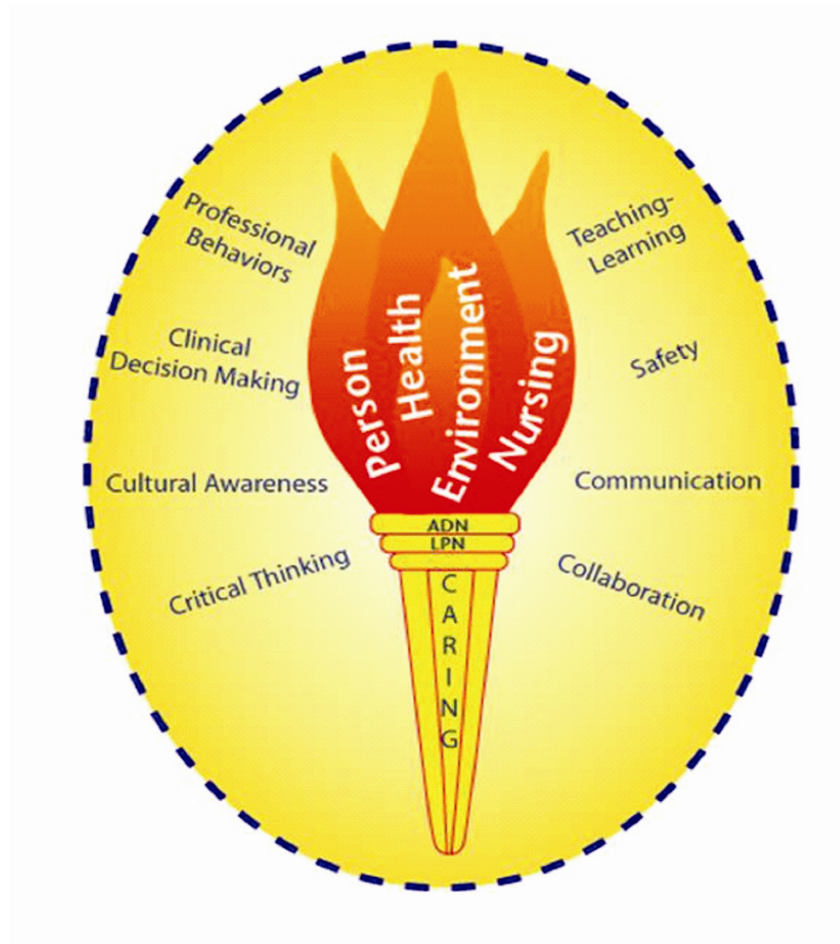


# Nursing Student Handbook

Spring 2011



Piedmont Technical College

# WELCOME!!

The Nursing Faculty is pleased that you are pursuing your nursing education at Piedmont Technical College (PTC). We compliment you on your career choice of nursing and your commitment to grow intellectually and professionally.

Nursing education involves a process of interaction between the teacher and the learner. Our role is to facilitate your learning by assisting you in identifying your learning needs and guiding you in the learning process. We wish you every success in your endeavor. Because we truly care, our doors are always open to assist you in achieving your goal.

This handbook is to be utilized in conjunction with the PTC Catalog on line. Please refer to it for additional information. We reserve the right to revise and update this handbook as the need arises. You will be made aware in writing of any changes made in this handbook.  
The Nursing Faculty.

## Table of Contents

Welcome	
Accreditation	
<b>Section I: Philosophy Statement</b> .....	<b>1</b>
Nursing Mission Goals Statement .....	2
Program Outcomes.....	2
The Philosophy .....	2
Organizing Framework .....	4
Associate Degree in Nursing (ADN) .....	8
Diploma in Practical Nursing (PN).....	8
Nursing Program Goals and Outcome Criteria.....	9
American Nurses' Association Code of Ethics for Nurses .....	10
National Student Nurses Association, Inc. Code.....	11
Patient Bill of Rights .....	12
<b>Section II: General Information for ADN and PN Students</b> .....	<b>13</b>
Approximate Cost of Program.....	14
Admission into Nursing Programs.....	16
Academic Advising` .....	16
Requirements to Progress or Transfer in the Program .....	16
Termination Policy.....	17
Readmission Policy.....	17

Change of Name/Address/Phone Number .....	18
Course Grades .....	18
Attendance Policy .....	18
Absences Related to Student Organization Activities .....	18
Lines of Communication .....	19
Student/Faculty Conference Form .....	20
Class Representatives .....	21
General Competencies for All Graduates.....	21
Communication Skills .....	22
Professional and Interpersonal Communication .....	22
Written Skills .....	22
Services for Students with Disabilities.....	23
Financial Aid .....	23
Tutoring .....	23
Information Commons – Library .....	23
Student with Disabilities .....	24
<b>Section III: General Nursing Program Information .....</b>	<b>25</b>
Honesty and Integrity .....	26
Classroom Etiquette .....	26
Personal Electronic Devices .....	26
College Online Honor Policy .....	27
Misconduct .....	28
Falsification of Records.....	28

Confidentiality .....	28
Professional Confidentiality .....	28
Ethical Objectives .....	29
Student References.....	30
Field Trips/Workshops .....	30
Time Frame for Student Requests from the Divisional Office.....	31
Student Mailboxes.....	31
Student Files and Records .....	31
Authorization for Release of Health Records.....	32
Nursing Organizations.....	33
Student Nurses’ Association.....	33
Nursing Honor Society – Lambda Chi Nu – Beta Chapter .....	33
Health Assessment Form.....	34
Physician Release Form .....	35
Prescription/Nonprescription Drugs .....	36
CPR Certification.....	36
ATI Testing Policy.....	36
Drug Calculation Test Policy .....	37
State Board Application .....	37
Criminal Record Checks for Nursing Students .....	37
Drug Screening Requirements.....	39
Using First Lab .....	40
Infectious Disease Policy and Procedures.....	41
Exposure to Infectious Disease.....	41

Accidental Injury/Exposure Protocol for Students .....	42
<b>Section IV: Nursing Program Clinical Policies .....</b>	<b>44</b>
Clinical Attendance .....	45
Clinical Participation.....	45
Patient Abandonment .....	45
Emergency Contact of Student during Class or Clinical.....	46
Student Dismissal as an Employee of a Clinical Facility or Health Care System.....	46
Request for Clinical Group Assignment or Course Sequencing .....	46
Narcotic Medications and Parenteral Administration of Medication/Fluids.....	46
Invasive Procedures .....	47
Observational Experiences .....	47
Unsatisfactory Clinical Practice.....	47
Student’s Return to Clinical after an Absence Policy .....	48
Absence Related to Jury Duty, Mandatory Court Appearance of Military Duty .....	48
Student Refusal of Clinical Assignment .....	49
Professional Incompetence .....	49
Professional Liability Insurance .....	49
Clinical Availability .....	49
Dress Code and Clinical Requirements.....	50
Clinical Evaluation Performance Expectations and Guidelines .....	52
Student Signature Sheet.....	69

The ADN program is accredited by the following agency:

The National League for Nursing Accrediting Commission  
3343 Peachtree Road NE  
Suite 500  
Atlanta, GA 30326  
404-975-5000  
866-747-9965  
Fax 404-975-5020  
Website: [www.nln.org](http://www.nln.org)

The ADN and PN programs are approved by the following agency:

South Carolina Department of Labor, Licensing and Regulation  
Board of Nursing  
Synergy Business Park, Kingstree Building  
110 Centerview Drive  
P. O. Box 12367  
Columbia, SC 29211-2367  
(803) 896-4550  
Fax (803) 896-4525  
Website: [www.llr.state.sc.us](http://www.llr.state.sc.us)

# **SECTION I:**

## **Philosophy**

## **Philosophy Nursing Mission Goals Statement**

The purpose of the nursing division at Piedmont Technical College is to meet the unique learning needs of students by providing a quality education. This education enables the student to become a caring nurse committed to lifelong learning and service. Upon completion of the designated program, the student will be ready to respond to the changing healthcare demands in a diverse society within the respective scopes of practice.

### **Program Outcomes**

1. Promote excellence in teaching, learning, and educational services to ensure that each student has the opportunity to attain his or her fullest potential.
2. Offer quality credit courses and programs leading to associate degree diplomas, and certificates in career and technical fields; university transfer; and developmental education, to meet the emerging needs of the communities served.
3. Provide effective enrollment management systems and student support services to ensure optimal access, retention, enrollment, program completion and student success.
4. Integrate appropriate technology throughout instructional, administrative, and operational services.
5. Develop and support professional development opportunities for all employees.

### **The Philosophy**

The nursing division supports the mission, goals and general competencies of Piedmont Technical College. Faculty members believe they have the responsibility to provide a nursing education that will prepare competent graduates for employment as entry level nurses by:

- Recognizing and meeting the unique learning needs of each student.
- Providing a safe and caring learning environment for students to acquire knowledge and skills to care for all individual and families across the lifespan.
- Building on a foundation of the sciences and humanities
- Developing knowledge of the core concepts: caring, health, person, environment, and nursing.
- Teaching and facilitating learning of knowledge and skills in critical thinking, collaboration, communication, cultural awareness, clinical decision-making, safety, professional behaviors and teaching-learning.
- Implementing a curriculum designed so that each level of practice builds on previous knowledge to facilitate nursing education and career opportunities.

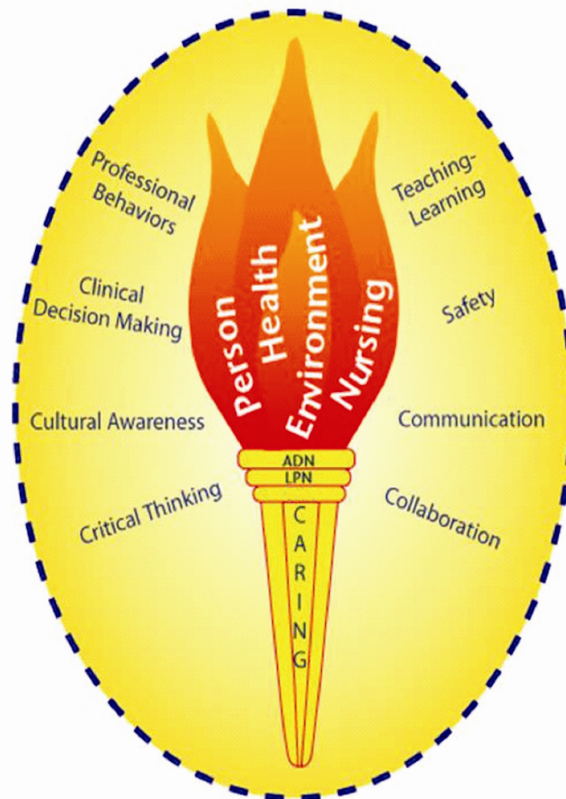
The South Carolina Board of Nursing defines the practice of practical nursing as the performance of health care acts that require knowledge, judgment, and skill and must be performed under the supervision of the registered nurse or other health care practitioners authorized by law to supervise licensed practical nurse (LPN) practice. The practice of practical nursing includes, but is not limited to:

- (a) collecting health care data to assist in planning care of persons;
- (b) administering and delivering medications and treatments as prescribed by an authorized licensed provider;
- (c) implementing nursing interventions and tasks;
- (d) providing basic teaching for health promotion and maintenance;
- (e) assisting in the evaluation of responses to interventions;
- (f) providing for the maintenance of safe and effective nursing care rendered directly or indirectly;
- (g) participating with other health care providers in the planning and delivering of health care;
- (h) delegating nursing tasks to qualified others;
- (i) performing additional acts that require special education and training and that are approved by the board including, but not limited to, intravenous therapy and other specific nursing acts and functioning as a charge nurse

The associate degree registered nurse is prepared to provide nursing care within the scope of practice defined by the South Carolina Board of Nursing. The role of the Associate Degree Registered Nurse (ADN) involves the health care acts in the nursing process including assessment, analysis, intervention and evaluation. This practice requires specialized, independent judgment and skill and is based on knowledge and application of the principles of biophysical and social sciences.

The practice of registered nursing includes, but is not limited to:

- (a) assessing the health status of persons and groups;
- (b) analyzing the health status of persons and groups;
- (c) establishing outcomes to meet identified health care needs of persons and groups;
- (d) prescribing nursing interventions to achieve outcomes;
- (e) implementing nursing interventions to achieve outcomes;
- (f) administering and delivering medications and treatments prescribed by an authorized licensed provider;
- (g) delegating nursing interventions to qualified others;
- (h) providing for the maintenance of safe and effective nursing care rendered directly or indirectly;
- (i) providing counseling and teaching for the promotion and maintenance of health;
- (j) evaluating and revising responses to interventions, as appropriate;
- (k) teaching and evaluating the practice of nursing;
- (l) managing and supervising the practice of nursing;
- (m) collaborating with other health care professionals in the management of health care;
- (n) participating in or conducting research, or both, to enhance the body of nursing knowledge;
- (o) consulting to improve the practice of nursing; and
- (p) performing additional acts that require special education and training and that are approved by the board.



