

Terra State Community College

Nursing Student Handbook



Academic Year
2023-2024

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INTRODUCTION

Welcome to Terra State Community College Nursing Program. This Nursing Student Handbook is a resource manual for your information and guidance. It contains policies and procedures specific to the Nursing Program as well as selected College policies. For additional Terra State Community College policies and procedures, please refer to the current Terra State Community College catalog.

It is the students' responsibility to read and abide by the policies herein. Please keep this manual as a resource throughout your nursing education at Terra State Community College.

Students will be notified of any changes made in policy or procedure prior to implementation of such changes.

We hope your experience at Terra State Community College is a positive beginning to your nursing career.

The nursing program is approved by the Ohio Board of Nursing. Contact information - 17 South High Street, Suite 400, Columbus, OH 43215-7410. Phone number – 614-466-3947. Website address: www.nursing.ohio.gov

The Associate Degree nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is continuing accreditation.

Contact information – 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. Phone number – 404-975-5000. View the public information disclosed by the ACEN regarding this program at <https://www.acenursing.org/search-programs/>

Terra State Community College Mission Statement

Mission Statement

To provide the highest quality education and training to our students, faculty, staff and community.

Vision

Be the model for academic excellence, student-focused service and community engagement.

Core Values

Teamwork

Excellence

Respect

Responsibility

Accountability

Mission of The Associate Degree In Nursing Program

The mission of the Associate Degree in Nursing Program is to provide exemplary learning experiences when teaching a current and relevant curriculum to prepare students for Registered Nursing practice to work in both local and global communities.

Organizing Theme for the Nursing Program Curriculum

The organizing theme for the Terra State Associate Degree Nursing Program is what the new graduate needs to know and do to provide safe care in the current healthcare environment as a Registered Nurse.

End-of-Program Student Learning Outcomes (EPSLOs)

1. Provide safe, quality, compassionate, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
2. Engage in clinical judgment when making patient-centered care and other nursing decisions.
3. Participate in quality improvement processes to improve patient care outcomes.
4. Participate in teamwork and collaboration with all members of the healthcare team including the patient.
5. Use information technology and patient care technology to communicate, manage knowledge, mitigate error, and support clinical judgment.
6. Use leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.

End-of-Program Student Learning Outcomes with Related Competencies

End-of-program student learning outcomes (SLOs) are statements of expectations that express what a student will know, do, or think at the end of a learning experience. These learning outcomes are general, overall statements of the expected abilities of students by the end of the program. To measure if these learning outcomes have been met, each learning outcome has a list of competencies. These competencies are the measurable behaviors students will achieve to demonstrate they are meeting the SLOs. Course SLOs and competencies are derived from the end-of-program learning outcomes and are leveled to culminate in the end-of-program SLOs. This connection supports internal consistency of the program to ensure each course contributes to the students' eventual achievement of the program SLOs.

Each of the six program SLOs with their related competencies is listed below.

1. Provide safe, quality, compassionate, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
 - a. Conduct a comprehensive and/or focused nursing assessment including physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches.
 - b. Identify patient needs based on assessment findings.
 - c. Develop an individualized plan of care based on evidence-based practice to promote, restore, and/or maintain optimal outcomes.

- d. Provide patient-centered care including establishing a therapeutic relationship.
 - e. Promote factors that create a culture of safety and caring.
 - f. Provide individualized, patient-specific teaching.
 - g. Deliver care within expected timeframe.
 - h. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care to revise the plan of care.
 - i. Provide patient-centered transitions of care and hand-off communications.
 - j. Safely perform nursing skills in a caring, compassionate manner.
 - k. Accurately document all aspects of patient care.
2. Engage in clinical judgment when making patient-centered care and other nursing decisions.
 - a. Use clinical judgment to ensure accurate and safe nursing care for the goal of improving patient outcomes.
 - b. Anticipate risks, and predict and manage potential complications.
 - c. Prioritize care based on individual patient needs.
 - d. Delegate nursing care.
3. Participate in quality improvement processes to improve patient care outcomes.
 - a. Use quality improvement processes, including nursing-sensitive indicators, to effectively implement patient safety initiatives and monitor performance measures.
 - b. Examine the clinical environment to determine its impact on the nurse's ability to provide safe, quality care.
 - c. Participate in analyzing errors and identifying system improvements.
 - d. Implement National Patient Safety Goals in all applicable patient care settings.
4. Participate in teamwork and collaboration with all members of the healthcare team including the patient.
 - a. Effectively communicate with all members of the healthcare team, including the patient and the patient's support system when making decisions and planning evidence-based nursing care.
 - b. Collaborate with appropriate interprofessional healthcare professionals for the purpose of providing quality, safe care.

- c. Use conflict resolution principles as appropriate.

5. Use information technology and patient care technology to communicate, manage knowledge, mitigate error, and support clinical judgment.
 - a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
 - c. Use high quality electronic sources of healthcare information when planning patient care.

6. Use leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
 - a. Practice within the legal and ethical guidelines of Registered Nursing practice.
 - b. Analyze patient care within the context of the ANA Standards of Practice.
 - c. Demonstrate accountability for nursing care given by self and/or delegated to others.
 - d. Apply leadership and management skills when working with other healthcare team members.
 - e. Serve as a patient advocate.
 - f. Complete a plan for ongoing professional development and lifelong learning.

Course Learning Outcomes and Competencies

The course learning outcomes and competencies are derived from the End of Program Student Learning Outcomes (EPSLOs) and are differentiated into four levels based on the cognitive level of the competencies.

- **Level 1:** Success Strategies for Nursing Students, Foundations in Nursing and Clinical Judgment in Nursing
- **Level 2:** Adult Health Nursing I, Psychiatric Mental Health Nursing, LPN-RN Nursing Bridge and LPN-RN Clinical Judgement in Nursing
- **Level 3:** Adult Health Nursing II, Maternal Newborn Nursing and Nursing Care of Children
- **Level 4:** Adult Health Nursing III and Nursing Care of Complex Patients

Level 1

NUR 1000: Success Strategies for Nursing Students

1. Identify smart study skills based on personal learning preferences
 - a. Identify smart study habits
 - b. Describe the four types of learning preferences (VARK) and identify personal learning preferences
2. Apply test-taking strategies to various item types on nursing exams
 - a. Describe test-taking strategies for various items on nursing exams
 - b. Identify test-taking preferences
3. Demonstrate resource management skills concerning the achievement of personal well-being including time management and self-care health behaviors
 - a. Identify strategies to prevent student burnout and promote self-care
 - b. Identify strategies to manage time and stay motivated
4. At a basic level provide safe, quality, compassionate, evidence-based, patient-centered nursing care to promote and maintain physical and mental health in a variety of healthcare settings for patients with well-defined healthcare concerns
 - a. Identify patient needs based on assessment data and other collected information.
 - b. Explain patient considerations affecting the timeframe for delivery of care.
 - c. Interpret patient outcomes.
5. Begin to use clinical judgment when making patient-centered care and other nursing decisions
 - a. Explain ways to prioritize patient care.
 - b. Identify potential complications for patients.

- c. Describe principles related to delegating and assignment-making
6. Begin to use effective communication strategies when providing patient care
 - a. Identify therapeutic communication techniques
 - b. Describe nontherapeutic communication techniques
 - c. Explain cultural and spiritual characteristics of communication
7. Describe leadership, management, legal and ethical principles used to guide practice as a Registered Nurse
 - a. Explain how the NCLEX test plan is consistent with nurse practice acts.
 - b. Recognize the legal and ethical guidelines of Registered Nursing practice.
 - c. Describe leadership and management skills when working with other healthcare team members.

NUR 1150: Clinical Judgment in Nursing

1. Apply critical thinking skills and strategies used in clinical judgment to make patient-centered care decisions.
 - a. Explain the critical thinking skills and strategies that are used when applying clinical judgment in nursing.
 - b. Begin to use critical thinking skills and strategies within a framework of clinical judgment in patient care situations.
 - c. Begin to use critical thinking skills and strategies within a framework of clinical judgment to problem solve in the healthcare environment.
 - d. Begin to use clinical judgment to anticipate risks and predict and manage potential complications.
 - e. Explain Benner's Novice to Expert theory.
 - f. Compare and contrast the nursing process with the clinical judgment framework taught in this course.

NUR 1160 Foundations in Nursing

1. At a basic level provide safe, quality, compassionate, evidence-based, patient-centered nursing care to promote and maintain physical and mental health in a variety of healthcare settings for patients with well-defined healthcare concerns.

- a. At a basic level, collect physical, behavioral, psychological, and spiritual data when caring for patients with well-defined healthcare concerns including developmental and cultural aspects of care.
 - b. Identify patient needs based on assessment data and other collected information.
 - c. Identify assessment data to use as a basis for planning individualized care to promote, restore, and/or maintain optimal outcomes.
 - d. Identify factors that create a culture of safety and caring when providing care to patients with well-defined healthcare concerns.
 - e. Reinforce basic teaching that reflects the patient's age, culture, religion, and spirituality, and patient preferences.
 - f. Identify patient outcome data that can be used to evaluate the effectiveness of planned nursing care and suggest modification to the plan of care.
 - g. Communicate information about care provided that can be used in a hand-off communication.
2. Begin to use basic clinical judgment skills to make patient-centered care decisions for patients with well-defined healthcare concerns.
 - a. Begin to use basic clinical judgment to ensure accurate and safe care.
 - b. Begin to identify potential complications for select patients under study.
 - c. Identify ways to prioritize patient care.
 3. Discuss quality improvement activities used by the Registered Nurse to improve patient care.
 - a. Identify quality improvement activities used to improve care.
 - b. Discuss how data from quality improvement activities relate to safe patient care.
 - c. Explain the purpose of National Patient Safety Goals when providing basic nursing care in both acute and long-term care environments.
 4. Identify ways the Registered Nurse collaborates with members of the interprofessional team when providing patient care.
 - a. Begin to identify pertinent information to share with members of the interprofessional team.
 - b. Discover ways the Registered Nurse works with other members of the healthcare team to ensure continuity of care.
 - c. Discuss the impact of team functioning on safety and quality improvement.
 5. Begin to use information technology to support and communicate the provision of patient care.
 - a. Identify patient care technologies and communication devices that are used to support safe nursing practice when caring for patients with well-defined healthcare concerns.

- b. Explain the importance of accurate, complete, and timely documentation of care as part of information technology that enhances safe patient care.
6. Describe the scope of practice of the Registered Nurse within the context of legal and ethical practice when caring for patients with well-defined healthcare concerns.
 - a. Relate legal and ethical guidelines used to provide basic nursing care.
 - b. Discuss the purpose of the ANA Standards of Practice.
 - c. Explain the importance of accountability in nursing practice.

Level 2

NUR 1170 Adult Health Nursing I

1. Apply patient data and nursing theory to provide safe, quality, compassionate, evidence-based, patient-centered nursing care for adult patients with acute and chronic health conditions.
 - a. Conduct a head-to-toe and focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches for adult patients with acute and chronic health conditions.
 - b. Identify patient needs based on assessment findings and other relevant information.
 - c. Apply patient information to plan individualized care identifying evidence-based nursing care for adult patients with acute and chronic health conditions to promote, restore, and/or maintain optimal outcomes.
 - d. Apply factors that promote a culture of safety and caring for adult patients with acute and chronic health conditions.
 - e. Contribute to a teaching plan that reflects the patient's developmental stage, age, culture, religion, spirituality, patient preferences, and health literacy considerations for adult patients with acute and chronic health conditions.
 - f. Collect data to evaluate the effectiveness and impact of nursing care then use that data to revise the plan of care.
 - g. Communicate effectively when providing patient-centered transitions of care and hand-off communications.
2. Demonstrate clinical judgment to make patient-centered care decisions for adult patients with acute and chronic health conditions.
 - a. Begin to apply clinical judgment to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.

- b. Anticipate common risks for adult patients with acute and chronic health conditions and predict and manage potential complications.
 - c. Determine the best method for prioritizing patient care for adult patients with acute and chronic health conditions.
 - d. Determine how to delegate care for adult patients with acute and chronic health conditions.
3. Relate quality improvement processes to improve patient care outcomes for adult patients with acute and chronic health conditions.
 - a. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Implement National Patient Safety Goals when caring for adult patients with acute and chronic health conditions.
4. Contribute to teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for adult patients with acute and chronic health conditions.
 - a. Begin to engage in communication with members of the healthcare team, including the patient and the patient's support system when making decisions and planning care for adult patients with acute and chronic health conditions.
 - b. Determine appropriate interprofessional healthcare professionals with whom to collaborate when developing a plan of care for adult patients with acute and chronic health conditions to support quality, safe care.
 - c. Describe the use of conflict resolution principles as needed on the patient care unit.
5. Apply knowledge of information management systems and patient care technology used to communicate, manage knowledge, mitigate error, and support clinical judgment when caring for adult patients with acute and chronic health conditions.
 - a. Differentiate among various patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Apply concepts related to information technology and information systems to improve patient outcomes and create a safe care environment.
6. Apply concepts of leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for adult patients with acute and chronic health conditions.
 - a. Apply legal and ethical frameworks of Registered Nursing practice when caring for adult patients with acute and chronic health conditions.

