



**ASSOCIATE DEGREE NURSING  
PROGRAM  
STUDENT HANDBOOK**

**2022-2023**

**Disclaimer**

Every effort has been made to ensure the accuracy of the material contained within this handbook. However, all policies, procedures, clinical information/documentation, program information, and fees are subject to changes at any time by appropriate action of the faculty, the college administration, the Dean of Health Sciences, the Southeast Community College Board of Trustees, the Nebraska Board of Nursing. The provisions of this handbook do not constitute a contract between the student, the college, or the Nursing program.

Students will be responsible for and held to changes in the Student Nursing Handbook. Core Nursing students will be notified of handbook changes.

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# ***PROGRAM FOUNDATION***

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## **SOUTHEAST COMMUNITY COLLEGE STATEMENTS**

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### **SOUTHEAST COMMUNITY COLLEGE MISSION STATEMENT**

The mission of Southeast Community College is to empower and transform the diverse learners and communities of southeast Nebraska through accessible lifelong educational opportunities. The College provides dynamic and responsive pathways to career and technical, academic transfer, and continuing education programs that contribute to personal, community and workforce development.

### **HEALTH SCIENCES DIVISION MISSION STATEMENT**

The mission of the Health Sciences Division at Southeast Community College is to empower and prepare students to meet the health and wellness needs of our community. The Health Sciences Division is committed to providing innovative, collaborative, student-centered learning to individuals pursuing healthcare and wellness careers. **Three Core Values identified by the Health Sciences Division are: Innovation, Excellence and Collaboration.**

### **ASSOCIATE DEGREE NURSING PROGRAM MISSION**

The mission of the Southeast Community College Associate Degree Nursing Program is to prepare students for a career in professional nursing and provide pathways for further academic study. The purpose of the program is to graduate entry-level nurses who are prepared to provide quality, safe, competent nursing care and contribute to health care services in the diverse communities served.

*Revised 9/15*

## PHILOSOPHY

The philosophy of the Associate Degree Program reflects the beliefs of the faculty regarding the person, society, health, nursing, and nursing education.

**The person** is a complex, unique, and holistic individual, worthy of respect and dignity. Each person is seen as having basic human needs and interacting within society. Each person is subject to multiple stressors, and the ability to cope/adapt to or change the stressors affecting their state of health. The person is capable of learning and making decisions related to health.

**Society** is composed of individuals, families, groups and communities with commonality in interests, goals, and purposes. Society provides the structure of common goals and concerns. The health care delivery system is society's response to meeting health care needs.

**Health** is a state of relative equilibrium resulting from successful dynamic adjustment to internal and external stressors. Health lies on a continuum with wellness at one end and illness on the other. Health is an individual variation on the wellness/illness continuum. Illness is a process in which any aspect of a person's functioning is altered in comparison to previous health.

**Nursing** is the diagnosis and treatment of human responses to actual or potential health problems. The body of nursing knowledge is drawn from the humanities and the natural and social sciences to assist persons with the changes, normal and stressed, experienced in the natural life span. Nursing as a profession is accountable and responsible to perform ethically within the guidelines of the profession. Caring is the essence of nursing in assisting the client in promotion, maintenance, and restoration of health through a collaborative plan of care. Nursing assists persons in a holistic approach through the decision-making framework of the nursing process. Nursing exists within society and is responsive to assisting persons in reaching optimal health through continued learning.

**Education** is a continual lifelong process that aims to stimulate intellectual curiosity and to help persons realize their full potential. Nursing education is the development of the knowledge base for nursing practice. Optimal learning is achieved when the environment offers mutual respect, acceptance of differences, freedom of inquiry and expression, and satisfaction of learning needs. Learning results in changes in behaviors, perceptions, and insights. Students are responsible, as adults, to become actively involved in learning. The faculty functions as facilitator in the learning process. The faculty and student share the responsibility to seek opportunities to learn.

The graduate of Southeast Community College-Lincoln Campus Associate Degree Nursing Program is prepared to function using the Quality and Safety Education for Nurses (QSEN) competencies, and the Standards of Practice for the Registered Nurse as delineated by the American Nurses Association (2015). Graduates also are prepared to adhere to the American Nurses Association Standards of Professional Performance for Registered Nurses (2015) which describe a competent level of behavior in the professional nursing role.

*September 12, 1989 Reviewed 5/10, 4/05, 4/08, 6/11, 5/12, 5/13, 6/14, 11/14, 6/15, 6/17 Revised 3/06, 5/16, 9/20*

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## ACCREDITATION – ACEN

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Southeast Community College's Associate Degree Nursing Program is accredited by:

**ACCREDITATION COMMISSION FOR EDUCATION IN NURSING**  
**3343 Peachtree Road NE, Suite 850**  
**Atlanta, Georgia 30326**  
**(404) 975-5000**



*ACEN, the leading authority for nursing education accreditation*

The Southeast Community College Associate Degree Nursing Program is approved by the Nebraska State Board of Nursing.

It is the policy of Southeast Community College to provide equal opportunity and nondiscrimination in all admission, attendance, and employment matters to all persons without regard to race, color, religion, sex, age, marital status, national origin, ancestry, veteran status, sexual orientation, disability or other factors prohibited by law or College policy.

Inquiries concerning the application of Southeast Community College's policies on equal opportunity and nondiscrimination should be directed to the Vice President for Access, Equity and Diversity, SCC Area Office, 301 South 68<sup>th</sup> Street Place, 5<sup>th</sup> Floor, Lincoln, NE 68510. Phone: (402) 323-3412; FAX (402) 323-3420, or Internet e-mail [jsoto@southeast.edu](mailto:jsoto@southeast.edu)

Any student in this program who has a condition that may prevent them from fully demonstrating their abilities should contact the Program Director to discuss College policy and procedures for providing accommodations in order to complete the program requirements.

In keeping with the educational mission of the Associate Degree Program, the educational policies and procedures are continually reviewed and changed. This handbook contains regulations, facts, and requirements that were correct at time of publication. The Associate Degree Nursing Program reserves the right to alter any/all statements herein, without prior notice. Students are responsible for being informed of official policies meeting school requirements. Southeast Community College Student Handbooks for the current year may be obtained at Student Services. Official school calendars are located in the SCC Student Handbook and on the college website [www.southeast.edu](http://www.southeast.edu).

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## CURRICULUM FRAMEWORK/PROGRAM OUTCOMES

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### STUDENT LEARNING OUTCOME 1

#### PROGRAM CONCEPTS: *Communication, Teamwork and Collaboration*

**Communication:** Ongoing, dynamic series of events that involves the transmission of meaning from sender to receiver (Potter & Perry, 2021).

**Teamwork and Collaboration:** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care ([www.qsen.org](http://www.qsen.org), 2020).

### STUDENT LEARNING OUTCOME 2

#### PROGRAM CONCEPTS: *Professionalism and Leadership*

**Professionalism:** the conduct, aims, or qualities that characterize or mark a profession or a professional person ([www.merriam-webster.com/dictionary](http://www.merriam-webster.com/dictionary), retrieved April 15, 2015).

Standards of Professional Performance describe a competent level of behaviors in the professional role, including activities related to ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health. These standards inform decision making and actions by registered nurses in all settings and roles. Registered nurses are accountable for their professional actions to themselves, their patients, their peers, other stakeholders and ultimately society (*American Nurses Association Standards and Scope of Practice*, 2020)

**Leadership:** Leading and managing in nursing. “The use of personal traits to constructively and ethically influence patients, families, and staff through a process in which clinical and organizational outcomes are achieved through collective efforts (Yoder-Wise 2015).

### STUDENT LEARNING OUTCOME 3

#### PROGRAM CONCEPTS: *Informatics and Evidence-Based Practice*

**Informatics:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision making ([www.qsen.org](http://www.qsen.org), 2020).

**Evidence-Based Practice:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care ([www.qsen.org](http://www.qsen.org), 2020).

### STUDENT LEARNING OUTCOME 4

#### PROGRAM CONCEPTS: *Patient Centered Care and Cultural Skills*



**Patient Centered Care:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs ([www.qsen.org](http://www.qsen.org), 2020).

**Cultural Skills:** The integration of cultural knowledge and expertise into practice when assessing, communicating with, and providing care for members of a racial, ethnic or social group (American Nurses Association, 2015).

#### **STUDENT LEARNING OUTCOME 5**

##### **PROGRAM CONCEPTS: *Safety, Quality Care***

**Safety:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance ([www.qsen.org](http://www.qsen.org), 2020).

**Quality Care:** The degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective (National League for Nursing, 2010).

#### **STUDENT LEARNING OUTCOME 6**

##### **PROGRAM CONCEPTS: *Nursing Judgement, Legal and Ethics***

**Nursing Judgment:** Encompasses three processes: critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation (National League for Nursing, 2010).

**Nursing Process:** A critical thinking process used by nurses that is represented as the integration of the singular, concurrent actions of these six components: assessment, diagnosis, identification of outcomes, planning, implementation, and evaluation (American Nurses Association, Nursing Scope and Standards of Practice, third Edition, 2015, p. 88).

**Legal:** Understanding the legal framework of healthcare and the legal implications of nursing practice (Potter & Perry, 2017).