### Organizing Framework

The model was developed from the college crest emphasizing the nursing division's commitment and alignment with the college's educational mission, goals and general competencies. Recognizing that the organizing framework is the foundation on which a curriculum is built, the faculty of Piedmont Technical College (PTC) developed the curriculum model based upon caring. **Caring** is a belief and attitude that all individuals and families are valued and respected. Caring behaviors include eight competencies, professional behaviors, safety, communication, clinical decision making, cultural awareness, collaboration, critical thinking, and teaching-learning. Caring attitudes are demonstrated to provide optimal outcomes for individuals and families.

Our framework highlights the integration of the caring concept with the major concepts of person, health, environment, and nursing. Each **person** is a dynamic, complex, unique human being with intrinsic dignity and worth and is comprised of physiological, psychological, socio-cultural, developmental, and spiritual variables. Each individual is responsible and accountable for his/her own actions. **Health** is a state determined by physiological, psychological, socio-cultural, spiritual, and developmental variables. Health is experienced on a continuum from well being to illness that is influenced by internal and external variables. The **environment** encompasses all that is internal and external to the person. The person interacts with the environment by either adapting their response to the environment or altering the environment. **Nursing** is a caring profession with a unique body of knowledge, derived from multiple domains and disciplines including concepts from various sciences and the humanities. Nursing recognizes and treats human response to actual or potential health problems across the lifespan.

The educational nursing ladder at PTC includes practical nurse and associate degree nurse with a broadening scope of practice at each level. The eight competencies are divided into two levels according to the scope of practice for the practical nurse and associate degree nurse as defined by the South Carolina Board of Nursing.

The eight competences combined with the five concepts form the framework of the curriculum. The eight competencies are professional behaviors, safety, communication, clinical decision making, cultural awareness, collaboration, critical thinking and teaching-learning.

**Professional Behaviors** are demonstrated by accountability for actions and behaviors within the designated scope of practice as evidenced by adherence to legal, ethical and regulatory standards.

**Safety** is a basic human need defined as freedom from physical and psychological injury.

**Communication** is a process of transferring information among individuals that occurs orally, nonverbally, written or through use of informatics.

**Clinical Decision Making** is employing problem solving, providing individualized care, and safe skilled care that moves the individual and family to the identified health care outcome. Clinical decision making encompasses the performance of multiple methods of data collection, analyzing and integrating data to formulate an informed clinical judgment.

**Cultural Awareness** is demonstrated when behavior indicates appreciation and sensitivity of cultural values. Culture is an integral part of each person's life and includes knowledge, beliefs, values, morals, customs, traditions and habits acquired by each person as a member of society.

**Collaboration** is shared responsibility of those working together cooperatively with open communication to achieve a desired outcome. Collaboration requires consideration of needs, priorities, and preferences, available resources and services, shared accountability and mutual respect.

**Critical Thinking** is a process that challenges an individual to anticipate, analyze, apply standards, inquire, discriminate, reason, and transform knowledge to make judgments. The process involves thinking beyond a single solution and choosing the best alternative(s).

**Teaching-Learning** is a joint responsibility of faculty and students through mutual sharing, learning and growth, occurring in an atmosphere of collegiality and affirmation. Learning proceeds from simple to complex, concrete to abstract and dependent to independent nursing actions. Teaching involves the dissemination of health information to facilitate informed decision making and achieve positive outcomes. Learning is the assimilation of information to increase knowledge and modify behavior. Teaching-learning in the clinical setting is used to promote, maintain and restore health.

Mission	Philosophy	Framework	Competencies	Program Outcomes PN	Program Outcomes ADN
<p>Program designed to meet <b>unique learning needs</b> of students by providing a quality <b>education</b></p> <p>PTC <b>nursing education</b> will enable student to become a <b>caring nurse</b> committed to <b>life long learning</b> and <b>service</b></p> <p>Upon completion of a designated program, the student will be ready to respond to changing healthcare demands in a <b>diverse</b> society within</p>	<p>Recognizing and meeting the <b>unique learning needs</b> of each student.</p> <p>Providing a safe and <b>caring learning environment</b> for students to acquire <b>knowledge and skills</b> to care for all <b>individuals and families</b> across the lifespan.</p> <p>Faculty believes they have a responsibility to provide a <b>nursing education</b> that will prepare competent graduates for <b>employment</b> as <b>entry level nurses</b></p>	<p>Committed to giving support to guide the <b>learning process</b> through effective <b>communications</b> and acceptance of <b>individual differences</b> that align faculty and students in a <b>learning partnership</b>.</p> <p><b>Caring</b> is a belief and attitude that all individuals and families are valued and respected. <b>Nursing</b> is an art and science which considers the behavior of <b>caring</b> as the foundational concept</p> <p>The <b>educational nursing ladder</b> at PTC includes practical nurse and associate degree nurse with a broadening scope of practice at each level.</p>	<p><b>Professional behaviors</b></p> <p><b>Communication</b></p> <p><b>Clinical decision making</b></p> <p><b>Collaboration</b></p> <p><b>Safety</b></p>	<p>Adhere to legal, ethical and regulatory frameworks for the licensed practical nurse scope of practice.</p> <p>Recognize the responsibility for continuing personal and professional growth through life long learning experiences and participating in professional organizations.</p> <p>Demonstrate effective written and oral communication skills.</p> <p>Collaborate with others using clinical decision making to provide basic physiological and psychosocial nursing care for individuals and families across the lifespan.</p>	<p>Adhere to legal, ethical and regulatory frameworks for the registered nurse scope of practice.</p> <p>Recognize the responsibility for continuing personal and professional growth through life long learning experiences and participation in professional organizations.</p> <p>Demonstrate effective written and oral communication skills.</p> <p>Collaborate with others to manage care in response to the needs of individuals and families across the lifespan and the health illness continuum.</p>

Mission	Philosophy	Framework	Competencies	Program Outcomes PN	Program Outcomes ADN
<p>respective scopes of practice.</p>	<p>Building on a foundation of the <b>sciences and humanities</b></p> <p>Developing knowledge of the core concepts: <b>caring, health, person, environment, and nursing</b></p> <p>Teaching and facilitating <b>learning of knowledge and skills in critical thinking, collaboration, communication, cultural awareness and clinical decision making, safety, professional behaviors, teaching-learning</b></p>	<p>Nursing is a <b>caring profession</b> with a unique body of knowledge, derived from <b>multiple domains and disciplines</b> including concepts from various <b>sciences and the humanities</b>.</p> <p>Framework highlights the integration of <b>caring</b> with the major concepts of <b>person, health, environment, and nursing</b></p> <p>Caring behaviors include: <b>professional behaviors, safety, communication, clinical decision making, cultural awareness, collaboration, critical thinking, and teaching-learning</b>.</p>	<p><b>Critical thinking</b></p> <p><b>Teaching-learning</b></p>	<p>Demonstrate professional and caring behaviors through safe and accurate nursing care for individuals and families within culturally diverse populations.</p> <p>Employ critical thinking for resolving problems and making clinical decisions within the licensed practical nurse scope of practice.</p> <p>Apply basic teaching-learning principles to prevent illness and injury, and to promote, restore and maintain health.</p>	<p>Demonstrate professional and caring behaviors through safe and accurate nursing care for individuals and families within culturally diverse populations.</p> <p>Employ critical thinking for resolving problems and making clinical decisions within the registered nurse scope of practice in various health care settings.</p> <p>Apply principles of teaching and learning to prevent illness and injury, and to promote, restore and maintain health.</p>

## **Student Learning Outcomes**

### **Associate Degree in Nursing (ADN)**

Purpose: An Associate Degree in Nursing provides the student with the knowledge and skills needed to apply the nursing process to individuals and families across the life span and prepare them to take the NCLEX-RN.

1. Adhere to legal, ethical and regulatory framework within the registered nurse scope of practice.
2. Demonstrate effective written and oral communication, mathematical and basic computer skills.
3. Perform health assessments and prioritize care for individuals and families.
4. Collaborate with others to manage care in response to the needs of individuals and families across the lifespan and the health illness continuum.
5. Employ critical thinking for resolving problems and making clinical decisions within the registered nurse scope of practice in various health care settings.
6. Apply principles of teaching-learning to prevent illness and injury, and to promote, restore and maintain health.
7. Recognize the responsibility for continuing personal and professional growth through life long learning experiences and participation in professional organizations.
8. Demonstrate professional and caring behaviors through safe and accurate nursing care for individuals and families within culturally diverse populations.
9. Develop a knowledge base by integrating theoretical concepts into clinical practice to apply the nursing process to individuals and families across the life span.

### **Diploma in Practical Nursing**

Purpose: A diploma in practical nursing provides the student with the knowledge and skills needed to provide supervised health care to individuals and families across the life span and prepare to take the NCLEX-PN.

#### **Diploma in Practical Nursing**

1. Adhere to legal, ethical and regulatory framework within the licensed practical nurse scope of practice.
2. Demonstrate effective written and oral communication, mathematical and basic computer skills appropriate to the practical nurse.
3. Collect health care data and prioritize care within the licensed practical nurse scope of practice.
4. Collaborate with others using clinical decision making to provide basic physiological and psychosocial nursing care for individuals and families across the lifespan.
5. Employ critical thinking for resolving problems and making clinical decisions within the licensed practical nurse scope of practice.

6. Apply basic teaching-learning principles to prevent illness and injury, and to promote, restore and maintain health.
7. Recognize the responsibility for continuing personal and professional growth through life long learning experiences and participation in professional organizations. .
8. Demonstrate professional and caring behaviors through safe and accurate nursing care for individuals and families within culturally diverse populations.
9. Develop a knowledge base by integrating theoretical concepts into clinical practice to apply the nursing process to individuals and families across the life span.

### **Nursing Program Goals and Outcome Criteria**

Piedmont Technical College Nursing programs use the following goals and outcome criteria to measure the quality of its programs.

1. Prepare students to be eligible to apply for the National Certification Licensure Examination.  
 CRITERIA: 85% of students will successfully complete each course to progress to subsequent courses.  
 CRITERIA: 85% of those students who successfully complete the program and meet the requirements for writing the NCLEX will pass the exam on the first attempt.
2. Establish recommendations that will assist students in successfully completing the Nursing Program.  
 CRITERIA: The student will successfully complete the nursing program within 36 months for associate degree and 24 months for practical nursing program.
3. Prepare students to work in acute/long term care facilities, clinics, physician offices and community based facilities.  
 CRITERIA: 90% of the graduates will report employment within one year of graduation or actively pursuing higher education courses.
4. Meet students' expectations and/or for an Associate Degree or Practical Nurse Diploma.  
 CRITERIA: 85% of graduates responding to the faculty course evaluation form will rate the course met their expectations.  
 90% of those employers surveyed will report satisfactory preparation for entry level practice.

## **American Nurses' Association Code of Ethics for Nurses**

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Revised ANA, March 2002

## **National Student Nurses Association, Inc. Code of Professional Conduct**

- Maintain the highest standard of personal and professional conduct.
- Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.
- Uphold all Bylaws and regulations relating to the student nurses' association at the chapter, state and national levels, reserving the right to criticize rules and laws constructively, but respecting the rules and laws as long as they prevail.
- Strive for excellence in all aspects of decision-making and management at all levels of the student nurses' association.
- Use only legal and ethical principles in all association decisions and activities.
- Ensure the proper use of all association funds.
- Serve all members of the student nurses' association impartially, provide no special privilege to any individual member, and accept no personal compensation from another member or non-member.
- Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or appointed position in the association.
- Refuse to engage in, or condone, discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation, or disability.
- Refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.
- Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is integrity in the data and information used by the student nurses' association.
- Cooperate in every reasonable and proper way with association volunteers and staff, and work with them in the advocacy of student rights and responsibilities and the advancement of the profession of nursing.
- Use every opportunity to improve faculty understanding of the role of the student nurses association.
- Use every opportunity to raise awareness of the student nurses' association's mission, purpose, and goals at the school chapter level.
- Promote and encourage entering nursing students to join and become active in NSNA
- Promote and encourage graduating seniors to continue their involvement by joining professional nurses' association upon licensure as registered nurses.

Adopted by the 1999 House of Delegates, Pittsburgh, PA at the 47<sup>th</sup> Annual NSNA Convention.

Reference: American Society of Association Executives and the National Society for Fundraising Executives.

## **A Patient's Bill of Rights**

1. The patient has the right to considerate and respectful care.
2. The patient has the right to and is encouraged to obtain from physicians and other direct caregivers relevant, current, and understandable information concerning diagnosis, treatment, and prognosis.
3. The patient has the right to make decisions about the plan of care prior to and during the course of treatment and to refuse a recommended treatment or plan of care to the extent permitted by law and hospital policy and to be informed of the medical consequences of this action.
4. The patient has the right to have an advance directive (such as living will, health care proxy, or durable power of attorney for health care) concerning treatment or designating a surrogate decision maker with the expectation that the hospital will honor the intent of that directive to the extent permitted by law and hospital policy.
5. The patient has the right to every consideration of privacy.
6. The patient has the right to expect that all communications and records pertaining to his/her care will be treated as confidential by the hospital, except in cases which as suspected abuse and public health hazards when reporting is permitted or required by law.
7. The patient has the right to review the records pertaining to his/her medical care and to have the information explained or interpreted as necessary, except when restricted by law.
8. The patient has the right to expect that, within its capacity, and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services.
9. The patient has the right to ask and be informed to the existence of business relationships among the hospital, educational institutions, other health care providers, or payers that may influence the patient's treatment and care.
10. The patient has the right to consent to or decline to participate in proposed research studies or human experimentation affecting care and treatment or requiring direct patient involvement, and to have those studies fully explained prior to consent.
11. The patient has the right to expect reasonable continuity of care when appropriate and to be informed by physicians and other caregivers of available and realistic patient care options when hospital care is no longer appropriate.
12. The patient has the right to be informed of hospital policies and practices that relate to patient care, treatment, and responsibilities.

