

**To demonstrate competence in COMMUNICATION the student will:**

<b>NUR 162</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
1. Identify self, credentials, and wears picture nametag.			
2. Utilize therapeutic communication skills when interacting with the patient, significant support person(s), and health care team.			
3. Identify barriers and incorporate appropriate alternative communication techniques into plan of care.			
4. Establish, maintain and terminate therapeutic relationships with patient(s) and significant support person(s).			
5. Documents therapeutic relationship utilizing format provided (process/interaction form). <ul style="list-style-type: none"> <li>Identifies communication techniques used in nurse/patient interaction.</li> <li>Evaluates the effectiveness of communication techniques in assisting patient to meet their goal</li> <li>Identify rationale for communication technique utilized.</li> <li>Alter communication technique to assist patient(s) in meeting goals.</li> </ul>			
6. Report patient's status and changes in status to the instructor and appropriate staff.			
7. Actively participates in pre-and/or post-clinical conferences, if applicable.			
8. Access and utilize information technology resources.			
9. Utilize appropriate chain of command.			
10. Protects confidential information.			

**To demonstrate competence in CRITICAL THINKING student will:**

<b>NUR 266, 267, 264, 162</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
1. Incorporates knowledge, clinical implications, safe nursing practice (accepted standards of care), and collaboration in all health care management to 2-5 patients by: <ul style="list-style-type: none"> <li>Identifying problems based on assessment data, knowledge, and textbook comparison</li> <li>Prioritizing care based on basic human needs and problems (to include physical, nutritional, psychosocial, and developmental)</li> <li>Developing a plan of care and initiating appropriate interventions in a timely manner</li> <li>Modifying the plan of care based on evaluation of patient outcomes, and needs</li> <li>Demonstrating safe nursing practice.</li> </ul>			
2. Differentiate the roles of the health care team members and obtain/initiate consultations as indicated.			
3. Monitor patient record for new orders, and incorporate changes into plan of care.			
4. Report changes in patient status immediately to client's nurse and instructor and follow through to ensure intervention.			
5. Provide care in a cost effective manner.			
6. Assist patient/significant support person(s) to utilize community and technological resources.			

**To demonstrate PROFESSIONAL BEHAVIOR, the student will:**

<b>NUR 266, 267, 264, 162</b>	<b>Mid-term</b>	<b>Final</b>	<b>Comments</b>
*1. Practice within ethical, legal and regulatory guidelines for nursing practice			
2. Demonstrate accountability by: <ul style="list-style-type: none"> <li>*Displaying honesty 100% of the time</li> <li>*Preparing for clinical</li> <li>*Following up on care delegated to others</li> <li>*Informing instructor and patient's nurse of unusual, abnormal or untoward events</li> <li>Critiquing all unusual, abnormal or untoward events.</li> <li>*Recognizing own limits and seeking resources appropriately</li> <li>Consistently providing quality care</li> <li>Accepting constructive comments as a basis for personal and professional growth</li> <li>Seeking learning opportunities</li> <li>Completing self-evaluation of clinical progress</li> </ul>			
*3. Practice professional behaviors within the parameters			

of individual knowledge and experience including: <ul style="list-style-type: none"> <li>• Performing nursing roles with self-direction and independence</li> <li>• Following the Patient’s Bill of Rights</li> <li>• Recognizing and reporting unsafe nursing practice by self and others</li> <li>• Maintaining patient privacy and confidentiality</li> <li>• Following applicable FDTC and clinical agency policies including punctuality, absenteeism, dress code, HIPAA and completion of assignments</li> </ul>			
4. Maintain appropriate boundaries in the nurse/patient relationship			
5. Serve as a positive role model on the multidisciplinary team			

**To demonstrate competence in TEACHING/LEARNING the student will:**

<b>NUR 266, 264, 267, 162</b>	<b>Mid-Term</b>	<b>Final</b>	<b>Comments</b>
1. Use the nursing process to develop a teaching plan that: <ul style="list-style-type: none"> <li>• Is relevant to patient needs</li> <li>• Addresses patient barriers to learning</li> <li>• Utilizes motivational factors involved in learning</li> <li>• Reflects desired outcomes</li> <li>• Is based on accepted standards of care</li> </ul>			
2. Implement teaching plan, evaluate and modify based upon patient outcomes.			
3. Provide patient and significant support person(s) with the information necessary to make health care choices.			
4. Include staff nurse and multidisciplinary team in developing teaching plan.			
5. Document education provided, outcomes, and modifications of teaching plan where indicated.			

**Florence Darlington Technical College  
Associate Degree Nursing**

**MIDTERM**

Satisfactory \_\_\_\_\_  
Needs Improvement \_\_\_\_\_  
Unsatisfactory \_\_\_\_\_

**Instructor's Comments:** (Include areas of strength and areas for improvement)

**Instructor's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Student's Comments:**

**I have read the above evaluation.**

**Student's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Florence Darlington Technical College  
Associate Degree Nursing**

**FINAL**

Satisfactory \_\_\_\_\_  
Unsatisfactory \_\_\_\_\_

**Instructor's Comments:** (Include areas of strength and areas for improvement)

**Instructor's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Student's Comments:**

**I have read the above evaluation.**

**Student's Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_



## Florence-Darlington Technical College Associate Degree Nursing Program

### Essential Functions and Standards For Nursing Students

The following standards reflect reasonable expectations of a student in the Associate Degree Nursing Program for the performance of common functions. In adopting these standards the Nursing Program is mindful of the client's right to safe & quality health care by students. The Nursing student must be able to apply the knowledge & skills necessary to function in a broad variety of clinical situations. These standards do not reflect what may be required for employment of the Graduate Nurse. To verify the students' ability to perform these essential functions, students may be required to demonstrate the following standards:

	<b>Categories of Essential Functions</b>	<b>Definition</b>	<b>Example of Technical Standard</b>
<b>1</b>	Critical Thinking/Problem Solving Skills	Ability to collect, interpret and integrate information and make decisions.	Read and comprehend relevant information in textbooks, medical records and professional literature. Process information, evaluate outcomes, problem-solve, prioritize client goals and interventions, and exercise independent judgment Respond to emergencies. Know when to apply standard precautions. Use effective teaching, learning and test taking strategies.
<b>2</b>	Interpersonal Skills	Ability to collaboratively work with all nursing students, multidisciplinary health care team, and with program faculty in the classroom, lab and clinical setting.	Establish therapeutic interpersonal boundaries. Interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. Employ basic conflict management skills, etc.
<b>3</b>	Coping Skills	Ability to respond appropriately to stressful environments or during impending deadlines.	Manage heavy academic schedules and deadlines; perform in fast paced clinical situations. Cope with psychosocial issues involving catastrophic illness, disability and death.

## Essential Functions and Standards

	Categories of Essential Functions	Definition	Example of Technical Standard
4	Emotional Stability	Maintain emotional stability sufficient to tolerate rapidly changing conditions and environmental stress.	Provide clients with emotional support. Adapt to changing environment and stress. Deal with the unexpected. Focus attention on task. Perform multiple tasks concurrently. Handle strong emotions.
5	Communication Skills	Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, families, and multidisciplinary team members.	Demonstrate therapeutic communication skills to include, but not limited, active listening, clarifying, responding to verbal and nonverbal behavior, respecting personal space, and using open-ended questions. Interpret and document client responses and health status using appropriate medical terminology and correct spelling.
6	Physical Abilities	Sufficient physical abilities to move from room to room and maneuver in small spaces and maintain physical tolerance for repetitive movements and demands of the work shift.	Using proper body mechanics, move, adjust, and position clients weighing 200 pounds or more with assistance. Push, pull, lift, or support 50 pounds. Move within confined spaces, stand and maintain balance, and walk for hours at a time. Reach above shoulders and below waist. Twist, bend, stoop, climb on stool or stairs, and move quickly in response to potential emergencies. Use upper body strength. Squeeze with hands and fingers. Ability to write with pen and type on computer keyboard.
7	Sensory Abilities	Sufficient auditory, visual and tactile ability to monitor and assess health needs.	<u>Visual</u> – (corrected as necessary) recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, discriminate color changes and interpret and assess the environment up to 20 feet; read and understand written documents.

## Essential Functions and Standards

	<b>Categories of Essential Functions</b>	<b>Definition</b>	<b>Example of Technical Standard</b>
<b>7</b>	Sensory Abilities continued	Sufficient auditory, visual and tactile ability to monitor and assess health needs.	<p><u>Auditory</u> – (corrected as necessary) recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, and effectively use devices for the measurement of vital signs, heart, breath, and abdominal sounds.</p> <p><u>Tactile</u> – palpate a pulse and detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone and joint movement.</p> <p><u>Olfactory</u> – ability to detect odor changes and work in environment with foul odors.</p>
<b>8</b>	Behavioral Skills	Ability to demonstrate professional behaviors and a strong work ethic.	Demonstrate caring for others, initiative, flexibility, enthusiasm, honesty, cooperation and industrious behavior. Recognize personal limitations and request assistance as appropriate; demonstrate responsibility for personal development; demonstrate respect for client dignity. Perform duties efficiently, willingly and thoroughly. Manage time efficiently. Present professional appearance and maintain personal hygiene. Protect client confidentiality.
<b>9</b>	Numerical Abilities	Ability to solve math problems	Requires ability to determine time, weight, and to perform practical applications of fractions, percentages, ratio and proportion, as well as, basic addition, subtraction, multiplication and division.
<b>10</b>	Safety	Ability to wear Personal Protective Equipment (PPE).	Wear Personal Protective Equipment (PPE) to include gloves, face masks, protective eyewear, gown, and shoe covers.

For more information regarding essential functions or special needs for accommodation contact advisor and Director of Enrollment Management at 843-661-8029.

**ASSOCIATE DEGREE NURSING (ADN) PROGRAM**  
**Fall/Spring 2011-2012**

**DEGREE: Associate in Applied Science with a major in Nursing**

**See website: [www.fdtc.edu/academics](http://www.fdtc.edu/academics)**

The Associate Degree Nursing Program prepares students for a performance profession requiring intellectual, interpersonal and psychomotor skills that are based upon biological, behavioral and humanistic principles. Graduates of the Associate Degree Nursing program are prepared to work in a variety of settings including hospitals, clinics and out-patient centers. Upon completion of the program, the student is eligible for an Associate Degree in Applied Science and may apply to take the National Council Licensure Examination for Registered Nursing Practice (NCLEX-RN).

**APPLICATION CRITERIA: The applicant must:**

1. Be a high school graduate or have a GED.
2. At minimum, must have completed MAT 110 (or higher), ENG 101 (or higher), PSY 201, and BIO 210.
3. Must have a GPA of at least a minimum of a 2.0 in all program required courses.
4. Submit (in person) a completed Associate Degree Nursing Program application to the Department of Nursing's Administrative Assistant in Health Science Campus (HSC) Room 326 by the designated deadline for the selected nursing class.

**ACADEMIC STANDARDS:**

A grade of "C" or better is required on all courses in the nursing curriculum. A student may repeat the same NUR/ PHM course once. A withdrawal (W) in a NUR/PHM constitutes an attempt and will count as one failure/strike. Any student who makes a grade lower than "C" (or W) on three NUR/PHM courses will not be eligible to continue in the program and will not be eligible for re-entry. A student who subsequently obtains a LPN licensure may apply for admission to the LPN Transition Program. Students must maintain CPR Certification by American Heart Association or American Red Cross. Students must demonstrate drug calculation competency each semester in order to progress in curriculum courses.

Students must complete all nursing content courses within 36 months. Students who fail to complete the program but have successfully completed Level One all courses inclusive in the first three semesters of the Fall/Spring Semester layouts of the curriculum, may apply to take the NCLEX-PN by LPN Equivalency. LPN Equivalency licensure may limit the student from being accepted into other schools for further education or institutions for employment.

Students in health majors must meet published clinical agency requirements when participating in assigned labs. Requirements include immunizations, criminal background checks, and drug testing (to include random drug screening). Satisfactory background/drug screening checks will be required prior to clinical NUR courses. Successful completion of this program does not ensure nursing licensure, as prior arrest charges may preclude a student from eligibility for taking the NCLEX-RN exam.

Note: The LLR Board of Nursing may deny licensure to graduates of Nursing Programs based on evidence of unlawful acts, incompetence, unprofessional conduct or other misconduct. Successful completion of this program does not ensure nursing licensure. Prior charges may preclude student from eligibility for entering the clinical and for applying to take NCLEX exam.

**SEMESTER CURRICULUM FOR ASSOCIATE DEGREE NURSING PROGRAM**  
**FALL ADMISSION**

		CLASS	LAB	CREDIT HRS.
<b>Prerequisites:</b>				
BIO 210	Anatomy & Physiology I	3	3	4
PSY 201	General Psychology	3	0	3
ENG 101	English Composition I	3	0	3
MAT 110	College Algebra	<u>3</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>3</b>	<b>13</b>
<b>1<sup>st</sup> SEMESTER (FALL)</b>				
NUR 160	Introduction to Nursing	2	6	4
NUR 163	Nursing Across Lifespan I	2	0	2
NUR 170	Nursing Applications	<u>0</u>	<u>3</u>	<u>1</u>
		<b>4</b>	<b>9</b>	<b>7</b>
<b>2<sup>nd</sup> SEMESTER (SPRING)</b>				
NUR 165	Nursing Concepts & Clinical Practice I	3	9	6
NUR 263	Nursing Across Lifespan II	2	6	4
BIO 211	Anatomy & Physiology II	3	3	4
PHM 115	Drug Classification I	<u>2</u>	<u>0</u>	<u>2</u>
		<b>10</b>	<b>18</b>	<b>16</b>
<b>3<sup>rd</sup> SEMESTER (SUMMER)</b>				
NUR 265	Nursing Concepts & Clinical Practice II	<u>3</u>	<u>9</u>	<u>6</u>
		<b>3</b>	<b>9</b>	<b>6</b>
<b>4<sup>th</sup> SEMESTER (FALL)</b>				
BIO 225	Microbiology	3	3	4
NUR 264	Nursing Across Lifespan III	2	6	4
NUR 266	Nursing Concepts & Clinical Practice III	<u>3</u>	<u>9</u>	<u>6</u>
		<b>8</b>	<b>18</b>	<b>14</b>
<b>5<sup>th</sup> SEMESTER (SPRING)</b>				
NUR 267	Nursing Concepts & Clinical Practice IV	1	15	6
NUR 162	Psychiatric & Mental Health Nursing	2	3	3
XXX-XXX	Elective (Humanities/Fine Arts)	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>18</b>	<b>12</b>
<b>Total Credit Hours: 68</b>				

A credit hour is generally equivalent to, at a minimum, one hour of classroom study and outside preparation or three hours of lab/clinical experience, or a combination of the foregoing times the number of weeks in the term. A semester credit hour is equivalent to, at a minimum, 15 hours of classroom contact plus appropriate outside preparation, 45 hours of lab/clinical experience, or a combination of the foregoing.