**Ethics:** Involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice (NLN, 2010).

*May 20, 2016, Reviewed and Revised 11/19, 9/20*

## END OF PROGRAM STUDENT LEARNING OUTCOMES

1. Analyze communication and teamwork/collaboration as a member of the health care team.

PROGRAM CONCEPTS: *Communication, Teamwork & Collaboration*

2. Model professionalism and leadership.

PROGRAM CONCEPTS: *Professionalism, Leadership*

3. Integrate informatics and evidence-based practice when providing care.

PROGRAM CONCEPTS: *Informatics, Evidence-Based Practice*

4. Facilitate culturally appropriate patient centered care.

PROGRAM CONCEPTS: *Patient Centered Care, Cultural Skills*

5. Integrate safety and quality standards when planning and delivering care.

PROGRAM CONCEPTS: *Safety, Quality Care*

6. Model sound nursing judgement while adhering to legal and ethical framework of nursing.

PROGRAM CONCEPTS: *Nursing Judgment, Legal & Ethics*

## CURRICULUM MASTER PLAN

### CURRICULUM PLAN TRADITIONAL FULL-TIME

Course Number	Course Name	Class	Lab	Clinical	Total Contact	Semester Credit Hour
<b>1<sup>st</sup> Semester: Prerequisite Coursework</b>						
	Written Communication (ENGL 1010 Composition)	45			45	3
	Oral Communication (SPCH 1110 Speech)	45			45	3
BIOS 1140	Human Anatomy & Lab	45	30		90	4
<b>TOTAL</b>						<b>10</b>
<b>2<sup>nd</sup> Semester: Prerequisite Coursework</b>						
CHEM 1050	Chemistry and the Citizen	45	30		90	4
BIOS 2130	Human Physiology & Lab	45	30		90	4
HLTH 1100	Nutrition for the Healthcare Provider	30			30	2
<b>TOTAL</b>						<b>10</b>
<b>3<sup>rd</sup> Semester: SP/FA 1</b>						
HLTH 1070	Pathophysiology through the Lifespan	45			45	3
NURS1400	Intro to Professional Nursing	23			23	1.5
NURS1430	Assessment	15	45		60	2
NURS1440	Pharmacology for Nurses	45			45	3
<b>TOTAL</b>						<b>9.5</b>
<b>4<sup>th</sup> Semester: SU/SP 2</b>						
NURS1410	Fundamentals of Nursing	45	45		90	4
NURS1415	Fundamentals of Nursing Clinical			90	90	2
SOCI 1010/SOCI 1020	Sociology <b>OR</b> Diversity in Society	45			45	3
<b>TOTAL</b>						<b>9</b>
<b>5<sup>th</sup> Semester: FA/SU 2</b>						
NURS2100	Medical-Surgical Nursing	53			53	3.5
NURS2105	Medical-Surgical Nursing Clinical			113	113	2.5
NURS2200	Obstetrics and Gynecological Nursing	30			30	2
NURS2205	Obstetrics and Gynecological Nursing Clinical			45	45	1
NURS2210	Pediatric Nursing	30			30	2
NURS2215	Pediatric Nursing Clinical			45	45	1
<b>TOTAL</b>						<b>12</b>
<b>6<sup>th</sup> Semester: SP/FA 2</b>						
NURS2300	Advanced Medical-Surgical Nursing	53			53	3.5
NURS2305	Advanced Medical-Surgical Nursing Clinical			90	90	2
NURS2220	Mental Health Nursing	30			30	2
NURS2225	Mental Health Nursing Clinical			45	45	1
NURS2230	Gerontological Nursing	30			30	2
NURS2235	Gerontological Nursing Clinical			45	45	1
NURS2310	Leadership in Nursing	15			15	1
NURS 2315	Leadership in Nursing Clinical			45	45	1
NURS 2320	Preparing for Nursing Licensure	15			15	1
<b>TOTAL</b>						<b>14.5</b>
<b>PROGRAM TOTAL HOURS:</b>						<b>65.0</b>

**CURRICULUM PLAN LPN to ADN FULL-TIME**

Semester/Year 1 or 2	Course Name	Class	Lab	Clinical	Total Contact	Semester Credit Hour
<b>Prerequisite Courses</b>						
	Written Communication (ENGL 1010 Composition)	45			45	3
	Oral Communication (SPCH 1110 Speech)	45			45	3
BIOS 1140	Human Anatomy & Lab	45	30		75	4
CHEM 1050	Chemistry & the Citizen	45	30		75	4
BIOS 2130	Human Physiology & Lab	45	30		75	4
HLTH 1100	Nutrition for the Healthcare Provider	30			30	2
<b>TOTAL</b>						<b>20.0</b>
<b>1<sup>st</sup> Semester: SU 1</b>						
HLTH 1070	Pathophysiology through the Lifespan*	45			45	3
SOCI 1010/ SOCI 1020	Intro to Sociology <b>OR</b> Diversity in Society	45			45	3
NURS1420	Transition for the LPN to AD	15	45		60	2
NURS1440	Pharmacology for Nurses	45			45	3
NURS1430	Nursing Assessment	15	45		60	2
<b>TOTAL</b>						<b>13.0</b>
<b>2<sup>nd</sup> Semester: FA 1</b>						
NURS2100	Medical-Surgical Nursing	53			53	3.5
NURS2105	Medical-Surgical Nursing Clinical			113	113	2.5
NURS2200	Obstetrics And Gynecological Nursing	30			30	2
NURS2205	Obstetrics And Gynecological Nursing Clinical			45	45	1
NURS2210	Pediatric Nursing	30			30	2
NURS2215	Pediatric Nursing Clinical			45	45	1
<b>TOTAL</b>						<b>12.0</b>
<b>3<sup>rd</sup> Semester: SP 1</b>						
NURS2300	Advanced Medical-Surgical Nursing	53			53	3.5
NURS2305	Advanced Medical-Surgical Nursing Clinical			90	90	2
NURS2220	Mental Health Nursing	30			30	2
NURS2225	Mental Health Nursing Clinical			45	45	1
NURS2310	Leadership in Nursing	15			15	1
NURS 2315	Leadership in Nursing Clinical			45	45	1
NURS 2320	Preparing for Nursing Licensure	15			15	1
<b>TOTAL</b>						<b>11.5</b>
<b>PROGRAM TOTAL HOURS:</b>						<b>56.5</b>

**Associate Degree Nursing Program-traditional part time**

Semester/Year 1 or 2	Course Name	Class	Lab	Clinical	Total Contact	Semester Credit Hour
<b>1<sup>st</sup> Semester: Prerequisite coursework</b>						
	Written Communication ((ENGL 1010 Composition)	45			45	3
	Oral Communication (SPCH 1110 Speech)	45			45	3
BIOS 1140	Human Anatomy & lab	45	45		90	4
	<b>TOTAL</b>					<b>10</b>
<b>2<sup>nd</sup> Semester: Prerequisite coursework</b>						
CHEM 1050	Chemistry and the Citizen	45	45		90	4
BIOS 2130	Human Physiology	45	45		90	4
HLTH 1100	Nutrition for the Healthcare Provider	30			30	2
	<b>TOTAL</b>					<b>10</b>
<b>3<sup>rd</sup> Semester: FA 1/SP 1</b>						
NURS1400	Intro to Professional Nursing	23			23	1.5
NURS 1440	Pharmacology for Nurses	45			45	3
NURS1430	Assessment	15	45		60	2
	<b>TOTAL</b>					<b>6.5</b>
<b>4<sup>th</sup> Semester: SP 1/SU 1</b>						
NURS1410	Fundamentals of Nursing	45	45		90	4
NURS1415	Fundamentals of Nursing Clinical			90	90	2
HLTH 1070*	Pathophysiology through the Lifespan*	45			45	3
	<b>TOTAL</b>					<b>9</b>
<b>5<sup>th</sup> Semester: SU 1/ FA 1</b>						
SOCI 1010*	Sociology*	45			45	3
NURS2100	Medical-Surgical Nursing	53			53	3.5
NURS2105	Medical-Surgical Nursing Clinical			113	113	2.5
	<b>TOTAL</b>					<b>9.0</b>
<b>6<sup>th</sup> Semester: FA 2/ SP 2</b>						
NURS2200	Obstetrics & Gynecological Nursing	30			30	2
NURS2205	Obstetrics & Gynecological Nursing Clinical			45	45	1
NURS2210	Pediatric Nursing	30			30	2
NURS2215	Pediatric Nursing Clinical			45	45	1
	<b>TOTAL</b>					<b>6</b>
<b>7<sup>th</sup> Semester: SP 2/ SU 2</b>						
NURS2220	Mental Health Nursing	30			30	2
NURS2225	Mental Health Nursing Clinical			45	45	1
NURS2230	Gerontological Nursing	30			30	2
NURS2235	Gerontological Nursing Clinical			45	45	1
	<b>TOTAL</b>					<b>6</b>
<b>8<sup>th</sup> Semester: SU 2/ FA 2</b>						
NURS2300	Advanced Medical-Surgical Nursing	53			53	3.5
NURS2305	Advanced Medical-Surgical Nursing Clinical			90	90	2
NURS2310	Leadership in Nursing	15			15	1
NURS2315	Leadership in Nursing Clinical			45	45	1
NURS 2320	Preparing for Nursing Licensure	15			15	1
	<b>TOTAL</b>					<b>8.5</b>
	<b>PROGRAM TOTAL HOURS:</b>					<b>65.0</b>

### Associate Degree Nursing Program-LPN\_to\_ADN part time

Semester/Year 1 or 2	Course Name	Class	Lab	Clinical	Total Contact	Semester Credit Hour
<b>Prerequisite courses</b>						
	Written Communication (ENGL 1010 Composition)	45			45	3
BIOS 1140	Human Anatomy & Lab	45	30		75	4
CHEM 1050	Chemistry & the Citizen	45	30		75	4
BIOS 2130	Human Physiology & Lab	45	30		75	4
	Oral Communication (SPCH 1110 Speech)	45			45	3
HLTH 1100*	Nutrition for the Healthcare Provider	30			30	2
<b>TOTAL</b>						<b>20</b>
<b>1st Semester: SU 1</b>						
HLTH 1070*	Pathophysiology through the Lifespan*	45			45	3
NURS1440	Pharmacology for Nurses	45			45	3
NURS1420	Transition for the LPN to AD	15	45		60	2
NURS1430	Nursing Assessment	15	45		60	2
<b>TOTAL</b>						<b>10.0</b>
<b>2nd Semester: FA 1</b>						
NURS2100	Medical-Surgical Nursing	53			53	3.5
NURS2105	Medical-Surgical Nursing Clinical			113	113	2.5
<b>TOTAL</b>						<b>6.0</b>
<b>3rd Semester: SP 1</b>						
NURS2200	Obstetrics & Gynecological Nursing	30			30	2
NURS2205	Obstetrics & Gynecological Nursing Clinical			45	45	1
NURS2210	Pediatric Nursing	30			30	2
NURS2215	Pediatric Nursing Clinical			45	45	1
<b>TOTAL</b>						<b>6.0</b>
<b>4th Semester: SU 2</b>						
SOCI 1010/ SOCI 1020	Intro to Sociology <b>OR</b> Diversity in Society	45			45	3
NURS2220	Mental Health Nursing	30			30	2
NURS2225	Mental Health Nursing Clinical			45	45	1
<b>TOTAL</b>						<b>6.0</b>
<b>5th Semester: FA 2</b>						
NURS2300	Advanced Medical-Surgical Nursing	53			53	3.5
NURS2305	Advanced Medical-Surgical Nursing Clinical			90	90	2
NURS2310	Leadership in Nursing	15			15	1
NURS2315	Leadership in Nursing Clinical			45	45	1
NURS 2320	Preparing for Nursing Licensure	15			15	1
<b>TOTAL</b>						<b>8.5</b>
<b>PROGRAM TOTAL HOURS:</b>						<b>56..5</b>