- b. Apply the ANA Standards of Practice when caring for adult patients with acute and chronic health conditions.
- c. Apply principles of accountability for nursing care given by self and/or delegated to others.
- d. Explain how leadership and management skills are used when working with other healthcare team members.
- e. Provide examples of self as a patient advocate when caring for adult patients with acute and chronic health conditions.

NUR 1180 Psychiatric Mental Health Nursing

1. Apply patient data and nursing theory to provide safe, quality, compassionate, evidence-based, patient-centered nursing care for patients with various mental health needs.
 - a. Conduct a head-to-toe and focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches for patients with various mental health needs.
 - b. Identify patient needs based on assessment findings and other relevant information.
 - c. Apply patient information to plan individualized, evidence-based nursing care for patients with various mental health needs to promote, restore, and/or maintain optimal outcomes.
 - d. Apply factors that promote a culture of safety and caring for patients with various mental health needs.
 - e. Contribute to a teaching plan that reflects the patient's developmental stage, age, culture, religion, spirituality, patient preferences, and health literacy considerations for patients with various mental health needs.
 - f. Collect data to evaluate the effectiveness and impact of nursing care then use that data to revise the plan of care.
 - g. Communicate effectively when providing patient-centered transitions of care and hand-off communications.
2. Demonstrate clinical judgment to make patient-centered care decisions for patients with various mental health needs.
 - a. Begin to apply clinical judgment to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
 - b. Anticipate common risks for patients with various mental health needs, and predict and manage potential complications.

- c. Determine the best method for prioritizing patient care for patients with various mental health needs.
 - d. Determine how to delegate care for patients with various mental health needs.
3. Relate quality improvement processes to improve patient care outcomes patients with various mental health needs.
 - a. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Implement National Patient Safety Goals when caring for patients with various mental health needs.
4. Contribute to teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for patients with various mental health needs.
 - a. Begin to engage in communication with members of the healthcare team, including the patient and the patient's support system when making decisions and planning care for patients with various mental health needs.
 - b. Determine appropriate interprofessional healthcare professionals with whom to collaborate when developing a plan of care for patients with various mental health needs to support quality, safe care.
 - c. Describe the use of conflict resolution principles as needed on the patient care unit.
5. Apply knowledge of information management systems and patient care technology used to communicate, manage knowledge, mitigate error, and support clinical judgment when caring for patients with various mental health needs.
 - a. Differentiate among various patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Apply concepts related to information technology and information systems to improve patient outcomes and create a safe care environment.
6. Apply concepts of leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for patients with various mental health needs.
 - a. Apply legal and ethical frameworks of Registered Nursing practice when caring patients with various mental health needs.
 - b. Apply the ANA Standards of Practice when caring for patients with various mental health needs.
 - c. Apply principles of accountability for nursing care given by self and/or delegated to others.

- d. Explain how leadership and management skills are used when working with other healthcare team members.
- e. Provide examples of self as a patient advocate when caring for patients with various mental health needs.

NUR 1300 LPN-RN Bridge

1. Apply patient data and nursing theory to provide safe, quality, compassionate, evidence-based, patient-centered nursing care for patients.
 - a. Conduct a head-to-toe and focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches for a variety of diverse patients.
 - b. Identify patient needs based on assessment findings and other relevant information.
 - c. Apply patient information to plan individualized care identifying evidence-based nursing care for diverse patients to promote, restore, and/or maintain optimal outcomes.
 - d. Apply factors that promote a culture of safety and caring when planning care.
 - e. Contribute to a teaching plan that reflects the patient's developmental stage, age, culture, religion, spirituality, patient preferences, and health literacy considerations for patients.
 - f. Collect data to evaluate the effectiveness and impact of nursing care then use that data to revise the plan of care.
 - g. Communicate effectively when providing patient-centered transitions of care and hand-off communications.
2. Demonstrate clinical judgment to make patient-centered care decisions.
 - a. Begin to apply clinical judgment to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
 - b. Anticipate common risks for a variety of diverse patients, and predict and manage potential complications.
 - c. Determine the best method for prioritizing patient care.
 - d. Determine how to delegate care.
3. Relate quality improvement processes to improve patient care outcomes for a variety of diverse patients.
 - a. Apply quality improvement processes used to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Implement National Patient Safety Goals when planning care.

4. Contribute to teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.
 - a. Begin to engage in communication with members of the healthcare team, including the patient and the patient's support system when making decisions and planning care.
 - b. Determine appropriate interprofessional healthcare professionals with whom to collaborate when developing a plan of care to support quality, safe care.
 - c. Describe the use of conflict resolution principles as needed on the patient care unit.
5. Apply knowledge of information management systems and patient care technology used to communicate, manage knowledge, mitigate error, and support clinical judgment.
 - a. Differentiate among various patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Apply concepts related to information technology and information systems to improve patient outcomes and create a safe care environment.
6. Apply concepts of leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
 - a. Apply legal and ethical frameworks of Registered Nursing practice.
 - b. Apply the ANA Standards of Practice.
 - c. Explain how leadership and management skills are used when working with other healthcare team members.
 - d. Provide examples of self as a patient advocate.

NUR 1151 LPN-RN Clinical Judgement in Nursing

1. Apply critical thinking skills and strategies used in clinical judgment to make patient-centered care decisions.
 - g. Explain the critical thinking skills and strategies that are used when applying clinical judgment in nursing.
 - h. Begin to use critical thinking skills and strategies within a framework of clinical judgment in patient care situations.
 - i. Begin to use critical thinking skills and strategies within a framework of clinical judgment to problem solve in the healthcare environment.
 - j. Begin to use clinical judgment to anticipate risks and predict and manage potential complications.
 - k. Explain Benner's Novice to Expert theory.

1. Compare and contrast the nursing process with the clinical judgment framework taught in this course.

Level 3

NUR 2300 Adult Health Nursing II

1. Analyze patient data to use to provide safe, quality, compassionate, evidence-based, patient-centered nursing care to adult patients with acute and chronic health conditions.
 - a. Conduct a focused and comprehensive physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches for adult patients with acute and chronic health conditions.
 - b. Differentiate important data related to patient needs based on assessment findings.
 - c. Develop an individualized plan of care for adult patients with acute and chronic health conditions identifying evidence-based nursing care considering individual patient needs.
 - d. Differentiate among factors that are most important for creating a culture of safety and caring for adult patients with acute and chronic health conditions.
 - e. Implement priority patient teaching that reflects the patient's developmental stage, age, culture, religion, spirituality, patient preferences, and health literacy considerations.
 - f. Select priority patient outcomes to evaluate the effectiveness and impact of nursing care used to revise the plan of care.
 - g. Demonstrate how to properly provide patient-centered transitions of care and hand-off communications, including discharge planning.
 - h. Accurately document all aspects of patient care.
2. Apply clinical judgment to make complex patient-centered care decisions for adult patients with acute and chronic health conditions.
 - a. Apply clinical judgment to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
 - b. Analyze the patient situation to determine common risks for adult patients with acute and chronic health conditions, and predict and manage potential complications.
 - c. Prioritize nursing interventions in the care of adult patients with acute and chronic health conditions.
 - d. Apply delegation theory when planning nursing care.

3. Select quality improvement processes to improve patient care outcomes for adult patients with acute and chronic health conditions.
 - a. Analyze quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Apply information about the clinical microsystem to determine its impact on the nurse's ability to provide safe, quality care.
 - c. Analyze the use of National Patient Safety Goals in the care of adult patients with acute and chronic health conditions.
4. Initiate teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for adult patients with acute and chronic health conditions.
 - a. Analyze own communications with members of the healthcare team, including the patient and the patient's support system when making decisions and planning care for adult patients with acute and chronic health conditions.
 - b. Engage in communication that ensures continuity of care with the appropriate interprofessional healthcare team member when developing a plan of care for adult patients with acute and chronic health conditions.
 - c. Apply conflict resolution principles as needed on the patient care unit.
5. Analyze the role of information management systems and patient care technology used to communicate, manage knowledge, mitigate error, and support decision-making when caring for adult patients with acute and chronic health conditions.
 - a. Analyze various patient care technologies, information systems/technologies, and communication devices to support safe nursing practice when caring for adult patients with acute and chronic health conditions.
 - b. Demonstrate the use of concepts related to information technology and information systems to improve patient outcomes and create a safe care environment.
 - c. Select high quality electronic healthcare resources to plan quality care.
6. Analyze leadership, management, legal, and ethical principles to use as a basis for practice as a Registered Nurse when caring for adult patients with acute and chronic health conditions.
 - a. Apply specific legal and ethical principles of Registered Nursing practice when caring for adult patients with acute and chronic health conditions.
 - b. Analyze how the ANA Standards of Practice apply to care of adult patients with acute and chronic health conditions.
 - c. Provide examples of self-serving as a patient advocate when caring for adult patients with acute and chronic health conditions.

NUR 2100 Maternal Newborn

1. Analyze patient data to use to provide safe, quality, compassionate, evidence-based, patient-centered nursing for the reproducing family.
 - a. Conduct a focused and comprehensive physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches for the reproducing family.
 - b. Differentiate important data related to patient needs based on assessment findings.
 - c. Develop an individualized plan of care for the reproducing family identifying evidence-based nursing care considering the individual patient context.
 - d. Analyze patient information to plan patient-centered care.
 - e. Differentiate among factors that are most important for creating a culture of safety and caring for the reproducing family.
 - f. Implement priority patient teaching that reflects the patient's developmental stage, age, culture, religion, spirituality, patient preferences, and health literacy considerations.
 - g. Select priority patient outcomes to evaluate the effectiveness and impact of nursing care used to revise the plan of care.
 - h. Demonstrate how to properly provide patient-centered transitions of care and hand-off communications, including discharge planning.
2. Apply clinical judgment to make complex patient-centered care decisions for the reproducing family.
 - a. Apply clinical judgment to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
 - b. Analyze the patient situation to determine common risks for the reproducing family.
 - c. Prioritize nursing interventions in the care of the reproducing family.
 - d. Apply delegation theory when planning nursing care.
3. Select quality improvement processes to improve patient care outcomes for the reproducing family.
 - a. Analyze quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Apply information about the clinical microsystem to determine its impact on the nurse's ability to provide safe, quality care.
 - c. Analyze the use of National Patient Safety Goals in the care of the reproducing family.
4. Initiate teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for the reproducing family.

- a. Analyze own communications with members of the healthcare team, including the patient and the patient's support system when making decisions and planning care for the reproducing family.
 - b. Engage in communication that ensures continuity of care with the appropriate interprofessional healthcare team member when developing a plan of care for the reproducing family.
 - c. Apply conflict resolution principles as needed on the patient care unit.
5. Analyze the role of information management systems and patient care technology used to communicate, manage knowledge, mitigate error, and support decision-making when caring for the reproducing family.
- a. Analyze various patient care technologies, information systems/technologies, and communication devices to support safe nursing practice when caring for the reproducing family.
 - b. Select high quality electronic healthcare resources to plan quality care.
6. Analyze leadership, management, legal, and ethical principles to use as a basis for practice as a Registered Nurse when caring for the reproducing family.
- a. Apply specific legal and ethical principles of Registered Nursing practice when caring for the reproducing family.
 - b. Analyze how the ANA Standards of Practice apply to care for the reproducing family.
 - c. Provide examples of self-serving as a patient advocate when caring for the reproducing family.

NUR 2200 Nursing Care of Children

1. Analyze patient data to use to provide safe, quality, compassionate, evidence-based, patient-centered nursing for children, their families, and other support persons.
 - a. Conduct a focused and comprehensive physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches for children, their families, and other support persons.
 - b. Differentiate important data related to patient needs based on assessment findings.
 - c. Develop an individualized plan of care for children, their families, and other support persons needs identifying evidence-based nursing care considering the individual patient context.
 - d. Analyze patient information to plan patient-centered care.

- e. Differentiate among factors that are most important for creating a culture of safety and caring for children, their families, and other support persons.
 - f. Implement priority patient teaching that reflects the patient's developmental stage, age, culture, religion, spirituality, patient preferences, and health literacy considerations.
 - g. Select priority patient outcomes to evaluate the effectiveness and impact of nursing care used to revise the plan of care.
 - h. Demonstrate how to properly provide patient-centered transitions of care and hand-off communications, including discharge planning.
2. Apply clinical judgment to make complex patient-centered care decisions for children, their families, and other support persons.
 - a. Apply clinical judgment to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
 - b. Analyze the patient situation to determine common risks for children, their families, and other support persons.
 - c. Prioritize nursing interventions in the care of children, their families, and other support persons.
 - d. Apply delegation theory when planning nursing care.
3. Select quality improvement processes to improve patient care outcomes for children, their families, and other support persons.
 - a. Analyze quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Apply information about the clinical microsystem to determine its impact on the nurse's ability to provide safe, quality care.
 - c. Analyze the use of National Patient Safety Goals in the care of children, their families, and other support persons.
4. Initiate teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for children, their families, and other support persons.
 - a. Analyze own communications with members of the healthcare team, including the patient and the patient's support system when making decisions and planning care for children, their families, and other support persons.
 - b. Engage in communication that ensures continuity of care with the appropriate interprofessional healthcare team member when developing a plan of care for children, their families, and other support persons.
 - c. Apply conflict resolution principles as needed on the patient care unit.