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**SEMESTER CURRICULUM FOR ASSOCIATE DEGREE NURSING PROGRAM  
SPRING ADMISSION**

		CLASS	LAB	CREDIT HRS.
<b>Prerequisites:</b>				
BIO 210	Anatomy & Physiology I	3	3	4
PSY 201	General Psychology	3	0	3
ENG 101	English Composition I	3	0	3
MAT 110	College Algebra	<u>3</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>3</b>	<b>13</b>
<b>1<sup>st</sup> SEMESTER (SPRING)</b>				
NUR 160	Introduction to Nursing	2	6	4
NUR 163	Nursing Across Lifespan I	2	0	2
NUR 170	Nursing Applications	<u>0</u>	<u>3</u>	<u>1</u>
		<b>4</b>	<b>9</b>	<b>7</b>
<b>2<sup>nd</sup> SEMESTER (SUMMER)</b>				
NUR 165	Nursing Concepts & Clinical Practice I	3	9	6
BIO 211	Anatomy & Physiology II	3	3	4
PHM 115	Drug Classification I	<u>2</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>12</b>	<b>12</b>
<b>3<sup>rd</sup> SEMESTER (FALL)</b>				
NUR 263	Nursing Across Lifespan II	2	6	4
NUR 265	Nursing Concepts & Clinical Practice II	<u>3</u>	<u>9</u>	<u>6</u>
		<b>5</b>	<b>15</b>	<b>10</b>
<b>4<sup>th</sup> SEMESTER (SPRING)</b>				
BIO 225	Microbiology	3	3	4
NUR 264	Nursing Across Lifespan III	2	6	4
NUR 266	Nursing Concepts & Clinical Practice III	3	9	6
XXX XXX	Elective (Humanities/Fine Arts)	<u>3</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>18</b>	<b>17</b>
<b>5<sup>th</sup> SEMESTER (SUMMER)</b>				
NUR 267	Nursing Concepts & Clinical Practice IV	1	15	6
NUR 162	Psychiatric & Mental Health Nursing	<u>2</u>	<u>3</u>	<u>3</u>
		<b>3</b>	<b>18</b>	<b>9</b>
<b>Total Credit Hours: 68</b>				

A credit hour is generally equivalent to, at a minimum, one hour of classroom study and outside preparation or three hours of lab/clinical experience, or a combination of the foregoing times the number of weeks in the term. A semester credit hour is equivalent to, at a minimum, 15 hours of classroom contact plus appropriate outside preparation, 45 hours of lab/clinical experience, or a combination of the foregoing.

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## LPN/ADN TRANSITION PROGRAM

**Degree: Associate in Applied Science with a major in Nursing**

**See website: [www.fdtc.edu/academics](http://www.fdtc.edu/academics)**

This program is designed for the Licensed Practical Nurse interested in obtaining an Associate Degree in Nursing by providing ways to take full advantage of her/his training and experience.

The Associate Degree Nursing Program prepares students for a performance profession requiring intellectual, interpersonal and psychomotor skills that are based upon biological, behavioral and humanistic principles. Graduates of the Associate Degree Nursing program are prepared to work in a variety of settings including hospitals, clinics and out-patient centers. Upon completion of the program, the student is eligible for an Associate Degree in Applied Science and may apply to take the National Council Licensure Examination for Registered Nursing Practice (NCLEX-RN).

### **ENTRANCE REQUIREMENTS:**

1. Must be a high school graduate or have GED.
2. Must have a grade of "C" or better MAT 110, ENG 101, PSY 201, BIO 210, and BIO 211.
3. Mandatory attendance at a Nursing Information Session is required.
4. Minimum Cumulative GPA of 2.0.
5. Current CPR Certification by American Heart Association or American Red Cross.
6. Hepatitis B Immunization or Signed Informed Refusal.
7. MMR Immunization.
8. Varicella Immunization
9. Two-step PPD/Chest X-ray.
10. Medical Examination – forms are provided by the college and should be current (within one year) and complete.
11. Licensed as an LPN in South Carolina without disciplinary action.

### **ADVANCED PLACEMENT:**

1. Prerequisites are BIO 210, BIO 211, PSY 201, ENG 101, MAT 110. These courses may be taken at FDTC or transferred from another college, but student must have a "C" or better in all of these courses.
2. To advance place and receive credit for NUR 160, NUR 163, NUR 170, NUR 165, NUR 265 and NUR 263, the student must meet all entrance requirements and achieve successfully all course requirements for NUR 201 with a "C" or better.
4. Prior to completion of NUR 201, the student must satisfactorily complete the drug dosage competency per Drug Dosage Calculation Policy.
5. Students are required to take PHM 115 with NUR 201 unless PHM 115 was taken with a grade of "C" or better.
6. Students entering the LPN Transition Program from the FDTC Associate Degree Nursing Program will be required to take NUR 264, NUR 266, NUR 267, and NUR 162 unless the course(s) was completed within the last 12 months and a grade of "C" or better in the course(s) was achieved.

## **ACADEMIC STANDARDS:**

A grade of “C” or better is required on all courses in the nursing curriculum. Students must complete all nursing content courses within 24 months. A student may repeat the same NUR/ PHM course once. A withdrawal (W) in a NUR/PHM constitutes an attempt and will count as one failure/strike. Any student who makes a grade lower than “C” (or W) on two NUR/PHM courses will be dismissed from the program. The student will not be eligible to continue in the program and nor eligible for re-entry. The student must maintain CPR Certification by American Heart Association or American Red Cross. Students must demonstrate drug calculation competency each semester in order to progress in curriculum courses. A FDTC or non-FDTC nursing student must petition the Nursing Admission and Advisement Committee regarding potential reentry.

**Any qualified LPN who has been unsuccessful in an Associate Degree Program will be required to write a letter to the readmission committee of the Nursing Department for possible admission to the LPN Transition Program. The student will receive in writing the recommendations of the admission committee.**

Note: The LLR Board of Nursing may deny licensure to graduates of Nursing Programs based on evidence of unlawful acts, incompetence, unprofessional conduct or other misconduct. Background check and drug screening will be requested prior to clinical courses. Successful completion of this program does not ensure nursing licensure. Prior Charges may preclude student from eligibility for entering the clinical and for applying to take NCLEX exam.

## SEMESTER CURRICULUM FOR LPN TRANSITION PROGRAM

<b>1<sup>st</sup> SEMESTER (Fall)</b>	<b><u>Class</u></b>	<b><u>Lab</u></b>	<b><u>Credit</u></b>
NUR 201 Transitional	2	3	3
PHM 115 Drug Classification I	2	0	2
NUR 170 Nursing Applications	<u>0</u>	<u>3</u>	<u>1</u>
	<b>4</b>	<b>6</b>	<b>6</b>
<b>2<sup>nd</sup> SEMESTER (Spring)</b>			
BIO 225 Microbiology	3	3	4
NUR 264 Nursing Across Lifespan III	2	6	4
NUR 266 Nursing Concepts and Clinical Practice III	<u>3</u>	<u>9</u>	<u>6</u>
	<b>8</b>	<b>18</b>	<b>14</b>
<b>3<sup>rd</sup> Semester (Summer)</b>			
NUR 267 Nursing Concepts and Clinical Practice IV	1	15	6
Humanities/Fine Arts Elective	3	0	3
NUR 162 Psychiatric and Mental Health Nursing	2	3	3
	<b>6</b>	<b>18</b>	<b>12</b>

The LPN Transition Program must be completed within 24 months. The Associate Dean of Nursing must approve part-time sequence.

A credit hour is generally equivalent to, at a minimum, one hour of classroom study and outside preparation, three hours of lab/clinical experience, or a combination of the foregoing times the number of weeks in the term. A semester credit hour is equivalent to, at a minimum, 15 hours of classroom contact plus appropriate outside preparation, 45 hours of lab/clinical experience, or a combination of the foregoing.

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**COURSE DESCRIPTIONS FOR NURSING CURRICULUM- FALL/SPRING 2010-2011**

**NUR 160 - INTRODUCTION TO NURSING (2-6-4)**

This course is an overview of nursing concepts and theories focusing on meeting the basic needs of clients along the wellness-illness continuum. Development of critical thinking skills, the nursing process, and the role of the nurse in a variety of settings are included in this course.

**Prerequisites:** BIO 210, PSY 201, ENG 101, MAT 110

**Co-requisites:** NUR 163, NUR 170

**NUR 162 - PSYCHIATRIC AND MENTAL HEALTH NURSING (2-3-3)**

This course covers application of critical thinking skills and nursing concepts in the care of adult clients with selected mental health problems in a variety of settings. The course includes the study of dynamics of human behavior ranging from normal to extreme.

**Prerequisites:** BIO 210, BIO 211, BIO 225, MAT 110, PSY 201, ENG 101, NUR 160, NUR 163, NUR 170, NUR 165, NUR 265, NUR 263, NUR 266, NUR 264, (NUR 201, Transition Entry)

**Co-requisites:** NUR 267, \*Humanities/Elective (\*Spring Admission)

**NUR 163 - NURSING ACROSS THE LIFESPAN I (2-0-2)**

This course is an overview of concepts related to nursing care of clients across the lifespan. Communication, basic mental health, growth and development, and gerontology are included in this course.

**Prerequisites:** BIO 210, PSY 201, ENG 101, MAT 110

**Co-requisites:** NUR 160, NUR 170

**NUR 165 - NURSING CONCEPTS & CLINICAL PRACTICE I (3-9-6)**

This course covers application of critical thinking skills and nursing concepts in the care of adult clients with selected health problems in a variety of settings.

**Prerequisites:** NUR 160, NUR 163, NUR 170, BIO 210, MAT 110, PSY 201

**Co-requisites:** BIO 211, PHM 115, \*NUR 263 (\*Spring Admission, Fall Semester)

**NUR 263 - NURSING ACROSS THE LIFESPAN II (2-6-4)**

This course is a study of basic concepts utilizing the nursing process and critical thinking skills in the care of women, child-bearing families, children and adolescents with acute and chronic health problems. Normal aspects of care and growth and development are covered in this course

**Prerequisites:** NUR 160, NUR 163, NUR 170, PHM 115, BIO 211, \*NUR 165 (\*Spring Admission)

**Co-requisites:** BIO 211, PHM 115, NUR 165, \*NUR 265 (\*Spring Admission, Fall Semester)

**NUR 264 - NURSING ACROSS THE LIFESPAN III****(2-6-4)**

This course is a study of advanced concepts utilizing the nursing process and critical thinking skills in the care of high-risk women, child-bearing families, children and adolescents with acute and chronic health problems. This course includes the study of complex aspects of care and growth and development.

**Prerequisites:** NUR 160, NUR 163, NUR 170, PHM 115, BIO 211, NUR 165, NUR 263, NUR 265, PSY 20, (\*NUR 201, Transition Entry)

**Co-requisites:** NUR 266, BIO 225, \*Elective/Humanities (\*Spring Admission)

**NUR 265 - NURSING CONCEPTS & CLINICAL PRACTICE II****(3-9-6)**

This course is a continuation of the application of critical thinking skills and nursing concepts in the care of the adult clients with selected health problems in a variety of settings.

**Prerequisites:** NUR 160, NUR 163, NUR 170, PHM 115, BIO 211, NUR 165, NUR 263, NUR 265, PSY 201, MAT 110 \* NUR 263 (Fall Admission)

**Co-requisites:** \*NUR 263 (Spring Admission)

**NUR 266 - NURSING CONCEPTS & CLINICAL PRACTICE III****(3-9-6)**

This course covers applications of critical thinking skills and nursing concepts in the care of adult clients with selected health problems in a variety of settings. This course includes a study of the management of small groups. Emphasis is on the management of small groups of clients with complex multi-system health problems.

**Prerequisites:** NUR 160, NUR 163, NUR 170, PHM 115, BIO 211, NUR 165, NUR 263, NUR 265, PSY 201, MAT 110, (\*NUR 201, Transition Entry)

**Co-requisites:** BIO 225, NUR 264

**NUR 267 - NURSING CONCEPTS & CLINICAL PRACTICE IV****(1-15-6)**

This course is the continuation of the application of critical thinking skills and nursing concepts in the care of clients with complex multi-system health problems in a variety of settings. This course covers concepts of leadership, management, and professional role development.

**Prerequisites:** BIO 210, BIO 211, BIO 225, MAT 110, PSY 201, ENG 101, NUR 160, NUR 163, NUR 170, NUR 165, NUR 265, NUR 263, NUR 266, NUR 264, (\*NUR 201, Transition Entry)

**Co-requisites:** NUR 267, \*Humanities/Elective (\*Spring Admission)

**NUR 201 – TRANSITION NURSING****(2-3-3)**

This course facilitates transition of the licensed practical nurse graduate to the role of the associate degree nursing student.

**Prerequisites:** BIO 210, BIO 211, MAT 110, ENG 101, PSY 201

**Co-requisites:** PHM 115

**NUR 170 – NURSING APPLICATIONS**

**(0-3-1)**

This course facilitates students' understanding and application of nursing concepts through the use of client situation discussions.