**ADN STUDENT WORKSHEET-TRADITIONAL PROGRAM STUDENT**

LAST, FIRST NAME: \_\_\_\_\_ ID#: \_\_\_\_\_ ADMISSION DATE: \_\_\_\_\_  
 HESI A2 Score: Anatomy \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_ CNA on NE Registry \_\_\_\_\_ CPR \_\_\_\_\_  
 Flu vaccination: \_\_\_\_\_ COVID-19 vaccination: \_\_\_\_\_  
 Measles: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 Mumps: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 Rubella: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 Chicken Pox: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_ TDaP: \_\_\_\_\_  
 Hep B: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
 TB 2 step 1 \_\_\_\_\_ 2 \_\_\_\_\_ Chest X-Ray \_\_\_\_\_

Course	Credit Hour	Term	Grade
Written Communication (ENGL 1010 Composition)	3		
Oral Communication (SPCH 1110 Speech)	3		
BIOS 1140 Human Anatomy & Lab	4		
CHEM 1050 Chemistry and the Citizen	4		
BIOS 2130 Human Physiology & Lab	4		
SOCI1010/1020 Sociology OR Diversity in Society	3		
HLTH Nutrition for the Healthcare Provider	2		
HLTH 1070 Pathophysiology through the Lifespan	3		
NURS 1400 Intro to Professional Nursing	1.5		
NURS 1410 Fundamentals of Nursing	4		
NURS 1415 Fundamentals of Nursing Clinical	2		
NURS 1430 Assessment	2		
NURS 1440 Pharmacology for Nursing	3		
NURS 2100 Medical-Surgical Nursing	3.5		
NURS 2105 Medical-Surgical Nursing Clinical	2.5		
NURS 2200 Obstetrics and Gynecological Nursing	2		
NURS 2205 Obstetrics and Gynecological Nursing Clinical	1		
NURS 2210 Pediatric Nursing	2		
NURS 2215 Pediatric Nursing Clinical	1		
NURS 2300 Advanced Medical-Surgical Nursing	3.5		
NURS 2305 Advanced Medical-Surgical Nursing Clinical	2		
NURS 2220 Mental Health Nursing	2		
NURS 2225 Mental Health Nursing Clinical	1		
NURS Gerontological Nursing	2		
NURS Gerontological Nursing Clinical	1		
NURS Leadership Nursing	1		
NURS Leadership Nursing Clinical	1		
NURS Preparing for Licensure	1		
Total hours completed:			

A minimum of one-third (1/3) of the credit hours required for a degree must be completed at SCC, the degree-granting institution, except under statewide or college partnership agreements with the division deans' approval. Refer to SCC College handbook for additional information.

Total credits for this program 72. Number of credit hours transferred \_\_\_\_\_

**ADN STUDENT WORKSHEET-LPN to RN PROGRAM STUDENT**

LAST, FIRST NAME: \_\_\_\_\_ ID#: \_\_\_\_\_ ADMISSION DATE: \_\_\_\_\_  
 HESI A2 Score: Anatomy \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_ CNA on NE Registry \_\_\_\_\_ CPR \_\_\_\_\_  
 Flu vaccination: \_\_\_\_\_ COVID-19 vaccination: \_\_\_\_\_  
 Measles: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 Mumps: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 Rubella: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 Chicken Pox: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_ TDaP: \_\_\_\_\_  
 Hep B: titer \_\_\_\_\_ immunized 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
 TB 2 step 1 \_\_\_\_\_ 2 \_\_\_\_\_ Chest X-Ray \_\_\_\_\_

Course	Credit Hour	Term	Grade
Written Communication (ENGL 1010 Composition)	3		
Oral Communication (SPCH 1110 Speech)	3		
BIOS 1140 Human Anatomy & Lab	4		
CHEM 1050 Chemistry and the Citizen	4		
BIOS 2130 Human Physiology & Lab	4		
SOCI1010/1020 Sociology OR Diversity in Society	3		
HLTH Nutrition for the Healthcare Provider	2		
HLTH 1070 Pathophysiology through the Lifespan	3		
NURS 1420 Transitions for the LPN to AD	2		
NURS 1430 Assessment	2		
NURS 1440 Pharmacology for Nursing	3		
NURS 2100 Medical-Surgical Nursing	3.5		
NURS 2105 Medical-Surgical Nursing Clinical	2.5		
NURS 2200 Obstetrics and Gynecological Nursing	2		
NURS 2205 Obstetrics and Gynecological Nursing Clinical	1		
NURS 2210 Pediatric Nursing	2		
NURS 2215 Pediatric Nursing Clinical	1		
NURS 2300 Advanced Medical-Surgical Nursing	3.5		
NURS 2305 Advanced Medical-Surgical Nursing Clinical	2		
NURS 2220 Mental Health Nursing	2		
NURS 2225 Mental Health Nursing Clinical	1		
NURS Leadership Nursing	1		
NURS Leadership Nursing Clinical	1		
NURS Preparing for Licensure	1		
<b>Total hours completed:</b>			

A minimum of one-third (1/3) of the credit hours required for a degree must be completed at SCC, the degree-granting institution, except under statewide or college partnership agreements with the division deans' approval. Refer to SCC College handbook for additional information.

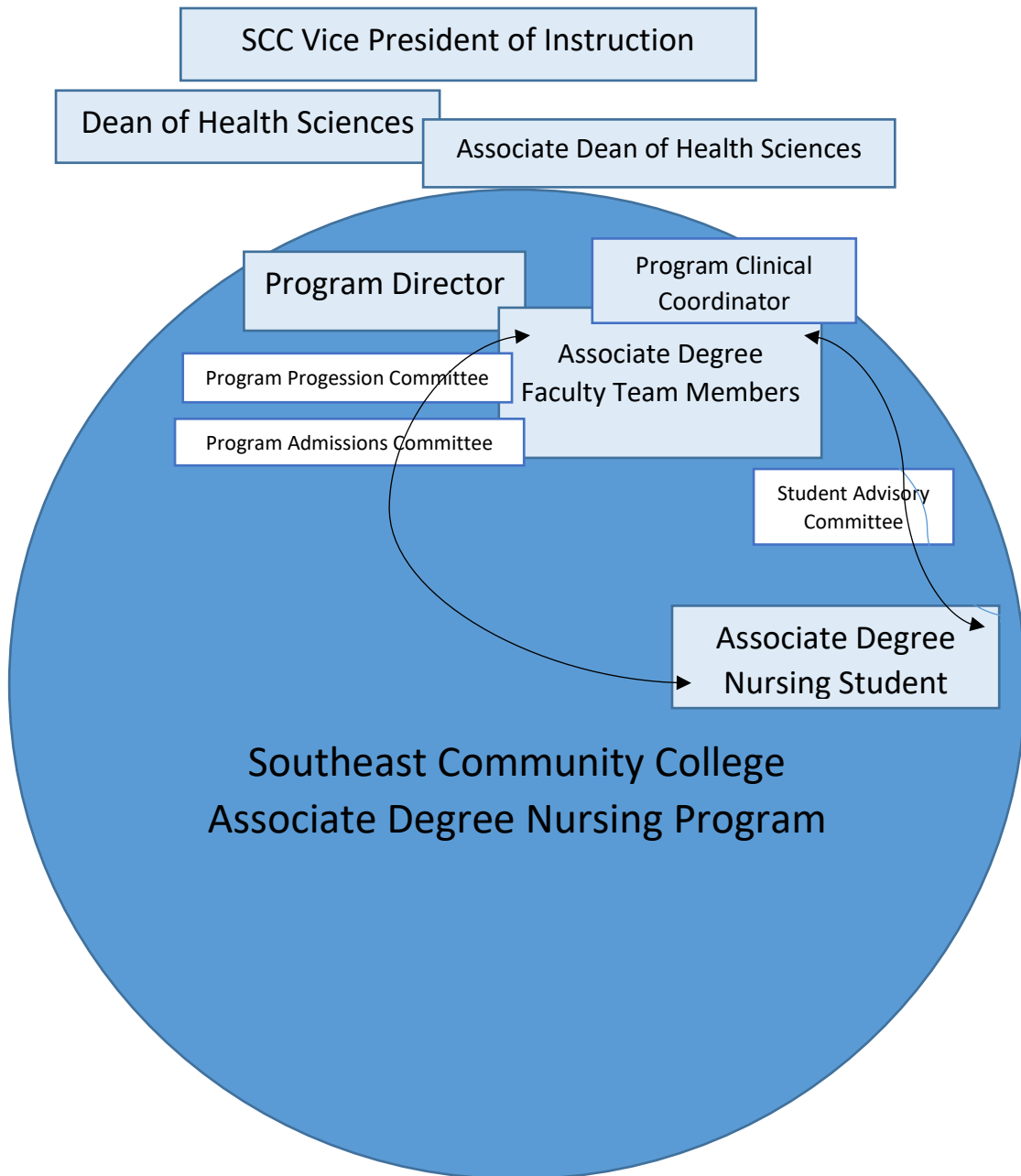
Total credits for this program 72. Number of credit hours transferred \_\_\_\_\_



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**ORGANIZATIONAL CHART AND NARRATIVE**

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The Associate Degree Nursing Program of Southeast Community College is represented in the above diagram. Students are the core of the teaching and learning that occurs in the program. The program provides education leading to an Associate of Applied Science in Nursing. The goal of the Student Advisory Council and the ADN Program Committees is to provide transparent, collaborative communication between the program, faculty and students. The successful student is prepared to take the NCLEX examination to become a Registered Nurse.

Associate Degree Nursing faculty directly supervise students in the classroom, lab and clinical settings. The Associate Degree Nursing Program Director provides student instruction in addition to the management and supervision of the Associate Degree Nursing program. The Program Director, Associate Degree Nursing faculty and the Associate Degree Nursing Advisory Board collaborate to ensure the quality of health education in the southeast area of Nebraska is maintained.

The Dean of the Health Sciences Division oversees the activities of the Beatrice, and Lincoln programs. The Dean is responsible for monitoring the quality and coordination of all Health Sciences Programs at Southeast Community College.

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# **PROGRAM REQUIREMENTS**

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All SCC students are expected to adhere to expectations as an SCC student which are outlined in the college catalog. Please reference the [College Catalog](#). In addition, the following are Associate Degree Nursing program requirements:

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## **PROGRAM ADMISSION**

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Students are admitted as declared nursing students or advanced placement (LPN-ADN) students. Traditional students are admitted to the nursing core curriculum in January (full-time) and August (full-time). Traditional students are admitted to the nursing core curriculum in August of odd numbered years (part-time). Traditional students are required to apply for admission to the nursing core curriculum starting with NURS 1400 once prerequisite courses are completed or in progress.

Advanced placement students are admitted to the nursing core curriculum in May (full-time). Advanced placement students who wish to complete the program part-time are admitted in May of odd numbered years on the Lincoln and Beatrice campus'. Advanced placement students (LPNs) apply for admission to core curriculum starting with NURS1420.