5. Analyze the role of information management systems and patient care technology used to communicate, manage knowledge, mitigate error, and support decision-making when caring for children, their families, and other support persons.
 - a. Analyze various patient care technologies, information systems/technologies, and communication devices to support safe nursing practice when caring for children, their families, and other support persons.
 - b. Select high quality electronic healthcare resources to plan quality care.
6. Analyze leadership, management, legal, and ethical principles to use as a basis for practice as a Registered Nurse when caring for children, their families, and other support persons.
 - a. Apply specific legal and ethical principles of Registered Nursing practice when caring for children, their families, and other support persons.
 - b. Analyze how the ANA Standards of Practice apply to care for children, their families, and other support persons.
 - c. Provide examples of self serving as a patient advocate when caring for children, their families, and other support persons.

Level 4

NUR 2400 Adult Health Nursing III

1. Provide safe, quality, compassionate, evidence-based, patient-centered nursing care to adult patients with complicated health conditions, their families, and other support persons in a variety of healthcare settings.
 - a. Conduct a comprehensive and/or focused nursing assessment including physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches when caring for adult patients with complicated health conditions, their families, and other support persons.
 - b. Identify patient needs based on assessment findings.
 - c. Develop an individualized plan of care based on evidence-based practice to promote, restore, and/or maintain optimal outcomes when caring for adult patients with complicated health conditions, their families, and other support persons.
 - d. Promote factors that create a culture of safety and caring when caring for adult patients with complicated health conditions, their families, and other support persons.
 - e. Provide individualized, patient-specific teaching for adult patients with complicated healthcare needs.

- f. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care to revise the plan of care for adult patients with complicated healthcare needs.
 - g. Provide patient-centered transitions of care and hand-off communications.
 2. Engage in clinical judgment when making patient-centered care and other nursing decisions when caring for adult patients with complicated healthcare needs.
 - a. Use clinical judgment to ensure accurate and safe nursing care for the goal of improving patient outcomes.
 - b. Anticipate risks, and predict and manage potential complications for adult patients with complicated healthcare needs.
 - c. Prioritize care based on individual patient needs when caring for adult patients with complicated healthcare needs.
 - d. Safely delegate nursing care.
 3. Participate in quality improvement processes to improve patient care outcomes for adult patients with complicated healthcare needs.
 - a. Use quality improvement processes, including nursing-sensitive indicators, to effectively implement patient safety initiatives and monitor performance measures when caring for adult patients with complicated healthcare needs.
 - b. Implement National Patient Safety Goals when caring for adult patients with complicated healthcare needs.
 4. Participate in teamwork and collaboration with all members of the healthcare team including the patient when caring for adult patients with complicated healthcare needs.
 - a. Effectively communicate with all members of the healthcare team, including the patient and the patient's support system when making decisions and planning evidence-based nursing care.
 - b. Collaborate with appropriate interprofessional healthcare professionals for the purpose of providing quality, safe care for adult patients with complicated healthcare needs.
 - c. Use conflict resolution principles as appropriate.
 5. Employ information management systems and patient care technology to communicate, manage knowledge, mitigate error, and support clinical judgment when caring for adult patients with complicated healthcare needs.
 - a. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
 - b. Use high quality electronic sources of healthcare information when planning patient care for adult patients with complicated healthcare needs.

6. Use leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for adult patients with complicated healthcare needs.
 - a. Practice within the legal and ethical guidelines of Registered Nursing practice.
 - b. Analyze patient care within the context of the ANA Standards of Practice for adult patients with complicated healthcare needs.
 - c. Serve as a patient advocate for adult patients with complicated healthcare needs.
 - d. Complete a plan for ongoing professional development and lifelong learning.

NUR 2500 Nursing Care of Complex Patients

1. Provide safe, quality, compassionate, evidence-based, patient-centered nursing care to adult patients with complex health conditions, their families, and other support persons in a variety of healthcare settings.
 - a. Conduct a comprehensive and/or focused nursing assessment including physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches when caring for adult patients with complex health conditions, their families, and other support persons.
 - b. Identify patient needs based on assessment findings.
 - c. Develop an individualized plan of care based on evidence-based practice to promote, restore, and/or maintain optimal outcomes when caring for adult patients with complex health conditions, their families, and other support persons.
 - d. Promote factors that create a culture of safety and caring when caring for adult patients with complex health conditions, their families, and other support persons.
 - e. Provide individualized, patient-specific teaching for adult patients with complex healthcare needs.
 - f. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care to revise the plan of care for adult patients with complex healthcare needs.
 - g. Provide patient-centered transitions of care and hand-off communications.
2. Engage in clinical judgment when making patient-centered care and other nursing decisions when caring for adult patients with complex healthcare needs.
 - a. Use clinical judgment to ensure accurate and safe nursing care for the goal of improving patient outcomes.
 - b. Anticipate risks, and predict and manage potential complications for adult patients with complex healthcare needs.

- c. Prioritize care based on individual patient needs when caring for adult patients with complex healthcare needs.
 - d. Safely delegate nursing care.
 3. Participate in quality improvement processes to improve patient care outcomes for adult patients with complex healthcare needs.
 - a. Use quality improvement processes, including nursing-sensitive indicators, to effectively implement patient safety initiatives and monitor performance measures when caring for adult patients with complex healthcare needs.
 - b. Participate in analyzing errors and identifying system improvements.
 - c. Implement National Patient Safety Goals when caring for adult patients with complex healthcare needs.
 4. Participate in teamwork and collaboration with all members of the healthcare team including the patient when caring for adult patients with complex healthcare needs.
 - a. Effectively communicate with all members of the healthcare team, including the patient and the patient's support system when making decisions and planning evidence-based nursing care.
 - b. Collaborate with appropriate interprofessional healthcare professionals for the purpose of providing quality, safe care for adult patients with complex healthcare needs.
 - c. Use conflict resolution principles as appropriate.
 5. Employ information management systems and patient care technology to communicate, manage knowledge, mitigate error, and support clinical judgment when caring for adult patients with complex healthcare needs.
 - a. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
 - b. Use high quality electronic sources of healthcare information when planning patient care for adult patients with complex healthcare needs.
 6. Use leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for adult patients with complex healthcare needs.
 - a. Practice within the legal and ethical guidelines of Registered Nursing practice.
 - b. Analyze patient care within the context of the ANA Standards of Practice for adult patients with complex healthcare needs.
 - c. Apply leadership and management skills when working with other healthcare team members.
 - d. Serve as a patient advocate for adult patients with complex healthcare needs.

- e. Complete a plan for ongoing professional development and lifelong learning.
7. Articulate personal strategies for success in passing the licensure examination.
- a. Plan study strategies for preparation for the NCLEX-RN.
 - b. Develop an action plan for success on the NCLEX-RN.

SOCIAL MEDIA AND HIPAA POLICY

POLICY 1.9

Social Media venues will not be used as a means of communicating any patient information or display of patient information regarding clinical experiences for Terra State Community College.

PROCEDURE

A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the healthcare team for health care purposes only and shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities. The student shall not disseminate patient information through social media, texting, emailing or any other form of communication.

To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

Refer to policy 6.1 Clinical Attendance and Participation Policy regarding HIPAA violations.

NURSING PRECEPTOR POLICY AND GUIDELINES

POLICY 1.10

The purpose of the policy is to ensure compliance with Ohio Board of Nursing rules regarding agency nurses serving as preceptors and to ensure communication between the student, agency and the nursing program.

PROCEDURE

Terra State Community College will:

- Obtain a written affiliation agreement.
- Communicate with the site to secure the preceptor.
- Review the Ohio Board of Nursing website for licensure of each preceptor.
- Provide the preceptor qualification form to the preceptor.
- Provide course objectives and the course educational plan (calendar) to the preceptor.
- Reserve an agenda item on advisory committees to discuss preceptors.

Students will:

- Complete the required number of preceptor hours.
- Contact the assigned agency and preceptor to arrange for scheduling the experience.
- Schedule a meeting with the preceptor to discuss the Preceptor Qualifications Form (6.30).
- Provide a student observation form to the preceptor (Form 6.22)
- Record the time spent with the preceptor on the Time Log (Form 6.26).
- Complete a Preceptor Observation Form (Form 6.21).

Preceptors will:

- Agree to serve as a preceptor at their employing agency.
- Limit the number of students to two.
- Review and implement the educational plan with the student.
- Complete a student observation form (Form 6.22) and return it to the college.
- Provide the required hours as defined in the course syllabus.
- Complete the Preceptor Qualifications Form (Form 6.30).
- The experience portion of this form must include a record demonstrating competency in the area of clinical practice in which the preceptor provides supervision to a nursing student, including the names and locations of employers in the field of nursing, with time periods of employment.

Preceptors will be oriented through the Preceptor Manual that will be given to them electronically as a new preceptor and will be updated as the manual is revised and updated.

Preceptors can be mentored through email correspondence and phone conversations. Visits may be made to preceptor sites as deemed appropriate by the nursing faculty.

Preceptors will be monitored through the use of (forms) student feedback, time logs and preceptor observations of the students. Preceptor licenses' will be verified from the Ohio Board of Nursing website upon appointment and each academic year used prior to the start of the semester.

NURSING FEES AND EXPENSE POLICY POLICY 2.1

The student enrolled in the Associate Degree Nursing Program shall be responsible for the following fees and expenses. These fees and expenses are subject to change with each academic year.

General Fee:	\$31.00 per semester credit hour
Tuition:	\$185.00 per semester credit hour
Total:	\$206.00 per semester credit hour
Laboratory Fee:	\$1871.00 for two years (skills lab, simulation lab, ATI, vSim fees assessed every semester)

Nursing Costs

Textbooks:	\$1601 for two years
Uniform:	\$77.00 plus tax per uniform
Supply bag:	\$385.99 plus tax
Nursing pin:	≥ \$40.00

Additional Cost

Ten-panel drug screen	\$50.00
Background checks	\$154.00 (total for 2 checks)
Yearly Tuberculosis Test	\$15 one step, \$30 two-step
Yearly Influenza Vaccine	\$60
AHA Basic Life Support:	\$55.00

PROCEDURES

1. Refunds will be made for tuition and fees following the College policy.
2. Refunds will be made for textbooks following College policy.

*Other fees may be required by the college (such as registration fees, library/tech fees, student activity fees, etc.)

**Cost and fees noted are approximate and subject to change.

ASSOCIATE DEGREE NURSING TRANSFER POLICY 2.4

1. Applicants for transfer must apply for General College Admission.
2. Applicants who are enrolled in another college, but have not taken nursing courses must meet the requirements cited in the Nursing Program Admission Policy.
3. Applicants enrolled in nursing courses at another college must show evidence of good academic standing (Grade of C or better) at the current or previous Nursing Program in order to be eligible for transfer status. Nursing courses from another program will not be accepted by Terra State.
4. The application for transfer will be reviewed by the Nursing advisor. Any students who have failed out of another program must meet with the Program Administrator and nursing faculty for an interview for possible admission.
5. All transfer students must complete 100% of the nursing courses at Terra State Community College and comply with the college and program graduation requirements in order to be eligible for a Degree in Nursing from Terra State Community College.

PROCEDURES

1. Transfer students who wish to enroll in the Nursing Program must meet with the Nursing Program Director/Designee to review transcripts and to determine eligibility.
2. Once the admission requirements are met the application for the Nursing Program is submitted to the Nursing Program Director/Designee.
3. Selection for admission to the Nursing Program by way of transfer is based on the following:
 - a. The grade point average of 2.8 or higher based on a 4.0 grading scale of the courses that apply to the degree.
 - b. Date and time the application was submitted to the Nursing Program Director/Designee.
4. The applicant will receive written notification from the college regarding the admission status.

**NURSING PROGRAM/COURSE READMISSION POLICY
POLICY 2.5**

- A. Students who withdraw from the Nursing Program for personal or academic reasons and are eligible to return, may apply for readmission to the program one time only.
- B. Students who withdraw or are absent from the Nursing Program for two semesters must apply for admission as a new student. The student will re-enter under the current catalog.
- C. Students who seek to repeat a Nursing Course after having earned a failing grade must repeat that course and earn a grade of “C” or better before being permitted to progress to other nursing courses.
- D. Readmission and/or re-enrollment to the Nursing Program/ Course regardless of the reason for withdrawing will be on a space available basis.