American Hospital Association. (1992). A patient's bill or rights. American Hospital Association: Author

**SECTION II:**

**GENERAL  
INFORMATION FOR  
ADN AND PN STUDENTS**

## **Approximate Cost of ADN Program**

Please note the approximate cost list and plan your finances accordingly. Besides the fees listed, you are responsible for traveling expenses, meals and miscellaneous items.

1. Tuition – Cost is according to county of residence for 5 semesters.
2. Books and supplies - \$2000.00.
3. Malpractice insurance - \$10/semester
4. Uniforms - \$150.00
5. Assessment Testing Institute - \$450.00
6. Graduation Fees - \$25.00
7. NCLEX - \$297.00
8. Nursing Pin - \$100.00
9. Student Nurse Association \$40.00/year x 2
10. Drug Test and Background Record Check - \$80.00 - \$90.00
11. Physical examination and immunizations - approximately \$400.00 but will vary depending on immunizations needed.
12. Workshops - \$200.00
13. Review Courses - \$310.00
14. CPR - \$40.00

Additional expense – you are required to have the following:

Watch with second hand, stethoscope, blood pressure cuff, white shoes and stockings, reliable transportation to clinical sites in Abbeville, Anderson, Newberry, Edgefield, McCormick, Saluda, Greenwood and Laurens Counties.

### **Approximate Cost of PN Program**

Please note the approximate cost list and plan your finances accordingly. Besides the fees listed, you are responsible for traveling expenses, meals and miscellaneous items.

1. Tuition – Cost is according to county of residence for 3 semesters
2. Books and supplies - \$2000.00.
3. Malpractice insurance - \$10/semester
4. Uniforms - \$150.00
5. Assessment Testing Institute - \$343.00
6. Graduation Fees - \$25.00
7. NCLEX - \$277.00
8. Nursing Pin - \$100.00
9. Drug Test and Background Record Check - \$80.00 - \$90.00
10. Physical examination and immunizations – approximately \$400.00 but will vary depending on immunizations needed.
11. Workshops - \$200.00
12. Review course - \$310.00
13. CPR - \$40

Additional expense – you are required to have the following:

Watch with second hand, stethoscope, blood pressure cuff, white shoes and stockings, reliable transportation to clinical sites in Abbeville, Anderson, Newberry, Edgefield, McCormick, Saluda, Greenwood and Laurens Counties.

## **General Information**

### **Admission into Nursing Programs**

Applicants who wish to qualify for admission into the nursing programs must meet PTC general college requirements and the additional admission requirements for the nursing programs as stated in the PTC catalog.

The additional requirements are needed in order to ensure that students have a background in science and mathematics which will enable them to meet the competency demanded by the workplace. The complexity of health care today requires that students attain a level of competency which is greater than that required of students in general.

### **Academic Advising**

The purposes of the advising are to:

1. Increase communication between students and faculty.
2. Provide the student access to a faculty member so that important issues can be discussed or explored.
3. Explore alternatives which may be necessary for the student to meet objectives of the program.
4. Determine graduation eligibility.
5. Assist with computer registration

The advisor will meet with the advisee as needed. It is the student's responsibility to request a conference when assistance is needed. In addition, the student has the responsibility of meeting with the advisor when the advisor requests a conference.

Because the faculty are often participating in off campus activities, the student should schedule appointments with the faculty in advance to ensure that a faculty member will be available. Appointments may be scheduled by phoning the faculty member directly, email or D2L, or by signing up for an appointment on the schedule posted on the faculty member's door. (Refer to the PTC Nursing Department web page for faculty e-mail addresses.)

### **Requirements to Progress or Transfer In The Program**

1. A grade of "C" or better in all nursing courses and biophysical science courses. This is necessary to provide minimally safe nursing practitioners.
2. Biophysical science courses may be repeated only once to achieve a grade of "C".
3. A student may only repeat one nursing class for a passing grade to be eligible to progress in the program.

4. Attempts at another college will be considered.
5. A GPA of 2.0 maintained through out nursing program.
6. Up-to-date medical record and updated prescription/nonprescription health status form.
7. Current Health Care Provider CPR completion card.
8. Documentation of yearly Hospital Orientation Seminar.
9. Successful grade of passing the math competency exam and ATI standardized nursing test in the designated semesters of the ADN and PN program.

### **Termination Policy**

A student will be terminated from this program if he/she fails to:

1. Abide by the rules and regulations of the program and college.
2. Employ proper conduct and judgment in the classroom and/or clinical area.
3. Maintain a satisfactory grade in all lab/clinical components of the program.
4. Maintain a grade of "C" or above in all nursing and biophysical science courses.
5. Observe the attendance policy.
6. Act professionally as a representative of Piedmont Technical College.

### **Readmission Policy**

Students enrolled in any nursing program who do not progress in the curriculum sequence for any reason (academic or personal), must seek readmission in order to repeat a course or progress to another clinical course. Students must make an appointment to meet with the Dean of Nursing or Nursing Support Counselor to discuss readmission.

Eligibility for readmission is based on meeting the criteria below, course availability, and space availability. A student must:

1. Not be on academic suspension.
2. **Have no more than one unsuccessful attempt in a nursing class.** An unsuccessful attempt is defined as receiving a **D, F, U or W in a nursing course.**
3. Be able to complete the ADN program within 36 months or the PN or Transition program within 24 months of the initial admission date to the program.\*
4. Meet the following additional conditions of eligibility:
  - a. Update health requirements according to current criteria, including the prescription drug form, proof of current CPR certification and hospital orientation.
  - b. Maintain professional malpractice insurance issued through the College.
  - c. Complete and submit the Nursing Readmission Application (available online) to the Dean of Nursing or Nursing Support Counselor.
  - d. Complete an updated criminal background check and drug screen. See the Nursing Support Counselor for the needed forms.
  - e. Audit designated classes as assigned by the Dean of Nursing to maintain competency.
    - Students that are auditing a class must follow the same syllabus, requirements (guidelines, attendance and testing) as the enrolled students.
    - Auditing students do not attend clinical unless special arrangements have been secured by the Dean of Nursing.
    - Auditing students are responsible for all lab/class time and work.

- Students are not charged to participate as an “audit” in nursing classes.
- \* Students who are eligible for readmission but cannot complete the specific program within the time limits allowed for the program must re-enter at the beginning of the program. Re-entry at the beginning of a nursing program does not negate previous attempts in a nursing program.

### **Change of Name/Address/Phone Number**

If a nursing student changes his/her name, address, or phone number the student should submit a name change form to the admission department and inform the nursing advisor.

### **Course Grades**

The nursing faculty will adhere to the Piedmont Technical College system (see catalog):

- A: 94 - 100
- B: 85 - 93
- C: 75 - 84
- D: 70 - 74
- F: 69 and below

In order to provide minimal, safe health care to individuals, the lowest acceptable grade for all nursing and science courses is C (75%). Final course grades will be computed out one decimal place and then the final grade will be determined without rounding so that 75.0 and above is passing but 74.9 and below is not. Instructor will explain this policy in depth during class orientation and review of syllabus.

For completion of any nursing course, a final theory grade of 75% minimum and a satisfactory clinical evaluation are necessary.

Those students who receive a theory grade “C” or above but have an unsatisfactory clinical evaluation, will receive a grade of “F” for the course and will not be able to continue in the nursing sequence.

Faculty members will **NOT** issue grades or progress reports to parents or anyone other than the student. Faculty members will **NOT** give grades over the phone to anyone.

### **Attendance Policy**

Nursing Division adheres to PTC attendance policy as outlined in the college catalog online. Students could be placed on attendance contract or withdrawn from program due to excessive absences. Students are expected to attend all classes, labs and clinicals because the faculty believes that there is a direct relationship between success in school and attendance. All missed work must be made up at the initiative of the student.

### **Absences Related to Student Organization Activities**

Students may attend local, state, or national Student Nurses Association activities or other professional activities approved by faculty in lieu of lecture and clinical in nursing classes. Students **must**:

1. Notify course and clinical instructors in writing (or by e-mail) at least three weeks prior to the activity.
2. Attend the **entire** activity in order to receive credit for lecture and/or clinical.

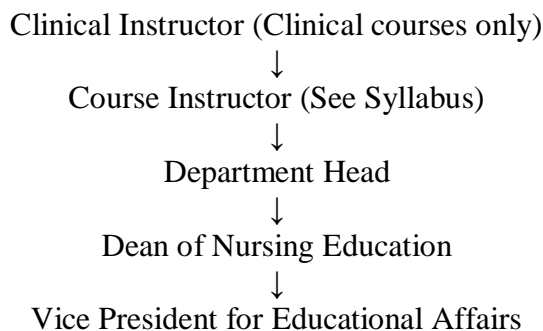
Verification of attendance of the **entire** activity will be required. Students who become sick or injured **must** notify the PTC faculty representative present at the activity. Students *not* attending activities to receive credit for lecture and/or clinical are *not* required to attend the entire activity or present verification of attendance.

For example, the SNA-SC convention, a very popular student activity, begins on Thursday afternoon with the keynote address and ends Saturday night following the banquet. Students opting to receive lecture and/or clinical credit for attending the convention **must** be present from Thursday afternoon through Saturday night. Activities that require attendance include the keynote address, breakout sessions, House of Delegates meetings, PTC's caucus, Jeopardy, the Spirit luncheon (Friday) and the banquet (Saturday night). Students *not* attending convention for lecture and/or clinical credit are encouraged to attend any portion of the convention. For example, vendors are generally available on Saturday. This is an excellent opportunity for students to explore career opportunities.

**NOTE: This policy only applies to nursing courses. Attendance and course absences in other general education courses (i.e., ENG, MATH or Biology) will need to be approved by that individual instructor.**

### **Lines of Communication**

In the Nursing Department, students should utilize this line of communication when attempting to make complaints, solve problems, offer suggestions, get questions answered, etc. This line of communication begins with the student's clinical instructor or course instructor and proceeds as follows:



### **Request for Conference**

Students, faculty or counselor wishing to schedule a conference should fill out a Conference Form. Forms may be obtained online under Nursing or from counselor.



## **Class Representative**

In an effort to facilitate communication between faculty and students, class representatives will be elected by their peers. These students will be responsible for planning class meetings and attending meetings with the dean and/or faculty.

Elections will be held each semester for each level of nursing in ADN and PN programs.

The students elected as representatives will:

1. Act as liaison between nursing students and faculty.
  - a. bring information from students to faculty
  - b. collect data from students as requested by faculty
  - c. attend designated faculty meetings
2. Serve as a role model for students in:
  - a. attitude and decorum
  - b. problem-solving skills
  - c. support of PTC and the nursing programs
3. Assist with designated divisional functions such as pinning or advisory committees.
4. Meet with the dean at least once per term and give a report from this meeting to their peers at the first available opportunity.

Students who have concerns that class representatives are not fulfilling their responsibilities may submit their concerns in writing to the dean.

## **Piedmont Technical College General Competencies for All Graduates**

Students who successfully complete the nursing program should be able to draw on knowledge from a broad range of disciplines to make decisions and perform tasks while working independently as individually or as a part of a team, in selected academic or career pursuits, using the following skills.

1. Communicate effectively.
  - a. Read with comprehension
  - b. Write with standard English
2. Apply mathematical skills
  - a. Apply mathematical skills to solve problems
  - b. Perform computational skills
  - c. Read and interpret tables and graphs
3. Employ effective processes for resolving problems and making decisions
  - a. Integrate information to solve problems

- b. Summarize information and draw conclusions
- 4. Demonstrate the basic computer skills necessary to function in a technological world.
  - a. Locate and retrieve information in digital environments
  - b. Adapt, apply, construct information in electronic environments (Word, Excel, PowerPoint, etc.)

To validate proficiency in the general competencies senior students will be tested using Work Key and GTA.

### **Communication Skills**

In agreement with PTC core competencies, the faculty considers communication skills to be critical. We will be reinforcing your utilization of these skills by implementing the following:

#### **Professional and Interpersonal Communication**

*This applies anytime a student is representing Piedmont Technical College  
(in classroom, hallways, campus, clinical, seminars, etc.)*

1. Verbal communication must be made in a clearly projected voice.
2. Eye contact must be made with the audience or individual.
3. Non-verbal communication must be appropriate.
4. Written or oral directions must be received and followed correctly.
5. Common courtesy must be employed at all times. (**Interrupting, distracting**, loudness, tardiness, rudeness, etc. are examples of inappropriate **behavior**).
6. Principles of transcultural nursing must be utilized in all settings.