Refer to [www.southeast.edu/associatenursing](http://www.southeast.edu/associatenursing) for all requirements. Complete and submit all program application requirements.

Students will be notified by the SCC Admissions Office and the Associate Degree Nursing Program of upon acceptance. SCC College Advisors will assist students with registration for first terms nursing courses. Each student will be required to complete a mandatory program orientation and advising session for newly declared students. Students may register on Web Advisor following the first semester of newly declared status.

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## **ABSOLUTE DOCUMENTS**

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These documents are required from clinical sites and are required elements for safe patient care. These documents are

- A. Criminal Background Check
- B. Drug Test Results
- C. CPR Certification for the healthcare providers-American Heart Association **only**
- D. Health Statement/Immunization Record (including 2-step tuberculosis screening)

If the above documents are not current and on file in the Health Science Division office prior to the scheduled due date the student will not be allowed to attend clinical experiences (this includes all direct patient care clinical experiences, observations, and simulation experiences). Make-up of

these missed clinical experiences will fall under the missed clinical guideline. A student does not attend the required 100% of clinical hours in a course will fail the course (see ***Clinical Attendance Guideline***).

If the student is not able to attend clinical, which is a program requirement, it may result in dismissal from the program. CPR and immunization information must remain current while in the program. **It is the student's responsibility to provide the Health Sciences Office with this updated information.**

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### CRIMINAL BACKGROUND CHECK

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- All students are required to have a criminal background check prior to attending clinical. Refer to this link to learn more about this process [Criminal Background Check](#).
- Students will be required to submit Self-Disclosure information the second year in the program.
- While in the Associate Degree Nursing Program students are required to self-report any criminal activity.
- Failure to complete the Criminal Background Check or Self-Disclosure document by due date will result in student being excluded from clinical experiences. These missed clinical experiences will fall under the missed clinical guideline.
- Clinical sites have the right to refuse a student. Due to clinical site availability, some clinical opportunities may not have alternate options available.

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### CPR CERTIFICATION

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- A current American Heart Association for healthcare providers is required prior to clinical experiences. This course must include one-man, two-man, infant-child and AED certification.
- CPR Certification must remain current while attending the program. It is the student's responsibility to provide the Health Sciences Office with this updated information.
- Failure to maintain current AHA CPR certification will result in student being excluded from clinical experiences. These missed clinical experiences will fall under the missed clinical guideline.
- Please contact the Associate Degree Nursing Program Director or Health Sciences Administrative staff with any questions.

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### DRUG SCREENING INFORMATION

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Education of Health Science students at Southeast Community College requires collaboration between the college and clinical facilities. The educational process for these students cannot be completed without a quality clinical rotation. The college shares an obligation with the clinical facility to protect all patients from harm due to students who are under the influence of illegal drugs or alcohol while in the

clinical facility. The clinical facilities require that Southeast Community College obtain a negative drug screen on each student prior to that student arriving at the clinical facility for their clinical rotation and that such students be drug and alcohol free while at a clinical facility. [Policy for Drug Testing](#)

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## IMMUNIZATIONS

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All students entering the Associate Degree Nursing program must have official documentation regarding immunizations required by clinical sites for students to attend clinical rotations. Student without required immunizations will not be schedule for clinical rotations. The immunization record is listed on the Student Health Statement which is kept on file in the Health Sciences Division Office. Clinical facilities may require additional immunizations based on public health concerns and the expense for any and all immunizations is on the student to obtain by the due date and/or prior to the first day of their rotation.

The following immunizations must be included:

1. Tdap (within the last 10 years)
2. Hepatitis B (series of 3 completed or in progress) or evidence of immunity (titer)
3. MMR – 2 doses required or evidence of immunity (titer)
4. Two –step Tuberculin skin test, t-spot blood test or negative chest x-ray within the last 12 months is required.
5. Chicken pox (varicella-zoster) 2 doses or evidence of immunity (titer)
6. Seasonal Influenza Immunization
7. **Covid-19 Safety Precautions:** The ADN program will follow all health and safety guidelines of the campus and local agencies and health department. Face covering guidelines will follow their recommendations. **Please refer to the Hub COVID-19 precautions for the most up-to-date college processes.**
  - a. Clinical sites are now requiring students show a completed Covid-19 vaccination card before engaging in patient care. Please submit a copy of your vaccination card to [healthsciences@southeast.edu](mailto:healthsciences@southeast.edu) or you can bring in a copy to the 2nd floor of the Health Science Building.
  - b. If you have questions of concerns related to these guidelines, please contact the program director or Health Science Division Dean.

### [See Immunization Forms & Student Health Statement](#)

- Immunizations must remain current while attending the program. It is the student’s responsibility to provide the Health Sciences Office with this updated information.
- Failure to maintain current immunizations will result in student being excluded from clinical experiences until immunizations are up to date. These missed clinical experiences will fall under the missed clinical guideline.
- Please contact the Health Sciences Division Dean, Associate Degree Nursing Program Director or Health Sciences Administrative staff with any questions.

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## ACADEMIC ADVISEMENT

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Every student at SCC is assigned a College Advisor and a Faculty Advisor. Students are informed of their individual advisors upon admission to their declared program of study.

College Advisor	Faculty Advisor
Advising, registration assistance for newly admitted students	Advising, registration for assigned students in program
Ongoing success coach for students throughout time at SCC	Career mentor for assigned students in program
	Assists with program evaluation for assigned students in order to verify graduation status

Each student will be assigned a program faculty advisor based on the first letter of their last name. They should plan to meet with their faculty advisor a minimum of one time per term for any assistance they may need and to review curriculum plan progress, student HESI results, and student program portfolio progress. and any assistance they may need.

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## ACADEMIC INTEGRITY

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Southeast Community College expects all students to conduct themselves with integrity. Please reference the [college catalog](#) for expectations of all SCC students related to Academic Integrity and Academic Dishonesty.

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## PROGRAM PROGRESSION

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- Students must obtain a grade of "C+" with a minimum score of 75% or higher in all HLTH and NURS courses. Students must maintain a 2.75 science GPA and a 2.5 overall GPA in order to satisfactorily progress in the ADN program.
- Students enrolled in the Associate Degree Nursing program must complete prerequisite general support courses and/or concurrent general support courses according to the Southeast Community College Catalog and their program option curriculum plan in order to progress in the program.
- For all NURS courses, final scores will be recorded to the tenth and the SCC grading scale will be used. Refer to SCC College Handbook for grading criteria.

- Students must complete a program portfolio as a part of NURS 2310.
- ADN Program faculty advisors will validate the prerequisite course grades at the beginning of each term and report unsatisfactory findings to the program Admissions and Progressions Committee. Students will be notified by their assigned ADN Program Faculty Advisor/Program Director if they do not meet program progression criteria.
- ADN Program students are required to follow the outlined academic plan for their chosen cohort.
- It is expected that ADN students will maintain continuous program enrollment once admitted to the program and the program nursing course sequence has begun.
- Students wishing to alter their program of study are expected to meet with their ADN program faculty advisor and/or the program director to determine an alternate plan of study.
- Students may move from a full-time plan of study to a part-time plan of study one time.
- Students who begin the ADN program in a part-time plan of study will remain in a part-time plan for the remainder of the program.
- Students who alter their program of study, either by choice, or due to failure to progress in the nursing program according to the academic plan for their program option, will be readmitted to the program as a returning student [see **Readmission to the Program**].
- Students who are readmitted to the program as a returning student are required to demonstrate competency in current knowledge and skills in previously passed courses. Failure of competency will result in students retaking courses previously taken.
- Students who have not been enrolled for one or more years in the Associate Degree Nursing program; failed a second nursing course or the same nursing course a second time; or do not meet the general education requirements, must reapply for admission to the program.

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### READMISSION TO THE PROGRAM

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Readmission as a returning student to the Associate Degree Nursing program is contingent upon availability of instructors, clinical resources and space in the cohort. If applicants exceed space available, students will be prioritized by entry request (first-come-first-serve basis).

Class schedules and bids for clinical space are planned based on the number of students anticipated to need any particular course. Space is not guaranteed for students who adjust their individual curriculum plans. In addition, the following are required for readmission:

- Student must indicate in writing, their intent to return to the Associate Degree Nursing program and contact the Program Faculty Advisor/ or Program Director. For students planning to return in the summer and fall, notification must be made by April 15<sup>th</sup> and for spring by November 15<sup>th</sup>.

- Student must update application record with the Admissions department and Health Sciences Division Office.
- Student must comply with the Readmission Contract [*see Readmission Contract-Returning Students and Plan for Student Success*] developed with Faculty Advisor and Program Director.
- If the student was on a Plan for Success at the time they left the program, this plan will be continued at the time of readmission.

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## READMISSION CONTRACT-RETURNING STUDENTS

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A Readmission Contract must be completed with appropriate signatures before returning to the program. The following items are required to be up-to-to date in the student file prior to readmission.

- Health Office (or Program Director):
  - Completed self-disclosure Criminal Background Check (CBC)
  - Current drug screen
- Clinical Coordinator and Health Sciences Division office:
  - Current Health Statement/Immunizations
  - Current CPR
  - Certificate for Passport
  - EPIC training (or other facility required EHR training)
- Student Plan for Success
  - Student will create an **Individual Plan for Student Success** and submit to Faculty Advisor and Program Director [*see Appendix B Plan for Student Success, Appendix C Skills Review, and Appendix D Reflection Report*].
- Program Faculty Advisor/Program Director/Clinical Coordinator
  - Lab Competency: Student must successfully demonstrate the following skills based on courses previously completed for credit. Skills check-off will follow **Lab Competency Assessment guideline**. Inability to pass the competency will require the student to retake the skills course prior to progressing in the ADN program curriculum. (*Skills Competency Check Lists can be obtained from the Program Director*).
    - Physical Assessment [*if greater than 1 year since successfully completed NURS 1440 Assessment or a Med-Surg clinical course*].
    - Medication Administration (oral and IV) [*if greater than 1 year since successfully completed NURS 1410 Fundamentals or NURS 1420 Transitions for the LPN to AD or a Med-Surg clinical course*].
    - Sterile Procedure-catheter insertion [*if greater than 1 year since successfully completed NURS 1410 Fundamentals or NURS 1420 Transitions for the LPN to AD or a Med-Surg clinical course*].
- Evolve Resources are current
  - SIM Chart (review of how to document for clinical courses)
  - HESI resources



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## TRANSFER STUDENT ADVANCED STANDING ADMISSION CRITERIA

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Nursing courses transferred from another institution will be evaluated on a case-by-case basis. There is not a guarantee they will apply towards the Associate Degree Nursing program. The Associate Degree Nursing Program Director and Program Admission Committee will collaborate with the Program Progression Committee to which nursing courses will be accepted for equivalent courses at Southeast Community College.