**Prerequisites: BIO 210, PSY 201, ENG 101, MAT 110**

**Co-requisites: NUR 160, NUR 163**

**PHM 115 – DRUG CLASSIFICATION I**

**(2-0-2)**

This course covers an introduction to pharmacologic classification of drugs, including generic and brand names, and a survey of actions and reactions of the major pharmacologic groups.

**Prerequisite(s): NUR 160, NUR 163, NUR 170, BIO 110, ENG 101, PSY 201, MAT 110**

**Co-requisites: NUR 165, BIO 211**

**FLORENCE-DARLINGTON TECHNICAL COLLEGE  
ESTIMATED EXPENSES**

I. Malpractice Insurance (\$2/semester)		\$ 10.00
II. Testing Fee (approx. \$80/semester)*		\$400.00
	*may be reduced for semester with only one NUR course	
III. Uniforms & Supplies:	Watch with Second Hand	\$ 40.00
	Shoes	\$ 90.00
	Stethoscope (Littman)	\$ 60.00
	Uniforms	\$300.00
IV. Graduation Expenses:	Application Fee	\$ 25.00
	<b>Nursing Pins:</b>	
	Sterling Silver (approx.)	\$ 85.00
	Gold-filled (approx.)	\$130.00
	10 K (approx.)	\$350.00
V. Licensure:	*NCLEX-RN Registration (approx.)	\$245.00
	*SC Registered Nurse Licensure Application	\$ 97.00
	Passport and Graduation Photos	\$ 35.00
	Background check and fingerprinting	\$ 55.00
VI. Background/Drug screening (approx.)		\$90.00
VII. Books and Tuition vary semester by semester; loans and scholarships may assist with these fees, but usually do not cover above categories of expenses.		

**Note:** These fees are estimates and are subject to change without notice.

**Financial Information**

There are several federally funded programs that are available to students at Florence-Darlington Technical College. Descriptions of each program are included in the current college catalog.

There are several scholarships available to students, regardless of their major at Florence-Darlington Technical College. For additional information, contact the FDTC Financial Aid Office at 843-661-8085.

**Hospital Scholarships**

Area hospitals and health care agencies have information regarding scholarships available to nursing students. Check with the agency's Human Resources if interested in making application.

**Malpractice Insurance**

Students enrolled in nursing courses are required to pay a malpractice insurance fee at FDTC each semester. This fee will be paid to the Business Office at the time semester tuition is paid.

### **Graduation Application**

Students are responsible for filing a nonrefundable Application for Graduation with the Registrar's Office and paying the required fees (\$25) for the Associate Degree in Applied Science.

### **Pre-registration and Clinical Schedules for NUR Courses**

Students are pre-registered for NUR courses prior to the beginning of each semester. **Students must have a current PPD and CPR through the end of the semester applying to be able to register for the semester NUR/PHM courses.**

***\*\*\*Clinical times and days of the week may vary each semester. Students must be prepared to drive to Hartsville, Marion, Florence or Dillon for clinical assignments on weekdays, weeknights, and weekends as assigned. Clinical assignments are determined by faculty and are not subject to student preferences.***

**\*\*\*Note:** The clinical schedule is subject to change at the discretion of faculty or program needs.

### **THELMA LAIRD MEMORIAL AWARD**

The Thelma Laird Memorial Award is given to a graduating student from the, who represents the best nursing role model, and who is most admired by their classmates. The recipient of the Thelma Laird Memorial Award is determined by secret ballot vote by graduating senior students.

### **CLINICAL NURSING AWARD**

The Clinical Nursing Award is given to the outstanding bedside nurse from each graduating class of the Florence-Darlington Technical College Associate Degree Nursing Program. The purpose of this award is to recognize excellence in clinical nursing and compassion for the client. The Clinical Nursing Award was established through a generous gift to the Associate Degree Nursing Program from Dr. Sompong Kraikit, a local physician. The recipient of the Clinical Nursing Award is determined by FDTC Nursing faculty vote.

## **STUDENT NURSES' ASSOCIATION**

The purposes of the Student Nurses' Association are to contribute to nursing education at Florence-Darlington Technical College through input to faculty, to provide programs of professional interest to students, and to aid in student development as a person and professional. See Student Nurses' Association website at [www.fdcsna.com](http://www.fdcsna.com).

## **FUND RAISING**

Any organization that plans to hold a fundraising event must first complete a "Request for Fundraising Project" form that can be obtained from the Student Activities Office. After permission is cleared, the fundraiser can be planned and activated.

## **ACCREDITATION**

The Associate Degree Nursing Program is approved by the SC License and Labor Regulatory agency, State Board of Nursing and is accredited by the National League for Nursing Accrediting Commission, Inc.

### **National League for Nursing Accrediting Commission, Inc.**

3343 Peachtree Road NE, Suite 500

Atlanta, GA 30326

Telephone: 404-975-5000

Fax: 404-975-5020

[www.nlnac.org](http://www.nlnac.org)

### **South Carolina Board of Nursing**

110 Centerview Drive

Columbia, SC 29211-2367

Telephone: 803-896-4550

Fax: 803-896-4525

[www.llr.state.sc.us](http://www.llr.state.sc.us)

**FLORENCE-DARLINGTON TECHNICAL COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**

**Admission Standards**

Students who meet published admission standards are accepted into the nursing program without regard to sex, religion, race, or qualified handicaps, based on an admission selection process. A student is classified as in curriculum -nursing after he/she meets program admission standards, and is ready to begin the first NUR course.

Procedure:

1. Prior to selection of a particular Nursing class, each applicant will submit (in person) a completed nursing application to the Department of Nursing's Administrative Assistant at the Health Science Campus (HSC) Room 326 by the designated deadline for the selected nursing class.
2. The selection process will begin after the designated deadline for the selected nursing class has expired.
3. Only applicants who have turned in their application within the designated time frame for applications will be considered for the upcoming NUR 160 class. Only data available during the selection process will be considered.
4. The student's data will be reviewed by the selection committee utilizing an admission selection process.
5. Students who were not selected or missed the application window can apply for the next available nursing class without penalty.
6. Once the selection process has been completed, eligible students for the nursing class will be notified in writing. Applicants who did not make the class will also be notified of their class status in writing.

**Academic Progression**

1. A grade of "C" or better is required on all courses in the nursing curriculum. The student must have a GPA of at least a minimum of a 2.0 to be admitted/continue in the nursing curriculum.
2. A student may repeat the same NUR/ PHM course once. A withdrawal (W) in a NUR/PHM constitutes an attempt and will count as one failure/strike. Any student who makes a grade lower than "C" (or W) on three NUR/PHM courses will not be eligible to continue in the program and will not be eligible for re-entry. A student who subsequently obtains and LPN licensure may apply for admission to the LPN Transition Program.
3. Drug Dosage Calculation competency policy will be adhered to by student while in the Nursing Program. See Drug Dosage Calculation Policy.
4. To progress in the curriculum, all NUR/PHM courses in each of the previous semesters of the curriculum must be completed with a grade of "C" or better.
5. NUR courses have both a clinical and classroom component. For a student to successfully complete a NUR course; the student must pass both the theory and clinical components.

6. A student who grossly and/or continuously conducts herself/himself in the clinical setting in an unsafe and/or unethical manner, as evaluated by the Faculty, may obtain a clinical failure and be dismissed from the Associate Degree Nursing Program.
7. If a student's health status changes (including pregnancy) following admission to the program, written documentation of emotional and/or physical ability to carry out expected activities of nursing care will be required for continuation in the program.
8. The student must be able to perform clinical duties without physical, mental, and/or emotional restrictions. If a student's health status changes and the student is unable to perform expected clinical duties, the student will not be eligible to continue in the nursing course.

### **Transfer Credit for Nursing Courses**

The following will apply to any student who is seeking transfer credit for NUR/PHM courses successfully completed in another Associate Degree Nursing Program (external transfer credit) or any student who has withdrawn for non-academic reasons from FDTC's Associate Degree Nursing Program after successful completion of NUR/PHM courses:

Student applying for admission to the Associate Degree Nursing program at FDTC and requesting transfer of credits from a previous school of nursing must submit letter(s) of recommendation from the Dean or Director of the former Associate Degree Nursing Program (s) which addresses student's standing in terms of clinical and theory. **The student must be eligible for readmission to the previous Associate Degree Nursing Program.**

A student who has not been enrolled in a NUR clinical course for **2 years or greater** must complete all of the following in the sequence listed:

1. Meet all current entrance requirements for the College and the ADN Program.
2. Provide official copies of college transcript(s) for all transferable credit.
3. Provide a copy of detailed course syllabi for NUR/PHM courses successfully completed, if seeking transfer credit from another college.
4. Take the final examination in each NUR/PHM course for which the student is requesting credit beginning with NUR 160/163, achieving a grade of 76 or better. The student may take the test only one time.
5. Achieve competency in drug dosage calculation at the level of entry seeking into the program, achieving a grade of 90 or better. The student may take the test only one time.
6. Take a skills validation test achieving a grade of 76 or better. The student may take the test only one time.
7. Student will be admitted based on space availability.
8. If the student is unsuccessful in completing any of the above requirements, she/he will have to take the course to receive credit for NUR/PHM courses.

### **Re-entry for Nursing Students**

A student who has been out of NUR clinical courses for **more than one year (and is academically qualified with a 2.0 or greater GPA and no more than 2 failures/strikes in the Nursing Program)** must complete the following:

1. Meet all current entrance requirements for the College and the ADN Program.
2. Course validation testing – student must pass (76 or greater) a cumulative exam for last successful NUR/PHM course(s).

3. Take a skills validation test achieving a grade of 76 or better. The student will be given only one opportunity to achieve a satisfactory score.
4. Achieve competency in drug dosage calculation competency with a grade of 90 on first attempt.
5. Student is admitted based on space availability.
6. If the student is unsuccessful in meeting the above requirements, she/he will have to repeat the respective course(s).

### **Time Limit to Complete the Program**

A student must complete all NUR/PHM courses within **36 months**, and an LPN with advanced placement must complete all NUR/PHM courses within a total of **24 months**. When a student is aware that her/his time limit for program completion will elapse, it is the **student's responsibility** to submit a written request to the Department of Nursing (Associate Dean of Nursing). This request must include the specific extension of time necessary for program completion, and an explanation of the reason(s) necessitating the additional time. A student whose time limit has expired prior to program completion cannot be endorsed for graduation and NCLEX testing until the Department of Nursing has granted a time extension.



Florence-Darlington Technical College  
Department of Nursing  
Associate Degree Nursing Program

**Time Extension to Complete Program**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Specific Extension of Time Necessary to Complete Program:**

**Explanation of reason(s) necessitating the additional time:**

Approved: \_\_\_\_\_  
Associate Dean of Nursing Date

### **Repeating a NUR/PHM Course**

Student who is eligible to repeat a NUR/PHM course after dropping or failing the course is responsible for completing the Department of Nursing form “Request to Repeat NUR/PHM Course” after grades have been posted for the current semester. **The student may repeat a NUR/PHM course only once and must be eligible (have less than 3 failures/strikes). Eligible students will be allowed to repeat NUR/PHM courses on a space available basis with students currently in curriculum having first priority.**



**Florence-Darlington Technical College  
Department of Nursing  
Associate Degree Nursing Program**

**Request to Repeat a Nursing Course**

I, \_\_\_\_\_, request permission to delay/repeat  
NUR \_\_\_\_\_ until \_\_\_\_\_ Semester, 20\_\_\_\_. I understand that I will be  
allowed to delay/repeat the course on a space available and “first come, first serve” basis with  
students currently enrolled having first priority for seats.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

## **Health Information Portability and Accountability Act (HIPAA) Procedures**

**Prior to clinical rotation each student must complete the following HIPAA requirements:**

- 1. Read the HIPPA information on the Department of Nursing electronic system.**
- 2. Seek answers to questions regarding HIPPA information**
- 3. Complete the Semester test with a grade of 80% or better.**
- 4. The student will not be allowed into the clinical setting without completing the above requirements.**

Students will follow applicable FDTC and clinical agency policies to include HIPAA standards.

During clinical rotations each student will:

1. Adhere to HIPAA standards while in the clinical setting
2. Students are not allowed to print or photocopy any part of the client's medical record.
3. Students are not allowed to take any part of the patient's confidential information out of the agency setting.
4. Patient's confidential information is not to be included in the student's clinical paperwork.
5. **Failure to adhere to HIPAA standards will result in a clinical failure for the NUR course.**

### **Student Responsibilities regarding HIPAA and Confidentiality**

Students are to keep confidential all medical and health information pertaining to clients in compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) privacy and security standards. Minimum protected health information (PHI) will be disclosed only to perform functions necessary to the assigned clinical rotation. The facility computer system access granted to students is solely for the purposes of the assigned clinical rotation. The information access via the computer is the facility property and may not be transmitted or reused in any manner.

Students are to appropriately safeguard the protected health information of patients in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and may use and disclose the protected health information solely for education as students in the clinical role by providing patient care services as students.

Students are to keep confidential and not divulge to anyone else any of the proprietary, confidential information of the Facility. The student will not use such information except as required to provide patient care in the clinical rotations.

### **Pre Clinical Requirements**

The course Semester Test is available on the nursing course management system and is to be completed prior to going to clinical setting. The course Semester Test must be completed with a passing grade of 80% or better.

#### **Semester Test includes:**

HIPAA, Tuberculosis (TB), Bloodborne Pathogens, Bioterrorism, Fire Safety, First Aid, and Precautions.