PROCEDURE

- 1. Students seeking re-admission to the program/course must meet with the Program Administrator/Designee and Faculty to review courses and to present a success plan.
- 2. Students who have been away from the program for two semesters, must meet with the Program Administrator/Designee to review the student’s current standing and obtain an application for readmission.
- 3. The applicant will receive notification in writing regarding his/her readmission status.
- 4. Seat availability may hinder the return of a student, the following process will be used:
 - a. Students who are currently enrolled in the Nursing Program and delay with prior approval from the Program Administrator will be considered first.
 - b. Students who completed but failed the course in its entirety will be considered next. The order if more than one student is involved will be the final numerical grade of the course.
 - c. Students who withdrew from the course will be next, and again, the order, if more than one student is involved, will be based on the numerical grade at the time of withdraw.
- 5. The Nursing Faculty does reserve the right to readmit a student at any time based on the individual student circumstance.

NURSING PROGRAM CRIMINAL BACKGROUND CHECKS POLICY 2.6

- A. At least two-fingerprint checks will be required during the course of enrollment in the Nursing Program.
- B. The fingerprint check must be completed and the report submitted to the Nursing Program Administrator/Designee prior to admission into the nursing program.
- C. The Ohio Board of Nursing determines who is eligible to take the licensure exam (NCLEX). The Ohio Board of Nursing's List of potentially disqualifying offenses can be located at <https://nursing.ohio.gov/licensing-and-certification/background-check/list-of-potentially-disqualifying-offenses> 4 12 2021 pdf. Based on background checks completed before entering the program and before applying for the licensure exam, it is possible to complete the Terra State nursing program and be denied permission, by the Ohio Board of Nursing, to take the NCLEX. Being denied the opportunity to take the NCLEX would result in the graduate being unable to practice nursing.

PROCEDURES

- 1. The State Bureau of Criminal Identification and Investigation (BCI) and Federal Bureau of Investigation (FBI) background checks are required prior to the nursing interview and admission to the nursing program. Students should consult with the Security at the College for available dates and times for fingerprinting.
- 2. At the end of the course of study, State Bureau of Criminal Identification and Investigation (BCI) and FBI fingerprinting are required prior to taking the NCLEX. The fingerprinting reason code used for nursing is 4723.09.
- 3. Students participating in nursing courses with clinical components must meet the requirements mandated by the clinical agencies, which include a satisfactory criminal background check consistent with the agencies' screening requirements for their employees. Additional criminal background checks may be required by the Health Care Agency to which the student is assigned for clinical experience.

BASIC LIFE SUPPORT CERTIFICATION

POLICY 2.7

- A. Each student must maintain a current **American Heart Association Healthcare Provider Basic Life Support** card during the time of enrollment in the Terra State Community College Nursing Program.
- B. The school does not recognize a “grace period” after the card expires.
- C. No student will be able to attend clinical rotations if his/her Healthcare Provider BLS card lapses.
- D. If a student misses a clinical rotation due to a lapse of certification, the lost time will be considered an unexcused clinical absence.
- E. If a student chooses to schedule re-certification during clinical hours, it will be considered an unexcused absence.

PROCEDURES

1. Prior to the beginning of nursing classes, each student must show proof of current certification as an American Heart Association Healthcare Provider.
2. The student is responsible for presenting evidence of re-certification to the Program Administrator/Designee.
3. The Program Administrator/Designee will maintain records on each student regarding current American Health Care Provider certification.

HEALTH REQUIREMENTS POLICY 2.8

A health examination is required prior to the nursing orientation for admittance into the program. Title IX pregnancy requirements will be observed. Students with restrictions cannot attend clinical.

PROCEDURE

- A. The following immunizations and evaluations must be completed prior to the nursing orientation and the written documentation submitted to the Nursing Director/Designee.
1. Varicella (chicken pox) screening report if no documentation of vaccine.
 2. Two-step Mantoux results with a one-step repeat every year if done within one year or initial and annual T-SPOT TB test/QuantiFERON TB Gold test.
 3. Completed immunizations:
 - Diphtheria and Tetanus within the past ten years
 - MMR screening report if no documentation of vaccine
 - Hepatitis B Vaccine (series of three)
 - Yearly Flu vaccine administered in the fall
 4. Clinical facilities may mandate vaccinations in addition to the vaccinations required for program admission. Students are required to comply with clinical site vaccination requirements. If the clinical site allows for exemptions, the student will be required to follow the clinical site process for handling the exemption. A clinical site prohibiting a student from participating in clinical at the site for any reason may result in the student's dismissal from the nursing program.
- B. The nursing student must have documented evidence (if requested) of the following abilities:
1. The student must have the physical capability to:
 - Provide nursing care for 6 to 8 hours
 - Perform one-person CPR
 - Lift and move patients and objects weighing 50 pounds or more
 - Demonstrate fine motor manual dexterity skills
 - Work at varying heights and levels
 2. The student must have the sensory ability to:
 - Hear and acknowledge verbal instructions, recognize changes in equipment sounds, perform auscultation with or without assistive devices
 - See and read medication labels, patient records, and equipment instructions
 - Speak clearly to provide information, explain procedures, conduct interviews and ensure patient understanding

3. The student must have the cognitive capability to:
 - Read with comprehension at the college level
 - Apply formulas and critical thinking to solve mathematical problems and data analysis
 - Interpret graphs, numerical tables, and charts
 - Write concisely
 - Use appropriate grammar and vocabulary
 - Correctly spell common words and medical terminology

4. The student must have the emotional capability to:
 - Function quickly and accurately under stressful conditions
 - Adapt to a changing environment
 - Acknowledge and accept cultural differences
 - Provide nursing care to patients regardless of age, gender, race, national origin, religious beliefs, physical condition and/or disease process

PROCEDURES

1. All documentation is to be submitted to the Nursing Program Administrator/Designee prior to the first day of nursing classes.

2. Students are required to obtain their own physical examination and immunizations.

***Statement regarding pregnancy:** The student may not attend clinical if any physical restrictions are given by her healthcare provider. A personal plan will be developed as needed for each student who is pregnant to meet the Title IX requirements. If a student must withdraw from any courses while pregnant, a clinical and classroom seat will be guaranteed.

***Statement regarding hospitalization/Injury:** Any student missing clinical because of hospitalization/injury must present written permission from his/her physician in order to return to clinical without restrictions.

**LIABILITY AND HEALTH INSURANCE
POLICY 2.9**

- A. Nursing students must carry professional liability insurance; students are covered under the College's policy.
- B. Nursing students are required to have health insurance.

PROCEDURES

1. Nursing students of the College will be covered for liability through the College's policy.
2. Nursing students of the College must show proof of personal health insurance.

GRADING POLICY 3.1

The grading scale for all nursing courses (NUR) will be as follows:

A=100-94 percent
B=93-87 percent
C=86-78 percent
D=77-70 percent
F=69-0 percent

- A. To successfully complete any course, the student must:
- Achieve an overall “C” average (78%) based on total exam scores and achieve an overall grade of “C” (78%) or higher once the non-exam points (4% category) are calculated into the grade.
 - Complete all assignments, graded and non-graded, within the nursing course.
 - Achieve satisfactory competency evaluation of all required nursing skills in the campus laboratory if included in the course.
 - Achieve a satisfactory evaluation for all simulation experiences in the campus laboratory if included in the course.
 - Achieve a satisfactory final evaluation in the clinical setting if included in the course.
- B. A grade of less than “C” for any nursing course (NUR) counts as a failing grade.
- C. A student who earns a grade of less than a “C” in a nursing course must repeat the course and earn a grade of “C” or better before proceeding to the next nursing course(s).
- D. A student, who earns a failing letter grade in any two required nursing courses throughout the program, will be academically dismissed from the program, and/or any student failing the same course twice will be academically dismissed.
- E. Students can earn one percentage point for achieving a Level Two and two percentage points for achieving a Level Three for each proctored ATI exam administered in a course. Earned percentage points from the students’ proctored ATI exams will be added to the final course grade in the 96% category.

PROCEDURES

1. There will be no rounding of grades (e.g., 77.999 is a grade of “D”).
2. When a math test is administered in a nursing course, the test will focus on calculations used in the nursing profession. A grade of 85% must be achieved; the test may be retaken, one time only, after the student undergoes math remediation. If unsuccessful on the second attempt, the student will fail the course.
3. Evaluation of campus skills and simulation laboratory performance and clinical performance will be graded as satisfactory or unsatisfactory based on performance criteria. An unsatisfactory final grade in lab will result in a failure of the Lab Course in addition to the Theory Course and Clinical Course associated with the Lab. An unsatisfactory final grade in the Clinical Course will result in a failure of the Clinical Course in addition to the Theory Course and Lab Course associated with the Clinical.
4. Non-exam points account for 4% of the grade and will be added only if a student passes the course based on exam scores
5. Exam points count for 96% of the course grade.
6. No extra credit will be awarded.
7. Points awarded to a project will pertain to that class only. Points from one class cannot be given as points to another class.

PERIODIC EVALUATION OF STUDENT PROGRESS POLICY 3.2

- A. In didactic courses, students are evaluated routinely with examinations.
- B. In skills lab courses, students are evaluated with each checkoff. In simulation labs, students are evaluated with each simulation.
- C. In 16-week clinical courses, students are evaluated, in writing, by their clinical instructor at midterm and at the end of each full semester course. In eight-week clinical courses, a final evaluation will be given at the end of the clinical course.
- D. At the end of each term, the Program Administrator/Designee will review the course grades of each student. Students who have received a failing grade (D or F) in any course will be placed on academic alert within the nursing program.
- E. If a student has not passed a nursing course, the student may be readmitted to the course according to Policy 2.5.
- F. Once a student has received two failing grades (D or F) he/she will be dismissed from the program.

PROCEDURES

- 1. Faculty will complete student success and engagement referrals (such as Watermark) for students who are at risk of being unsuccessful at mid-term and as deemed necessary
- 2. Additional conferences to discuss clinical performance may be requested at any time, either by the student or by the clinical instructor.
- 3. The student will be notified in writing, by the Program Administrator/Designee, within two weeks of the end of the term that he/she has been placed on academic alert.
- 4. A student will be notified within two weeks of the end of the term that he/she has been dismissed from the program. Once a generic student has been dismissed from the program, he/she may not return.

**NURSING PROGRAM PROGRESSION
POLICY 3.3**

- A. Once enrolled in the Associate Degree Nursing Program, the student must achieve a grade of “C” or better in each nursing course (NUR) listed in the program curriculum. All nursing courses required for the program must be completed within 150% of the program from the date of enrollment in the first nursing course.
- B. Students may enroll in any one nursing course two times throughout the entire nursing program. If not successful on the second enrollment the student will be permanently dismissed.
- C. When a math test is administered in a nursing course, the test will focus on calculations used in the nursing profession. A grade of 85% must be achieved; the test may be retaken, one time only, after the student undergoes math remediation. If unsuccessful on the second attempt, the student will fail the course.
- D. Students, who fail one nursing course, must repeat the course and will be considered on academic alert within the Nursing Program. The student will be notified by the Program Administrator/Designee. If the student fails on the second attempt, the student will be dismissed from the program permanently.
- E. If a student has not passed a nursing course, the student may be readmitted to the course according to Policy 2.5.
- F. If a student fails two nursing courses, the student will be dismissed from the program permanently.
- G. If a LPN student fails NUR 1300 LPN to RN Bridge Course twice, the student may apply to the program as a beginning (generic) student by completing an application available from the Nursing Advisor.
- H. The student will be notified by the Program Administrator/Designee that he/she has been dismissed from the program. Once a generic student has been dismissed from the program, he/she may not return.

**DISMISSAL POLICY
POLICY 3.4**

Once a student has received two failing grades (D or F), he/she will be dismissed from the program.

PROCEDURES

1. A student will be notified within two weeks of the end of the term that he/she has been dismissed from the program. Once a generic student has been dismissed from the program, he/she may not return.

**FAILURE
POLICY 3.5**

1. At the end of each term, the Program Administrator/Designee will review the course grades of each student. Students who have received a failing grade (D or F) in any course will be placed on academic alert within the nursing program.
2. If a student has not passed a nursing course, the student may be readmitted to the course according to Policy 2.5.
3. If a student fails two nursing courses, the student will be dismissed from the program permanently.
4. If an LPN student fails NUR 1300 LPN to RN Bridge Course, the student may repeat the course once.
5. If an LPN student fails NUR 1300 LPN to RN Bridge Course twice, the student may apply to the program as a beginning (generic) student by completing an application available from the Nursing Advisor.

WITHDRAWING FROM A NURSING COURSE POLICY 3.6

Students who wish to withdraw from a course must do so according to the time frame found in the college catalog. A grade of "W" (Withdrawal) will only be issued when the student withdraws prior to 75% of any instructional part of a course. After 75% of a course is complete, students cannot withdraw from a course and will receive the grade that they earn. In order to be eligible for any possible tuition refund, students must officially withdraw from a course. Refund procedures and timeframes are identified within the Fee Policies section of the College Catalog.

Students are only permitted to withdraw from one required nursing course throughout the entire nursing program. Withdrawal from an elective nursing course will not affect progression in the program.

PROCEDURES

Students who withdraw from a required nursing course must meet with the Nursing Program Administrator to discuss eligibility for re-enrollment.