All NURS courses with a clinical component must be completed at Southeast Community College

For courses to transfer in from another institution, the course must be completed with a grade of a B+ or better. Courses must be taken within one year of admission to the Associate Degree Nursing Program.

For a course to transfer in as NURS 1440, the student must complete the lab competency assessment (physical assessment).

The student will be required to take one-third (1/3=22 credits) of the total college credits from Southeast Community College and complete the entire nursing program of study within five years [***Refer to Program Completion***].

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## PROGRAM COMPLETION

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- Once admitted into the first nursing program course (NURS or HLTH course), the student has five (5) years to complete the program of study. The student must maintain "Good Academic Standing" according to the Southeast Community College Student Handbook criteria to progress in the Associate Degree Nursing program.
- Traditional Nursing Program student must have completed a nursing assistant course and must be "in good standing" on the Nebraska Registry when students apply to the program; LPN to ADN Nursing Program Option students must have an Active Multistate License or Unencumbered single state Practical Nursing license from Nebraska when students apply to the program. It is suggested that students continue to maintain their current license or/certification while completing the ADN program

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## PROGRAM DISMISSAL

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At SCC, we expect all students to conduct themselves as respectable citizens of an educational community. [***Refer to Student Rights and Responsibilities section for further information***].

Students will be dismissed from the Associate Degree Nursing program for the following:

- Students who are deemed unsafe in lab, simulation or clinical.
  - Faculty members and administration at SCC have a responsibility to patients, the public, and the staff of clinical sites to protect them from unnecessary exposure to dangerous situations.
  - The right of patients and the public to safety is paramount and supersedes students' learning and skill acquisition needs.
  - The Quality and Safety Education for Nurses Competencies (2022) lists safety as a core competency in nursing education. The goal of QSEN is to prepare nurses who “minimize risk of harm to patients and providers through both system effectiveness and individual performance”.
- Student who has failed two NURS courses (below 74.5%). Final Grades will be recorded to the tenth. The SCC grading scale will be used.
- Violations of Academic Integrity (see ***Academic Integrity***).

A student who has been dismissed from the program will be eligible to reapply to the program in one (1) academic year.

A student who has been dismissed from the program will need to reapply and repeat the entire program. This includes all HLTH and NURS courses required by the program.

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### **ASSOCIATE DEGREE NURSE STUDENT FEES**

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In addition to Southeast Community College fees there will be additional Associate Degree Nursing Program fees which include:

#### **Traditional ADN Program Student Fees**

- Elsevier/Evolve Program Resources-total cost \$3600
  - *NURS 1400* \$2400
  - *NURS 2100* \$600
  - *NURS 2300* \$600
- NURS 1400-Program Uniform-Uniform Connection \$155
- NURS 1400-Program Polo-Campus Store \$21.95
- NURS 1400-Drug Screen-\$35
- NURS 1400-CBC-\$45
- NURS 1415-Clinical Passport-\$11.00
- NURS 1415-lab supply bag-\$218.70
- EACH NURS clinical course-\$8-insurance
- NURS 2310-Nursing pin-\$27

Additional Supplies: stethoscope, BP cuff, bandage scissor, safety goggles, gloves, shoes-cost dependent on brand chosen by student

### LPN to ADN Program Student Fees

- Elsevier/Evolve Program Resources-total cost \$3600
  - NURS 1420 \$600
  - NURS 2100 \$600
  - NURS 2300 \$600
- NURS 1420-Program Uniform-Uniform Connection \$155
- NURS 1420-Program Polo-Campus Store \$21.95
- NURS 1420-Drug Screen-\$35
- NURS 1420-CBC-\$45
- NURS 1420-Clinical Passport-\$11.00
- NURS 1420-lab supply bag-\$218.70
- EACH NURS clinical course-\$8-insurance
- NURS 2310-Nursing pin-\$27

Additional Supplies: stethoscope, BP cuff, bandage scissor, safety goggles, gloves, shoes-cost dependent on brand chosen by student

*\*Estimated expenses to graduate are updated annually based on costs from outside vendors*

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### **TECHNICAL STANDARDS – FUNCTIONAL ABILITIES ESSENTIAL FOR NURSING PRACTICE**

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**Technical Standards:** The Associate Degree Nursing program provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing the nursing program curriculum. These examples are not all-inclusive. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral characteristics required to successfully complete the program. A student with a disability needing reasonable accommodation must contact the Disability Services office on campus. (See Appendix A Technical Standards).

In order to provide safe and effective patient care in the Associate Degree Nursing Program, the student must be able to demonstrate, with or without reasonable accommodation, physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the program curriculum and clinical agency requirements. Any applicant who has met the necessary academic prerequisites and can, with or without reasonable accommodation, meet and/or perform the Technical Standards will be accepted for admission.

Students admitted to the Associate Degree Nursing Program gain experience in many settings that can be physically demanding, e.g., hospitals, long term care facilities, public health and community agencies, school settings and clinics. Students will be expected to adhere to the Health Insurance Portability and Accountability Act (HIPAA) of 1996 which safeguards patient confidentiality.

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# **ACADEMICS & CLINICAL**

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## **APPEARANCE/UNIFORMS**

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Being an Associate Degree Nursing student is an honor and the first step in the student's professional career. The purpose of the program dress code is to present a professional image to our patients, families and community that reflects attention to safety, respect for others, and cleanliness.

### **Hygiene and General Appearance**

It is expected the Associate Degree Nursing student will maintain good personal hygiene as outlined below.

- Regular bathing and use of deodorants. Limited use of strong perfumes, oils, etc.
- Regular dental hygiene.
- Appropriate hair maintenance: clean, styled off the face and out of the eyes, beards and mustaches must be well groomed, must be secured so as not to fall into any work areas. Long hair must be securely pulled back and held in place with plain barrette(s) and /or rubber bands so that none of the hair is falling forward when the head is tilted.
- Cosmetics utilized in moderation.
- Fingernails well-groomed and short, no nail polish, acrylics, or shellac.
- Students will be allowed to wear the following jewelry: one ring per hand, maximum of two earrings per ear; no hoops or dangles are allowed. No other visible piercings allowed. Gauges and other piercings must be replaced with clear or flesh tone plugs. No necklaces or bracelets allowed.
- Tattoos may be left uncovered as long as they do not contain nudity, graphic imagery, explicit language, promote violence or are sexual in nature. The student may be asked to cover visible tattoos which could be considered offensive to others. Tattoos on the face and neck are not allowed and should be covered.

### **Clinical Uniforms and Attire**

Clinical uniforms are purchased through Southeast Community College and are included in the student fees. The following are requirements for wearing uniforms:

Full uniform (scrub top, pants and lab coat - if necessary) is required for any student who is providing patient care, has a clinical assignment and is an option for lab skill check-offs/competency testing.

- Uniforms must be neat, clean, unstained, and wrinkle free.
- Undergarments should not be visible under uniform.
- Pants must be worn at the waist (umbilicus) and pant hem must reach the ankle but not touch the floor. (*No skin visible between the shoulder and ankle*).

- SCC issued photo identification name tag must be worn above waist level.
- Hair, tattoos and facial piercings as outlined above in general hygiene and appearance.
- The school issued patch must be present on the left shoulder of the scrub top/ lab coat.
- Uniform or athletic shoes must be clean and fluid-resistant, with closed toe and heel or a backstrap. Shoes must be entirely white or black (light grey in minimal areas is acceptable) this includes tops, sides, heel and sole. No colored logos, stripes or colored design is allowed.
- Solid color long sleeve shirt may be worn under the school top. Long sleeves may be white, gray, or black.
- Additional items required:
  - Watch that can measure time in seconds (smart watches are not allowed at the clinical site)
  - Stethoscope (no covers)
  - Ballpoint black pen
  - Penlight
  - Protective eyewear
  - Face mask
- Food and drink are not allowed in patient care areas, this includes gum. The ADN lab will follow the same guidelines regarding food and drink.

### **ADN Program Professional Dress**

Throughout the program you may be instructed to wear the SCC program polo. Following are the expectations for attire with the polo.

- Black, or khaki straight leg pants; leggings and yoga pants are not acceptable. No jeans are allowed.
- Clean, closed toe shoes.
- Lab jacket may be worn with polo.
- Hygiene and general appearance should follow guidelines above. (hair, jewelry, tattoos, facial piercings, etc.).
- SCC issued photo identification name tag must be worn above waist level.

Students are required to wear program professional uniform to all clinical agency orientations, pre-assessment times, professional nursing association meetings/continuing education events used for portfolio requirements, and will be communicated as required attire for certain observation experiences. Program professional uniform is an option for lab skill check-offs/competency testing.

Students are required to be in either clinical uniform or ADN program professional dress when in the ADN lab.

Any exception to the Associate Degree Nursing Program uniform guideline must be approved by the Program Director.

Students should not wear the SCC ADN program uniform outside of clinical education/classes. While in uniform, you represent the Associate Degree Nursing Program, Southeast Community College and the Nursing Profession.

*\*Specific guidelines from clinical sites are subject to change. Any changes will be communicated to students through the ADN Community, individual courses and clinical announcements from clinical faculty. Students will be held to those standards.*

*\*A student who is found to be in violation of the Appearance/Uniform guideline may be asked to leave the clinical site/ADN lab and will be counted as absent for the clinical day.*

### SCC ID Cards/Badges

All students must obtain an SCC Student Photo ID card. Photo ID cards are required to badge into lab spaces in the Health Science Building and as an ID card while at the clinical site. ID cards are obtained from the information desk at the Main Campus.

The SCC issued photo identification name tag should be must be worn above waist level at all times when on campus and is a part of the student clinical uniform.

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## CAREMAPPING GUIDELINE

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All students will complete care maps as assigned for each class. Students will use care mapping to enhance critical thinking and develop a comprehensive patient-centered plan of care based on evidence. Care maps are a visual plan of care that presents assessment data and nursing diagnoses for patients with complex health problems in collaboration with the health care team.

Care maps are utilized to encourage safe, quality patient-centered care and critical thinking through employing evidence-based practice, noting relationships within the assessment data.

It is recognized that as students progress through the Associate Degree Nursing Program, their ability to critically think, make connections and demonstrate nursing judgement will improve. Therefore, requirements for care maps change as the student progresses through the ADN Program, as outlined below. Specific requirements for care maps may also be adjusted in specific specialty classes, such as Mental Health, OB, etc. and will be communicated to the students by the course nursing instructor.