### **Drug Dosage Calculation Competency**

1. The student will have 45 minutes to complete the Drug Dosage Calculation Test.
2. The student in NUR 160/163 must earn an 80% or higher on the Drug Dosage Calculation Test within three attempts, if not, the student will receive an “F” for course grade. The student may retake the course next time offered, if eligible, but may only attempt to retake any NUR course once.
3. The student in NUR 201 must earn a 90% or higher on the Drug Dosage Calculation Test within three attempts, if not, the student will receive an “F” for course grade. The student may retake the course next time offered, if eligible, and may only attempt to retake any NUR course once.
4. The student must earn 90% or higher within three attempts in subsequent NUR courses.
5. The Drug Dosage Calculation Test and retests will be given to students in all courses, except for NUR 160 and 201, the first week of the semester.
6. The student has only three attempts to demonstrate drug dosage computation competency.
7. If the student fails third attempt at Drug Dosage Calculation Test, student must drop all clinical NUR course(s). If eligible, the student may remain in NUR 163 and PHM115 courses.
8. After first semester, a student enrolled in two NUR courses must pass one Drug Dosage Calculation Test with a 90%.
9. If the student fails to be take the Drug Dosage Calculation Test, or fails to take advantage of all three attempts, during first week of semester, the student will be dropped from all NUR clinical courses.
10. The student will not be allowed to remain in the nursing curriculum, if the student fails to achieve and maintain drug dosage calculation competency in two separate semesters, and must meet with Associate Dean to discuss options.
11. Any student, who is unsuccessful at drug dosage calculation, fails to demonstrate competency, is unable to meet course requirement and cannot progress in nursing curriculum

NUR Course	Competency Required (Number Correct)	1 <sup>st</sup> Attempt: Failure	2 <sup>nd</sup> Attempt: Failure	3 <sup>rd</sup> Attempt Failure
160	(80%) 8 of 10 items	Recommend student prior to 2 <sup>nd</sup> test: <ul style="list-style-type: none"> <li>• Review practice problems.</li> <li>• Seek assistance.</li> </ul>	Recommend student prior to 3 <sup>rd</sup> test: <ul style="list-style-type: none"> <li>• Review practice problems.</li> <li>• Seek assistance.</li> </ul>	Receives a grade of “F” in NUR 160. <b>The student cannot progress in nursing curriculum.</b> <b>If eligible, the student may take the course next time offered.</b> <b>Students may only reattempt any NUR/PHM course once.</b>
201	(90%) 9 of 10 items	Recommend student prior to 2 <sup>nd</sup> test: <ul style="list-style-type: none"> <li>• Review practice problems available on D2L nursing HOM site.</li> <li>• Seek assistance.</li> </ul>	Recommend student prior to 3 <sup>rd</sup> test: <ul style="list-style-type: none"> <li>• Review practice problems available on D2L nursing HOM site.</li> <li>• Seek assistance.</li> </ul>	Receives a grade of “F” in NUR 201. <b>The student cannot progress in nursing curriculum.</b> <b>If eligible, the student may take the course next time offered.</b> <b>Students may only reattempt any NUR/PHM course once.</b>
NUR 165/ 263/265/ 264/162/ 266/267	(90%) 9 of 10 items	Recommend student prior to 2 <sup>nd</sup> test: <ul style="list-style-type: none"> <li>• Review practice problems available on D2L nursing HOM site.</li> <li>• Seek assistance.</li> </ul>	Recommend student prior to 3 <sup>rd</sup> test: <ul style="list-style-type: none"> <li>• Review practice problems available on D2L nursing HOM site.</li> <li>• Seek assistance.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>The student cannot progress in nursing curriculum.</b></li> <li>2. <b>Student will be dropped from all clinical NUR courses.</b></li> <li>3. <b>Meet with course faculty to determine eligibility to reattempt in subsequent semester</b></li> </ol> <b>Note: all students must demonstrate competency with drug dosage calculations during first week of semester.</b> <b>Students may only reattempt any NUR/PHM course once.</b>

## **Drug Dosage Calculation Objectives:**

Semester 1: Through attainment of a score of 80% or above on the Drug Computation Competency Test the first semester student will:

1. Demonstrate ability to convert medication dosages from grams to milligrams and/or micrograms, milligrams to milliliters or teaspoons to milliliters ( 2 questions)
2. Display the ability to calculate amount of medication to be administered per day in grams, milligrams, milliliters, teaspoons or tablets. (3 questions)
3. Validate the ability to calculate the amount of medication to be administered per dose in grams, milligrams, milliliters, teaspoons or tablets. (3 questions)
4. Demonstrate the ability to calculate calories per day, milliliters per feeding or milliliters per day for tube feedings. (1 questions)
5. Calculate medication dosages from lbs to kg; reconstitute a powder vial; mixing multiple medications; and/or units of insulin per dose. (2 questions)

Semester 2: Through attainment of a score of 90% or above on the Drug Computation Competency Test the second semester student will:

1. Demonstrate ability to convert medication dosages from grams to milligrams and/or micrograms, milligrams to milliliters or teaspoons to milliliters (2 questions)
2. Display the ability to calculate amount of medication to be administered per day in grams, milligrams, milliliters, teaspoons or tablets. (3 questions)
3. Validate the ability to calculate the amount of medication to be administered per dose in grams, milligrams, milliliters, teaspoons or tablets. (2 questions)
4. Demonstrate the ability to calculate calories per day, milliliters per feeding or milliliters per day for tube feedings. (1 questions)
5. Calculate medication dosages from lbs to kg; reconstitute a powder vial; mixing multiple medications; and/or units of insulin per dose. (2 questions)

Semester 3: Through attainment of a score of 90% or above on the Drug Computation Competency Test the third semester student will:

1. Demonstrate ability to convert medication dosages from grams to milligrams and/or micrograms, milligrams to milliliters or teaspoons to milliliters (1questions)
2. Display the ability to calculate amount of medication to be administered per day in grams, milligrams, milliliters, teaspoons or tablets. (3 questions)
3. Validate the ability to calculate the amount of medication to be administered per dose in grams, milligrams, milliliters, teaspoons or tablets. (2 questions)
4. Demonstrate the ability to calculate calories per day, milliliters per feeding or milliliters per day for tube feedings. (2 questions)
5. Calculate medication dosages from lbs to kg; reconstitute a powder vial; mixing multiple medications; and/or units of insulin per dose. (2 questions)

Semester 4: Through attainment of a score of 90% or above on the Drug Computation Competency Test the fourth semester student will:

1. Demonstrate ability to convert medication dosages from grams to milligrams and/or micrograms, milligrams to milliliters or teaspoons to milliliters (1 questions)
2. Display the ability to calculate amount of medication to be administered per day in grams, milligrams, milliliters, teaspoons or tablets. (2 questions)
3. Validate the ability to calculate the amount of medication to be administered per dose in grams, milligrams, milliliters, teaspoons or tablets. (2 questions)
4. Demonstrate the ability to calculate calories per day, milliliters per feeding or milliliters per day for tube feedings. (1 questions)
5. Calculate IV infusions of medications, blood or fluid in milliliters per hour, drops per minute, or milliliters per day. ( 2 questions)
6. Calculate medication dosages from lbs to kg; reconstitute a powder vial; mixing multiple medications; and/or units of insulin per dose. (2 questions)

Semester 5: Through attainment of a score of 90% or above on the Drug Computation Competency Test the fifth semester student will:

1. Demonstrate ability to convert medication dosages from grams to milligrams and/or micrograms, milligrams to milliliters or teaspoons to milliliters (1 questions)
2. Display the ability to calculate amount of medication to be administered per day in grams, milligrams, milliliters, teaspoons or tablets. (2 questions)
3. Validate the ability to calculate the amount of medication to be administered per dose in grams, milligrams, milliliters, teaspoons or tablets. (2 questions)
4. Demonstrate the ability to calculate calories per day, milliliters per feeding or milliliters per day for tube feedings. (1 questions)
5. Calculate IV infusions of medications, blood or fluid in milliliters per hour, drops per minute, or milliliters per day. (2 questions)
6. Calculate medication dosages from lbs to kg; reconstitute a powder vial; mixing multiple medications; and/or units of insulin per dose. (2 questions)

### Dismissal

Any breach in confidentiality, unprofessional behavior, misrepresentation of information or violation of the policies and regulations of the College or contractual agencies constitutes grounds for discipline and/or dismissal from the program.

### Withdrawal

Students who do not complete course requirements must **withdraw prior to the withdrawal deadline**, or they will receive a “W/F” for the course.

### Client Assessment

All client assessment, admission, transfer and/or discharge procedures completed by a student must be reviewed and co-signed at the time of completion by the licensed staff nurse responsible for that patient.

### Controlled Medications

A student is **not** to be given narcotic keys or access codes by any person in any clinical agency. A FDTC instructor (full-time/part-time) will pull the controlled substance, allow the student to administer the medication in the presence of the instructor, and ensure the student signs the medication record (the instructor will make an entry in the nursing notes to state the witnessing of the controlled substance administration. If hard copy medication record is utilized by the agency, the instructor will co-sign on the medication record with the student.

### Termination from the Associate Degree Nursing Program

A student who violates the Associate Degree Nursing Program progression policies will not be allowed to continue in the Nursing Program. The student will be referred to College Counseling Services. The counselor(s) will work with the student to determine whether the student should change to another curriculum or withdraw from the college.

### Unsafe/Unethical Student Practice in the Clinical Setting

Definition: Unethical nursing practice consists of those behaviors that fail to conform to professional standards of conduct. Unsafe nursing practice describes those behaviors that threaten or endanger the well being of the client. **For example repeated medication errors are unsafe and failure to notify faculty prior to clinical absence is unethical performance. These actions may result in clinical failure for the nursing course/s.** Student with unsafe clinical skills must meet with the Faculty Review Committee to review clinical performance.

#### Guidelines for Evaluating Unsafe/Unethical Practice

The student will practice within the:

1. Provisions of the South Carolina Nurse Practice Act
2. American Nurses' Association Code for Nurses
3. Policies and Objectives of the Department of Nursing
4. Policies and Objectives of the Health Care Agency
5. Policies and Objectives of each Nursing Course (classroom and clinical)

Policy: A student whose nursing practice/behavior is considered unsafe/unethical by her/his instructor may be required to leave the clinical setting and may be terminated from the clinical/lab practicum pending review by a Faculty Review Committee, usually within one week of the occurrence but no longer than two weeks. The student is not permitted to return to the clinical setting until the clinical issue is resolved. A clinical instructor who believes a student has demonstrated unsafe/unethical nursing practice/behavior serious enough to recommend clinical failure will present supporting evidence to the Faculty Review Committee. The committee will make recommendation(s) regarding remediation, clinical failure, and dismissal from the Associate Degree Nursing Program and/or further action. A Faculty Review may occur with one or more clinical incident reports if deemed necessary by clinical faculty. If recommendations are given, the student must satisfactorily complete all recommendations prior to returning to the clinical setting. A student who fails to satisfactorily complete the Faculty Review Committee's recommendations prior to withdrawal/dismissal from the course/program must do so prior to re-entering the nursing course/curriculum.

### **Student Drug/Background Screening Policy**

#### **Initial Drug Screening**

In order to provide competent health care workers and be in compliance with clinical agency contracts, students will be required to submit to drug/background screening prior taking Associate Degree Nursing (ADN) clinical courses. A variety of specimen collection methods for drug screening may be utilized some of which may include but are not limited to: blood, urine, hair, saliva and breath. Students are responsible for the costs involved with drug/background screening.

#### **Procedure for Testing**

The student will enter the data into the agency approved background screening company's computer data base and pay the fee. The student will then bring the receipt to the Administrative Assistant in the Department of Nursing to receive the information for obtaining the drug screen. The Department of Nursing authorized personnel will pull the student's data from the background screening company's data base. Information is kept confidential. Any student who does not submit the drug screen within the allotted time frame will not be allowed to enter into clinical courses for that semester. Any transfer student or a student out of nursing clinical courses for 6 months or more will be required to have drug/background screening prior to entering ADN clinical courses. Only drug/background screenings conducted through the college approved agency will be accepted.

#### **Positive Background Screening Findings**

Students who have positive findings on their background checks will be notified in writing by the Associate Dean of Nursing. The student is encouraged to meet with the Associate Dean of Nursing. The background information (without student names) will be sent to the agencies, who decide if the student is allowed to conduct clinical rotations at the facility. If one agency denies clinical to a student, it is considered as a denial from all other clinical agencies. In order to be eligible for graduation, the student must be able to complete all clinical rotations. The student will be notified of the agency's denial in writing by the Associate Dean of Nursing.

#### **Positive Drug Screening Findings**

It is unacceptable for students to have detectable levels of illegal drugs in their system, to be under the influence of alcohol, to have detectable levels of legal drugs which are not disclosed and/or for which no prescription can be produced. Positive findings on a drug screen or refusal of

drug screen will result in administrative withdrawal from the ADN program. Any student with a positive drug screen who desires to have the sample retested and confirmed must do so at their own expense.

### **Random Drug Screening**

Random drug screening may be required of a student at any time throughout the course of clinical study.

### **Report of Arrests and/or Criminal Charges or Convictions**

Students must report to the Associate Dean of Nursing any arrests and/or criminal charges or convictions filed subsequent to the completion of the Background Screening. Failure to report may result in dismissal from the clinical rotation program.

### **Reapplication after Removal from Program of Study**

Students removed from the ADN program for drug related issues may not reapply to any FDTC Nursing Program for 12 months and must provide documentation of substance abuse rehabilitation. The clinical agency will review all adverse findings and determine whether or not the findings disqualify the student from clinical practice. Should a student be disqualified from clinical practice in a clinical agency, the student must meet with the Associate Dean of Nursing to review potential options. If one agency denies clinical to a student, it is considered as a denial from all other clinical agencies. In order to be eligible for graduation, the student must be able to complete all clinical rotations.