COMPLETION OF THE NURSING PROGRAM POLICY 3.7

To be eligible to graduate with an Associate of Applied Science Degree in Nursing the student must:

1. Complete all credit hours or equivalent work in the degree program with a C or better.
2. Earn a minimum of 2.0 cumulative grade point average.
3. Complete at least one-fourth of all courses required for an Associate Degree at Terra State Community College.

PROCEDURES

1. Students nearing the completion of an Associate Degree must apply for graduation.
2. Consideration for graduation does not occur automatically. Students nearing the completion of an Associate degree need to petition for graduation. Students initiate the process by applying to graduate through the student portal. All students should apply to graduate at least one academic term prior to the projected graduation date. Students applying for more than two programs must consult with the Records Office.
3. If a student files the application for degree but will not complete the course requirements to be eligible to graduate by the next commencement, the student will be notified in writing and will be encouraged to withdraw his/her application.
4. Letters of Completion to the Ohio Board of Nursing will be submitted based on the results of the Assessment Technology Institute (ATI) RN Predictor as follows:
 - a. Any student who obtains below a 90% probability on the ATI Predictor will be required to complete an NCLEX review course of the student's choice.
 - b. The student must notify the Program Administrator of the NCLEX review course the student has chosen within one week of taking the ATI Predictor.
 - c. The student must complete the review course within one month of graduation (unless the program is longer than one month).
 - d. Letters of completion will be submitted once the graduate submits proof of completion of the NCLEX review course.

**CELL PHONE and SMART WATCH POLICY
POLICY 3.8**

- A. In the classroom, laboratory, and clinical setting, cell phones should be turned off and put away. This prevents distracting other students and prevents HIPAA violations in the clinical setting.
- B. Cell phone conversations and texting are not allowed in the classroom, laboratory, or clinical setting.
 - 1. If you are expecting a phone call in an emergency, please talk to your instructor.
 - 2. The administrative assistant can be called at ext. 2312 and she will contact the student.
- C. Smart watches are not permitted to be worn during testing. Smart watches should be put away/not be worn in the laboratory or clinical setting.

NURSING REMEDIATION POLICY

POLICY 3.9

POLICY: All test failures must be remediated.

PROCEDURE:

- Course faculty will assign remediation for all failed exams
- Remediation is due one week after assigned
- Students are not permitted to take the next exam if the remediation has not been submitted.
- If a student is unable to take an exam as scheduled because remediation was not submitted, remediation is required to be completed the day of the exam and the student must make arrangements to make up the exam within 24 hours in the testing center.
- Taking the exam late will result in a 5% grade reduction.
- If the exam is not taken within 24 hours the student will receive a grade of zero for the exam.
- Remediation strategies include but are not limited to: ATI templates, case studies, textbook activities, NCLEX style questions.

NURSING DRUG SCREENING POLICY

POLICY 3.12

All TSCC students entering the nursing program must have a ten-panel drug screening within 30 days before the first day of clinical rotation. Other drug screens may be required by specific clinical sites at different times throughout the program. All drug screens will be at the cost of the student.

PROCEDURE

1. If the drug screen is positive for legally prescribed controlled substances, physician documentation will be required. If no documentation is submitted prior to the first clinical, the student will be dismissed from the program.
2. If the drug screen is positive for any illegal substance, the student will not be able to continue in the nursing program.
3. Form 2.93, The Drug Screen Acknowledgement Form, will be signed by students acknowledging they understand a 10-panel drug screen will need completed at the student's expense within 30 days before the first day of clinical and the student may be denied permission to continue the Terra State nursing program based on the drug screen result.

4. For BVHS clinical assignment:

All students and instructors must receive a negative result of a 10-panel drug test conducted within 30 days of their BVHS assignment and have not tested positive on any drug test, in the prior six months before being assigned to perform patient care duties.

All students and instructors, as a condition of their continued BVHS placement, are subject to a policy that includes reasonable suspicion, post-accident, and random drug testing, and must agree to release test results to BVHS on request or as part of an audit of our compliance with their requirement.

- a. Individuals who test positive or otherwise violate BVHS rules on substance abuse cannot be assigned to BVHS and /or if assigned, must be removed from BVHS premises.
- b. Drug testing documentation will be maintained by the nursing office and all costs will be paid by the student.

MINORS IN CLASSROOMS

POLICY 3.13

For the safety of your children and the integrity of the learning environment, children are not permitted in nursing classes, labs or clinical settings.

PROCEDURE

If a student brings a child to the classroom, laboratory, or clinical setting, they will be instructed to leave the learning environment.

The lab and clinical attendance and participation tools (Form 5.1A and Form 6.11) will be used if students are asked to leave the learning environment.

If an exam is schedule, the student will receive a 5% deduction and must take the exam within 24 hours in the testing center.

CLINICAL ASSIGNMENT POLICY

POLICY 3.14

POLICY:

Terra State Program of Nursing has affiliation agreements with many health organizations throughout Northwest Ohio. Students will be placed at sites as determined by the Program Administrator. Once an assignment is made, the decision is FINAL, unless the Program Administrator needs to make adjustments.

PROCEDURE:

1. Students are required to provide their own transportation to clinical.
2. Clinical assignments are assigned by the nursing program administrator and are final.
3. Clinical sites are in multiple cities and students will be required to drive the distances.
4. Clinical times may vary and students must be prepared for day, afternoon and overnight shifts.
5. Each site has its own set of requirements that must be met prior to attending clinical.

CLASSROOM ATTENDANCE & ILLNESS POLICY POLICY 4.1

Regular attendance and punctuality in all classes are considered essential to academic success at Terra State Community College.

Classroom:

Regular attendance at all lectures is expected for success in the course.

Tardy: If tardy (arriving after faculty has started class), student may be required to wait until break to enter the classroom.

Absence: If absent on the day of an exam, student will receive a 5% deduction and must take the exam within 24 hours. If absent on the day of a quiz, the student will receive a grade of zero without the opportunity to make up the quiz.

Classroom Illness: If a student becomes ill in the classroom, security is to be contacted at 2253. If it is a medical emergency, contact security and/or 9-911.

CLASSROOM CODE OF CONDUCT POLICY 4.2

Unprofessional Behavior

Students are expected to behave in a professional manner at all times. This includes arriving on time and conducting oneself in a positive manner with peers, instructors, visitors, and agency representatives.

Unprofessional behaviors include insubordination (noncompliance or disrespectful behavior) to an instructor; unauthorized use of a cell phone; or engaging in impolite or disrespectful behavior to instructors or other students. It shall also include any inappropriate actions or decisions that have the potential to cause harm.

1. **Insubordination is defined as:**
 - Verbal or non-verbal refusal to comply with a directive given by the instructor, Nursing Program Administrator, or Dean/Designee. Students who question a directive should use the appropriate chain of command beginning with their instructor.
 - Refusal to change disrespectful behavior when redirected by the instructor.
2. **Disrespectful attitudes and behaviors can include but are not limited to:**
 - Swearing or obscene language.
 - Behaviors that undermine the rightful authority of instructors.
 - Name-calling, gossiping, spreading rumors, or any attempts to embarrass, ridicule, or degrade instructors or others.
 - Argumentative, grumbling, harassing, hitting or slamming things, or displays of tantrums and anger outbursts.
 - Refusing to listen or interrupting others before they are finished. This may include “controlling” the conversation by sighing or groaning, rolling eyeballs, closing one’s eyes, putting one’s head on the table, or walking out on conversations or presentations.
 - Intimidating actions or words toward peers or instructors.

PROCEDURE

1. Student Code of Conduct: Nursing students are expected to follow the Terra State Community College Student Code of Conduct that can be found in the college catalog.
2. If unprofessional behavior is observed, the student will be notified in writing via the Student Advisement Form (form 7.5) which will be placed in the student file. Continued unprofessional behavior will be addressed in a meeting with the student, instructor, and Program Administrator.

NURSING LABORATORY ATTENDANCE POLICY 5.1

The students are expected to attend **all** lab classes in the semester and act in a professional and safe manner. If a student is tardy, absent, unprofessional, or unsafe – points will be given using the Lab Attendance/Participation Tool (**Form 5.1 A**).

Lab Attendance/Participation Tool

Students will be given a sample Lab Attendance/Participation Tool by the lab instructor at the beginning of the semester. Expectations regarding attendance and participation will be discussed. Students with any questions should address them at that time or make an appointment with the nursing course instructor. The Lab Attendance & Participation Agreement Form (**Form 5.1**) must be signed by all students who wish to participate in lab. Any students without a signed agreement form will not be able to participate.

PROCEDURE

Absence

Students are expected to participate in all lab classes. Absence and tardiness are not tolerated. Faculty is aware that unforeseen events occur but contingency arrangements should be made ahead of time so students do not miss lab class. The point system allows all students to be treated fairly. The student is expected to notify the lab instructor if he/she will be missing a class and must be done within 24 hours prior to the absence. Students who are absent from lab class (for any reason) will receive points and are expected to attend another lab session during the same week. If the student is unable to attend another lab session the same week of the absence he/she must make an appointment with the lab instructor during open lab. Students that do not notify the instructor of an absence will be counted as an unexcused absence (**Form 5.1 A**)

Tardiness

Students who are tardy to lab class will receive points. Students that are greater than 30 minutes late to class will not be permitted to enter and this will be counted as an unexcused absence. Any student that receives points due to extreme or continuing extenuating circumstances and would like to present their case before the Nursing Faculty Committee may arrange to do so.

Unprofessional Behavior

Students are expected to behave in a professional manner at all times. This includes arriving on time, following the dress code, and conducting oneself in a positive manner with peers and instructors.

Unprofessional behaviors include insubordination (noncompliance or disrespectful behavior) to a lab instructor; not following the lab dress code; unauthorized use of cell phone; turning in assignments late; destruction of lab equipment, or engaging in impolite or disrespectful behavior to other students and instructors.

1. Insubordination is defined as:

- Verbal or non-verbal refusal to comply with a directive given by the lab instructor. Students who question a directive should use the appropriate chain of command beginning with their lab instructor.
- Refusal to change disrespectful behavior when redirected by the lab instructor.

2. Disrespectful attitudes and behaviors can include:

- Swearing or obscene language toward or about lab instructors or other students
- Behaviors that undermines the rightful authority of instructors

- Name-calling, gossiping, spreading rumors, or any attempts to embarrass, ridicule, or degrade instructors or students
- Argumentative, grumbling, harassing, hitting or slamming things, or displays of tantrums and anger outbursts
- Refusing to listen or interrupting others before they are finished. This may include “controlling” the conversation by sighing or groaning, rolling eyeballs, closing one’s eyes, putting one’s head on the table, or walking out on conversations or presentations.
- Intimidating actions or words towards fellow students or instructors.

3. Dress Code

- All students are expected to adhere to the Terra State Community College Dress Code as described in the Nursing Student Handbook (see policy 5.3)

4. Code of Conduct References

Adherence to proper conduct is expected of all students. Students are expected to demonstrate conduct that is consistent with the philosophy, behavior, policies and/or standards of the:

- Code of Conduct by the Ohio Board of Nursing, Chapter Five.
- Terra State Community College Student Handbook and Nursing Student Handbook.

Accrual of Points

Students will be notified by the instructor that they have accrued points with the Lab Attendance/Participation Tool within one week.

- Any student who has reached **5 or greater points** must make an appointment to meet with the lab faculty member or course faculty member. The student may be mandated to complete a Performance Improvement Plan and submit the signed Performance Improvement Plan *within 7 calendar days* of the occurrence.
- A student who accumulates **9 or greater** points in **any category** of the Lab Attendance & Participation Tool (form 5.1A) **during a semester** will result in a failure of the Lab course in addition to the Theory Course and Clinical Course associated with the Lab.
- There will be no option to withdraw from the course to prevent receiving a failing grade.

Illness

A doctor’s slip for self or immediate family- may reduce occurrence to “5” if the absence is due to illness. This must be turned in within 3 academic days to receive the reduction. The student is expected to make up lab class by scheduling time with the instructor. If a student becomes ill in lab class security is to be notified at 2253. If it is a medical emergency, contact security and/or call 9-911. The procedures for a medical emergency are outlined in the Emergency Procedure Checklist Guide that located in each classroom on the campus.

Performance Improvement Plan (Form 6.12)

The Performance Improvement Plan document is designed to encourage success in any student who is at risk. It provides written documentation of the issues that could impede a student’s success and a specific plan to help the student to resolve them. Any student that faculty consider to be “at risk” may be mandated to complete a Performance Improvement Plan- even prior to accumulation of 5 points. This is up to the faculty member/nursing department’s discretion and is an aid to the student in planning for their success.

The purpose of the meeting is to formulate a plan for improvement. The meeting is *not* to be used to argue about the validity of the points.

The meeting is to be initiated by the student and at a time agreed upon by nursing faculty. It is to be completed within 7 calendar days. If the nursing lab faculty is unavailable, the role of the instructor may be completed by the course faculty member. Using the Performance Improvement Plan, the faculty member shall specify the objectives not being met by the student, issues with behavior, or other concerns that might impede the achievement of Satisfactory in lab class. Implications of non-improvement will be discussed by the faculty member and student.