Care maps may be created online (such as bubbl.us) or on paper. If on paper, the sheet is not to be any larger than 16 inches by 22 inches. If created online, the care map may need to be printed out prior to clinical at certain sites as directed by course/clinical instructor.

- 1. Beginner level care maps (NURS 1440 Pharmacology for Nurses, NURS 1430 Assessment, NURS 1410/NURS 1415 Fundamentals for Nursing, NURS 1420 Transitions for the LPN to AD)**
  - a. The focus of the care map will be located in the center of the map. The patient initials, age and code status will be located in the center of a care map.
  - b. All nursing assessment data and medical history, medications and lab work will be documented on the care map during the second half of the Beginner Level semester and clustered into the following categories: safety, physical (body systems), functional, psychosocial, ~~comfort/pain~~, discharge data and learning needs.

- c. Abnormal assessment data is starred or otherwise indicated as abnormal. Appropriate abnormal data will also be associated with nursing diagnoses as supporting data and evidence.
- d. Medications and lab work are included in the care map and integrated into the nursing assessment data during the Beginner Level. By the end of the Beginner Level, meds and labs are connected to the appropriate body system(s). Medications will be listed by generic names; times and dosages do not need to be included. Labs will include the name and lab results. If multiple results are listed for one lab test (i.e. blood glucose results 4 times per day), the range may be included instead of each individual test.
- e. Students are encouraged to connect pieces of assessment data within and between clusters as appropriate.
- f. All components of the nursing process including assessment, nursing diagnosis, goals/outcomes, interventions, and evaluations must be included on the care map.
- g. Care maps will employ evidence-based practice to identify and apply best practices to nursing care.
  - i. At the Beginning Level, students will write 2 actual (no risk-for) NANDA nursing diagnoses with related to and evidence for the nursing diagnosis included. After mid-term, students will identify and complete 3 nursing diagnoses.
  - ii. Nursing diagnoses will be prioritized, with the #1 nursing diagnosis reflecting the highest priority problem for the patient.
  - iii. Goals/outcomes must be patient oriented, specific, measurable, achievable, realistic and time-oriented (SMART.)
  - iv. Each nursing diagnosis will include a minimum of 3 nursing interventions with rationales for each intervention. Only 1 assess/monitor/observe/etc. intervention is allowed per nursing diagnosis.
  - v. Post clinical, the student will evaluate the stated goals.

2. **Mid-Level care maps (NURS 2100/NURS 2105 Med/Surg Nursing, NURS 2200/NURS 2205 OB/Gyn Nursing, NURS 2210/NURS 2215 Pediatric Nursing)**

- a. All nursing assessment data will be included on the care map, showing progression of the data within and between body systems as appropriate. The connections will show the direction of the connection with arrows. (For Example, Pain cluster → patient's pain rating of 8 → Pain medication given → pain rating of 3)
- b. Clustering of nursing assessment data is guided by the current health condition and/or admitting diagnosis.
- c. Students will continue to star abnormal data and include the abnormal data in nursing diagnostic statements.
- d. At the beginning of Mid-Level, students will identify 3 nursing diagnoses with related to and evidence for the nursing diagnoses included. After mid-term, students will complete 4 nursing diagnoses.
- e. Nursing diagnoses will be prioritized, with the #1 nursing diagnosis reflecting the highest priority problem for the patient.
- f. Each nursing diagnosis will include 4 to 6 interventions with rationales, goals will be SMART and evaluated after the clinical experience. Only 1 assess/monitor/ observe/etc. intervention is allowed per nursing diagnosis.

3. **Senior Level Care maps (NURS 2220/NURS2225 Mental Health Nursing, NURS 2230/NURS 2235 Gerontological Nursing, NURS 2300/NURS 2305 Advanced Med-Surg Nursing and NURS 2310/NURS 2315 Leadership in Nursing)**
  - a. Students will continue to cluster assessment data (nursing assessment, labs, meds and medical history) by body systems guided by the current health condition and/or admitting diagnosis.
  - b. Students will continue to show connections and progression of data within and between clusters.
  - c. Normal assessment data does not need to be indicated, and students may instead use “WDL” on the care map. Abnormal assessment data and pertinent normal data will still be identified in the nursing diagnostic statements. (for example, if a patient is admitted with respiratory failure but O2 saturations are above 90%, this pertinent information should be shown on the care map)
  - d. Students will identify 4 to 6 nursing diagnoses for each care map, with 4 to 6 interventions identified for each.
  - e. The #1 nursing diagnosis will reflect the highest priority problem for the patient.
  - f. Nursing diagnoses are not required to be written in the NANDA approved vernacular. They may be written as concepts or as patient problems instead; however, the plan of care must address actual, priority patient nursing problems. However, the cause and evidence for each must be clearly written (R/T and AEB portions) for each, 4 to 6 interventions are required for each and goals must be SMART and evaluated. Only 1 assess/monitor/ observe/etc. intervention is allowed per nursing diagnosis.

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### **CLASSROOM ATTENDANCE**

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Each course has activities designed to enable students to meet the course objectives that are essential for student learning. Course teaching-learning strategies vary by course and may include live lecture, recorded or Zoom lecture, seminar and guest lectures, lab, simulation and clinical.

Students are expected to participate and complete all course activities as indicated on the syllabus and calendar. Absences or not completing course activities may result in a lack of success in the course and the Nursing Program.

Zoom links may be provided in the event of a COVID-19 related isolation. Students may not opt into Zoom as an attendance option for courses without specific permission from the course instructor and/or Program Director.

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### **CLINICAL ATTENDANCE GUIDELINE**

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“ACEN defines a clinical day as “a clinical learning experience or a mid-to high-fidelity simulation experience that is sufficient and appropriate to achieve the course learning outcomes, end-of-program student learning outcomes and are overseen by qualified faculty who provide feedback to students in support of their learning”



- Attendance is required for success in this program.
- **Clinical orientation is required prior to clinical attendance. A student who does not complete clinical orientation will not be allowed to attend clinical.** Students should plan to be available to attend clinical orientation beginning the first day of the college term.
- Regular and punctual attendance is expected for clinical. The student will be counted tardy if not present at starting time for the clinical day; if the student arrives more than 30 minutes after the clinical starting time, they will not be allowed to care for their patient and will be counted as absent.
- Students are expected to arrive on time for all simulation experiences. If a student arrives more than 10 minutes after the simulation starting time, they will not be allowed to participate in the simulation and will be counted as absent.
- At the beginning of each clinical rotation, the student will be informed of the notification of absence procedure for the individual clinical site.
- The student must notify the clinical instructor and clinical facility (when required) no later than 1 hour prior to absence for the day. Notification must be made before the starting time for the clinical day. If notification is not made to the clinical instructor a grade of “0” (zero) will be given for the day. The student will be required to make-up missed clinical hours.
- The student must notify both the simulation instructor and course faculty no later than 1 hour prior to absence for the day. Notification must be made before the starting time for the clinical day. If notification is not made to both simulation instructor and course faculty a grade of “0” (zero) will be given for the day. The student will be required to make-up missed clinical hours.
- Students are required to attend 100% of all course clinical hours. All clinical absences will require the student to attend a scheduled make-up time towards the end of the semester.
- A student who does not attend the required 100% of clinical hours in a course will fail the course.
- A grade of “F” will be assigned to the course in any term in which a student fails to meet required clinical hours. The student will be responsible for registering for the nursing course(s) the next term in which they are offered, based on space available in the cohort [*refer to **Readmission to Program***]
- Clinical makeup days will be determined in advance by nursing faculty. Students will be expected to attend the assigned clinical/simulation makeup time. ~~day.~~

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### CLINICAL ASSIGNMENT & SITES

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- Clinical education is skill-based; the student must be prepared for the experience, including having demonstrated competency for skills in the laboratory prior to performing them at clinical. Lack of sufficient and timely preparation for required nursing skills may result in the student not meeting the course objectives.
- All clinical facility trainings are required. **Clinical facility training cannot be missed in order to continue in the course.** Students who do not meet training deadlines will not be allowed to register for upcoming courses or dropped from the course.
- Clinical assignments will be posted on the patient care area. Details for when assignments will be posted will be provided during course clinical orientation and available within the clinical course CID or clinical course guide. Individual student assignments will be made by the clinical

instructor. Students should contact their clinical instructor with concerns about a patient care assignment immediately.

- The student will provide their own transportation to and from clinical sites. Requests for clinical site assignment will be taken into consideration, but cannot be guaranteed.

### **CLINICAL SITES**

- The student is required to follow each clinical institution's guidelines, policies and procedures to ensure for delivery of safe patient care.
- Clinical experiences are essential for the student to apply knowledge in caring for patients; therefore, a student must make the most of any and all experiences in the clinical area. While the student must assume responsibility for the planning and execution of care within the student's capabilities, the student should also recognize limitations and seek assistance from the clinical instructor.
- It is never appropriate to contact a clinical site to seek information about clinical opportunities or clinical requirements. All questions will be addressed through faculty.

### **UNSAFE STUDENT CONDUCT**

- The NLN Education Competencies (2013) lists quality and safety as an integrating concept in nursing. This concept requires that there be "accountability for patient safety across all health settings". Faculty members and administration at SCC have a responsibility to patients, the public, and the staff of clinical sites to protect them from unnecessary exposure to dangerous situations. The right of patients and the public to safety is paramount and supersedes students' learning and skill acquisition needs.
- The student is expected to perform safely in all areas of patient care. If, in the judgment of the instructor or the clinical site nursing staff, a student's conduct could harm the patient, the student will be removed from direct patient care.  
Examples of unsafe behavior, but not limited to, include:
  - Medication errors (dose calculation, administering, or patient identification) that could result in serious injury or death.
  - Performing any procedure or administering any medication without direct faculty supervision after specific instruction by the clinical faculty member.
  - Exhibited breach of integrity and honesty (for example, any evidence of false documentation, lying, or student behavior that jeopardizes patient safety).
  - Clinical performance that requires an excessive amount of supervision which interferes with the instructor's ability to adequately supervise other students in the clinical group.
  - Failure to anticipate or provide for patient safety.
  - Failure or omission of end of shift report and/or leaving the unit during a shift without providing a patient report.
- If a student is not adequately prepared for a clinical assignment, the student may be removed from direct patient care until prepared to provide care.

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## CLINICAL SKILLS REVIEW

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If the student is unable to perform any procedure safely and accurately in the clinical setting, the student will be required to complete a **Skills Review and Reflection Report**. In the event clinical hours are missed due to not being prepared or safety concerns the total time for the assigned skills review does not replace the clinical hours missed.