### **Violation/Suspected Violations of Alcohol/Drug Policies**

No student under the influence of alcohol or impaired in any way will be allowed to attend class, clinical, lab or to remain on campus. Violations/suspected violations will be reported to the Registrar and to the proper law enforcement officials. The Associate Degree Nursing Program will adhere to the College Policy on Alcohol and Drug Use in the College Handbook. The Associate Degree Nursing Program policies require testing for any substance if there is reasonable evidence to suspect that a student in a clinical setting is impaired. Reasons to suspect violations of the Alcohol/Drug policy include but are not limited to:

1. Noticeable change in behavior and/or
2. Slurred speech and/or
3. Smell of ethanol on breath
4. Possession or observance of drug or alcohol use

Violations/suspected violations will be handled according to the clinical agency's and/or the school's Associate Degree Nursing Program policies and procedures. In the absence of an appropriate clinical agency policy requiring a blood test for suspected violations of the Alcohol/Drug Policy, a clinical instructor who has reasonable evidence to suspect a policy violation will request that the student submit to the appropriate test. The student will be responsible for any expenses incurred in complying with agency/school requirements. Refusal to comply with or evidence of violation of the clinical agency's and/or the school's nursing policies and procedures will result in the student being required to leave clinical and may result in disciplinary action including, but not limited to, failure of the course and termination from the nursing curriculum.

## Legal Limits for the Practice of Professional Nursing by Student Nurses

The South Carolina Nurse Practice Act authorizes the student nurse officially enrolled in an approved school of nursing to practice those professional nursing competencies identified and gained in each nursing content course under the direct supervision of the assigned clinical instructor. Practicing these professional nursing competencies while employed in other settings is a violation of the South Carolina Nurse Practice Act Laws Governing Nursing in South Carolina and is subject to provisions of that act.

Any student who uses the abbreviation of “SN” student on any card, sign or device to indicate that she/he is a student nurse in a clinical setting other than nursing course assignments at FDTC, will be subject to the Associate Degree Nursing Program’s Unsafe/Unethical Practice Policy.

### IV Policy

Students officially enrolled in the Associate Degree Nursing Program at Florence-Darlington Technical College may perform procedures and administer certain ordered intravenous treatments according to the departmental and respective clinical agency policies. Prior to performing any IV procedures/treatments the student will complete appropriate course content and demonstrate competency in theory and clinical skills.

- I. Students officially enrolled in NUR 165 may perform the following procedures/treatments when the instructor is present:
  1. Monitor peripheral and central venous access sites [subclavian, jugular, femoral, and peripherally inserted central catheter (PICC),] lines, and devices.
  2. Monitor flow rates for IV fluids (without medication) administered via peripheral sites and central venous access sites (subclavian, jugular, femoral, and PICC) manually and with infusion pumps.
  3. Monitor IV intake when IV is infusing by gravity or with an infusion pump with peripheral and central venous sites (subclavian, jugular, femoral, and PICC).
  4. Monitor patient-controlled-analgesia (PCA) and Epidural Therapy.
  
- II. Students officially enrolled in NUR 265 may perform the following procedures/treatments (**in addition to IV skills of the previous semesters**) when the instructor/designated RN is present:
  1. Maintain and monitor intravenous therapy lines/devices and electronic infusion pumps.
  2. Monitor PCA and Epidural Therapy.
  
- III. Students officially enrolled in NUR 266 and NUR 267 may perform the following procedures and administer ordered treatments via peripheral and central venous access lines/devices (**in addition to previous IV skills of previous semesters**) when their instructor/designated RN is present:
  1. Initiate peripheral IV lines.
  2. Maintain and monitor electronic infusion pumps for central venous (subclavian, jugular) lines.
  3. Maintain and monitor total nutrient admixture (TNA), total parenteral nutrition (TPN), or peripheral parenteral nutrition (PPN) via **EXISTING** central venous access (subclavian, jugular, PICC) lines/devices and electronic infusion pumps.

4. Initiate, maintain, monitor, and discontinue intravenous fluids via **EXISTING** central venous access (subclavian or jugular) lines and peripheral IV lines.
5. Initiate, maintain, monitor and discontinue fluids with medication added or “piggy back” medications if mixed by a registered nurse (RN), licensed pharmacist, or licensed physician (or if medication is attached to the piggy back and needs reconstituting) by **EXISTING** central venous access (subclavian and jugular only) lines/devices and peripheral lines.
6. Administer saline flushes by peripheral venous access lines/devices. A “flush” is performed to ensure and maintain cannula patency or prevent the mixing of medication/solution, which are incompatible with one another.
7. Administer heparin and/or saline flushes to central venous access (subclavian and jugular only) devices/lines. A “flush” is performed to ensure and maintain cannula patency or prevent the mixing of medications/solutions, which are incompatible with one another.
8. Maintain and monitor electronic infusion pumps for implantable vascular access lines.
9. Obtain, maintain and monitor intravenous fluids, TPN, PPN, and fluids with medication added or “piggyback” medications if mixed by an RN, licensed pharmacist, or licensed physician (or if medication is attached to the piggy back and needs reconstituting) to lines accessing **EXISTING** implantable vascular access devices.
10. Monitor PCA and Epidural therapy.

IV. Students officially enrolled in NUR 263 and NUR 162 may perform the following procedures and treatments with the instructor/designated RN is present:

1. Monitor IV site and verify flow rates of intravenous fluids.

V. Students officially enrolled in NUR 264 may perform the following procedures and treatments with the instructor/designated RN is present:

1. Monitor flow rates for IV fluids (without medication) administered via peripheral sites.
2. Obtain IV intake when an IV is infusing by gravity or with an infusion pump.
3. Maintain, monitor, and discontinue peripheral intravenous therapy lines/devices and electronic infusion pumps.
4. Administer saline flushes by peripheral venous lines/devices. A “flush” is performed to ensure and maintain cannula patency or prevent the mixing of medication/solutions, which are incompatible with one another.
5. Monitor PCA therapy.

Students **MAY NOT** perform the following Intravenous Procedures/Therapies at any time prior to graduation:

1. Initiate the administration of blood or blood products, i.e. platelets, albumin, plasmanate and/or chemotherapy.
2. Initiate IV “bolus” or “push” medication.
3. Initiate, maintain, and discontinue PCA therapy.
4. Initiate, maintain, or discontinue intraspinal (intrathecal) infusions.
5. Initiate or terminate access to implantable vascular access devices.
6. Declot implantable vascular access devices lines.
7. Obtain blood samples from central venous lines or implantable vascular access devices/lines.

8. Neither mix IV medication or IV fluids nor add medication to IV fluids (to include medication that is to be added to piggybacks that is not attached directly to the piggyback to be reconstituted).
9. Piggy back IV medication less than 100 ml in volume.

### **Licensed Practical Nurses (LPN's) as Students**

During the curriculum clinicals, students who are licensed as LPN's function in the student role and perform according to the clinical expectations of the respective course.

### **Gifts**

State Ethics Laws prohibit State Employees from accepting anything of monetary value from anyone who might benefit from their services.

### **Student with Disability**

It is the student's responsibility to make any disability known to the Program Access Committee located in the Career Services and Counseling Office, Room 111.

### **Student with Disciplined Physical, Psychiatric or Substance Abuse**

Any student with a physical, psychiatric or substance abuse disorder that has resulted in disciplinary action by an employer or school must report the disorder on the Health and Sciences Division admission physical and on the application to the SC LLR - Board of Nursing for practical and registered nurse licensure.

### **Background Reports and Prior Convictions**

Prior to beginning clinical in NUR 160, the Department of Nursing will request a Background report on each student. A student convicted of any crime (except minor traffic violation) may **not** be authorized to apply to take the NCLEX-RN Exam by the SCLLR - Board of Nursing, even if she/he successfully completes the Nursing curriculum. Background reports are kept in the Department of Nursing. Students who have "arrest" or "convicted" documented on the Background report will meet with the Associate Dean of Nursing to discuss application for licensure prior to third semester. If student's Background record shows convictions, the student may have to drop the NUR course whenever the clinical agency will not allow student to do client care.

### **NCLEX Preparation/ Standardized tests**

During the curriculum, students are given comprehensive standardized tests. Standardized tests may be given to assist in both the evaluation of individual student progress and overall program effectiveness and to support student success. The course instructor(s) will designate testing dates and arrange for availability of testing materials.

**ATI Testing Policy:**

ATI testing, both practice and proctored will occur consistently throughout the Associate Degree Nursing (ADN) Program and Practical Nursing (PN) Program.

**Procedure:**

1. The practice ATI testing will be available in every course. Completion of practice testing with written proof of 76% or greater will be handed in to the course instructor before the end of the semester. If practice testing is not completed before the end of the semester, the student will receive a grade of incomplete for the course.
2. The proctored ATI testing is required in specified courses in both the ADN and PN Programs.
  - a. The student is expected to achieve a Level Two on each proctored ATI test.
  - b. On the comprehensive predictor exams the student is expected to achieve a national mean score instead of Level Two.
  - c. If a student does not make a Level Two or national mean on the proctored ATI test, the student is to review the missed content from the test and write a summary of the content for each question missed. This is to be handed in to the instructor by the final exam, If the written review of the test questions missed on the proctored ATI test is not received by the final exam, the student will receive an Incomplete for the course.
  - d. Students achieving a Level Two on proctored tests or national mean on the comprehensive predictor exam will receive two additional points added to the lowest unit test grade for that course. If the student is taking two or more proctored tests per course, only one two additional points can be added to the lowest unit test grade for that course.
  - e. Students with accommodations per college documentation will have extended testing time.

**NOTE: ATI testing Table:**

<b>ADN Program</b>	<b>Type of testing</b>	<b>PN Program</b>	<b>Type of Testing</b>
<b>NUR 160</b>	<b>Practice/Proctored</b>	<b>PNR 110</b>	<b>Practice/Proctored</b>
<b>PHM 115</b>	<b>Practice/Proctored</b>	<b>PNR 182</b>	<b>Practice/Proctored</b>
<b>NUR 201 Fund &amp; Pharm</b>	<b>Practice/Proctored</b>	<b>PNR 140</b>	<b>Practice/Proctored</b>
<b>NUR 264</b>	<b>Practice/Proctored</b>	<b>PNR 155</b>	<b>Practice/Proctored</b>
<b>NUR 265</b>	<b>Practice/Proctored</b>	<b>PNR 170</b>	<b>Practice/Proctored</b>
<b>NUR 266</b>	<b>Practice/Proctored</b>	<b>PNR 120</b>	<b>Practice</b>
<b>NUR 162</b>	<b>Practice/Proctored</b>	<b>PNR 130</b>	<b>Practice</b>
<b>NUR 267</b>	<b>Practice/Proctored</b>		
<b>NUR 163</b>	<b>Practice</b>		
<b>NUR 170</b>	<b>Practice</b>		
<b>NUR 165</b>	<b>Practice</b>		
<b>NUR 263</b>	<b>Practice</b>		

## Attendance Policy

Then Department of Nursing will adhere to the attendance policy as stated in the College Catalog. Exceptions to the policy can be made only by the Associate Vice President for Health and Sciences Division.

### Attendance Policy

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1. **Classroom** - Student is expected to attend **100%** of classroom hours. In the event of illness, death of a family member, or unpreventable circumstance, **10%** of the classroom hours will be recognized as legitimate absence. If additional absences occur, the student will be subject to a failing grade or withdrawal from the course for excessive absenteeism. Three (3) tardies will equal one (1) absence for the course. A student who misses thirty (30) minutes or more of class will be counted absent for that class session. **Students are to notify the course instructor prior to class if unable to attend a scheduled class.**
2. **Clinical** – Student is **required** to attend **100%** of stated clinical hours in each Nursing course. If the student **misses 10%** of the required clinical rotation hours, the student will make up the hours as scheduled by course faculty. Students who do not complete the required make-up hours will receive a clinical failure for the course. A student will be considered tardy if he/she arrives after the designated clinical starting time and will be required to make up this time. If a student is 15 minutes or more tardy, the student may be sent home. Three (3) tardies will equal one (1) absence for the course. Make-up clinical must be completed before entry into the next NURSING course. Students must notify the instructor prior to clinical absences. **The failure to communicate directly with the instructor prior to clinical absence will be considered unethical performance and will result in clinical failure.**

**Agency clinical name badges are to be returned to the designated agency person on the student's last clinical day by the student.**

\*\*\*\*\*Students are not to leave the agency until the clinical day is completed. Students are to bring their lunch if the agency does not provide meals for purchase.

3. **Clinical Makeup** - The opportunity for a one time clinical make up is for the student who has followed policy. This student is expected to make up the missed clinical day as scheduled by the course faculty. A student who does not complete make up clinical as scheduled will receive a clinical failure.
4. **Testing Attendance** – One make-up unit test is allowed per course calendar. The makeup test is scheduled per course calendar. If the make-up test is not taken per policy a grade of zero will be posted. Only one make-up test per course per semester. If student misses more than one (1) test, a grade of zero (0) will be posted for each additional missed test. Students who

have clinical prior to class on the same day and does not attend the clinical, the student will not be allowed to take the unit test if given on that day and will have to take a make-up test.

5. **Recuperation Period Following Illness, Injury, Medical Treatment** A nursing student undergoing any treatment/procedure requiring a recuperation period must bring a written release from his/her health care provider stating the date they may safely resume both classroom and clinical activities and satisfy course objectives.
  
6. **Pregnant Nursing Students** - A pregnant student must bring a written statement from her Obstetrician/Primary Health Care Provider before registration or upon confirmation of pregnancy each semester stating, "The nursing student has no restrictions regarding the ability to perform clinical responsibilities." Also, the pregnant student must meet the affiliating clinical agencies' job performance standards for a nurse. It is the student's responsibility to ensure her safety and the safety of her unborn child. In order to resume her clinical activities before the usual six (6) weeks after delivery, the student must bring a written release without restrictions from her Obstetrician/Primary Health Care Provider.



All due dates (includes time and place) for written and oral assignments will be given to student in writing. If these assignments are not turned in to the faculty member or her/his designee by the stated date, time and place, the student will receive an Incomplete.

### **Posting of Grades**

Posting of grades is determined by faculty members in each Nursing class. Please do not call faculty members or the Departmental Administrative Assistant, and please do not wait outside the Department of Nursing for test or course grades. Check on electronic course system for grades.

### **Rounding of Grades**

Final grades for all Nursing courses will require 76 for a passing grade. There will be no rounding of any nursing test grade.