#### **Written Skills**

1. Essays must have beginning, middle, and end.
2. Paragraphs must express a clear idea.
3. All written work must have:
  - (a) Complete sentences.
  - (b) Correct spelling.
  - (c) Standard grammar (noun-verb agreement, punctuation, capitalization, etc.)
4. All work submitted must be neat and legible (no serrated edges, torn paper, etc.) or will be returned. Also refer to individual course syllabi for further requirements.
5. All major papers will be typed using APA format. Reference sources should be within 5 years old and multiple sources should be utilized.
6. **Keep a copy of all submitted assignments.**

## **Piedmont Technical College Student Services**

### **Financial Aid**

At any time during the course of the year if you are having financial difficulties, you are advised to notify the nursing counselor or contact the financial aid office. You may be unaware of possible options which may help you. Several clinical agencies offer student loans. To apply for those, contact the human resource department of that institution. Students may be referred to the Student Success Center as needed by the nursing faculty. Reminder: If students withdraw prior to 60% of the term, they may be required to pay back part of their Pell grant or student loan. If you are a financial aid student and need to withdraw, please seek guidance from the Financial Aid Office first. When withdrawing from a class, make certain the date of last attendance must be noted.

### **Tutoring**

You may find you need assistance in your studies. The college has free tutoring services available. Contact your instructor or visit the tutoring center in the K building. Class study groups also help. Audio-visual materials and computer assisted instructional are available in the library and Teaching and Learning Center (TLC) to assist in improving your knowledge, study habits, note-taking, listening, and test-taking skills. Students may be referred to the student success center as needed by the nursing faculty.

Tutoring may be also available in the nursing lab staffed by nursing faculty one or two afternoons/evenings each week. Check nursing bulletin board for posted hours each semester. Students may be referred to the faculty tutor as needed by a nursing or clinical faculty member.

### **Information Commons - Library**

You have access to a wealth of resource material in the library (orientation available upon request). Familiarize yourself with the books, journals, and audio-visuals. You also have access to the AHEC library located at Self Regional Healthcare and the state wide libraries.

### **Services for Students with Disabilities**

At Piedmont Technical College services are offered to assist students with disabilities to obtain their educational goals. It is the responsibility of the individual student to pursue special accommodations or needs through the Student Disability Services. If you qualify or have a need for a particular service, contact the coordinator for Student Disability Services at (864) 941-8378 (see form).

To be read to student:

The Student with Disabilities:

The nursing faculty believes it is important to provide equal educational opportunities to all students. In order to implement any special accommodations, which may be needed, the faculty must be made aware of your special needs.

If you need an accommodation for any type of disability, please make it known to your advisor and instructors. Piedmont Technical College will try to provide required accommodations to meet your needs.

I was made aware that if I need special accommodations, I can request them.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SECTION III:**  
**GENERAL NURSING PROGRAM INFORMATION**

## Honesty and Integrity

Honesty and integrity are essential characteristic of nursing; therefore, **CHEATING in any form will not be tolerated.** Plagiarism and collusion is a form of cheating. Cheating will be reported to the Vice President for Student Development for disciplinary action and subjected to sanctions listed in the College Code of Conduct.

## College Code of Conduct

It is a common goal of the faculty, staff, students and administration of Piedmont Technical College to foster a campus environment that is conducive to teaching, learning and personal development. All students and employees of PTC are expected to exhibit both in the classroom and through the campus, values, attitudes and behaviors that nurture character and ethical behavior. These core values are respect, responsibility, honesty and self-discipline.

<i>RESPECT:</i>	Showing regard, consideration and courtesy for the rights and feelings of students and employees and conducting oneself in a mature, dignified manner.
<i>RESPONSIBILITY:</i>	Distinguishing between right and wrong and being held accountable for one's actions.
<i>HONESTY:</i>	Being truthful, respecting others property and demonstrating integrity.
<i>SELF-DISCIPLINE:</i>	Controlling one's actions and attitudes so as not to inflict emotional and physical harm on others.

## Classroom Etiquette

Based on PTC's Code of Conduct the nursing faculty expect students to demonstrate a level of maturity necessary for classroom learning to include but not limited to:

- Raising hand to be acknowledged, not calling out.
- Not interrupting others who have been acknowledged.
- Showing respect by not having private conversations in class while instructor is teaching.

## Personal Electronic Devices

To avoid any unnecessary disruptions in classroom/lab/ clinical, all electronic devices must be turned off. The silent or vibrate may be used only for incoming emergency messages and students must seek permission from the instructor prior to class to use the device. Inappropriate use of the electronic devices for the purpose of academic dishonesty, will be cause for the student to be penalized under the Academic Honesty Policy.

## **College Online Honor Policy**

I pledge to strictly adhere to the following conditions:

1. I will not divulge my username or password to anyone.
2. I, and only I, will post answers to course assignments using my username and password.
3. I, and only I, will take the on-line exams using my username and password.
4. I understand that the on-line exams are closed book and I will not refer to my textbook while taking the exams (unless explicitly told otherwise by my instructor).
5. I will not divulge the content of the on-line exams to any other student, whether enrolled in the course or not.
6. I will report any violations of this honor code to the instructor.

I understand the violation of this honor code will constitute a violation of the South Carolina TECH Student Code and Grievance Procedure and I will be subject to the appropriate sanctions as described in the Piedmont Technical College Catalog.

Plagiarism is submitting all or part of another's work as one's own in an academic exercise such as an examination, a computer program, or written assignment. Instructors may use Trunitin.com for the detection of plagiarism.

## **Test Security Policy**

The purpose of this policy is to ensure that test items on nursing tests remain secure. Violation of this policy is academic misconduct and will result in disciplinary action, up to and including dismissal from the program.

### **Testing**

While taking all tests, students **MUST**:

- Turn off all electronic devices.
- No personal calculators are allowed. Calculators will be issued by the instructor when necessary.
- Place all belongings including keys, hats, book bags, purses, cell phones, pagers, PDA's against the wall designated by the instructor.
- Ensure that only writing instruments, 1 cover sheet, if required by faculty, 1 Scantron sheet and test are on the desk
- Ensure that the numbers on the cover sheet, Scantron sheet and test match if required.
- Follow the instructor's direction for starting and stopping test or any special directions for alternate questions.
- Write their names on the cover sheet, Scantron sheet and test.
- Keep answers covered at all times
- If a student has a question, raise their hands, be acknowledged by the instructor.
- Keep their eyes on their own papers.
- Refrain from talking to peers; remain quiet throughout the examination period.

- Return the cover sheet, Scantron sheet and test to the instructor before leaving the room.

### **Misconduct**

Students who are disciplined as a result of academic misconduct are subject to the guidelines listed in the PTC Catalog. A written description of the incident will be placed in the student's file. If a student is dismissed from the program because of academic misconduct, readmission will **NOT** be considered to either nursing program.

### **Falsification of Records**

Falsification of any information, including but not limited to nursing application, health form, or sign-in sheets may cause the student to be ineligible for admission or continuation in any nursing program. Falsification of records is a violation of the will be reported to the Board of Nursing.

### **Confidentiality**

Information about a patient will not be shared or discussed with any person other than those directly involved with the aspect of care that requires such knowledge. Case discussion, patient consultation, examination and treatment are confidential and will be conducted discreetly. All institutions have policies and guidelines concerning patient confidentiality and HIPAA laws (Health Insurance Portability and Accountability Act). Only patient initials will be used on written documents. Refrain from gossiping about the patient's family or health care decisions. Never discuss patients or patient information in public areas such as elevators, public corridors, cafeterias or open rooms or at home.

### **Professional Confidentiality**

All information regarding clients must remain strictly confidential. Failure to adhere to this policy may result in termination from the program. Special confidentiality forms may be required from selected clinical facilities.

Students **MUST** maintain confidentiality related to any patient care and/or assignments. Discussion of patients must be limited to clinical, pre- and post-conferences, and nursing classes. At no time should patients be discussed on breaks, elevators or other settings aside from the above-stated learning experiences. Only patient initials may be used for written assignments. Students are only allowed to obtain information on those patients assigned to their care for the clinical day. At no time should a student use his or her position in the nursing program to seek information about a patient other than the patient to which he or she has been assigned. **Copying and/or removing any portion of the medical record or printed patient information from the agency or institution is strictly prohibited. In order to maintain patient confidentiality at all levels – no photo copying any patient data will be allowed. Taping of lecture only will be permitted.**

**Students not adhering to this policy will be subject to disciplinary action up to and including dismissal from the program.**

## Ethical Objectives

Ethical principles must govern your practice and behavior as a professional. Ethics refers to standards of conduct based on moral judgment and values. Morals, in turn, are defined as relating to the distinction between right and wrong. These can vary with each individual, but there are certain standards of "right" behavior accepted by almost everyone.

Students should

1. Be honest and fair in every area to self, to fellow students, to instructors, to the college, and to the patients during class and clinical training. This includes:
  - a. Never remove any college or hospital property from the premises.
  - b. Performing only the duties for which you have been taught and within your respective scope of practice. **Practicing outside the scope of practice will lead to immediate dismissal from nursing program.**
  - c. Adhere closely to hospital and college policies.
  - d. Be prompt in keeping appointments and class attendance.
  - d. Handle college and hospital property with care.
  - f. Report any unusual incidents in the clinical or classroom area to the instructor promptly. The instructor will then report the incident to the dean of nursing.
2. Hold in confidence any information concerning patients that you have acquired:
  - a. Never repeating in public or anywhere other than the classroom any incident or conversation overheard in the clinical area.
  - b. Not offer advice on drugs or physical problems that would normally require the advice of a physician.
  - c. Not recommend individual physicians or suggesting a change in physicians or hospitals to anyone.
3. Never take any illegal drugs, and taking only those drugs prescribed by a physician. Prior to attending clinical or class, reporting to the instructor or clinical supervisor any prescribed drugs that might influence performance or cognitive ability (e.g., strong analgesics). Keep prescription drug form updated.
4. Never appearing in the clinical area under the influence of alcohol or incapacitating medication. This may lead to immediate dismissal from nursing program.
5. Upholding, above all else, the safety and well-being of patients entrusted to your care.
6. Remember that his/her education is not designed to enable him/her to make medical decisions; therefore, he/she should not be critical of the decisions made by physicians or professional nurses.
7. Never desert or abandon a patient. If you must be relieved, notify the clinical instructor.

8. Abide by rules for proper conduct. Failure to abide by any of the following regulations in classroom and/or clinical may lead to immediate dismissal from nursing program. Examples of improper conduct include but not limited to:
- a. Falsification of records (includes hospital, patient or college records).
  - b. Bringing liquor or other intoxicants to class or clinical, consuming any intoxicants on hospital property or reporting to class or clinical in an unfit condition because of previous indulgence.
  - c. Fighting or attempting bodily injury to any person on hospital or college property or engaging in any conduct violating common decency or morality.
  - d. Stealing or illegal conduct of any nature.
  - e. Insubordination - including (but not limited to) a refusal to obey instructions or the use of abusive, profane, or threatening language toward any supervisory personnel or instructor.
  - f. Threatening, intimidating, coercing, harassing or using insulting language toward a classmate, co-worker or other employee of college or hospital.
  - g. Harboring any disease which may endanger other persons, thus creating unsafe or unsanitary conditions.
  - h. Leaving the hospital premises during clinical hours without permission from instructor.
  - i. Failure to exercise reasonable care, consideration, or courtesy in dealing with patients or visitors.
  - j. Failure to wear designated uniform, nametag and failure to comply with regulations concerning personal hygiene and grooming.
  - k. Parking in unauthorized areas.
  - l. Improper use of technology in class or clinical setting (i.e. internet, phone, beeper, PDA).

**Failure to abide by the above standards may lead to program dismissal and/or legal consequence.**

### **Student References**

Faculty will provide references upon written request from the student. Students are requested to provide the name and address of the person to whom they wish the reference to be sent. Faculty will not provide reference information on students by telephone. Neither student nor graduate references will be faxed.

### **Field Trips/Workshops**

The nursing department endorses a variety of educational experiences related to your curriculum. Any student who participates in these extra curriculum experiences becomes a representative of this college and nursing program.

### **Time Frame for Student Requests from the Divisional Office**

Students making requests to the Nursing Department office **must** allow at least one week turnaround time. This includes, but is not limited to, requests for copies of health forms, CPR card, and letters from the dean/faculty, endorsements, and student/graduate references.

### **Student Mailboxes**

Students will be assigned an individual mailbox upon admission into the nursing curriculum. Assignments, class material, homework, etc will be returned to students using these boxes. It is imperative that students check their boxes on a regular basis, preferably each day while on campus. Material in student's personal box is considered confidential and should not be tampered with or read by another student. Any misuse or violation of this policy may lead to termination from the program.

### **Student Files and Records**

Student's confidential records (health form, CPR, criminal background and drug screening reports, etc.) are kept secured and locked in the nursing department office. Records are kept for three years upon graduating from a nursing program. If a student desires to have copies of their personal health records returned, he/she must sign a release form in person and retrieve them within seven days.

Piedmont Technical College  
Nursing Division

Authorization For Release of Health Records

Student Name \_\_\_\_\_ P # \_\_\_\_\_

INFORMATION TO BE RELEASED:(Check applicable categories)

\_\_\_ TB SKIN TESTING \_\_\_\_\_ VARICELLA (2) immunizations/titer

\_\_\_ MMR (2) immunizations/ titer \_\_\_\_\_ TETANUS (within 10 years)

\_\_\_ HEPATITIS (3) immunizations/titer \_\_\_\_\_ PHYSICAL (completed within 1 yr of  
Entering nursing program.