Students ***must come prepared*** to the meeting with strategies or ideas to improve their performance. Once their strategies for improvement are approved by the faculty, both the student and faculty member sign and date the document. One copy is given to the student and one copy remains in the student's academic file.

Open Lab

Students must sign in on the open lab sign-in sheets. An appointment must be made with the instructor if individual instruction is needed or required. ***All*** appointments with instructors, to practice or retest, are expected to be kept.

LABORATORY CONDUCT/PROFESSIONALISM POLICY 5.2

All students will be expected to conduct themselves in a professional and respectful manner.

PROCEDURE

General Expectations/General Information

- Wash hands immediately when entering the lab and immediately before exiting the lab.
- Attend lab class according to schedule.
- No chewing gum.
- No cell phones on during class. For emergencies, the Academic Administrator Assistant can be reached at 419-559-2312.
- Treat faculty with respect and address faculty by appropriate surname (Mr., Mrs., Miss, or Ms., Dr., Dean, etc).
- Treat fellow students with respect.
- Treat equipment with respect and care.
- Lead instructor and/or clinical instructor will be informed of areas of weakness.
- Complete and submit all assignments on time.
- Student must keep college lab in good order: arrange and return practice supplies to proper places.
- Student must sanitize their work station prior to leaving lab
- Student must come to lab prepared with the Ticket to Lab: Student will not be able to enter lab without the Ticket to Lab and will accrue points for absence.
- Lab rules acknowledgment form must be signed/completed by the student by the end of the first week of the semester.
- Any student who behaves in an unprofessional manner will receive points using the Lab Attendance and Participation Tool (form 5.1A). The student will be given a copy of the form and a copy will be kept in the student's academic file.
- Any student who has reached **5 or greater points** must make an appointment to meet with the lab faculty member or course faculty member. The student may be mandated to complete a Performance Improvement Plan and submit the signed Performance Improvement Plan *within 7 calendar days* of the occurrence.

A student who accumulates **9 or greater points** in **any category** of the Lab Attendance & Participation Tool (form 5.1A) **during a semester** will result in a failure of the Lab course in addition to the Theory Course and Clinical Course associated with the Lab.

Student Code of Conduct

Nursing students are expected to follow the Terra State Community College Student Code of Conduct which can be found in the college catalog.

LABORATORY DRESS CODE POLICY 5.3

- Students are required to wear the Terra State Community College nursing student uniform for scheduled laboratory sessions, including scheduled laboratory demonstrations and skill competency check-offs. Uniform must be clean and free of wrinkles. A long sleeve white shirt may be worn under the uniform top for warmth.
- The College picture ID must be worn for scheduled laboratory experiences. The ID must be worn above the waist with the student's face and name clearly visible at all times.
- The Terra State Community College emblem must be worn on the upper left sleeve of the uniform scrub jacket.
- Casual dress with an I.D. badge may be worn for open lab practice.
- White shoes with low heels, tie, or slip-on with closed heels and toes are to be worn. No clogs, sandals or canvas shoes. Predominately white, low top leather athletic shoes are acceptable. These are to be worn with white socks.
- A maximum of two earrings per ear are allowed: they must be plain small post-type earrings and be in your ear lobe or helix. No expanders or bars. No hoops or large earrings. Piercings that are not in the ear must be removed or replaced with a clear retainer stud during lab.
- For sanitary reasons, it is recommended that no rings are to be worn. Only an engagement or wedding ring is permitted.
- Hair should always be clean. Hair longer than shoulder length must be pulled away from the face and secured. Color must be natural-black, brown, red, blonde or gray.
- Mustaches must be neatly trimmed and beards no longer than one inch.
- Nails must be neatly trimmed within 1\8 inch from the tip of the finger. Only neutral nail polish is permitted. No acrylic nails are permitted. Natural gel color is permissible.
- Fake eyelashes are not permitted to be worn.
- No tattoos can be visible during skills check-offs or final competency check-off. Tattoos must be covered with a flesh colored band-aid, turtleneck, long sleeves, or tattoo sleeves.
- Smart watches are not permitted in the laboratory. Watches with a second hand are required.

PROCEDURES

- 1. No skill or competency check-offs will be done if not wearing a uniform with I.D. Badge.**
- 2. Students who are noncompliant with the uniform code during scheduled laboratory sessions will be administered points using the Lab Attendance and Participation Tool (form 5.1A).**

SKILL CHECK-OFFS & COMPETENCY TESTING POLICY 5.4

Purpose: The purpose of this policy is to document student performance of nursing lab skills. In addition, this policy lists the skills that are associated with each course and describes the procedure for failures.

1. All students are required to satisfactorily complete all skills taught in the nursing lab.
2. A skills checklist will be posted on the college learning management system. It is the student's responsibility to download, read, and bring the checklist to lab.
3. Students should be prepared for lab by completing the ticket to lab assignment prior to lab.
4. The instructor will document completion of the skills on the performance checklist.
5. At the completion of each course, the student and faculty will sign the performance checklist. The original form will be placed in the student's file.
6. Original student advisement forms are placed in the student's file and a copy will be given to the student.

Skill Check-Offs

- All skills check-offs must be completed within the required time frames. Medication Administration will have a 30-minute time limit. All other skills check offs will have a 20-minute time limit.
- Any student exceeding the allotted time will result in failure of the skill.
- The student is responsible for seeking the help of the lab instructor if review or clarification is needed.

First Failure

- For Medication Administration and IV therapy skills, a math calculation is required. The calculation must be completed accurately in order to continue with the skill. If the math calculation is not completed accurately, the student will not be able to proceed with the skill and will receive an unsatisfactory grade.
- The theory instructor and clinical instructor will be notified.
- If the student fails a skill, a written student advisement notice form will be completed. The student will be given a copy of this form. In addition, the student will be verbally advised on the area of weakness.
- The student must complete mandatory practice within one week of failure in open lab or scheduled appointment time.
- **The Student is responsible** for scheduling re-testing with instructor (The instructor WILL NOT remind the student to reschedule. If the student does not schedule the appointment in the appropriate time frame it will result in a failure of the lab and therefore failure of the lecture, lab, and clinical courses.)
- ***Appointments with the instructor are expected to be kept.***
- Students may NOT check off on the failed skill the same day of failure.

- Failure of three check-offs on the first attempt will result in an unsatisfactory grade for lab and therefore a failure of the lecture, lab, and clinical courses.

Second Attempt

- The second attempt must be performed within one week of skill failure.
- Students may NOT check off on the failed skill the same day of failure.
- For Medication Administration and IV therapy skills, a math calculation is required. The calculation must be completed accurately in order to continue with the skill. If the math calculation is not completed accurately, the student will not be able to proceed with the skill and will receive an unsatisfactory.
- The theory instructor and clinical instructor will be notified of the results of the second attempt.
- If the student does not demonstrate satisfactory performance of the repeated lab skill on the second attempt, the student will receive an unsatisfactory grade for the skill and therefore a failure of the lecture, lab, and clinical courses.

Competency Testing

- Competency testing of skills is held at the end of the semester.
- All skill check-offs must be complete prior to competency testing week.
- Failure to complete skills check-offs prior to competency week will result in an incomplete grade until lab requirements are met.
- Skills will be performed at the designated time for his/her assigned course.
- The student will randomly select a skill from the designated procedures as listed below.
- The instructor will observe and evaluate the student's performance without guidance or assistance.
- The student must be able to perform skill competently and independently and this will be determined by the lab instructor that observes the skill performance.
- If a student identifies an error during the testing session, the student may correct it without penalty as long as the client's safety is not violated and the student can rectify the error within the designated testing time.
- Time frame for completion of a competency skill is 30 minutes. Exceeding the allotted time will result in failure of the competency.
- Successful performance of a competency test means completion of the procedures with accuracy and completeness.

Failure of Competency on the First Attempt

- The student must have re-instruction by lab instructor on the attempted skill (errors will be verbally reviewed).
- The student must practice the failed skill with the instructor's guidance.
- The instructor will document re-instruction on the student advisement form.
- The theory instructor will be notified.

- The student is responsible for learning the skill and correcting all errors prior to the second competency testing date.

Second Attempt of Competency

- The student is responsible to schedule testing with instructors.
- The appointment must be scheduled within one week from skill failure.
- *Appointments with instructors are expected to be kept.*
- The student will have the same format and scenario.
- Student will perform the failed skill as well as another lab competency skill set. The second skill set will be randomly selected from the designated procedures.
- Two instructors must be present.
- If the student does not demonstrate satisfactory performance on the second attempt at the skills competency checkoff, is unable to satisfactorily complete the second attempt at the failed skill, and/or is unable to satisfactorily complete the first attempt for the second randomly selected skill, the student will receive an unsatisfactory grade for the skill and therefore a failure of the lecture, lab, and clinical courses.

Foundations in Nursing (NUR 1165) Skills for Competency

- Head-to-toe assessment and vital signs.
- Foley Insertion/Removal with application and removal of sterile gloves.
- I.M./Z-track and Subcutaneous Injections/Mixing Insulin with dosage calculation.
- P.O. Medications with dosage calculation and sterile dressing change with packing.
 - For Medication Administration, a math calculation is required. The calculation must be completed accurately in order to continue with the skill. If the math calculation is not completed accurately, the student will not be able to proceed with the skill and will receive an unsatisfactory grade.

Adult Health Nursing I (NUR 1175) Skills for Competency

- IV insertions with medication administration and dosage calculation via IV piggyback.
- IV insertions with medication administration and dosage calculation via IVP
- NG insertion with application of suction.
- Tracheostomy care with suctioning.
- PICC line dressing change and blood sampling.
- Head to Toe assessment and vital signs
- Foley Insertion/Removal with application and removal of sterile gloves.
- I.M./Z-track and Subcutaneous Injections/Mixing Insulin with dosage calculation.
- P.O. Medications with dosage calculation and sterile dressing change with packing.
- For Medication Administration and IV therapy skills, a math calculation is required. The calculation must be completed accurately in order to continue with the skill. If the math

calculation is not completed accurately, the student will not be able to proceed with the skill and will receive an unsatisfactory grade.

LPN to RN Nursing Bridge (NUR 1305) Skills for Competency

- IV insertions with medication administration and dosage calculation via IV piggyback.
- IV insertions with medication administration with dosage calculation via IVP
- NG insertion with application of suction
- Tracheostomy care with suctioning.
- PICC line dressing change and blood sampling.
- Head to Toe Assessment and Vital Signs
- P.O. Medications with dosage calculation and sterile dressing change with packing.
- Foley Insertion/Removal with application and removal of sterile gloves.
- Student is responsible for ALL basic nursing skills (previously learned in LPN program) in addition to the advanced nursing skills taught in Transitions Skills Lab
- It is the student's responsibility to practice all skills in the open lab
- For Medication Administration and IV therapy skills, a math calculation is required. The calculation must be completed accurately in order to continue with the skill. If the math calculation is not completed accurately, the student will not be able to proceed with the skill and will receive an unsatisfactory grade.

LATEX ALLERGY POLICY 5.5

It is the policy of Terra State Community College to create a safe environment for students to participate in lab. Terra faculty control the use of latex in the lab, however, clinical site usage cannot be controlled by our program.

PROCEDURE

- Products in the lab may contain latex.
- Products that contain latex are clearly marked.
- It is the responsibility of the student to read labels for possible latex content.
- Students must notify lab staff immediately in the event a reaction or suspected reaction occurred.
- If the student becomes ill in the classroom or lab, security is to be contacted at 2253. If this is a medical emergency call 9-911. (Refer to Policy 4.1).

CLINICAL ATTENDANCE & ILLNESS POLICY POLICY 6.1

Clinical Attendance/Participation Expectations

All students are expected to attend *all* clinical days on time, and act in a professional and safe manner. The clinical day includes all clinical experiences, group activities, and pre-and post-clinical conferences. If a student is tardy, leaves early, absent, unprofessional, or unsafe – points will be given using the Clinical Attendance/Participation Tool (Form 6.11).

In the event a clinical experience is cancelled, the hours MUST be made up within the semester. All cancelled clinical experiences must be rescheduled hour for hour.

A clinical make up may occur in a variety of ways: another day is scheduled, hours are added to the current clinical experience, an alternative shift is used or a student may be required to attend clinical in a different facility. That student will be required to meet all site criteria.

Clinical Attendance/Participation Tool

Students will be given a sample Clinical Attendance/Participation Tool by the clinical instructor at the beginning of each clinical rotation. Expectations regarding attendance and participation will be discussed. Students with any questions should address them at that time or make an appointment with the nursing course instructor. The Clinical Attendance & Participation Agreement Form (Form 6.10) must be signed by all students who wish to begin the clinical experience. Any students without a signed agreement form will not be able to participate. Points from the Clinical Attendance & Participation Tool (form 6.11) will accrue *per clinical rotation*.