### **Testing Procedure**

1. Students may attend a pre-exam review as scheduled by the faculty member.
2. Students are to arrive on exam day 15 (fifteen minutes) early and are to wait outside of the classroom. Lockers on second floor are available for students to place their belongings during an exam. Faculty members are not responsible for belongings left in the classroom during testing. No personal items can be taken to computerized testing areas.
3. Students will enter the classroom upon faculty member's direction using the designated door for entry to the exam area. The student will be seated as directed by faculty.
4. Once the student enters the exam area, no talking is allowed.
5. No electronic devices are allowed during the exam. The student may have pencils and/or markers. No hats are to be worn during the exam.
6. When taking a paper and pencil test:
  - a. The exam booklet is to remain face down on the desk until the faculty member directs the student to turn it over.
  - b. The faculty member will ask the students to turn over their exam booklet and complete the scantron information only. If there is data related to the test items, the faculty member will state it at this time.
  - c. The exam booklet will contain: an exam, a scantron sheet, an Item Feedback/Answer Sheet, and a cover sheet.
  - d. Once all students have completed the scantron, the faculty member will give directions for everyone to begin the exam.
  - e. All student answers are to be placed on the scantron. The student is to monitor the time during the exam to ensure completion of the exam and the scantron is completed prior to exam end time being called. **Only the scantron will be graded.**
  - f. Upon completion of the exam, the student will place the scantron and cover sheet in the exam and turn it face down on the desk. The student will raise their hand to signal the faculty member of the completion of the exam.

- g. When the faculty member gives the direction the student will be allowed to come to a test review station for an individual test review.
  - h. The student will move to the designated test review station and will have three minutes/unit test or six minutes/final to review a test keyed with the right answers etc. The student will need to bring to the test review area the Item Feedback/Answer Sheet. No talking is allowed during this process.
  - i. The yellow cover sheet is to be used by all students to cover their answers during the exam.
  - j. The green Item Feedback/Answer Sheet can be used by students to record their answers and questions for their individual exam review. It can also be used for students to provide feedback on items perceived to be problematic.
  - k. Once time is completed, the student gives the Item Feedback/Answer Sheet to the faculty member and exits the room.
7. When taking an LXR test:
- a. Students are to sign in upon entering the testing area. FDTC ID or Drivers License is required. Student is allowed to bring a pencil and student ID into the testing area.
  - b. Proctor will provide instructions for program navigation and exam submission.
  - c. Each student is given one blank sheet of paper to be turned in at the end of the exam.
  - d. Each student will log onto the computer using their student ID number. If a student is unable to log on to the computer using their ID, the student will be unable to take exam and will be scheduled for the make-up exam. (See make-up exam policy.) The student is expected to seek college assistance in obtaining a college student computer access.
  - e. While in the testing area, the student is only permitted to open the designated testing program. No other internet sites/programs are allowed. **Violators will be asked to close the computer down and exit the testing area.**
  - f. Once logged on the computer, the student will type the following address in the address bar: acadhsc This will take the student to the LXR testing screen
  - g. Instruct the student to click on take a test.
  - h. The student will then select their course number.
  - i. The student will then select the exam for testing.
  - j. The student will type in their A number without the A.
  - k. The instructor will go to each student computer and type in the specific password for the exam. The password is not to be shared with the student at any time.
  - l. During the exam the proctor will continually monitor the students.
  - m. If a student exam is interrupted with a computer error message, the proctor is to provide the student with a paper/pencil exam to complete, at which time the student will restart the exam with the original designated time allowance. The instructor will document the student A number along with the exact error message that appeared on the screen.
  - n. The student will be instructed to raise their hand to notify the proctor that they have completed the exam.

- o. The student will be given three minutes to review the feedback.
    - a. When the student has completed the feedback process, they are instructed to log off the computer, turn the computer screen off, and push the chair in at their desk
- 8. No student will be allowed to enter the exam area once the exam process has begun.
- 9. Time limit for exams are as follows: Fifty (50) item test – One (1) hour; One hundred (100) item test- two (2) hours.
- 10. Students are to leave the hallway around the exam area and return to the classroom at the designated time. Students must not block the hallway.
- 11. No student will be allowed to reenter the exam area once exited.
- 12. The faculty member will direct students when to return to the classroom.
- 13. Students with testing accommodations will be addressed per college policy.
- 14. Students may send faculty any documented alternative answers from assigned texts for the course on electronic course system within two (2) business days from the exam date with the exception of the final exam. Students need to send their concerns the day of the final exam. Faculty will respond to the concerns via electronic course system regarding the receipt of the concern. No other discussion of test items will be posted in electronic course system or discussed.
- 15. Grades will be posted only on electronic course system by the end of five (5) business days post the exam when possible. Final exam grades are posted by college policy.
- 16. The next scheduled class meeting, approximately ten (10) minutes of class time will be spent clarifying or reinforcing concepts with low statistics.
- 17. Students who fail the exam are encouraged to seek an individual test review with the faculty member to include discussion of concepts missed only without reading the questions verbatim. Once the next exam is given, no further review of previous test is allowed.

**Nursing Course Grade Calculations:**  
(excludes NUR 170, NUR 201, NUR 266)

**Course Grading**

Unit Test I	15%
Unit Test II	15%
Unit Test III	15%
Unit Test IV	15%
Final Exam	30%
Quizzes	<u>10%</u>
Total	100%

**Quizzes:** Quizzes account for 10% of the total course grade. Quiz dates are identified in the weekly schedule and are developed from specified readings from the indicated textbook or other designated assignments. The lowest quiz grade will be dropped at the end of the semester and the remaining quiz grades will be averaged for this component of the course grade.

Scheduled quizzes may be administered at any point during the class. Students may not enter the classroom once the quiz has begun. **Students not present when the quiz is given, will receive a zero for that quiz.** There are **no make-ups** for course quizzes.

**Grading Scale**

92 - 100	<u>A</u>	84 – 91	<u>B</u>		
76 - 83	<u>C</u>	67 – 75	<u>D</u>	66 - below	<u>F</u>

To achieve the letter grade indicated, the student must **achieve the numerical score without rounding.** There will be **no rounding** of grades to include the final course grade.

**Course Management System**

Desire2Learn (D2L) is the course management system for the Department of Nursing.

**Resources**

Books, audio-visual, and on-line resources are available in the Nursing Resource Center, Simulation Lab, Nursing electronic system, and Library in the Health Science Building. Computers are located in the nursing computer lab and computer labs throughout the Health Science Building, and on the main campus in Room 7111.

## **Student Internet Usage**

It is important to remember that information posted on YouTube, Facebook, MySpace, Twitter, etc. is available to everyone in the world who has internet access, including FDTC faculty and staff as well as potential employers. Students are urged to take this into consideration when posting on these or other internet networks. The best postings adhere to appropriate internet etiquette and portray a professional network identity.

## **Acceptable Usage of Computer Resources**

### **FDTC Procedure- 54-05 Acceptable Use of Computer Resources (The following is a partial extraction of the above FDTC policy.)**

**Unauthorized Access-** (1) any attempt to gain access to another user's password (2) any attempt to gain access to another user's programs, account, personal information without the user's permission, unless access is needed for authorized college business purposes.

**Philosophy-** First and foremost, the Internet for FDTC is a business tool, provided to you at significant cost. That means we expect you to use your Internet access only for business-related purposes.

**Responsibility-** The use of FDTC computer resources by students is a privilege. It is the responsibility of each student to comply with this procedure. Failure to follow this procedure will result in appropriate disciplinary action and may lead to limited or total restriction of the use of computer resources. Users are responsible for safeguarding assigned passwords and for using them only for their intended purposes. Users are responsible to not share their passwords with any other individual. The only exception is when a member of IRM needs a user's password to work on his or her account. The user must immediately change his or her password as soon as the work has been completed.

**Appropriate Use-** Computer resources are provided for the use of the College's students. Appropriate use by student includes instruction, study.

**Downloads-** Students may not load any software on FDTC computers.

**Electronic Email-** Electronic email is not to be used for personal use or gain.

**Game playing-** Unauthorized playing or downloading of games on FDTC computer resources is prohibited.

**Pornography-** The display of any kind of sexually explicit image or document on any FDTC computer is a violation of our policy on sexual harassment.

### **Professional Dress Code**

Professional dress refers to the wearing of any part of the uniform, full uniform or lab coat.

### **Student Dress for Clinical**

1. Student must wear the approved Florence-Darlington Technical College Student Uniform.
2. Female students must wear the dress or pants uniform whenever functioning in the student role. The hem of the uniform dress should be no higher than the top of the knee. Standard white hose are to be worn with the dress. White knee high stockings or plain white socks are to be worn with the pants uniform. Footies or ankle socks are not allowed.
3. Approved FDTC blue scrubs must be worn in specialty courses; Pediatrics or OB where faculty designate as course requirement. White lab coat is to be worn over scrubs.
4. Undergarments (color or design) should NOT be visible.
5. Nursing caps are optional.
6. On the day of care, the student can wear a plain white scrub jacket with a FDTC logo tag for warmth.
7. Lab coat or scrub jacket is to be worn to clinical when required by clinical agency.
8. Solid white Nursing leather shoes or Nursing leather athletic shoes must be in good repair and kept clean and polished at all times. All shoes must have no higher than a 1" heel and enclosed heel and toe.
9. Females students may wear one pair of small, ball-shaped pierced earrings may be worn in the lowest part of the ear lobe (one per ear) if they are pearl, silver or gold colored. A plain wedding band may be worn. No other visible adornment is allowed. Male students may wear a plain wedding band with no other adornments.
10. On the day of nursing care, the female students' hair must be well-groomed and secured off of the collar. Only white, metal, or tortoise-shell colored clips are to be used to secure the hair neatly off the collar. No additional hair ornaments are allowed. No ornate hairstyle allowed. No unusual hair colors (green, pink, blue, red, etc...) are permitted.
11. On the day of nursing care, the male students' hair must be no longer than collar level. Male students must be clean shaven and/or have neatly groomed mustache/beard. Facial hair must be with proper seal of mask.
12. A non-decorative watch with a second hand is required.
13. Fingernails must NOT extend beyond fingertips. Acrylic nails or nail polish are NOT allowed.
14. Neck and ankle jewelry are NOT allowed.
15. Suitable dress with a lab coat (NOT a short scrub jacket) is required to be worn in psychiatric and in alternative clinical settings. Denim, sweatshirts, shorts of any kind, revealing blouses/clothing, sandals or other open-toed shoes, or other inappropriate dress is NOT allowed when functioning in the student role.
16. NO visible tattoos or body piercing jewelry.
17. Student is NOT allowed to have electronic paging devices and/or cell phones in lab/clinical settings.
18. Students who do not adhere to these policies will be sent home from clinical and will be considered absent for that clinical day.
19. Students should adhere to dress code at all times when in clinical areas for student rotations, medical record assignments or workshops.
20. Student should wear apparel labeled specific to FDTC Nursing only when functioning in the student role.
21. Students are required to abide by the Department of Nursing and the Facility policies and procedures, including but not limited to wearing the appropriate name tags in accordance with the "Lewis Blackmon Patient Safety Act of 2005"
22. Professional dress includes a nice dress or skirt (knee level) or pants or slacks. Denim, sweatshirts, shorts of any kind, revealing blouses/clothing, sandals or other open-toed shoes,

or other inappropriate dress is NOT professional dress. Modest jewelry and make-up are allowed.

**Nursing Resource Center Statement**  
**Revised 7/30/08**

**The Nursing Resource Center Mission:**

To reduce the attrition rate of nursing students and increase the passing rate of NCLEX applicants by providing an improvement program as needed by students and providing support for those students who need to focus on a specific area of concern.

**Nursing Resource Center:**

Located in the Health Science Campus building, room 161, the Nursing Resource Center combines computer assisted instruction with test taking for all nursing students. A student will follow a schedule of requirements and work individually on a computer. Each student will be able to review course content on CD-ROMs or DVDs; practice NCLEX-style questions; watch clinical scenarios on CD-ROMs, DVDs; work math problems; and make-up tests all on the computer.

**HOURS OF OPERATION:**

Normal	Monday - Friday: 8:00 AM - 4:30 PM
Summer	Monday - Thursday 8:00 AM - 5:30 PM
	Friday 8:00 AM - 11:30 AM
	Closed daily: 1:00 PM- 2:00 PM

(Changes in the regular schedule will be posted)

**Nursing Resource Center Test Taking:**

**A). Test**

1. Student should make a test appointment.
2. If the student chooses not to take a specific test, the student forfeits the right to take that test.
3. **It is strongly encouraged that students use the resources of the Nursing Resource Center.**

**B). Make-up Test**

1. Only one make-up test per course per semester.
2. Any make-up test will be as designated by course faculty

### **Appointment and Testing Procedure:**

1. Students must show a photo ID (FDTC ID or driver's license) to make a test appointment.
2. Students must show a photo ID (FDTC ID or driver's license) and have the appointment slip to take a test.
3. Student may not use his/her own scratch paper for tests taken in the Nursing Resource Center. Test paper will be provided by the Nursing Resource Center faculty/staff. Scratch paper must be returned to the faculty/staff at the end of the test.
4. No assistance is to be given during tests.
5. **No cell phones or other electronic devices are allowed during testing. Hats are to be removed for testing.**
6. Students are not allowed to leave the room during a test.

### **Conduct in the Nursing Resource Center:**

1. Students must bring a photo ID (FDTC ID or driver's license) in order to attend the Nursing Resource Center at any time.
2. Anyone caught using another student's ID will be charged with academic misconduct.
3. Students must practice "volume control" while in the Nursing Resource Center.
4. Head phones are available for listening to programs on the computer.
5. The Nursing Resource staff will call security if necessary in order to deal with unsuitable behavior.

### **USE OF CD-ROMs and DVDs:**

1. CD-ROMs and DVDs can only be used in the Nursing Resource Center and may not be taken or checked out of the Nursing Resource Center.
2. Headphones are to be used when listening to programs.