\_\_\_ X-RAY RESULTS

\_\_\_ LAB RESULTS

PURPOSE OR NEED FOR RELEASE: (Check applicable categories)

\_\_\_ Academics \_\_\_\_\_ Employment

I authorize Piedmont Technical College Nursing Division to release a copy of my protected health information.

Signature of Patient \_\_\_\_\_ Date \_\_\_\_\_

Completed by \_\_\_\_\_

Date \_\_\_\_\_

## **Nursing Organizations**

All nursing students are encouraged to participate in their respective student associations. Students may also be elected or appointed to nursing, college-wide, or state committees. Students so designated are encouraged to accept and fulfill the responsibilities of committee participation.

### **Student Nurses' Association**

#### **PURPOSE:**

- A. To assume responsibility for contributing to the nursing profession in order to provide for the highest quality health care.
  - B. To provide programs representative of fundamental and current professional interest and concerns.
  - C. To aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life.
- DUES: \$40.00 per year

### **Nursing Honor Society - Lambda Chi Nu - Beta Chapter**

#### **PURPOSE:**

To qualify for membership students must demonstrate superior academic accomplishments and clinical nursing qualities and be committed to high standards in the nursing profession. Invitations will be issued to eligible students. Associate degree nursing students entering their second level courses who meet criteria are eligible to join the Lambda Chi Nu, an honor society for associate degree nurses.

- A. Recognize outstanding academic accomplishments within the associate degree program of nursing.
- B. Recognize the development of outstanding clinical nursing qualities.
- C. Foster high standards of nursing care.
- D. Strengthen commitment to the ideals and purposes of the nursing profession.
- E. Encourage community/ service involvement.

- CRITERIA**
- 1. GPA  $\geq$  3.25 or top 10% of class after completion of second semester.
  - 2. Potential for outstanding clinical skills
  - 3. Demonstration of socialization into the nursing profession
  - 4. Recommendation of ADN faculty

YEARLY: \$10.00  
DUES: \$30.00  
LIFETIME MEMBER: \$50.00

## **Health Assessment Form**

The health status and an immunization record is required by each student **prior** to admission to any nursing curriculum. The Health Assessment form must be completed by a physician or nurse practitioner prior to first day of class. The evaluation and immunization requirements will be at the students' expense and must be kept current.

Students are required to have an intradermal two-step skin test within three months prior to admission into the nursing program. It is the student's responsibility to obtain a yearly intradermal TB skin test and bring appropriate documentation to the Health Records Administrator.

Student having a positive TB test will be required to show proof of negative chest X-ray taken after conversion to a positive status. If symptoms of TB develop, the student must inform the instructor and seek medical intervention.

Health status changes including pregnancies must be reported to Health Records Administrator immediately and if required a Physician Release Form must be signed.

**Students will not be allowed in the clinical setting without a completed Health Assessment form and current TB skin test.**

Medications: It is your responsibility with assistance from your physician or pharmacist to determine if the medicine you are taking will impair your ability to function safely and accurately in class and clinical. Legally, you should not be taking any medication that would impair your judgment when caring for patients. Random drug screenings will be done at student's expense.

## Physician Release Form



**Post Office Drawer 1467, 620 N. Emerald Rd., Greenwood, SC 29648**

I, \_\_\_\_\_, MD, certify that \_\_\_\_\_  
Physician's Name (please print) Nursing Student's Name

can return to clinical on \_\_\_\_\_ for the purpose of providing patient care at  
Date

full capacity with no physical limitations.

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

**Physician must return directly to:**

Dean of Nursing Education  
Nursing Division  
Piedmont Technical College  
P. O. Drawer 1467  
Greenwood, SC 29648

FAX: (864) 941-8684  
PHONE: (864) 941-8529

## **CPR Certification**

Students entering the nursing program must obtain current CPR certification prior to beginning their clinical experience in any health care facility. AHS 106 is offered for CPR certification prior to each semester at PTC. It is also the student's responsibility to maintain current certification and provide documentation of such throughout the curriculum. **Students will not be permitted to register for a clinical course without current CPR certification that will remain current throughout the course. Student must possess a current card. If student has lost their documentation card, it is the student's responsibility to obtain proof by notifying the Regional Community Training Center and purchasing another card. Address of PTC's Regional Training Center is:**

Pee Dee Regional Community Training Center  
PO Box 808  
Florence, SC 29503  
(843) 665-4671

The CPR certification must be obtained through one of the following courses: The American Heart Association – Basic Life Support for Health Care Providers or the American Red Cross – CPR for Professional Rescuers. Students may contact the American Heart Association or the American Red Cross to inquire when and where CPR courses are being offered. Current certification through the American Heart Association or the American Red Cross as a Basic Cardiac Life Support (CPR) Instructor would also fulfill this requirement.

## **Evolve Testing Policy**

Purpose:

1. To facilitate continuous evaluation of effectiveness of teaching and learning in order to strengthen curriculum.
2. To identify students deficient in the essential academic skills and basic nursing knowledge.
3. To assist in designing individualized remediation programs for students at risk and/or failing the program.
4. To evaluate student readiness for taking the NCLEX exam.

Practice tests are available and encouraged to be used to prepare for content tests and exit tests. The cost of the service will be assessed in your tuition.

## **Drug Calculation Test Policy**

The nursing faculty of Piedmont Technical College recognizes that medication administration is an integral part of the professional duties of the associate degree nurse and practical nurse.

Basic concepts of nonparenteral medication administration, injections, and pediatric safe dosages will be taught in the first semester. At the end of the course, a Drug Calculation Competency test consisting of 20 questions will be given. A 95% must be achieved in this test. Students will be allowed three attempts to achieve a grade of 95% if unsuccessful will receive an "F" for the course.

For the ADN, more advanced concepts will be taught in the second semester. It will include intravenous medication; titration, blood and parenteral nutrition. The Final Drug Calculation Competency test will encompass all content from first semester drug course in addition to new content. A 95% must be achieved in this test. Students will be allowed three attempts to achieve a grade of 95% if unsuccessful; will receive an "F" for the course.

Failure in either course will constitute as an attempt in the nursing program. In order to maintain the safety and integrity of client's care, dosage calculation concepts will be integrated into all course and clinical instructions throughout the nursing program.

## **State Board Application**

The State Board examination (NCLEX) is administered to determine licensure as a registered nurse or as a licensed practical nurse.

After satisfactory completion of the associate degree in nursing program or the practical nurse program, students are eligible to apply on line for the application process to take the NCLEX.

The Department Head for nursing has the responsibility to authorize withhold endorsements as deemed necessary.

For current policies, regarding the licensure process, refer to South Carolina State Board of Nursing web site.

## **Criminal Record Checks for Nursing Students**

Students must submit completed information forms and fee for a Criminal Records Check (CRC) Pending criminal charges or conviction of any of the following crimes may make the student ineligible for enrollment or participation in clinical/laboratory courses:

- Crimes of violence (murder, manslaughter, criminal sexual assault, crimes involving the use of deadly force, simple assault, assault and battery of a high and aggravated nature, assault and battery with intent to kill, criminal domestic violence).

- Crimes occurring within 5 years of the application date involving the distribution or use of illegal drugs.
- Crimes occurring within 5 years of the application date that involve moral turpitude, including but not limited to breach of trust, fraud, identity theft (excluding fraudulent checks, shoplifting, petit larceny and other crimes not deemed to raise a substantial question as to the qualification and fitness of the applicant).
- The student is responsible for all costs involved.

Students must also be aware of the following:

- \* Due to requirements of affiliating clinical facilities, nursing students are required to submit to a urine drug screen test. These screenings will be unannounced and at random through out the curriculum.
- \* It is the student's responsibility to inform the college and Dean of Nursing Education of any changes or additions on Criminal Record Check.
- \* An acceptable criminal background check is required for clinical experiences and taking NCLEX. Students must be able to attend clinical experiences in all agencies used by the college or they will be ineligible for enrollment or participation in clinical/lab courses.
- \* Healthcare agencies may require updated criminal background checks or urine drug testing prior to any clinical experience. This will be done at the student's expense.
- \* All clinical sites used by the college have their own particular Human Resource policies, and have the right to determine if a student with any convictions on their CRC will be allowed to come to their facility for clinical study.
- \* If a student has been out/not attended for a semester, the CRC and drug testing must be repeated. A new completed information form and fee are required.

If after the background check, the student is charged with or convicted of a crime or investigated for any legal violation; it must be reported to the Dean of Nursing. Failure to report new violations may result in removal from the nursing program.

## **Drug Screening Requirements**

Students will be required to submit a urinalysis drug testing program at the request of the College or clinical site provider. The cost of the urinalysis tests will be borne by the student. Urinalysis samples are tested for the presence of the following:

Cocaine	Marijuana	Opiates/Morphine	Amphetamines
Methamphetamine	Phencyclidine	Benzodiazepine	Barbiturates
Methadone	MDMA (Ecstasy)		

Students may submit a prescription drug profile to justify a positive report. Failing the drug test or refusing to be tested will result in the student being dismissed from any classes that contain a clinical component. A positive drug screen with evidence of drug abuse will be grounds for dismissal from the Nursing program. Dismissal under these grounds will count as an attempt. The student may seek readmission to the program after one year with documentation of rehabilitation.

Urinalysis testing is performed by a third party contractor with no relationship to the College. If a student believes that a positive result is wrong, he or she can request the contractor re-test the original sample. This retest will be done at the student's expense.

## Nursing

(Please check of each area as you complete them to ensure that you have missed no steps in the process)

- Log on to First Lab Website: <https://secure.firstlab.com/DonorAccess>
- Find the line below the entry boxes that states: First time to Donor Access? Click the REGISTER HERE button
- Login ID: **Piedmont-Nursing** (case sensitive)
- Password: **register** (case sensitive)
- You will need to create your own Login and Password. Your password will need to have 1 capital letter, 1 number, and 1 symbol (example @ ! > \*) Once you have completed this step, you will be redirected to the original login screen. You will need to login using the login and password you just created.
- You must enter the states that you have lived in over the past seven years. You must click the "add state" button for each state for the system to accept the entry. If you have done this a box will come up next to the state list with each state you have selected.
- This site will allow you to complete your registration.
- You will receive a confirmation email when you are done.
- 1 to 2 business days after you complete your registration you will receive an email from Kroll Background America to complete your background check information and your release form.
- You must pay for your background check and drug screen before going online, entering your information, and signing the release form for the vendor. You should do this as quickly as possible; sometimes it could take 10-14 days to receive your results. All release forms will be completed during the Orientation meeting with your clinical department.

**Your background check and drug screening cannot be conducted without your payment to the college and this completed process. Total payment will be \$80.85.** Please note that your social security number will be checked against databases so that all prior addresses in the last 7 years will be brought forward. All information obtained on your background screen is verified as your information using at least 2 pieces of personal information (example your name + birth date or your name + social security number). Purses, book bags, backpacks, and all personal items must be left outside of the specimen collection area. You will need a photo ID with you when you go for your drug screen. In the event of a positive drug screen the student will be contacted directly by First Lab for further instructions.

If you have gone through the screening process, you are responsible for paying the fee, even if you choose to delay your start date.

## **Infectious Disease Policy and Procedures**

Students need to be aware that in the nursing curriculum, they may be exposed to various diseases and blood. Students will be instructed in the use of medical aseptic techniques and necessary precautions required when giving patient care as directed by the Center for Disease Control. If a student acquires or is notified that there was exposure to an infectious disease during a clinical rotation, they will follow the Accidental Injury/Exposure Protocol.

### **Exposure to Infectious Disease**

The following are excerpts from institutional directives.

It is the policy of PTC to ensure the safety of all students, faculty, staff and patients from contracting and/or spreading infectious diseases.

Infectious diseases for the purpose of this directive are defined as those diseases, which are considered transmittable in a clinical or education environment. Such diseases shall include, but not be limited to:

1. Chicken Pox
  2. Measles
  3. German Measles
  4. Hepatitis (all types)
  5. Impetigo
  6. Mumps
  7. Pertussis
  8. Ringworm, Scabies
  9. Tuberculosis
  10. Influenza
  11. Meningococcal Disease
  12. Drug Resistant Staph
  13. Cytomegaloverus
  14. AIDS
- 
1. Any student with known exposure to an infectious disease should report it to their instructor, Department Head and Vice President of Student Development.
  2. Students with an infectious disease should not report to class/lab/clinical until deemed non-contagious by their physician and must submit a Physician Release Form.
  3. Any exposure that occurs in the clinical setting will be referred to the facilities' exposure Resources, and Public Safety at PTC.

### **Accident Policy**

If an accident or incident occurs at PTC or a clinical facility, students should immediately contact their instructor and Public Safety. Students will follow the Accidental Injury/Exposure Protocol.

# **ACCIDENTAL INJURY/EXPOSURE PROTOCOL FOR STUDENTS**

## **I. PURPOSE**

To provide detailed information on how to obtain appropriate treatment for a student who has been involved with an accidental injury in the clinical agency.

## **II. PROCEDURE FOR ACIDENTAL INJURY/EXPOSURE**

If a student is accidentally injured in a clinical setting, including College Labs, the following protocol will be enforced.