The faculty will:

1. Have a conference with the student
2. Notify Program Director
3. Complete the **Skills Review Form (Appendix C)**
4. Plan and remediate with student
5. Set an evaluation date

The student will:

1. Complete a **Reflection Report (Appendix D)**
2. Prepare for review of the procedure
3. Remediate with appropriate Faculty member
4. Successfully demonstrate the procedure by the evaluation date

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## COMMUNICATION FILES

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Student communication files (“mailboxes”) will be kept inside the ADN lab. Names will be arranged alphabetically by last name. Students are responsible for checking their communication files on a timely and routine basis.

Students will be given a link to self-subscribe to the “ADN Community” on the Learning Management System upon admission to the program. Students can unenroll after graduation. Six months after graduation, students will be administratively removed from this group.

Changes in program guidelines, important college, Health Science Division, and program announcements are communicated to students by written notice placed in the student communication folder and posted on the ADN Community in the Learning Management System.

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## GRADING

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- Refer to the [College Catalog](#) for the grading scale.
- All NURS and HLTH courses completed with a grade of 75% (C+) or higher to progress through the program. Final course grades are rounded (e.g. 74.5 or above is rounded to 75%; 74.4 or below is rounded to 74%).

- Courses that have a clinical/lab and classroom component must both be taken and passed in the same term in order to advance in the program.
- Refer to Course Information Document (CID) for grading breakdown.
- Clinical skills, competencies, and anecdotal notes are a part of formative evaluations. Skills must be passed in the laboratory before they can be performed on patients in the clinical area.
- Unsatisfactory clinical performance including the inability to perform previously learned skills and/or unprofessional behavior will result in: 1) **Skills Review and Reflection Report** 2) a **Plan for Student Success** (see Appendix C), 3) **Reflection Report** (see Appendix D) 4) potential failure of the course.
- It is recommended each student keep track of their grades to monitor their own progress and to seek assistance from the faculty when needed.
- **A student may repeat one nursing course one time ONLY. Failure of a second nursing course or the same course a second time constitutes dismissal from the program** (refer to Program Progression).

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## HESI EXAM GUIDELINE

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HESI exams provide standardized and custom tests for nursing schools. This company has a proven record of quality products which assist students in their readiness for success on the National Council of Licensing Examination for the Registered Nurse (NCLEX-RN). Nursing students at SCC are required to take HESI exams in designated courses throughout the curriculum. The exams are course requirements.

- Each of the HESI specialty proctored exams are computer adaptive and will adjust to the students' test taking ability.
- Each student will take HESI specialty proctored exams which will count as 10% of the course grade. The Conversion Score given by HESI will be used in calculating student grades (see below).
- Each of the HESI specialty proctored exams have two versions: **1 and 2**
  - ⊖ All students will take both versions of the HESI exams, which will be given in the last 4 weeks of the term.
  - ⊖ After taking Version **1**, students must remediate according to the HESI Remediation Policy before they are allowed to take Version **2**.
  - ⊖ HESI exam dates will be posted in the course LMS shells.
  - ⊖ Student remediation after taking Version **2** is recommended.
- The Graded HESI Specialty Proctored Exams are:
  - Fundamentals
  - Health Assessment
  - Gerontology
  - Psychiatric/Mental Health
  - Management
  - Maternity Nursing

- Pediatric Nursing
  - Medical-Surgical
  - Pharmacology
  - Dosage Calculations
  - Critical Care
- The HESI Exit Exam versions 1 and 2 will be completed in the final semester of the program. This exam helps identify areas of strength and weakness and the possible need for remediation prior to taking the NCLEX-RN. HESI Exit Exam versions 3 and 4 available to students after completion of the program prior to taking NCLEX-RN and can be arranged by contacting the student's faculty advisor or Program Director.

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### **HESI REMEDIATION GUIDELINE**

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Remediation is defined as "The process of identifying the need to take action to remedy a situation that, if left unresolved, will result in unfavorable outcomes, whereas implementing intervention strategies will successfully address the situation" (Cullieton, 2009).

Following HESI Specialty and Exit Exams, students are required to remediate and the remediation recommendations are dependent on each individual student's HESI score for each exam. HESI Exam Scores can be indicative of the student's level of risk for success in the program and on NCLEX-RN. Students with lower HESI scores require more intense remediation.

- The HESI exams and remediation are worth 10% of the overall course grade in each course with a HESI exam.
- A student's HESI Exam score entered into the course gradebook is a composite score of four items:
  - a. HESI Version 1 Exam score
  - b. Meeting with ADN faculty advisor to review HESI results within 48 hours of taking version 1
  - c. Points earned through remediation
  - d. HESI Version 2 Exam score
- No more than 50% of a student's HESI exam score in the course gradebook can be earned through remediation.
- Students will design their own individual remediation plans, earning points based on type and amount of remediation they choose to complete.
- The maximum total combined points a student can receive for testing and remediation is 100 points.
- Remediation is based on the remediation packets assigned in HESI and on Adaptive Quizzing (EAQ) and case studies through Evolve.

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### **HESI GRADING**

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The maximum total combined points a student can receive for testing and remediation is 100 points.

### HESI Exam and HESI Advising Meeting points: total of 50 points maximum

The points a student can earn for HESI Exams Version 1 and Version 2 are scaled, based on the scores they earn on EACH version of the exam. (See the chart below for number of points earned).

Proctored HESI Version 1	Proctored HESI Version 2
1050 or above 22 points	1050 or above 40 points
900-1049 18 points	900-1049 35 points
850-899 15 points	850-899 30 points
800-849 12 points	800-849 25 points
750-799 8 points	750-799 20 points
700-749 5 points	700-749 15 points
699 or below 2 points	699 or below 10 points

### Meet with assigned ADN Faculty Advisor/Program Director after Version 1: total of 5 points maximum

- Review HESI results and develop remediation plan
- Submit signed HESI Exam ADN Advisor Form into the ADN Community Remediation drop box.

### HESI Remediation points: total of 50 points maximum:

The points for remediation are earned as follows-Remediation points can only equal a max of 50 points:

- **Reviewing Rationales: 3 points total for completion.**
  - Following Version 1 of the HESI exam, 3 points can be earned for reviewing **all rationales** presented immediately after completing the exam. No partial credit/points will be given. ALL rationale must be reviewed to receive credit.
- **Remediation packets in Evolve: 5 points total for completion.**
  - 5 points will be earned for completing the assigned Essential Remediation packets in Evolve. These packets include a variety of materials. It is recommended that all students complete all remediation packets assigned. No additional credit will be given for packets completed beyond the Essential packets assigned.
- **Evolve Adaptive Quizzing (EAQ): 3 points**
  - Students will earn 3 points for each EAQ of 20 questions they complete in the subject area for the HESI exam. (i.e. Pharmacology EAQs for the Pharmacology HESI) with a minimum score of 80%. Quizzes completed that do not reach the 80% minimum will not earn points.

Students should create custom quizzes in content areas of weakness based on HESI exam review.

- **Evolve Case Studies: 5 points**

- Students will earn 5 points for each Case Study completed in Evolve for the HESI exam subject area. These case studies must also be completed with an 80% minimum grade in order to earn points for the student.

**Submission of Remediation:** Students are responsible for submitting proof of remediation to the HESI Module in the ADN Community under the course instructor’s submission area. No credit will be given for remediation submitted to instructor in an alternate method. HESI Remediation is due 24 hours prior to Version 2 unless otherwise directed by course faculty.

All remediation screen shots should be in a .pdf or .jpeg file format.

Remediation submitted with missing information or in a file format that cannot be opened will not be given points for activity.

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## GRADUATION

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The student is eligible for graduation when the requirements for each course in the program have been met. The program guideline for submission of graduation applications is as follows:

- One academic term prior to graduation the student should meet with their faculty advisor to complete a program academic evaluation.
- The student will complete a graduation application and submit to their assigned faculty advisor prior to the first day of the final term of the program.
- The program director will submit all cohort graduation applications in one group to the SCC Associate Registrar in Student Services.
- There is a fee associated with this application for graduation. A diploma will not be issued until all financial obligations are paid.
- Program Pinning ceremonies are held at the end of the final term (*see Pinning*).
- SCC Graduation ceremonies are held in May and December. Summer program graduates will be eligible to attend December graduation.

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## GRIEVANCE

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The Associate Degree Nursing Program follows the Southeast Community College grievance policy. (*See the Southeast Community College Catalog for the college grievance policy*).

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## HEALTH SERVICE & HEALTH SAFETY

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Good health habits are promoted throughout the year, emphasizing their effect on learning, job performance and future job opportunities.

In the case of injury or accident while a student is at a clinical, the appropriate agency's guideline for reporting will be followed in addition to completing a SCC Complaint or Concern Report (CCR).

If a medical emergency should arise with a student, the faculty member with assistance of the program director and/or Division Dean may help to make a referral to a local medical facility. The cost of medical care will be the responsibility of the student.

The following website/app can be used to assist students in finding services in the Lincoln/Lancaster county area, [myLINK](#).

The student may **NOT** consult a physician or any other healthcare provider while at the clinical site. In the event of illness or injury, a student may be required to submit a letter from a physician to the program that verifies the student's ability to return to class/clinical. Refer to the technical standards (*Appendix A*)

The Associate Degree Nursing Program adheres to the Center for Disease Control's guidelines regarding Standard Precautions. The Public Health Department is contacted when necessary for follow-up of any students exposed to communicable diseases.

Please refer <https://www.southeast.edu/covid-19/> for college guidelines related to COVID-19.

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## LAB COMPETENCY ASSESSMENT

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### **Peer/Instructor Competency Testing**

- See Course Information Document (CID) for specific course guidelines for lab skill competency testing.
- Student dress code for peer check-offs/competency testing will follow program uniform and appearance guideline.
- A peer is defined as someone who is currently enrolled in the SCC Associate Degree Nursing program. Any exception to the use of a peer as defined must be approved by the Program Director.
- Students must be prepared and on time for their instructor-graded check-offs/competency test. This includes appropriate lab attire, necessary supplies, and prepared to perform the skill. If not, this will be counted as a failed attempt.
- Check-off success is defined as 90% of items accurately completed, all critical items accurately completed, and skill completed within the identified time frame. Performing the assigned check-off/competency test at less than 90% of items or failure of a critical item will require the student to repeat the check-off. Critical items **MUST** occur in order to demonstrate competency; if not demonstrated a grade of zero (0) will result. All skills must be passed to pass the lab component of a nursing course.