## Nursing Mentor

The Nursing Mentor is an RN who has successfully completed the ADN program with the college. The nurse mentor is a resource for beginning nursing students, but can offer assistance to any student in the Nursing Program. As an alumni of the program the mentor has insights on the challenges nursing students face.

**The mission of the successful nursing mentor is to support the needs and aspirations of the nursing students and to encourage them to accept and overcome the challenges and difficulties they face while successfully completing the Nursing Program.**

The nursing mentor functions in the following roles:

**Guide:** As a guide, the mentor assists the students with study skills and academic preparation to help them to remain in good standing academically.

**Advisor:** As an advisor the mentor provides a trusting, respectful environment to allow the student to voice concerns and assists them appropriately.

**Motivator:** As a motivator, the mentor encourages a positive attitude in the student body. Pursuing a nursing degree is an ambitious goal. The mentor provides encouragement, support, and a positive feedback to help keep students focused.

**Role model:** As a role model, the mentor is an example of the values, ethics, and professionalism that students should begin to display while in the program to prepare them to perform in the role of the Licensed Practical Nurse and the Registered Nurse.

**Facilitator:** As a facilitator, the mentor assists the student in communications with faculty, financial aid, and community resource programs which may offer services that benefit the student while in the program. Student concerns and suggestions are communicated to faculty to assist the program to provide and progressive learning environment.

## **Nursing Simulation Lab**

### **The case simulation mission statement:**

To provide realistic client care scenarios for nursing students at all phases of the curriculum which encourage the development of caring, communication, teaching/learning, professional behavior and critical thinking skills while increasing clinical competency in a wide variety of client care situations.

### **Simulation Lab:**

Located on the second floor of the Health Sciences building, the Simulation Lab provides a variety of life-like models for all nursing students. Each student will be assigned simulation exercise(s) in each clinical nursing course. Students will also have the opportunity to reinforce previously learned clinical skills and increase clinical competency in areas identified by the clinical Instructor.

### **Simulation Lab policies:**

1. The student will be assigned scenario(s) in each clinical Nursing course.
2. Participation in the assigned scenario(s) is a course requirement. The student who fails to participate in the scenario(s) will receive a grade of incomplete for the course.
3. The student will sign up for a time to participate in the assigned scenario(s) per course instructor instructions.
4. The student will participate in assigned scenario(s) under direct supervision of a faculty member or assigned personnel.
5. The student will notify course instructor prior to an absence.
6. If the student misses a scheduled appointment a make-up time may be scheduled at the discretion of the course instructor.

### **Simulation Lab rules:**

1. No food or drink is allowed in the Simulation Lab.
2. No ink pens or pencils are allowed in the Simulation Lab.
3. Backpacks, totes, purses, etc are not allowed in the Simulation Lab.
4. Cameras, cell phones or any other electronic device are not allowed in the Simulation Lab.
5. The student will wear gloves when performing client care.
6. Use of the simulation lab is by appointment only.
7. The student will be under the supervision of the instructor or assigned personnel at all times.
8. The student will conduct themselves in a professional manner (i.e. no horseplay, children, friends, spouses, or profanity is allowed in the lab).
9. The student will wear his/her student ID while in the Simulation Lab.
10. The student will sign in when arriving to the simulation lab and out when leaving.
11. The student will clean up and put away supplies etc.
12. Nothing is to be removed from the Simulation Lab room.

### **Simulation Lab procedure for assigned scenario(s)**

1. The instructor for each clinical course decide:
  - a. the choice of scenario(s).
  - b. the schedule for running of the scenarios with students.
  - c. necessary supplies for the scenarios.
2. The students will sign up for a time to participate in the assigned scenario on a form provided.

3. The Instructor will provide the assigned personnel with a copy of the schedule and scenario data if available to assist.
4. The course instructor will set up for the scenario (assigned personnel if available).
5. The instructor will run the desired scenario with the student.
6. Upon completion of the scenario, the student(s) will clean up the lab, put away supplies, etc.
7. When the instructor has finished running the simulations for the day, the instructor will make sure that the lab room is neat, clean, and the door locked

## **Student Responsibilities**

### **Student Address/Telephone Number Changes**

Student is responsible for notifying the Department of Nursing Administrative Assistant of address and telephone number changes.

### **Phone Calls, Cell Phones, Beepers**

Making and/or receiving non-emergency phone calls during clinical is considered unethical practice. Phone calls from family or friends are not allowed when classes are in session. **No cell phones, beepers, or other electronic devices** are allowed in class or clinical. Emergency calls to a student during clinical time must be directed to the student's Clinical Instructor. Emergency calls to a student on campus must be directed to the Registrar's Office.

### **Policy on Bad Weather**

If FDTC is closed, clinical is automatically cancelled. If FDTC is open but county schools are closed where the student resides, the student may be excused from clinical, but the instructor must be notified.

### **Smoking in Clinical Area**

Smoking during clinical experience will be in accordance with the agency's policy.

### **Gum, Tobacco (Chewing, Smokeless, Snuff)**

Chewing gum is not allowed in the clinical area. Tobacco (chewing, smokeless, snuff) is not allowed in the classroom and/or clinical area.

### **Eating/Drinking in the Classroom**

**The Department of Nursing adheres to the FDTC policy that states that with the exception of bottled water, eating and drinking is not allowed in any classroom on campus.**

### **Children on Campus**

Florence-Darlington Technical College operates a day care center for children of its employees or students. Otherwise, children below the age of 12 are not allowed on campus, unless they are taking non-curricula courses designed specifically for them, or to use the library.

### **Recommendations/References**

Recommendations/References to potential employers from faculty to potential student/graduate employers will not be given unless a signed Student Recommendation/Permission Form is in the student's file.

## **Disruption of the Class Room Learning Environment**

Students are given sufficient breaks during the class session to allow for students' needs to be met. Students are to remain in their seats during the entire class session. The disruption of students entering and exiting the classroom during the classroom session hinders the classroom learning environment. Students who disrupt the class room learning environment will be disciplined by course faculty and/or Registrar.

## **Academic Dishonesty**

All forms of academic dishonesty including, but not limited to, cheating on tests, plagiarism, collusion, and falsification of information will be subject to disciplinary action.

Cheating is defined to include, but not limited to, the following:

1. Copying another student's work or test
2. Using unauthorized materials during a test
3. Collaborating with another during a test or on assignments
4. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part contents of a test or other work
5. Bribing another person to obtain tests or information about tests
6. Substituting for another student, or permitting another to substitute for oneself

Plagiarism is defined as the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.

1. Forgery, alteration, or misuse of college documents, records, or identification
2. Destruction of evidence with the intent to deny its presentation to the appropriate hearing or panel.

Falsification of information is defined to include, but not limited to the following:

Any proven case of academic dishonesty will result in an "F" for the assigned work or test and may result in administrative withdrawal from the course, with a grade of "F" assigned after an administrative hearing. Additional sanctions, including administrative probation or suspension, appropriate to the incidents may be imposed pursuant to the Student Code and Grievance Procedures.

## **Student Concerns**

Student concerns within the course must first be addressed with the instructor(s). If no resolution is reached, the following procedure should be implemented:

1. Fill out the Student Concern Sheet (available in Nursing Office).
2. An appointment should be scheduled with the Associate Dean of Nursing and bring the completed Student Concern Sheet to the meeting.

# **STUDENT CONCERN**

## **BRIEFING SHEET**

1. Student Name: \_\_\_\_\_
2. Current Academic Status: (How long at FDTC, GPA, and Current Standing)
3. Concern:
  
4. Departmental and or FDTC Policy:
  
5. Faculty/Department Head's Recommendation:
  
6. Associate Vice President's Recommendation:

### **PPD/X-RAY and CPR Certification**

Throughout the Nursing curriculum the following are required to be on file in the Department of Nursing Office:

1. Current PPD (yearly)
2. Chest x-ray - if PPD positive
3. Yearly completion of Tuberculosis Symptoms Checklist - if PPD positive and asymptomatic.
4. Chest x-ray must be done at any time the student develops respiratory symptoms indicative of TB (cough, weight loss, night sweats, fever).
5. Current CPR certification through the American Heart Association (Health Care Provider) or the American Red Cross (Professional Rescuer).

**Student will NOT be allowed to register for class or attend class or clinical (including orientation) if the PPD/TB Symptom Checklist and or CPR is not current through the end of the semester in which the student is registering.**

### **Student Clinical Injuries/Accidents**

Student who is injured or involved in an accident while in clinical or Field Placement must immediately report the incident to their Clinical Instructor, seek appropriate First Aid/ Medical Care and complete required health agency forms. A "First Report of Injury" form obtained from the Administrative Assistant in the Department of Nursing **must** be completed within ten days.

**FLORENCE-DARLINGTON TECHNICAL COLLEGE  
HEALTH & SCIENCES DIVISION**

**STUDENT INFORMED CONSENT on the PREVENTION and TRANSMISSION of  
TRANSMITTABLE DISEASE**

Health care students are at risk of contracting transmittable diseases during client care. Upon admission into the student's respective program, all students are required to abide by the Center of Disease Control's (CDC) Standard Precautions in order to decrease transmission of disease. It is the student's responsibility to become thoroughly familiar with CDC's Guidelines and to practice Standard Precautions in all clinical/laboratory settings. Students are required to purchase and complete the most current Standard Precaution Self-Study Guide from the Lamplighter Bookstore and comply with all Standard Precautions.

Standard Precautions may be summarized as treating all body substances; body fluids and blood of all clients as potentially infectious. Protective barriers (gloves, gowns, masks, and protective eye wear) should be used to reduce the risk of exposure to potentially infectious material. Specific precautions include, but are not limited to, the following:

1. Wear gloves when touching blood and body fluids or items soiled with blood and body fluids/substances.
3. Wash hands before and after all client contact and particularly after accidental contact with blood or body fluids/substances.
4. Use protective barriers (mask, gown, gloves, eye wear) when needed to prevent exposure to blood and body fluids/substances.
5. Change gloves between clients.
6. Refrain from all direct client care and from handling client care equipment and devices used in performing invasive procedures until the condition resolves if exudative lesions or weeping dermatitis are present.
7. Comply with current guidelines for disinfection and sterilization of reusable devices used in invasive procedures.

**Infectious diseases have the potential for hazardous effects on the developing fetus.** Pregnant students must bring a written statement from their Obstetrician/Primary Health Care Provider as soon as the student suspects/knows she is pregnant as to her ability to perform all expected functions fully, safely, and without jeopardizing the health or well-being of the student, fetus, or a hospital client. An additional statement that the student will take responsibility for her safety may be added depending on the clinical setting. In order to resume her activities before the usual six-week period after delivery, the student must bring a written release from her Obstetrician/Primary Health Care Provider.

Health & Sciences Division students who perform exposure-prone procedures should know their HIV Antibody status. Health & Sciences Division students who perform exposure-prone procedures and who do not have serologic evidence of immunity to HBV from vaccination or from previous infection should know their HbsAg status, and if that is positive, should also know their HBeAg status.

Health & Science Division students who are infected with HIV or HBV (and are HbeAg positive) should not perform exposure-prone procedures unless they have sought counsel from an expert review panel (provider) and been advised under what circumstances, if any, they may continue to perform these procedures.

Definition of Invasive Procedures:

Invasive procedures are the procedures which pose a significant risk of transmission of HIV or HBV. CDC defines such procedures as surgical entry into tissues, cavities or organs, or repair of major traumatic injuries associated with any of the following:

1. An operating or delivery room, emergency department or outpatient setting, including both physicians' and dentists' offices;
2. Cardiac catheterization and angiographic procedures;
3. A vaginal or cesarean delivery or other invasive obstetric procedure during which bleeding may occur;
4. The manipulation, cutting, or removal of any oral or perioral tissues, including tooth structure during which bleeding occurs or the potential for bleeding exists.

The CDC recommends that all Health & Sciences Division students who may be exposed to blood in an occupational setting should receive Hepatitis B vaccine, preferably during their period of professional training and before occupational exposure should occur. The Health & Sciences Division supports this recommendation, but does not require this immunization.



**Florence Darlington Technical College  
Department of Nursing  
Associate Degree Nursing Program**

## **Student Expectations**

### **Professionalism/Respect:**

1. Be professional in attire and attitude.
2. Demonstrate caring behaviors to clients and family.
3. Respects faculty at all times.
4. Demonstrates accountability at all times.
5. Displays honesty at all times.
6. Practices professional behaviors in clinical and class.
7. Treat nursing peers with respect in class and clinical.
8. Respond appropriately to stressful environments or during impending deadlines.
9. Communicate effectively with faculty, peers, and clinical staff.
10. Maintain emotional stability in class and clinical.
11. Treat clinical areas and college with respect.
12. No arguing and fighting with peers or faculty.
13. Understand your role as a student and accept ability to function as a student:
  - a. Courteous-please, thank you, you're welcome.
  - b. Respectful- Mrs. Doe, not "Jane".
  - c. Willingly accept direction and assistance.
  - d. Recognize and report errors.
  - e. Normal voice level; not elevated.
  - f. Accept the authority of the position.
  - g. State opinion/fact without being argumentative.
  - h. Accept rules/guidelines even if you don't always agree with them.
  - i. Arrive on time to class or clinical as expected.
  - j. Be ready to work with the appropriate tools and attitude.
  - k. Follow the chain of command-attempt to resolve an issue with your instructor first.

### **College Policies:**

1. Follow FDTC policies and procedure at all times.
2. No children on campus.
3. Maintain current CPR and PPD.
4. Maintain at least a 2.0 GPA.
5. Promptly report change in physical status to faculty.
6. Maintain current address and telephone information at all times.
7. Follow and adhere to the attendance policy.
8. Report accidents or injuries promptly.
9. Meet with advisor once a semester to review EVAL and any problems.