PROCEDURE

Tardiness, Leaving Early and Absence

Students are expected to participate in all clinical days. Faculty is aware that unforeseen events occur but contingency arrangements should be made ahead of time so students do not miss clinical days. Being 30 minutes or more tardy or leaving 30 minutes or more early is considered an absence. A student who is 30 or more minutes tardy will not be permitted to participate in clinical and will be sent home. The point system allows all students to be treated fairly. Students who miss a clinical day (for any reason) will receive points and be assigned a make-up assignment. The completed make-up assignment must be submitted to the course instructor within one week of being assigned.

Any student that receives points due to extreme or continuing extenuating circumstances and would like to present their case before the Nursing Faculty Committee may arrange to do so by contacting the Nursing Program Administrator.

Unprofessional Behavior

Students are expected to behave in a professional manner at all times. This includes arriving on time, following the dress code, and conducting oneself in a positive manner with peers, instructors, patients, family members, visitors, and agency representatives.

Unprofessional behaviors include, but are not limited to: insubordination (noncompliance or disrespectful behavior) to those in leadership or authority: dean, clinical instructor, clinical site nurse, preceptor, or an agency manager; engaging in impolite or disrespectful behavior to faculty, agency staff, peers, patients, family or visitors; unapproved or unauthorized use of cell phone; or a HIPAA violation. Unprofessional behavior toward patients will be addressed in a more severe manner according to the Ohio Board of Nursing Code of Conduct.

1. Insubordination is defined as:

- Verbal or non-verbal refusal to comply with a directive given by the clinical instructor, clinical nurse, unit manager, Nursing Program Administrator, or Dean/Designee. Students who question a directive should use the appropriate chain of command beginning with their clinical instructor.
- Refusal to change disrespectful behavior when redirected by the clinical instructor.

2. Disrespectful attitudes and behaviors can include:

- Swearing or obscene language toward or about clinical instructors, agency staff, other students, patients, family members, or visitors
- Behaviors that undermine the rightful authority of instructors or agency staff
- Name-calling, gossiping, spreading rumors, or any attempts to embarrass, ridicule, or degrade instructors, agency staff, or others
- Argumentative, grumbling, harassing, hitting or slamming things, or displays of tantrums and anger outbursts
- Refusing to listen or interrupting others before they are finished. This may include “controlling” the conversation by sighing or groaning, rolling eyeballs, closing one’s eyes, putting one’s head on the table, or walking out on conversations or presentations.
- Intimidating actions or words toward peers, patients, family, visitors, faculty, and agency or clinical staff

3. Code of Conduct References

Adherence to proper conduct is expected of all students. Students are expected to demonstrate conduct that is consistent with the philosophy, behavior, policies, and/or standards of the:

- Code of Conduct by the Ohio Board of Nursing, Chapter Five.
- Terra State Community College Student Handbook and Nursing Student Handbook

Unsafe Behaviors

Unsafe behavior can include any action that creates a potential for harm through negligence or willfulness. This includes proceeding with patient care without proper preparation, or clinical instructor’s knowledge and/or approval to give care. Serious violation of safe care standards could include lying, covering up, or failing to report a mistake in the clinical setting. This would also include falsifying any documentation.

Accrual of Points

Students will be notified by the instructor that they have accrued points with the Clinical Attendance/Participation Tool within one week.

- Any student who has reached **5 or greater points** must make an appointment to meet with the clinical faculty member or course faculty member. The student may be mandated to complete a Performance Improvement Plan and submit the signed Performance Improvement Plan *within 7 calendar days* of the occurrence.
- A student who accumulates **9 or greater points in any category** of the Clinical Attendance & Participation Tool (form 6.11) **during a semester** will result in a failure of the Clinical course in addition to the Theory Course and Lab Course associated with the Clinical.
- There will be no option to withdraw from the course to prevent receiving a failing grade.

Illness/Injury

A doctor's slip for self or immediate family- may reduce occurrence to "5" if the absence is due to illness. This must be turned in within 3 academic days to receive the reduction. The student would still be expected to complete the make-up assignment assigned by the instructor. If a student becomes ill in the clinical setting, the student should be assessed and referred to the emergency room if needed. If a student is running a fever of 100.4 or higher or any symptoms of illness, the student should not attend clinical.

Clinical Site prohibiting student participation

A clinical site prohibiting a student from participating in clinical at the site for any reason may result in the student's dismissal from the nursing program.

Performance Improvement Plan (Form 6.12)

The Performance Improvement Plan document is designed to encourage success in any student who is at risk. It provides written documentation of the issues that could impede a student's success and a specific plan to help the student to resolve them. Any student that faculty consider to be "at risk" may be mandated to complete a Performance Improvement Plan- even prior to accumulation of 5 points. This is up to the faculty member/nursing department's discretion and is an aid to the student in planning for their success.

The purpose of the meeting is to formulate a plan for improvement. The meeting is *not* to be used to argue about the validity of the points.

The meeting is to be initiated by the student and at a time agreed upon by the nursing faculty. It is to be completed within 7 calendar days. If the nursing clinical faculty and/or course faculty is unavailable, the role of the instructor may be completed by the Nursing Program Administrator or Designee. Using the Performance Improvement Plan, the faculty member shall specify the objectives not being met by the student, issues with behavior, or other concerns that might impede the achievement of Satisfactory in the Clinical Rotation. Implications of non-improvement will be discussed by the faculty member and student.

Students ***must come prepared*** to the meeting with strategies or ideas to improve their performance. Once their strategies for improvement are approved by the faculty, both the student and faculty member sign and date the document. One copy is given to the student and one copy remains in the student's academic file.

**CLINICAL ABSENCE CALL-OFF POLICY
POLICY 6.2**

- The student will call or text the clinical instructor at least one-half hour prior to the start of the clinical rotation.
- The student will email the course instructor the day of the absence and submit documentation within three days if needed.
- The course instructor will issue a make-up assignment to the student. The student will return the make-up assignment to the course instructor within one week of being assigned.
- If more than one clinical absence occurs in a clinical course, the student will be required to repeat the course, unless this is the second enrollment or second failure in the program. If it is a second failure or the second enrollment, the student will be permanently dismissed from the program.

NURSING STUDENT CONDUCT POLICY POLICY 6.3

While enrolled in the Terra State Community College Nursing Program, the student is required to comply with the conduct policy as determined by the **Ohio Board of Nursing Chapter Five 4723-5-12**. Failure to do so will result in appropriate disciplinary action and may result in failure of the course.

While providing nursing care the student shall comply with the following rules of conduct:

- (1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
- (2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
- (3) A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
- (4) A student shall implement measures to promote a safe environment for each patient.
- (5) A student shall delineate, establish, and maintain professional boundaries with each patient.
- (6) At all times when a student is providing direct nursing care to a patient the student shall:
 - (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
- (7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section [4723.01](#) and division (B)(20) of section [4723.28](#) of the Revised Code for a registered nurse, and division (F) of section [4723.01](#) and division (B)(21) of section [4723.28](#) of the Revised Code for a practical nurse;
- (8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;
- (9) A student shall not:
 - (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
 - (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- (10) A student shall not misappropriate a patient's property or:
 - (a) Engage in behavior to seek or obtain personal gain at the patient's expense;

(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;

(c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or

(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:

(a) Engage in sexual conduct with a patient;

(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section [2907.01](#) of the Revised Code;

(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section [4729.01](#) of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

(18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

(22) A student shall not assist suicide as defined in section [3795.01](#) of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

PROCEDURES

Failure to comply with the Terra State Community College Nursing Student Conduct will result in disciplinary action as follows:

1. Refer to Policy 6.1 for infractions.

2. Significant or repeated infractions may result in a disciplinary action. Faculty will meet with the student and document in writing the misconduct. Both the faculty and the student will sign the written document. Disciplinary actions remain part of the student's permanent file.
3. Student misconduct related to inappropriate professional behavior (e.g. sexual misconduct or abusive behavior with a patient) will result in immediate dismissal.

CLINICAL DRESS CODE POLICY POLICY 6.4

- Students are required to wear the Terra State Community College nursing student uniform while at the clinical setting. Uniform must be clean and free of wrinkles. A long sleeve white shirt may be worn under the uniform top for warmth.
- The College picture ID must be worn for clinical experiences. The ID must be worn above the waist with the student's face and name clearly visible at all times.
- The Terra State Community College emblem must be worn on the upper left sleeve of the uniform scrub jacket.
- White shoes with low heels, tie, or slip-on with closed heels and toes are to be worn. No clogs, sandals or canvas shoes. Predominately white, low-top leather athletic shoes are acceptable. These are to be worn with white socks.
- A maximum of two earrings per ear are allowed: they must be plain small post-type earrings and be in your ear lobe or helix. No expanders or bars. No hoops or large earrings. Piercings that are not in the ear must be removed or replaced with a clear retainer stud during clinical.
- For sanitary reasons, it is recommended that no rings are to be worn. Only an engagement or wedding ring is permitted.
- Hair should always be clean. Hair longer than shoulder length must be pulled away from the face and secured so that it does not interfere with patient care. Color must be natural-black, brown, red, blonde or gray.
- Mustaches must be neatly trimmed and beards no longer than one inch.
- Nails must be neatly trimmed within 1\8 inch from the tip of the finger. Only neutral nail polish is permitted. No acrylic nails are permitted. Natural gel color is permissible.
- Fake eyelashes are not permitted to be worn.
- No tattoos can be visible during clinical rotations. Tattoos must be covered with a flesh-colored band-aid, turtleneck, long sleeves, or tattoo sleeves.
- Smart watches are not permitted in the clinical setting. Watches with a second hand are required.
- Students and faculty will comply with the agency dress code policy for the Psychiatric Mental Health and Maternal Newborn Nursing experiences.
- Students must adhere to any additional agency-specific dress code rules.

PROCEDURES

1. Students who are in the clinical agency and are not in compliance with the uniform code will be sent home and this will be considered an absence with points.

2. Noncompliance of the dress code will be tracked with the weekly Clinical Experience Record (form 6.70)

STUDENT SMOKING POLICY POLICY 6.5

The purpose of the policy is to clearly state NO SMOKING is allowed before or during clinical.

PROCEDURES

1. Terra State Community College nursing students must adhere to the No Smoking Policy in place at each healthcare agency used for clinical rotations.
2. Patients may be upset by the odor of smoke on caregiver's clothing, hair, etc. Therefore, no smoking is allowed before or during clinical. If faculty, staff, patients, or family report concerns or problems due to odors on the student, the student will be sent home for the day.
3. The student will accrue a clinical absence and be issued points.
4. Students may not leave the clinical site for lunch or to smoke.

CLINICAL ATTENDANCE DURING INCLEMENT WEATHER POLICY 6.6

To define the process for clinical attendance during inclement weather and college closings.

PROCEDURES

1. The decision to cancel clinical is deferred to the individual clinical instructors. If the instructor does not cancel the clinical and a student chooses to not attend, the student will accumulate points per the Clinical Attendance Policy 6.1.
2. If students have arrived at the clinical site prior to Terra State Community College cancelling classes, students will remain or leave at the discretion of the Clinical Instructor.
3. If Terra closes due to weather prior to arriving at clinical, the clinical will be canceled and the student may stay/return home.
4. Clinical will not be cancelled until the morning of the clinical.
5. **ALL CANCELLED CLINICALS MUST BE MADE UP.**

**CLINICAL EXPERIENCE RECORD
POLICY 6.7**

The clinical experience record shall be used to provide a format for documentation of nursing care and procedures performed by the student and to provide feedback on student behavior as observed by the clinical instructor.

PROCEDURE

The Student will:

1. The student completes the name, date, agency, and 'Clinical Experience Record' (left side column) and turns form into the instructor at the end of the post-conference for each clinical day.
2. Once the student reviews the instructor's feedback; he or she signs the form and returns it to the instructor.

The Instructor will:

3. Complete the 'Instructor Anecdotal Record' (right side column) and the instructor signature sections, and return the form to the student the following week at clinical during pre-or post-conference time for review.
4. All student clinical experience records are turned in to the Theory Instructor at the end of the semester.
5. Form 6.70

NURSING ASSESSMENT AND WORKSHEET POLICY 6.8

The purpose of the nursing assessment and worksheet is to provide a useful and reliable framework for patient data collection. These forms guide the student's identification and organization of pertinent patient data to ensure adequate student preparation for the clinical experience/setting and to determine the patient plan of care.

PROCEDURE

1. Students will complete the nursing assessment and worksheet on a weekly basis for assigned patient(s).
2. Students are responsible and accountable for careful preparation for each new clinical experience to ensure the provision of safe patient care practices.
3. The Assessment and Worksheets must be submitted with all concept maps.
4. The Student will complete the worksheet and the assessment at the clinical site per the faculty's direction.
5. The clinical instructor will return all completed nursing worksheets to the student at the end of the clinical day.
6. The clinical instructor will ensure all paperwork is given to the theory instructor at the end of the semester.
7. Forms: 6.80 Assessment Worksheet

**NURSING CONCEPT MAPS
POLICY 6.9**

Nursing Concept Maps will be the framework for documenting a patient-centered, outcome-oriented plan of care for assigned patient(s)

PROCEDURE:

The Student will:

1. Foundations of Nursing clinical groups will complete nursing concept maps as determined within the Clinical Judgement Course.
3. Adult Health Nursing I, II and III will complete concept maps as determined by the theory and clinical instructors.
4. All other courses will complete concept maps as assigned by the faculty.
5. The students will use the Nursing program concept map template.