1. Immediately inform the instructor of the incident and the supervisory personnel in the clinical agency.
2. Complete the Incident Report for the agency and/or an Accidental Injury/Exposure Report for the College. On campus exposure notifies Public Safety to complete and file the report for the College.
3. If an agency has an Employee Health Office, refer student to that office for assessment. If no Employee Health Office or the equivalent is available refer the student to the Emergency Room.
4. A student who is exposed in clinical/externships must submit all bills to the Human Resource Officer of the College, to initiate payment. A student who is exposed in the laboratories on campus must take all bills to the Business Office at Piedmont Technical College. Failure to do so may make the student ultimately responsible for all costs incurred.

---

## ACCIDENTAL INJURY/EXPOSURE REPORT

---

Student name: \_\_\_\_\_ P# \_\_\_\_\_

Date of incident: \_\_\_\_\_ Clinical location: \_\_\_\_\_

Nature of incident: accidental injury \_\_\_\_\_ exposure \_\_\_\_\_

Accidental Injury/Exposure

Description of the incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the student taken to the Health Care Services or ECC? Yes \_\_\_\_\_

No, student declined \_\_\_\_\_

Describe the treatment/counseling received by the student.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of the care giver: \_\_\_\_\_ Follow-up treatment required? \_\_\_\_\_

Did the student receive counsel regarding the implications of the exposure? \_\_\_\_\_

Is the source patient known? \_\_\_\_\_

Was permission received from the source for appropriate testing? Yes \_\_\_\_\_

No, source declined \_\_\_\_\_

What follow-up is recommended for the student?

\_\_\_\_\_

**SECTION IV:**  
**NURSING PROGRAM CLINICAL POLICIES**

## **Clinical Attendance**

The nursing faculty will adhere to the attendance policy of Piedmont Technical College (see catalog) with the following additions to the plan of action. Because of the unique nature of the clinical experience, the clinical objectives cannot be met in any other manner. Therefore:

- Absences from clinical/laboratory experiences are unacceptable. In the event a problem occurs, the student **MUST** notify the clinical unit prior to starting time. Make up assignments will be at the discretion of the instructor based on time, space, and instructor availability. Any student absent from clinical without proper notification will receive an unsatisfactory clinical evaluation for that day and/or may be subject to termination from the program.
- All missed clinical days and hours will be made up. More than two clinical absences whether excused or unexcused may result in failure of clinical course and dismissal from the program.
- Following any illness/injury you are required to see your instructor. A medical release is required for re-entry into class and/or for prescribed medication.
- Under no circumstances will children or pets be allowed in class or clinical settings unless previous arrangements are made with the instructor.
- Failure to notify the clinical agency with an explanation of absence prior to the start of clinical day constitutes grounds for dismissal. Faculty will refer to the South Carolina Board of Nursing Position Statement as guidelines.

## **Clinical Participation**

If a student arrives after the designated start time for a clinical experience, a tardy will be recorded. On the third tardy, the student will not be permitted to remain in clinical for that day and will receive an unsatisfactory clinical evaluation for that day. An absence will be recorded. If a student arrives more than 30 minutes after the onset of the clinical, the student will not be permitted to remain in clinical for that day and an absence will be recorded.

- No student is permitted to leave the clinical area during assigned times without instructor's permission.
- Electronic devices (cell phones, beepers) are not permitted in the clinical setting unless cleared with clinical instructor.
- Students will abide by appropriate dress code for each agency.

## **Patient Abandonment**

Any student who leaves the clinical facility without the instructor's permission will be dismissed from the program. Failure to provide assigned patient responsibilities timely and correctly may also be the grounds for termination. Faculty will refer to the South Carolina Board of Nursing

Position Statement as a guideline.

### **Emergency Contact of Student during Class or Clinical**

While on campus, students should provide the number for Public Safety (941-8000) to significant others in the case that contact should need to be made. Students are responsible for notifying significant family members, baby sitters, etc., of their location during the day(s) of their clinical experience. The phone number of the nursing unit where the student can be reached should be provided to the appropriate individual(s) for contact in the case of extreme emergencies.

When Public Safety is unable to locate the student in class, the Nursing Department will be notified.

### **Student Dismissal as an Employee of a Clinical Facility or Health Care System**

It is the student's responsibility to notify the Dean of Nursing Education in writing if he/she has been dismissed as an employee from a facility or health care system where he/she is scheduled to have a clinical experience. Failure to comply with this policy will be considered a form of lying and will be dealt with according to the guidelines as outlined in the PTC Nursing Student Handbook.

### **Request for Clinical Group Assignment or Course Sequencing**

Students will receive course/clinical assignments at the beginning of each semester. A great deal of planning goes into making courses/clinical assignments which ensure that students have experiences in for-profit, non-profit, and governmental agencies as well as multiple specialty units and the opportunity to benefit from having a variety of clinical instructors, both full- and part-time. Further, faculty make efforts to ensure as much diversity as possible in classes/clinical. For these reasons, students are expected to abide by the course/clinical assignments as posted.

### **Narcotic Medications and Parenteral Administration of Medications/Fluids**

Due to the narcotic laws, no student shall be in possession of the narcotic keys or codes at any time. Also, no student shall retrieve any medication from the narcotic drawer or cabinet EXCEPT in the presence of a faculty member or a registered nurse. All entries in the narcotic log must be cosigned by a faculty member or a registered nurse. Students must ensure that this is done.

Failure to do so will result in disciplinary action up to and including clinical failure and/or dismissal from the program.

**Preparation and administration** of all parenteral medication and fluids must be performed under the DIRECT supervision of a faculty member or a registered nurse (including flushing peripheral and central I.V. sites, hanging fluid bags, etc.). Failure to do so will result in receiving an unsatisfactory clinical performance.

## **Invasive Procedures**

Students **MUST** be under the **DIRECT** supervision of a Registered Nurse when performing invasive procedures that are approved by the instructor and/or appropriate clinical facility staff. Examples of invasive procedures include, but are not limited to inserting or removing a nasogastric tube, intravenous catheter, etc.

## **Observational Experiences**

Students who are assigned observational experiences are **NOT** allowed to perform any skills or assist with patient transfer or document any information. Under **no circumstances** is the student allowed to give any medications during the observational experience.

## **Unsatisfactory Clinical Practice**

Clinical practice may be considered unsatisfactory when a student fails to use the nursing process effectively by engaging in one or more of the following activities: Notice of written disciplinary action will be issued on the date of the occurrence on the evaluation tool. Remediation/follow-up by the assigned instructor will be required before semester term is completed.

1. Failure to be prepared for clinical practice.
2. Failure to recognize the need for assistance when unfamiliar with the required nursing action.
3. Performing activities outside parameters of nursing practice as defined by the South Carolina Nurse Practice Act.
4. Failure to take nursing actions when such action is essential to the health and safety of the patient.
5. Attending clinical laboratory while under the influence of drugs or alcohol.
6. Attending clinical laboratory with active infectious disease process or when health state does not allow minimum safe practice.
7. Failure to recognize the influence of own attitude and behavior on a care of the patient.
8. Dishonesty in giving information regarding nursing, i.e. lying or deliberately giving inaccurate information.
9. Performing or omission of activities that are detrimental to the health and safety of the patient.

10. Failure to assume responsibility for completing nursing actions.
11. In subordination or not following directions of clinical instructor or designee.

\*\*\* An unsatisfactory clinical performance will be completed by the clinical instructor and placed in the student's clinical folder.

### **Student's Return to Clinical after an Absence Related to Surgery, Injury, Extended Illness, Pregnancy, or Delivery Policy**

Any student who has been absent due to surgery, injury, extended physical/mental illness, pregnancy, or delivery must have a assigned clinical release form from his/her physician indicating that he/she may return to clinical at full capacity. The clinical release form **must** be submitted directly from the physician to the Dean of Nursing Education, who will notify the appropriate faculty member. A student may not return to clinical if he/she cannot perform at full capacity. Clinical agencies reserve the right to determine if a student may practice in their facility while under a physician's care.

### **Absence Related to Jury Duty, Mandatory Court Appearance or Military Duty**

Students who are required to attend jury duty, appear in court, or participate in required military duty must notify the instructor in writing at least 3 days prior to the appearance. It is the student's responsibility to obtain assignments and make up any work/clinical missed. Missed test will be made up at the end of the semester or at the teacher's discretion.

## CLINICAL ISSUES

### Student Refusal of Clinical Assignment

Student assignments are made conscientiously and designed to meet learning needs of the student. Consideration of special needs of the student may be included when making assignments. Student safety is also considered when clinical assignments are made. Students who are concerned about an assignment must review the American Nurses Association Code of Ethics, Standard Precautions, and/or relevant hospital policies prior to discussing the assignment with the instructor. This discussion will be documented and will include the:

1. Nature of the assignment including data that indicate that the assignment is appropriate for the student based on the student's knowledge level.
2. Student's reasons for concern.
3. Final outcome/decision

### Professional Incompetence

“The *South Carolina Board of Nursing Position Statement*, section 40-33- 20 - 32, defines (32) “Incompetence” means the failure of a nurse to demonstrate and apply the knowledge, skill and care that is ordinarily possessed and exercised by other nurses of the same licensure status and required by the generally accepted standards of the profession. Charges of incompetence may be based upon a single act of incompetence or upon a course of conduct or series of acts or omissions that extended over a period of time and that, taken as a whole, demonstrate incompetence. It is not necessary to show that actual harm resulted from the act or omission or series of acts or omissions if the conduct is such that harm could have resulted to the patient or to the public from the act or omission or series of acts or omissions.”

If the College determines that a student has demonstrated a single action or a series of actions that fall under the definition of incompetence, the student will be subject to disciplinary action up to and including clinical failure or dismissal from the program.

### Professional Liability Insurance

All students are REQUIRED to carry professional liability insurance. This insurance covers the person only in the clinical area while in the student role. Liability protection is obtained through PTC and the cost will be assessed as part of tuition fees each semester.

### Clinical Availability

Due to the increase of student enrollment and availability of clinical facilities, clinical hours will be varied. Clinical hours may include mornings, afternoons, evenings and nights. Occasional weekend shifts are possible in all clinical areas. Clinical times will be posted as soon as possible in the beginning of the semester to allow time to adjust family and work schedules.

Although this will not be a popular decision with all students, the faculty believes you will gain a deeper understanding of the nursing profession and practiced during alternate clinical times.

## Dress Code and Clinical Requirements

UNIFORM:	(Female)	School mandated uniform (pants or dress) will be acceptable. Dress length to be even with the crease at the back of the knee or lower and is to be laundered and ironed for each clinical experience. Uniform is worn only in the clinical areas. White full slip and appropriate white undergarments are to be worn under uniforms.
	(Male)	Jackets; Trousers with white undergarments are to be worn under the uniform. Uniforms are purchased in the PTC bookstore.
LAB COATS:		Only white lab coats with the official Piedmont Technical College logo may be worn over the uniform while providing patient care. Picture identification as a PTC student must always be visible.
NURSE LAB KITS:		Nurse Lab Kits are available for purchase from the Piedmont Technical College Bookstore. Kits are mandatory in the nursing fundamentals and pharmacology courses. Students may not use supplies or equipment obtained elsewhere; only designated nurse lab kits will be allowed in the lab setting.
EMBLEM:		Piedmont Technical College seal (purchased from bookstore) is to be neatly sewn on the left sleeve two inches down from shoulder seam of uniform and lab coat.
SHOES:		Cleaned and polished leather professional nursing shoes with clean shoelaces. No clogs, sandals, canvas, or open heels or toes.
HOSIERY/SOCKS:		Nursing students may wear calf length unadorned white socks, only when wearing pants. Students wearing dress uniform should wear white, non-textured hosiery, free of hosiery runs; support hose are strongly encouraged.
WATCH:		A plain watch with ability to count seconds (no bracelet watches).
NAME/PICTURE BADGE:		ID badge worn on left side of uniform top. Obtain picture ID from library on Lex Walters Campus and Self Regional Healthcare.
JEWELRY:		<u>Only</u> a plain wedding band is permissible. Students are not to wear earrings, necklaces, chains, or bracelets in the clinical setting.
HAIR:		Hair should be neat, clean and off the uniform collar or neckline in a controlled fashion. No ribbons, bows, or decorative clasps may be worn. Ponytails must be controlled and not drop forward when giving patient care. Hair must be a natural human color.
COSMETICS:		Natural looking only. No bright eye or lip color.
NAILS:		Clean, short, and <u>without polish</u> . Nails should not protrude over the ends of the fingers when the hand is held directly in front of the face with the palm toward the face. No artificial nails allowed.
SMOKING:		Not permitted at any clinical setting, whether in uniform or street clothes. Smoke odor will be brought to the attention of the student and may result in being dismissed from the clinical site.

- FACIAL HAIR:** Neatly trimmed facial hair is acceptable except in instances where hospital policy prohibits. Beards/goatees should not be started during a semester unless a long period outside of the clinical setting is incorporated in the schedule.
- BODY PIERCING AND TATTOOS:** No visible jewelry may be worn in areas where body piercing has occurred. Tattoos must not be visible while in the clinical setting.
- PERSONAL HYGIENE:** Body must be kept clean and free from odor. Use of deodorant is recommended. Perfume or aftershave is not permitted. Noticeable halitosis, body or smoke odor will be brought to the attention of the student.
- TRANSPORTATION:** Each student should have a valid driver's license and is responsible for transportation to and from hospitals and other clinical practice sites.
- APPROPRIATE DRESS:** For presentations, meetings, lab demonstrations, etc., students will be asked to dress suitably for the occasion with lab coat and name tag. This means no shorts, jeans, sneakers, sweat pants, mini skirts, wind suits, T-shirts, tank tops or hats.
- REQUIRED EQUIPMENT:** Small bandage scissors, a watch with a second hand, a stethoscope, black ink pens, and a penlight are required.