10. Have healthcare provider sign permission to continue if pregnant, return from surgery, delivery, or illness.
11. Fill out Student Concern Sheet and have instructor sign prior to meeting with Associate Dean of Nursing.
12. Follow Academic Dishonesty Policy
13. Sign Student Recommendations/Permission form for references.
14. Notify Registrar's office and Department of Nursing Administrative Assistance of name and address changes.
15. Notify instructor of special classroom, clinical, or testing needs, which has been documented by the office of disabilities.

**Classroom:**

1. Be on time (15 minutes early) for class.
2. No eating or drinking in class.
3. No smoking, chewing tobacco, or snuff in the classroom.
4. No talking during class (Lecture or tests).
5. Leave the classroom only during designated breaks.
6. Remove hats for tests.
7. No electronics during class except tape recorders.
8. No cell phones unless emergent situation and is previously discussed with instructor.
9. Wear proper identification during school hours.
10. No reading or working on other material during class.
11. Prepare adequately for class and exams.
12. Be interactive/participatory in class.
13. Accept responsibility for grades below 76.
14. Recognize the need for assistance with course requirements and seek help early.
15. Prepare for and achieve a level 2 on all ATI tests.
16. Refrain from using foul language in the classroom.

**Clinical Experiences:**

1. Perform nursing skills safely.
2. Protect confidential information.
3. Function as a team member.
4. Complete self-evaluation of clinical progress.
5. Use proper body mechanics, maneuvering in small spaces, and maintain physical tolerance for repetitive movements.
6. Maintain sufficient auditory, visual, and tactile abilities to monitor and assess health needs.
7. Wear proper PPE when caring for clients.
8. Maintain competency in nursing skills.
9. Refrain from using foul language and gestures.
10. No chewing gum during clinical.
11. Never leave the unit without instructor's permission.
12. Never leave the clinical site without instructor's permission.

13. No cell phones or other electronic equipment except for emergency situations that have been previously discussed with instructor.
14. No smoking or other tobacco use in clinical areas.
15. Be prepared for clinical.
16. Be interactive in clinical and participate in clinical lab.

**Dress Code:**

1. Dress appropriately for class and clinical.
2. No midriffs and cleavage showing.
3. No torn clothing, short skirts or shorts, which are inappropriate.
4. No colored or printed undergarments (top or bottoms).
5. Full uniform required for all clinical labs and clinical site experiences.
6. Uniforms to be neat, ironed, and free of stains.
7. No perfume or cologne to be worn to clinical.
8. Special seminars FDTC lab coat required.

## **EMERGENCY EVACUATION/FIRE SAFETY**

1. The signal for an emergency evacuation of certain designated areas or of all buildings will be given by the alarm system as follows:
  - One (1) long, continuous ringing of the alarm
2. At the sound of the evacuation alarm all persons should exit the building(s) following the route posted in each classroom. All persons should assemble in the designated area for their building. It is important that each person report to their assembly area, that they are safely clear of the, minimum 50 feet from the building, and that they do not obstruct emergency vehicle traffic.
3. Persons should remain in the assembly area until the “all clear” signal is given.
4. The “all clear” signal for returning to class and/or to work shall be given by security personnel, maintenance personnel, certain designated faculty or staff, or by a PA system.
5. Normally, the President’s approval is required for dismissal of classes. In the absence of the President, the Vice President of Business Affairs, Vice President for Academic Affairs, or the Vice President for College and Student Services in that order will make the decision. After 5:00 p.m. the Assistant Dean of Continuing Education will make the decision.

### **Fire Procedures:**

1. Personnel safety is the first consideration when a fire is discovered. Attempt to extinguish the fire before sounding the alarm only if you are positive that the fire can be extinguished within seconds.
2. Upon discovering a fire, locate and pull the nearest alarm station.
3. Call the fire department at 669-1110.
4. Call the switchboard at 0.
5. Call Security at Ext. 8510. Advise the guard where you can meet to determine or verify the location of the fire.
6. The switchboard should contact the sheriff’s department at 911 for assistance with crowd and traffic control.
7. The switchboard should contact security via radio to confirm that they know about the fire.
8. The switchboard should contact Physical Facilities via radio, and then telephone, Ext. 8230, so maintenance and custodial personnel can assist as required.
9. Security personnel should verify the fire location then call the fire department again to confirm the fire and give additional information. Security should advise the fire department of the entrance to campus that the fire truck should take and should meet the fire truck at the entrance to escort the firemen to the fire.
10. If the fire occurs during weekends or when the college is closed, the person discovering the fire should pull the alarm, contact the fire department at 669-1110, contact the security guard, and then report to the security booth to give instructions to the fire department upon its arrival.

## **SECURITY AND VEHICLE SAFETY**

- 1. Security Officers at Florence-Darlington Technical College will:**
  - a. Prevent unauthorized persons from entering buildings
  - b. Reduce theft and vandalism potential
  - c. Protect facilities from damage due to fire, water or malfunctioning equipment
  - d. Maintain order on the campus roads and in the parking lots
  - e. Advise College management of any hazardous or unusual situations
  - f. Serve as ambassadors of Florence-Darlington Technical College by offering and rendering assistance as required to students, faculty and visitors
  
- 2. Security officer coverage is provided seven days a week, 24 hours per day, including holidays.**
  
- 3. Automobile Jump-start & Unlocking Special Assistance:**
  - a. Security officers are to assist in jump-starting or unlocking vehicles when requested by the vehicle operator. Before accomplishing a jump-start or vehicle unlocking, security officers are to obtain a written waiver from the operator relieving Florence-Darlington Technical College and Security from liability.
  
- 4. Reporting Lost or Missing Items:**
  - a. Upon receipt of lost or missing items on the campus, Security will obtain and report all pertinent facts to the Physical Facilities Department.
  - b. During normal business hours, Security will stand by and render assistance as requested by Physical Facilities.
  - c. If the report is received during non-business hours, Security will investigate to the extent possible and, if needed, request assistance from the appropriate law enforcement agency.
  
- 5. Afternoon Parking Lot Patrol:**
  - a. Security is required to assume a high visibility posture in the parking lots at the rear of the campus during the late afternoon when students are walking to cars in dusk or dark lighting conditions. High visibility can include walking patrol in the rear lots or cart patrol with the yellow flashing light on.
  
- 6. Vehicle Accidents:**
  - a. In the event of a vehicle mishap on campus, the first priority is to render assistance to the people involved and to obtain any medical or law enforcement support dictated by the situation.
  - b. The primary concern is attention to any injured parties and direction of traffic to avert other involvements.
  - c. Once appropriate law enforcement and/or medical support arrives, security officers will offer assistance to the operators and/or passengers of the technical college students or staff involved.

**Florence-Darlington Technical College  
Health & Sciences Division**

**DEPARTMENT OF NURSING BYLAWS**

**Article 1: Purpose and Functions**

- a. To evaluate and strengthen the educational programs and their outcomes.
- b. To provide a mechanism whereby all nursing faculty are involved in the governance, development, maintenance, and revision of the educational programs.
- c. To provide opportunities for student participation in the above purposes and functions

**Article 2: Meetings**

Section 1: Regular monthly meetings of all full-time Faculty are held with the Associate Dean for Nursing assuming the role of meeting Chairperson.

Part-time Faculty members are invited to Faculty meetings.

Section 2: Special meetings may be called by the Associate Dean as needed.

Section 3: The order of all meetings shall be conducted in accordance with the prepared agenda. The agenda, along with information needed for decision making, and the minutes of the previous faculty meeting must be distributed to the faculty within one week prior to the scheduled meeting date.

Section 4: Robert's Rules of Order shall be used as the sole guide in parliamentary procedure.

Section 5: A quorum will be required to transact business and will consist of a majority of full-time faculty.

Section 6: Student representatives are invited to attend meetings as non-voting members.

Section 7: Minutes of all regular and called faculty meetings will be recorded by the departmental administrative assistant who is also responsible for distribution and filing.

### **Article 3: Standing Committees**

Section 1: Three standing committees will be responsible for planning/reviewing/evaluating major components of the Nursing Program.

Section 2: All full-time ADN/PN faculty members must serve on at least one of the standing committees.

Section 3: The three standing committees are:

- a. Admission and Advisement
- b. Curriculum and Instruction
- c. Faculty/Student Resource and Services

The Admission and Advisement Committee oversees the admission, advising, and orientation to the Nursing Program. It provides a mechanism for the student who has previously failed out of the curriculum to request advanced standing, or for the student who needs to request an extension of time to complete the curriculum.

The Curriculum and Instruction Committee oversees the implementation and evaluation of the approved Nursing curriculums. Proposed changes in the curriculum and evaluation methods will be voted on by the entire faculty.

The Faculty/Student Resources and Services Committee provide an avenue for evaluation of physical facilities, student and faculty resources, and makes recommendations to the College or Department for improvements.

#### **Section 4: Ad hoc Committees**

Ad hoc committees will be formed within the three Standing Committees for a particular end or case at hand.

The Faculty Review Committee, an ad hoc committee, is convened as needed to review all recommendations of clinical failure. The Faculty Review Committee will review the supporting documentation, and decide whether this documentation supports or does not support the clinical instructor's recommendation for clinical failure.

The Nursing Faculty Interview Committee is an ad hoc committee made up of at least three nursing faculty including the Associate Dean for Nursing or her designee, one faculty member from the Health and Sciences Division, and one faculty member from outside the Health and Sciences Division. A representative from the Equalizing Opportunity Committee will also serve on the committee. The Interview Committee will review qualified applicants and forward the names of selected candidates to the President for further consideration.

#### **Article 4: Decision Making/Recommendations**

Section 1: Each committee will report its activities/recommendations at the regular Nursing Faculty Meeting.

Section 2: Recommendations are presented to the Associate Dean for Nursing who retains final authority decision making.

#### **Article 5: Amendments**

These Bylaws may be amended at a regular or a called faculty meeting so long as written notice of the proposed changes has been provided to the faculty at least one week in advance of the faculty meeting. A faculty quorum must be present at the meeting and must vote in favor of the proposed amendment (s) in order to effect a change (s).

Revised July 2009

## **Student Clinical Review**

Students are to be aware that demonstration of unacceptable conduct or unprofessional behaviors may result in immediate dismissal from the Nursing Program and student(s) may not be allowed to return to the FDTC Nursing Program. Students will be held accountable for unacceptable conduct, unprofessional behaviors, or unsatisfactory clinical performance and those actions which violate the Florence Darlington Technical College's Student Code, Department of Nursing's Procedures as described in the Student Handbook, or the South Carolina Nurse Practice Act. The Department of Nursing's Procedures reflect the policies and procedures of area health facilities. A Student Clinical Review will be recommended when a student demonstrates unacceptable conduct, unprofessional behaviors, unsatisfactory clinical performance, or violation of any portion of the above documents.

Unacceptable conduct and unprofessional behaviors include, but *are not limited to*:

- a. No call-No show for clinical
- b. Violation of HIPAA
- c. Erroneous documentation, falsification, changes to client record or failure to document
- d. Carelessness when administering medications, interventions, or treatments
- e. Misappropriation of materials, equipment, another's belongings, or drugs
- f. Leaving clinical area/floor without faculty knowledge and permission
- g. Neglectful, grossly careless, either by oversight or intent
- h. Failure to follow minimal standards of accepted nursing practice
- i. Failure to abide by procedures as identified in the Student Handbook
- j. Acting in a manner which discriminates on the basis of race, creed, religion, sex, age, national origin, or diagnosis
- k. See to Student Code, Student Handbook, and the South Carolina Nurse Practice Act
- l. All matters regarding Student Clinical Review are considered confidential and any related disclosure is considered unprofessional behavior.

**Pending resolution of Student Clinical Review, student is not to return to clinical setting.**

### **Student Clinical Review Process**

#### **I. Purpose**

The purpose of the Student Clinical Review Process is to provide a format in which to formally evaluate student conduct, behaviors, performance in the clinical setting (health facility) where student learning occurs.

#### **II. Procedure**

- A. Clinical faculty and/or course faculty will inform student of unacceptable conduct, behavior, unsatisfactory performance, and/or concerns verbally and in writing.

- i. Serious infractions may necessitate faculty requesting student to leave the clinical setting/health facility, or having the student removed from clinical setting/health facility after the necessary and appropriate health facility representative and/or authorities are contacted and required actions are taken.
- B. Student is informed of the recommendation for a Student Clinical Review by course faculty verbally and in writing.
- C. Student is required to clearly summarize event, conduct, behavior, or address concerns in writing.
- D. Course faculty will inform the Associate Dean and will request a Student Clinical Review. Clinical and/or course faculty will summarize events and forward to Associate Dean. If indicated, course faculty will include additional documentation illustrating pattern of behavior.
- E. Associate Dean will notify designated faculty person(s) of request for Student Clinical Review.
- F. Student Clinical Review will be scheduled as directed by the Associate Dean being informed and will include student, respective course faculty member(s) and three (3) additional faculty members.

### **III. Student Clinical Review**

- A. Purpose of a Student Clinical Review is to resolve clinical issues whether it be conduct, behaviors, concerns or unsatisfactory performance.
  - i. Resolution includes, but is not limited to:
    - 1. Remediation
    - 2. Course failure
    - 3. Termination from Nursing Program
- B. Student will be notified of Student Clinical Review date, time, and location by course faculty.
- C. Student is to provide a copy of written summary of events prior to Student Clinical Review.
- D. Student is to verbally summarize events in own words and present any additional crucial information so faculty members are able to make an informed resolution.
- E. For the student who is enrolled in more than one NUR course, status in both courses could be affected by the outcome of Student Clinical Review.

### **IV. Student Clinical Review Procedure**

- A. Student Clinical Review is closed to the public. When the student presents information only designated faculty and student are present.
- B. Faculty members may ask questions of respective course/clinical faculty and student relevant to conduct, behavior, concern, or performance.
- C. Student has the responsibility of disproving conduct, behavior, concern, or unsatisfactory performance.
- D. Student will be informed of faculty resolution in a timely manner.

**SIGNATURE PAGE**

I have received a copy of the Student Handbook and agree to abide by stated policies and procedures as required during the Associate Degree Nursing Program.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date