The Instructor will:

1. Grade the map using the Nursing Concept Map rubric.
2. Grade and make comments to help the student develop a better concept map.
3. Return the concept map to the student at the next clinical visit for review and/or revision (if/when necessary).
4. All concept maps are to be given to the Theory instructor at the end of the semester.

Forms: Nursing Concept map form: 6.9

NURSING TEACHING PLAN POLICY 6.10

All students will learn to write and implement a patient teaching plan.

PROCEDURE

The teaching plan must include:

1. *Learning objectives*

Mager (1975) suggests that a meaningful objective has the following characteristics:

- a. Performance or behavior (what the learner will do).
- b. Conditions under which the performance is expected to occur.
- c. Criteria, or level of performance, that will be considered acceptable.

Action verbs, which are observable to the teacher, include write, list, state, name, identify, describe, compare, apply, demonstrate, define, select, record, explain, calculate, differentiate, and prepare. “know,” “understand,” and “appreciate” are examples of descriptive processes that occur inside the client and cannot be observed.

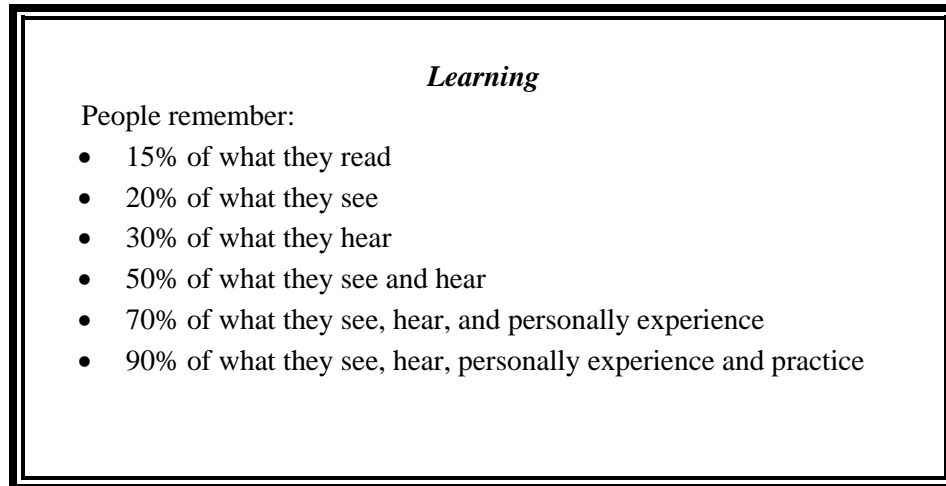
Objectives need to be directed toward meeting the learning needs of the client in the three domains of learning as described by Bloom (1956):

- 1) *Cognitive domain*- learning that involves thinking, recall of information, analysis, synthesis, and evaluation.
 - Knowledge- Ability to recall information (define, list, name, label, record)
 - Comprehension- Ability to make use of knowledge (describe, explain, identify, discuss)
 - Application- Ability to apply an abstract concept to a new situation which shows a high level of understand the relationship between the parts (differentiate, debate, calculate, examine)
 - Synthesis- Ability to bring together different parts of knowledge in new relationships to form a unique whole (plan, design, arrange, organize, prepare)
 - Evaluation- Ability to make judgments on the basis of given criteria (evaluate, compare, choose, estimate, predict, select, assess, measure)
- 2) *Affective domain*- learning that involves attitudes, values, beliefs and emotions.
- 3) *Psychomotor domain*- learning that involves psychomotor skill and practice.

2. *Teaching Strategies and Effective Teaching Methods:*

- a. Cognitive domain- discussions, lectures, pamphlets, dialogues, questions and answers, and audiovisual aids.
- b. Affective domain- role-playing, case examples, sharing experiences in a group, problem-solving, and simulations.
- c. Psychomotor domain- demonstrations, guided practice, step-by-step self-instruction, guides, audiovisual demonstrations, drills, teach-back method, and behavioral contracting.

Using a combination of strategies is usually the most effective. A minimum of three strategies is recommended.



The outline of the teaching content should be complete, organized, specific, and appropriate to the age and needs of the client and/or family. Write the content in terms that the client will be able to comprehend.

3. ***Criteria and means for evaluating***

Various methods of evaluation can be used; these will depend on how the objective was to be met and the domain of learning. Cognitive learning might be evaluated by questionnaires or written tests, while psychomotor learning requires a demonstration of the newly acquired skills.

4. ***Documentation and evaluation***

Documentation communicates that teaching has taken place, what has been taught, and the client's response. If the objective was not met or was incompletely met, the nurse and client discuss what is needed to achieve the goal or whether or not the objective was realistic. If the goal was realistic, what barriers to learning occurred?

5. ***References-*** include at least ***two current professional resources***. One reference must come from the course textbook. Second reference must come from a current, professional source (i.e. professional nursing journal or credible website).

6. ***Form:*** 6.10.0

DIRECTIONS FOR USE OF CLINICAL EVALUATION TOOL (16-week course) POLICY 6.12

All students in full semester courses will receive a mid and final-semester evaluation.

PROCEDURE

Directions for Use of Clinical Evaluation Tool

Mark the evaluation tool according to the following ratings: Please use ink.

Satisfactory (S)

- One who functions with directions and relates previous and present knowledge in carrying out nursing activities.
- Demonstrates behavior consistently and skillfully, as outlined in course syllabus.
- Gives evidence of preparation for all clinical days, including group participation and written assignments.
- Takes initiative in seeking assistance.
- Demonstrates continuing improvement throughout the rotation.
- Demonstrates use of nursing process and application of scientific rationale in giving individualized care

Needs Improvement (NI) (Applicable to mid-term only)

- Usually prepared for written assignments--level of preparation may vary.
- Needs direction to perform required tasks/skills safely.
- Demonstrates some ability to relate scientific rationale to interventions.
- Lacks professional behavior.

Unsatisfactory (U)

- One who needs frequent, detailed direct guidance in carrying out nursing activities and/or whose actions endanger the safety of patients.
- Fails to demonstrate competent behaviors despite direct guidance and extra help.
- Needs detailed guidance from the instructor in order to perform required tasks safely.
- Is often unprepared.
- Requires frequent help in identifying own learning needs.
- Has limited insight into own behavior as it relates to the professional role.
- Is not dependable and/or accountable

1. Student must complete a self-evaluation and return it to the clinical faculty prior to midterm and final evaluation weeks. A conference will be held to discuss the evaluation after the faculty member has completed his/her portion of the form.
2. Descriptive statements to support evaluation ratings are to be included by both student and faculty.
3. If a student receives any U or NI at midterm, the clinical instructor, with student input, must include, in the comments section, a plan of correction for those areas identified as U or NI.
4. Evaluations are to be completed at midterm and at the end of the semester. After the final conference with the students, the clinical faculty will return the evaluation forms to the lead course faculty on campus.
5. Student must receive a "S" in all objectives of the final evaluation to pass the clinical.

6. The following items are to be attached to this evaluation tool: Clinical experience records, Student Advisement notices and lab referral forms, and all activity forms related to the clinical experience.
7. Forms number 6.16

**DIRECTIONS FOR USE OF CLINICAL EVALUATION TOOL (8-week course)
POLICY 6.13**

All students in eight-week clinical courses will receive a final eight-week evaluation

PROCECURE

Directions for Use of Clinical Evaluation Tool (8-week course)

Mark the evaluation tool according to the following ratings: Please use ink.

Satisfactory (S)

- One who functions with minimal direction and relates previous and present knowledge in carrying out nursing activities.
- Demonstrates behavior consistently and skillfully, as outlined in the course syllabus.
- Gives evidence of preparation for all clinical days, including group participation and written assignments.
- Takes initiative in seeking assistance.
- Demonstrates continuing improvement throughout the rotation.
- Demonstrates use of nursing process and application of scientific rationale in giving individualized care

Unsatisfactory (U)

- One who needs frequent, detailed direct guidance in carrying out nursing activities and/or whose actions endanger the safety of patients.
- Fails to demonstrate competent behaviors despite direct guidance and extra help.
- Needs detailed guidance from the instructor in order to perform required tasks safely.
- Is often unprepared.
- Requires frequent help in identifying own learning needs.
- Has limited insight into own behavior as it relates to the professional role.
- Is not dependable and/or accountable.
- Is not dependable and/or accountable.

1. The student must complete a self-evaluation and return it to the clinical faculty prior to the final evaluation week. A conference will be held to discuss the evaluation after the faculty member has completed his/her portion of the form.
2. Descriptive statements to support evaluation ratings are to be included by both student and faculty.
3. Evaluations are to be completed at the end of the semester. After the final conference with the students, the clinical faculty should return the evaluation forms to the lead course faculty on campus.
4. The following items should accompany this evaluation tool: Clinical experience records, Student Advisement notices, and lab referral forms.
5. Student must receive an "S" in all objectives to pass the clinical.

CHAIN OF COMMUNICATION POLICY 7.1

In order to promote a positive, productive learning environment, students will communicate following the chain of command.

PROCEDURE

The chain of command is as follows:

1. Instructor
2. Program Administrator
3. Dean

**CONTROLLED SUBSTANCES
POLICY 7.2**

All Terra State Community College students must abide by this statement: the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in or at Terra State Community College.

Drug and Alcohol-Related Campus Sanctions

Students should refer to the college catalog for information regarding drug and alcohol-related campus sanctions.

**GRIEVANCE
POLICY 7.3**

Terra State Nursing Complaint Policies and Appeals are congruent with the Terra State Community College Complaint Policies and Appeals.

PROCEDURE

After following the chain of command in nursing, students will be referred to the Terra State Community College Complaint Policies and Appeals which can be found in the college catalog.

**GUIDANCE, ADVISING, AND COUNSELING POLICY
POLICY 7.4**

- (A) The College will provide advising as part of the registration process.
- (B) At the time of application to the College, the student takes a computer-based test, Accuplacer, to assess reading, writing and math skills, unless he/she has valid ACT scores.
- (C) The academic advisor is for students who wish to enroll in the nursing program and for the students currently enrolled in the nursing program.
- (D) Terra State Community College may be able to help with counseling services.

PROCEDURES

Based on the results of Accuplacer, the student meets with an advisor to determine placement in college reading, writing, and mathematics.

Students can contact the academic advisor regarding enrollment in the nursing program.

Refer to the Dean of Student Success for counseling inquires.

STUDENT ADVISEMENT POLICY 7.5

The nursing program will use the student advisement form (form 7.5) as a means of communication regarding a student and to document anecdotally. Every attempt will be made with the student to increase or improve their progress towards success. The student advisement process may also be used as a method of communication for problematic behavior at the discretion of the faculty.

PROCEDURE

1. If a student has a problem in the classroom, lab, or clinical, the instructor will complete a Student Advisement form as well as discuss the issue with the student. This will serve as a method of communication, documentation and follow-up.

TERRA STATE COMMUNITY COLLEGE DISABILITY SERVICES

<http://catalog.terra.edu/content.php?catoid=9&navoid=341>

Terra State Community College provides auxiliary aids, accommodations and support services to students with documented disabilities in an effort to ensure that such students are not denied the benefits of or excluded from participation in any program or activity offered by the college.

To receive disability services, a student must disclose their claim of disability and request for accommodations to the Dean of Student Success through a formal consultation. At the initial consultation, students should provide current and valid documentation of the claimed disability. All documentation received will be treated as confidential information. A student who believes they may have a disability that is undiagnosed, undocumented or insufficiently documented should consult with the Dean for referral assistance. The Dean may choose to perform IQ testing to validate an undocumented disability. Reasonable accommodations are provided on a case-by-case basis.

For more information, please contact the Dean of Student Success, General Technologies Building, Room 105, or phone 419.559.2416.

Retrieved 8/8/2023 from 2023-2024 catalog

Clery Notice of Availability

Terra State Community College updates its Security and Fire Safety Report Annually. Keeping the college safe is an ongoing, collaborative effort among members of the campus community, as well as our external partners, such as area emergency responders. Terra State Community College Annual Security and Fire Safety Report includes information about crime prevention, emergency procedures, incident reporting, and crime statistics. It also informs individuals how emergency and crime-related incidents should be reported when and to whom. Additionally, in compliance with the Clery act which requires all colleges and universities that participate in federal financial aid programs to maintain and disclose campus crime statistics and security information. Copies of Terra State's reports can also be viewed in the Campus Safety & Security Office in the General Technologies Building, E104 during normal business hours 8AM-5PM.

Please visit the link below to view the Annual Security and Fire Safety Report, including reports from previous years at

[http://terra.edu/life at terra state/student services/campus safety/annual security reports.php](http://terra.edu/life_at_terra_state/student_services/campus_safety/annual_security_reports.php)