**NOTE:** The student is required to adhere to the uniform policy of the clinical facility in which he/she is assigned. Any additional regulations of the clinical facility which are not covered in this handbook must be met by the student.

**\*\*\*Students may not wear any Piedmont Technical College student nurse identification or uniform except while they are in their role as the student nurse. Doing so will result in disciplinary action up to and including dismissal from the program.**

**\*\*\*Electronic devices (cell phones, beepers) except for IPOD Touch, are not allowed in the clinical setting.**

**Piedmont Technical College Nursing Program  
Clinical Evaluation Performance Expectations and Guidelines  
100 Level**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

**Evaluation Codes for Clinical Performance**

- 0 Fails to seek appropriate assistance/supervision to perform a specific skill(s) and/or during provision care, specified behaviors not observed, or behavior is unacceptable.
- 1 Functions dependently, requiring continuous verbal and physical cues (*experience difficulty in performing a specific skill(s) and/or during provision of care to the point that extensive assistance/instruction was required to meet safety and competency standards*).
- 2 Functions with supervision, requiring occasional supporting cues.
- 3 Functions independently without supporting cues and observed behavior is acceptable as outlined in the Clinical Evaluation Performance Expectations & Guidelines, the PTC Nursing Handbook and in the policy and procedure manual of clinical agency.

**Explanation of Clinical Performance Evaluation**

Clinical instructors will award students a numerical score for the clinical competencies observed during each clinical experience. At the end of the semester rotation, the primary instructor will average the scores for each competency and total the averages for a clinical performance score. The final score must fall within the range noted below.

PN	ADN	
PNR 110	NUR 101	Greater than or equal 8
PNR 128	NUR 165	8-16
PNR 138	NUR 265	16-24
PNR 154		8-16
	NUR 211/212/206	16-24
	NUR 214	8-16
	NUR 210/219	16-24

I have read the clinical evaluation tool and have had the opportunity to ask question about how my clinical performance will be evaluated. I understand what is expected of me as outlined in the clinical evaluation tool

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Piedmont Technical College Nursing Program  
Formative Clinical Evaluation Performance Grid  
100 Level**

CLINICAL DAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	COLUMN AVERAGE
<i>Date</i>															
I. Professional Behavior															
II. Safety															
III. Communication															
IV. Clinical Decision Making															
V. Cultural Awareness															
VI. Collaboration															
VII. Critical Thinking															
VIII. Teaching-Learning															
<i>Clinical Instructor's Initials</i>															
<i>Student's Initials</i>															
<i>Use*=See comment on notes page</i>															
<b>Total Performance Score</b>															

**Evaluation Codes for Clinical Performance**

- 0 Fails to seek appropriate assistance/supervision during provision care  
Fails to provide appropriate care  
Observed behavior unacceptable
- 1 Functions dependently, requiring continuous verbal and physical cues (*experience difficulty in performing a specific skill(s) and/or during provision of care to the point that extensive assistance/instruction was required to meet safety and competency standards*).
- 2 Functions with supervision, requiring occasional supporting cues.
- 3 Functions independently without supporting cues and observed behavior is acceptable as outlined in the Clinical Evaluation Performance Expectations & Guidelines, the PTC Nursing Handbook and in the policy and procedure manual of clinical agency.

**\*\* Clinical Instructor must provide a written explanation for score of zero (0) in the comments section of the Summative Clinical Evaluation Performance Expectations and Guidelines**

**Student's Name:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Final Score required for course:** \_\_\_\_\_

**Clinical Instructors:**    *Name* \_\_\_\_\_    *Initials:* \_\_\_\_\_

Name \_\_\_\_\_ Initials: \_\_\_\_\_  
 Name \_\_\_\_\_ Initials: \_\_\_\_\_  
 Name \_\_\_\_\_ Initials: \_\_\_\_\_

**Competencies and Behaviors**

<p><b>I. PROFESSIONAL BEHAVIOR</b>          is demonstrated by accountability for actions and behaviors within the designated scope of practice as evidenced by adherence to legal, ethical and regulatory standards.</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<p>A. General</p> <ol style="list-style-type: none"> <li>1. Arrives on time.</li> <li>2. Is attired in accordance with college/faculty/agency requirements.</li> <li>3. Demonstrates professional behaviors through appropriate appearance and demeanor, respectful care of patients, and in interactions with members of the health care team.</li> <li>4. Notifies faculty and agency of absence prior to expected time of arrival.</li> <li>5. Brings equipment and/or resource material(s) to clinical setting as needed.</li> </ol> <p>B. Accountability</p> <ol style="list-style-type: none"> <li>1. Completes assigned patient care within the designated time for the clinical experience.</li> <li>2. Demonstrates accountability for delegated actions.</li> <li>3. Maintains the confidentiality of patient records and privileged information regarding the patient or clinical agencies.</li> <li>4. Demonstrates self-direction and interest in learning.</li> <li>5. Demonstrates appropriate communication/interaction with patients, families, peers, faculty and health care team members.</li> <li>6. Utilizes feedback to improve clinical performance.</li> </ol>			
<p><b>II. SAFETY</b>          is a basic human need defined as freedom from physical and psychological injury</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<p>A. Provides for patient safety in the following ways</p> <ol style="list-style-type: none"> <li>1. Obtains a report on the patient before initiating care.</li> <li>2. Verbalizes potential and/or actual threats to patient's physical status.</li> <li>3. Acts to correct potential and/or actual threats to patient's physical status.</li> <li>4. Verbalizes potential and/or actual threats to patient's emotional status.</li> <li>5. Seeks guidance when unsure of correct course of action.</li> <li>6. Aware that error occurred. Reports errors immediately when discovered and institutes corrective action .</li> <li>7. Acts within the legal parameters of the PN scope</li> </ol>			

<p>of practice as defined in the Nurse Practice Act, rules and regulation governed by State Board of Nursing, the policies and procedures of the clinical agency, and policies established by PTC Nursing Program (See PTC Nursing Handbook).</p> <p><b>B. Universal precautions</b></p> <ol style="list-style-type: none"> <li>1. Washes hands before and after implementing patient care or procedures preparatory for patient care.</li> <li>2. Protects self and patient from contamination. <ol style="list-style-type: none"> <li>a. Distinguishes between clean and unclean in patient's environment.</li> <li>b. Organizes patient care in a manner that decreases potential for transmission of harmful organisms or substances.</li> <li>c. Adheres to protocols for various isolation categories.</li> </ol> </li> <li>3. Maintains BLS verification during entire program along with required immunizations and Blood Borne Pathogens training.</li> </ol>			
<p><b>III. COMMUNICATION</b> is a process of transferring information among individuals that occurs orally, nonverbally, written or through use of informatics.</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<p><b>A. Uses patient's records to communicate effectively with other health care team members</b></p> <ol style="list-style-type: none"> <li>1. Indicates the time and date of entries.</li> <li>2. Enters all appropriate information.</li> <li>3. Describes nursing actions taken.</li> <li>4. Records evaluation of patient responses.</li> </ol> <p><b>B. Communicates effectively with patients, families, peers, faculty and health care providers</b></p> <ol style="list-style-type: none"> <li>1. Identify and verbalizes potential barriers to communication.</li> <li>2. Intervenes appropriately to minimize identified barriers.</li> <li>3. Evaluates the interaction process between self, patient, peers, faculty, and health care members.</li> <li>4. Uses correct medical terminology.</li> <li>5. Report errors promptly to clinical instructor.</li> </ol>			
<p><b>IV. Clinical Decision Making</b> is employing problem solving, providing individualized care and safe skilled care that moves the individual and family to the identified health care outcome. Clinical decision making encompasses the performance of multiple methods of data collection, analyzing and integrating data to formulate an informed clinical judgment.</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<p><b>A. Collects health care data to assist in implementing and planning care of patients and families</b></p> <ol style="list-style-type: none"> <li>1. Collects subjective and objective data from relevant sources.</li> <li>2. Describes physiological status of patient to determine needs.</li> </ol>			

<ul style="list-style-type: none"> <li>3. Describes psychological status of patient to determine needs.</li> <li>4. Describes developmental status of patient.</li> <li>5. Describes patient's nutritional status based upon caloric and nutritional needs, laboratory data, and disease process.</li> <li>6. Interprets significant lab values and trends.</li> <li>7. Collects appropriate data for pre- and post procedures and diagnostic tests.</li> <li>8. Integrates information from various data sources to determine patient's (family's) needs.</li> <li>9. Identifies advance directives for patient and is aware of what advance directive means to patient care.</li> <li>10. Able to provide rationale for procedures.</li> <li>11. Adapts knowledge and skills learned in clinical learning lab to clinical unit (able to select unit specific equipment and adapt to unit procedure policy).</li> <li>12. Locates and uses equipment correctly</li> <li>13. Reports changes in patient status immediately to clinical instructor.</li> <li>14. Consistently follows through on proposed plan of care.</li> </ul> <p>B. Prioritizes procedures during clinical appropriately.</p> <ul style="list-style-type: none"> <li>1. Organizes time during specific clinical hours to complete assigned patient care responsibilities. Able to leave unit on time.</li> <li>2. Completes responsibilities in time to allow for documentation.</li> <li>3. Effectively manages level of stress and anxiety to perform responsibilities.</li> <li>4. Manages level of anxiety to allow verbalization of knowledge to faculty.</li> <li>5. Attends to personal care needs of patient without prompting.</li> <li>6. Implements appropriate comfort measures for patients.</li> <li>7. Uses skills learned in previous and current courses.</li> <li>8. Documents in medical record accurately and appropriately.</li> <li>9. Documentation reflects plan of care, procedures, changes in condition, and progress toward desired outcome.</li> </ul> <p>C. Medication Administration</p> <ul style="list-style-type: none"> <li>1. Verbalizes and writes knowledge of patient's medications: <ul style="list-style-type: none"> <li>a. Classification, generic &amp; trade name, major side effects, nursing</li> </ul> </li> </ul>			
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p>implications and expected outcomes.</p> <ol style="list-style-type: none"> <li>2. Able to explain specifically why the patient is receiving medication.</li> <li>3. Establishes appropriate baseline data before administering medications.</li> <li>4. Correctly calculates correct dosage to be administered.</li> <li>5. Correctly prepares and administers medications.</li> <li>6. Follows the six rights of medication administration.</li> <li>7. Identifies medications which are not compatible.</li> <li>8. Documents medication administration accurately and in a timely manner.</li> </ol>			
<p><b>V. CULTURAL AWARENESS</b> is demonstrated when behavior indicates appreciation and sensitivity of cultural values. Culture is an integral part of each person's life and includes knowledge, beliefs, values, morals, customs, traditions and habits acquired by each person as a member of society.</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<ol style="list-style-type: none"> <li>1. Verbalize legal, cultural, economic, and ethic, influences when caring for patients.</li> <li>2. Identifies instances where advocacy was used or could have been used.</li> <li>3. Provides basic nursing care ensuring that care is culturally sensitive, compassionate, and person centered.</li> <li>4. Supports the patient's right to decision making in planning nursing care with consideration of differences.</li> <li>5. Demonstrates respectful behavior toward patient, family, self, peers, faculty and staff.</li> </ol>			
<p><b>VI. COLLABORATION</b> is shared responsibility of those working together cooperatively with open communication to achieve a desired outcome. Collaboration requires consideration of needs, priorities, and preferences, available resources and services, shared accountability and mutual respect.</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<ol style="list-style-type: none"> <li>1. Collaborates with the patient, family, and other members of the healthcare team to evaluate progress toward achievement of outcomes.</li> <li>2. Supports the patient's right to decision making in planning nursing care.</li> <li>3. Delegates care appropriately to subordinate personnel using clear and complete directions.</li> <li>4. Supervises and evaluates activities of subordinate personnel providing feedback regarding performance of delegated acts.</li> <li>5. Works with health care team to assist patient and</li> </ol>			

family to cope with stressful events and changes in health status.			
<p><b>VII. CRITICAL THINKING</b> is a process that challenges an individual to anticipate, analyze, apply standards, inquire, discriminate, reason, and transform knowledge to make judgments. The process involves thinking beyond a single solution and choosing the best alternative(s).</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<ol style="list-style-type: none"> <li>1. Defines critical thinking as it relates to nursing education and nursing practice.</li> <li>2. Begin to use critical thinking skills in clinical practice <ol style="list-style-type: none"> <li>a. Practice self-discipline</li> <li>b. Take careful consideration before making judgments</li> <li>c. Think about presenting circumstances before making decisions</li> <li>d. Question thought process to promote logical reasoning</li> <li>e. Anticipate consequences</li> </ol> </li> <li>3. Reflect on performance and how to improve</li> </ol>			
<p><b>VIII. TEACHING-LEARNING</b> is a joint responsibility of faculty and students through mutual sharing, learning and growth occurring in an atmosphere of collegiality and affirmation. Learning proceeds from simple to complex, concrete to abstract and dependent to independent nursing actions. Teaching involves the dissemination of health information to facilitate informed decision making and achieve positive outcomes. Learning is the assimilation of information to increase knowledge and modify behavior. Teaching-learning in the clinical setting is used to promote, maintain and restore health.</p>	<b>Mid-term</b>	<b>Final</b>	<b>COMMENTS</b>
<ol style="list-style-type: none"> <li>1. Accepts constructive evaluative comments as a basis for growth in personal and professional behaviors.</li> <li>2. Use basic teaching and learning principles to prevent illness/injury, maintain and restore health.</li> </ol>			



**Clinical Performance Counseling Form**

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Name of person reporting incident (other than faculty): \_\_\_\_\_

Phone number: \_\_\_\_\_

Faculty/Adjunct/Preceptor account of Incident

Issue: \_\_\_\_\_

---

---

---

---

---

---

---

---

Student account of Incident/Issue:

---

---

---

---

---

---

---

---

Future course of action/approach as agreed upon by faculty and student:

---

---

---

---

---

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness (if deemed necessary) by student or faculty:

\_\_\_\_\_ Date: \_\_\_\_\_

\*\*This document will be maintained as a part of student clinical performance record.

\*\*Student to be given copy of this document.

**Piedmont Technical College Nursing Program  
Summative Clinical Evaluation Performance Evaluation**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**A final clinical performance score \_\_\_\_\_ is required for NUR \_\_\_\_\_ to receive a PASSing grade for the clinical portion of the course.**

**Your final clinical performance score is \_\_\_\_\_.**

**As indicated by your final clinical performance score you:**

**PASSED**

**FAILED**

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructor Comments:**

**Student Comments:**

**Piedmont Technical College Nursing Program  
Clinical Evaluation Performance Expectations and Guidelines  
200 Level**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

**Evaluation Codes for Clinical Performance**

- 0 Fails to seek appropriate assistance/supervision to perform a specific skill(s) and/or during provision care, specified behaviors not observed, or behavior is unacceptable.
- 1 Functions dependently, requiring continuous verbal and physical cues (*experience difficulty in performing a specific skill(s) and/or during provision of care to the point that extensive assistance/instruction was required to meet safety and competency standards*).
- 2 Functions with supervision, requiring occasional supporting cues.
- 3 Functions independently without supporting cues and observed behavior is acceptable as outlined in the Clinical Evaluation Performance Expectations & Guidelines, the PTC Nursing Handbook and in the policy and procedure manual of clinical agency.

**Explanation of Clinical Performance Evaluation**

Clinical instructors will award students a numerical score for the clinical competencies observed during each clinical experience. At the end of the semester rotation, the primary instructor will average the scores for each competency and total the averages for a clinical performance score. The final score must fall within the range noted below.

PNR 154	8-16
PNR 138	16-24
NUR 211/212/206	16-24
NUR 214	8-16
NUR 219	16-24
NUR 210	16-24

I have read the clinical evaluation tool and have had the opportunity to ask question about how my clinical performance will be evaluated. I understand what is expected of me as outlined in the clinical evaluation tool

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Piedmont Technical College Nursing Program  
Formative Clinical Evaluation Performance Grid  
200 Level**

CLINICAL DAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	COLUMN AVERAGE
<i>Date</i>															
I. Professional Behavior															
II. Safety															
III. Communication															
IV. Clinical Decision Making															
V. Cultural Awareness															
VI. Collaboration															
VII. Critical Thinking															
VIII. Teaching-Learning															
<i>Clinical Instructor's Initials</i>															
<i>Student's Initials</i>															
<i>See Comments page</i>															
<b>Total Performance Score</b>															

**Evaluation Codes for Clinical Performance**

- 0 Fails to seek appropriate assistance/supervision to perform a specific skill(s) and/or during provision care, specified behaviors not observed, or behavior is unacceptable.
- 1 Functions dependently, requiring continuous verbal and physical cues (*experience difficulty in performing a specific skill(s) and/or during provision of care to the point that extensive assistance/instruction was required to meet safety and competency standards*).
- 2 Functions with supervision, requiring occasional supporting cues.
- 3 Functions independently without supporting cues and observed behavior is acceptable as outlined in the Clinical Evaluation Performance Expectations & Guidelines, the PTC Nursing Handbook and in the policy and procedure manual of clinical agency.

**\*\* Clinical Instructor must explain score of zero (0) in the comments section of the Summative Clinical Evaluation Performance Expectations and Guidelines**

**Student's Name:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Final Score required for course:** \_\_\_\_\_

**Clinical Instructors:**

<i>Name</i> _____	<i>Initials:</i> _____
<i>Name</i> _____	<i>Initials:</i> _____
<i>Name</i> _____	<i>Initials:</i> _____
<i>Name</i> _____	<i>Initials:</i> _____

**Competencies and Behaviors**

<p><b>I. PROFESSIONAL BEHAVIOR</b> is demonstrated by accountability for actions and behaviors within the designated scope of practice as evidenced by adherence to legal, ethical and regulatory standards.</p>	<b>Midterm</b>	<b>Final</b>	<b>COMMENTS</b>
<p>Accountability</p> <ol style="list-style-type: none"> <li>1. Acts as an advocate for patient and family needs.</li> <li>2. Demonstrates accountability for delegated actions.</li> <li>3. Serves as a role model and resource for health information and education.</li> <li>4. Demonstrates behaviors that promote nursing profession.</li> <li>5. Utilizes feedback to improve clinical performance.</li> </ol>			
<p><b>II. SAFETY</b> is a basic human need defined as freedom from physical and psychological injury</p>	<b>Mid term</b>	<b>Final</b>	<b>COMMENTS</b>
<p>Provides for patient safety in the following ways</p> <ol style="list-style-type: none"> <li>1. Acts within the legal parameters of the RN scope of practice as defined in the Nurse Practice Act, rules and regulation governed by State Board of Nursing, the policies and procedures of the clinical agency, and policies established by PTC Nursing Program (See PTC Nursing Handbook).</li> </ol>			
<p><b>III. COMMUNICATION</b> is a process of transferring information among individuals that occurs orally, nonverbally, written or through use of informatics.</p>	<b>Mid term</b>	<b>Final</b>	<b>COMMENTS</b>
<p>A. Uses patient's records to communicate effectively with other health care team members</p> <ol style="list-style-type: none"> <li>1. Obtains a thorough data base from the chart, patient and other sources, as appropriate.</li> <li>2. Accurately and chronologically records information concerning the patient according to agency policy.</li> </ol> <p>B. Communicates effectively with patients, peers, faculty and health care providers</p> <ol style="list-style-type: none"> <li>1. Minimize potential barriers to communication.</li> <li>2. Appropriately manage the interaction process between self, patient, peers, faculty and health care members.</li> <li>3. Records errors correctly and recommends corrective actions.</li> </ol>			
<p><b>IV. CLINICAL DECISION MAKING</b> is employing problem solving, providing individualized care, and safe skilled care that moves the individual and family to the identified health care outcome. Clinical decision making encompasses the performance of multiple methods of data collection, analyzing and integrating data to formulate an informed clinical judgment.</p>	<b>Mid term</b>	<b>Final</b>	<b>COMMENTS</b>
<p><b>V. CULTURAL AWARENESS</b> is demonstrated when behavior indicates appreciation and sensitivity of cultural values. Culture is an integral part of each person's life and includes knowledge, beliefs, values, morals, customs, traditions and habits acquired by each person as a member of society.</p>	<b>Mid term</b>	<b>Final</b>	<b>COMMENTS</b>
<p>Uses knowledge of legal, ethical, cultural and economic issues in providing outcome based care.</p> <ol style="list-style-type: none"> <li>1. Utilizes knowledge of legal, ethical, cultural, and economics in planning care for patients and families.</li> <li>2. Advocates for patients and families within the RN scope of practice.</li> </ol>			

<p><b>VI. COLLABORATION</b> is shared responsibility of those working together cooperatively with open communication to achieve a desired outcome. Collaboration requires consideration of needs, priorities, and preferences, available resources and services, shared accountability and mutual respect.</p>	<b>Mid term</b>	<b>Final</b>	<b>COMMENTS</b>
<ol style="list-style-type: none"> <li>1. Coordinates the decision making process with the patient, family, and other members of the healthcare team.</li> <li>2. Manages, supervises and evaluates activities of subordinate personnel providing feedback regarding performance of delegated acts.</li> </ol>			
<p><b>VII. CRITICAL THINKING</b> is a process that challenges an individual to anticipate, analyze, apply standards, inquire, discriminate, reason, and transform knowledge to make judgments. The process involves thinking beyond a single solution and choosing the best alternative(s).</p>	<b>Mid term</b>	<b>Final</b>	<b>COMMENTS</b>
<ol style="list-style-type: none"> <li>1. Self-disciplined: Stays on task as needed, focuses data assessment as indicated and reassess when needed.</li> <li>2. Careful and prudent: Suspends or revises judgment as indicated by new or incomplete data.</li> <li>3. Curious and inquisitive: Apply standards of care and seeks new information to broaden understanding.</li> <li>4. Alert to context: Looks for changes in circumstances that warrant a need to modify thinking or approaches.</li> <li>5. Reasons logically.</li> <li>6. Analytical and insightful: Identifies relationships, expresses deep understanding, identifies assumptions and inconsistencies, checks accuracy and reliability, and recognizes missing information.</li> <li>7. Reflective and self-corrective: Alert to potential errors by self and others.</li> <li>8. Proactive: Anticipates consequences, plans ahead, acts on opportunities.</li> </ol>			
<p><b>VIII. TEACHING LEARNING</b> is a joint responsibility of faculty and students through mutual sharing, learning and growth occurring in an atmosphere of collegiality and affirmation. Learning proceeds from simple to complex, concrete to abstract and dependent to independent nursing actions. Teaching involves the dissemination of health information to facilitate informed decision making and achieve positive outcomes. Learning is the assimilation of information to increase knowledge and modify behavior. Teaching-learning in the clinical setting is used to promote, maintain and restore health.</p>	<b>Mid term</b>	<b>Final</b>	<b>COMMENTS</b>
<ol style="list-style-type: none"> <li>1. Incorporates constructive evaluative comments to promote continuous personal and professional growth.</li> <li>2. Apply principles of teaching and learning to prevent illness/injury, maintain and restore health.</li> </ol>			



**Clinical Performance Counseling Form**

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Name of person reporting incident (other than faculty): \_\_\_\_\_

Phone number: \_\_\_\_\_

Faculty/Adjunct/Preceptor account Incident/Issue of:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student account of Incident/Issue:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Future course of action/approach as agreed upon by faculty and student:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Witness (if deemed necessary) by student or faculty:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

\*\*This document will be maintained as a part of student clinical performance record.

\*\*Student to be given copy of this document.

**Piedmont Technical College Nursing Program  
Summative Clinical Evaluation Performance Evaluation**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**A final clinical performance score \_\_\_\_\_ is required for NUR \_\_\_\_\_ to receive a PASSing grade for the clinical portion of the course.**

**Your final clinical performance score is \_\_\_\_\_.**

**As indicated by your final clinical performance score you:**

**PASSED**

**FAILED**

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructor Comments:**

**Student Comments:**

*Piedmont Technical College  
Nursing Department*

*Evaluation for Unsatisfactory Clinical Performance*

Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Clinical Site \_\_\_\_\_

Unsatisfactory Clinical Performance

1. Unsafe practice
  
2. Unprofessional behavior
  
3. Inaccurate verbal/written documentation
  
4. Unsafe medication practice

Recommendations:

\_\_\_\_\_  
Instructor/Date

\_\_\_\_\_  
Student/Date

Signature of the student implies that the evaluation has been read. It does not necessarily imply agreement with its comments.

Student comments:

**Piedmont Technical College  
Nursing Division**

**STUDENT SIGNATURE SHEET**

**Print Name:** \_\_\_\_\_

I acknowledge that I have read the 2010-2011 *Student Nurses Handbook* and have had the opportunity to clarify any questions. I indicate my understanding and willingness to comply with the information contained in these materials. I understand that the materials within the *Student Handbook* are valid for the period beginning Fall 2010. I understand the faculty reserve the right to revise and update this handbook and that I will be made aware of any changes made in this handbook in writing.

I have read and understand the nursing policies and their consequences if not followed and agree to abide by them:

Student Name (please print) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*This sheet will be turned in to the Nursing Office and placed in the student's record before any attendance of nursing classes.

**Piedmont Technical College  
Nursing Division**

**STUDENT SIGNATURE SHEET**

**Print Name:** \_\_\_\_\_

I acknowledge that I have read the 2010-2011 *Student Nurses Handbook* and have had the opportunity to clarify any questions. I indicate my understanding and willingness to comply with the information contained in these materials. I understand that the materials within the *Student Handbook* are valid for the period beginning Fall 2010. I understand the faculty reserve the right to reverse and update their handbook and that I will be made aware of any changes made in this handbook in writing.

I have read and understand the nursing policies and their consequences if not followed and agree to abide by them:

Student name (please print) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*This sheet will be turned in to the Nursing Office and placed in the student's record before any attendance of nursing classes.