- Students will have three opportunities to successfully complete an instructor-graded check-off/competency test.
- See course calendar for scheduled lab testing times.
- Students will be responsible for contacting the instructor if unable to attend the scheduled instructor check-off day/time. Failure to contact the instructor prior to the scheduled time will result in a grade of zero (0) for that attempt.
- Students are allowed one absence of a scheduled instructor check-off/competency, all additional absences on a scheduled check-off day will result in a grade of zero (0) for that attempt.
- Repeat instructor-graded check-offs/competency tests will be scheduled no sooner than 24 hours after the prior attempt.
- Students have 5 school days to make up a scheduled check-off/competency, the final check-off/competencies must be completed prior to the end of the term. Students are responsible for arranging a make-up time with the lead course instructor. Students that do not complete the instructor check-off/competency during the **scheduled make-up time** will receive a grade of zero (0) for that attempt.
- All repeat check-off/competencies will be recorded using VALT.
- A student who does not pass the first instructor-graded check-off/competency will complete the **Remediation Plan** (found at the bottom of skills competency form) and return to instructor at time of repeat check-off/competency.
- A student who does not pass a second attempt on an instructor-graded check-off/competency will create a written **Skills Lab Plan for Student Success** (Appendix B) with the instructor. This plan may require the student to return to the lab for additional practice and remediation with an instructor, complete an assigned number of peer check-offs, or other remediation activities as assigned. Completed **Skills Lab Plan for Student Success** must be presented to the instructor prior to the third check-off/competency attempt. The third check-off/competency attempt will be completed with a different instructor than the first two attempts.
- If the student is unable to demonstrate competency on the third attempt, the result is failure of the lab component and nursing course. For this reason, the third attempt will be recorded and monitored by two instructors, independently grading, as determined by the course instructor/Program Director.

- Students are not to receive assistance from another student during skills testing. Academic dishonesty will result in a student receiving a grade of '0' for the check-off/competency and may result in an 'F' for the course (refer to **Academic Integrity**).
- Students must pass the scheduled check-off/competency test before the next scheduled check-off/competency test. Failure to complete or pass a check-off/competency test will prevent the student from completing the next scheduled competency and result in a first failure for that skill. This will also be reflected in clinical grading.
- Students may only perform successfully passed skills in the clinical setting.

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### VALT GUIDELINES FOR SKILL COMPETENCY TESTING

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#### How to record a VALT video:

1. Log into [valt.southeast.edu](http://valt.southeast.edu) with SSO (single sign-in option)
2. Click on the Room Link on the left side of the screen (not the cameras)
  - a. EXAMPLE- Lincoln Room 309F
3. Click on black space above picture, then select the correct camera preset view for the assessment/skill you are performing
4. Click Record button
5. Enter Recording Name: course number, assessment/skill recording
  - a. EXAMPLE- NURS1430 Focused Assessment
6. Start Recording
7. When finished recording, click STOP
8. Select Review tab on left side of screen if you want to watch your video
9. Logout of the VALT website and the computer completely when finished

#### For both video recorded and in-person testing:

1. Instructor testing is done on assessments/skills that have been introduced in NURS1410, NURS1420 & NURS1430. See course CID and LMS class for testing dates and specific guidelines.
2. You must wear proper ID
3. Clinical attire must be worn for testing (see student handbook for complete uniform details)
4. **No other electronic devices should be used during the check-off (i.e. Personal computers, smartphones).**
5. All assessments/skills instructor testing will be recorded in the ADN Nursing lab or area designated by the instructor using the VALT recording software.
6. All details of the assessments/skills must be visible in the recording.
7. You may ask questions about how testing is conducted, but not the content of the assessment/skill you will be testing on.
8. No physical or verbal cues will be given by your instructor during testing times.

**For safety and security reasons the VALT system in the ADN lab is set to record when classes are not in session.**

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## LEARNING

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It is not possible, nor is it in the best interest of the student, for instructors to include all necessary knowledge within the lecture/discussion periods. Learning is a shared responsibility with the instructor's role as a resource, guide and facilitator.

The student is responsible for the independent research necessary to adequately complete the course requirements. Students need to develop the habit of researching indexes and tables of content for topics related to the current subjects in resources supplementary to required texts. Failure to utilize independent study and resources may result in inadequate performance in the classroom and the clinical/lab settings.

Faculty encourage students to use the all resources available to them in addition to material provided during class time and on the LMS.

- Textbook student resources
  - Elsevier Adaptive Quizzing (EAQ)
  - Evolve Clinical Skills: Skills for Nursing Collection
  - HESI RN Case Studies with Practice Tests
  - Sherpath
  - Shadow Health
  - SCC Tutoring Center – nursing tutor
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## LICENSURE

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Graduates who successfully complete the Associate Degree Nursing Program are eligible to apply to take the NCLEX-RN examination in order to be licensed to practice as a Registered Nurse. There are additional fees associated with application to take the NCLEX-RN examination.

It is the responsibility of the student to complete application for:

- National Council of State Boards of Nursing/NCLEX-RN: Students will receive application instructions for permission to take the NCLEX-RN during the final term of the program. The application form is completed and submitted with payment by the student.
- Nebraska Bureau of Examining Boards: Students will receive application materials **for licensure in Nebraska** during the final term of the program. The application form is completed and submitted with payment by the student seeking licensure.
- SCC Records and Registration office in Student services will send the official SCC transcript to the Nebraska State Board of Nursing following graduation (the student will complete a transcript request form during the final term of the program).
- **Notify the program director if seeking licensure in another state.** If course work from other colleges does not show course and credit on SCC transcript, the student will need to furnish the Nebraska Board of Nursing other official college transcripts.

**\*Important Notice:** Applicants who have been convicted of a criminal offense may experience difficulty in securing a nursing license from the State Bureau of Examining Boards.

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## MEDICATION VARIANCES

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A medication variance occurs when there is a violation of any of the six rights of medication administration. These are listed below:

- |               |                        |
|---------------|------------------------|
| 1. Right time | 4. Right patient       |
| 2. Right drug | 5. Right route         |
| 3. Right dose | 6. Right documentation |

When one or more of the six rights is violated, a Medication Variance Scoring Worksheet will be filled out by the student and turned in to the clinical faculty. Each report will be reviewed by the Program Director who in turn will consult with the clinical faculty as needed.

An incident report may need to be completed based on clinical site guidelines. The facility incident report will be completed prior to leaving the facility. An SCC Complaint and Concern Report will be completed according to SCC policy. (TIPS reporting link can be found on the Hub). Complaint and Concern Report, Incident report/Med Variance Scoring Worksheet (Appendix F) and Reflection Report (Appendix F) are due on the following school day.

\* Delivery Time variance for medication and a treatment administration is determined by the clinical site guidelines.

Failure to adhere to the Six Rights may result in the student being placed on a Student Plan for Success and could result in dismissal from the program. Patient safety cannot not be compromised.

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## OTHER INFORMATION

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- It is the responsibility of the student to inform the Associate Degree Nursing Program faculty and Program Director and SCC Student Services, in writing, of any name, address or telephone number changes.
- Communication with students will be through SCC email or messaging. Any use of faculty/student personal cell phone should be reserved for emergency use only.

- No food or drink will be allowed in lab spaces. The ADN lab is set up to model a patient care area. Drinks should be kept in the cubbie/sink area near the door. Any food should be consumed outside of the lab area.
- **Covid-19 Safety Precautions:** The ADN program will follow all health and safety guidelines of the campus and local agencies and health department. Face covering guidelines will follow their recommendations.
  - If you have questions of concerns related to these guidelines, please contact the program director or Health Science Division Dean.
- **No visitors or children** are permitted **in classrooms, laboratories** or **clinical education** during any class or practice.

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### PINNING CEREMONY

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The pinning ceremony is a time-honored nursing school tradition. Receiving your school nursing pin signifies your right of passage into the profession of nursing. The ceremony is rich with symbolism. The history of this rite of passage can be traced all the way back to the Crusades of the 12th century. The modern pinning ceremony began when Florence Nightingale was awarded the Red Cross of St. George in recognition for her tireless service to the injured during the Crimean War. She in turn presented a medal of excellence to her brightest graduates.

To represent the passing of knowledge, the Associate Degree Nursing faculty pins each graduate. After each student receives their pin, they will be lighting a candle to symbolize the taking of knowledge out into the world.

- The Associate Degree Nursing Program Pinning Ceremony is held after the completion of the final term.
- A program faculty committee will coordinate the event planning with Campus Administration. Any community directed health measures currently in place will be taken into consideration when planning the event.
- Graduates attire for pinning is business attire with white lab coats.
- Graduates will receive their nursing pin from a member of the SCC Health Science Faculty Team who is a Registered Nurse.

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### PORTFOLIO

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The student of the Associate Degree Nursing Program will be required to complete a professional portfolio as a condition of graduation and is included in the final grade for NURS2310. Students are encouraged to begin work early. Some of the materials will be required to progress through certain classes in the program. This will allow for refinement of materials along the way towards graduation.

PURPOSE: Keep achievements, job seeking materials, current immunizations, certifications, education, volunteer contributions and progression of personal nursing philosophy in one place that has a professional appearance.

Upon graduation, the portfolio can be taken to interviews to showcase achievements and contributions while in nursing school.

Provide a platform that can be continued throughout nursing career to effectively manage continuing education (proof needed for re-licensure).

Registered nurses have an obligation to promote professionalism and this is one way of promoting this habit.

### Specific Requirements for the ADN Graduation Portfolio

The logistic requirements for the portfolio are as follows:

- Professional and quality content is expected
- Select a binder no larger than 2 inches
- The cover of the binder needs to have a professional appearance
- The 1st page of the portfolio will be a **TABLE OF CONTENTS** that lists all portfolio sections and contents of each section. The ORDER OF CONTENTS follows this section
- Each section of the portfolio needs to be identified with a labeled divider page that extends beyond the portfolio contents
- Some requirements are also part of a class assignment
  - After graded, place in portfolio – make corrections as directed after graded & print clean copy
  - Written documents should be doubled spaced, 11- or 12-point font, one-inch margins
  - The contents shall be checked for misspelling and typos by the student prior to submission
- Student adds materials to the binder as they progress through the program
- **The portfolio will be handed in on Friday prior to mid-term of NURS 2310 to your designated faculty advisor**
- The portfolio is graded with a rubric and contributes to 12% of the final grade in NURS 2310

### Table of Contents – Requirements

1. Personal Information/Qualifications (SLO 3)
  - a. Demographics page (see provided form)
  - b. Professional resume
    - Attempt to contain to one page
    - Seek examples online or from faculty, SCC Placement Office
  - c. Reference page
    - 3 professional references with name, credentials, address, phone & email
  - d. Advising worksheet with grades filled in
  - e. Designated space for degree
    1. OPTIONAL - May include certificates for graduation with honors
    2. OPTIONAL - Include any other degrees you have earned
  - f. Designated space for transcripts

- g. Current CPR card
  - h. Current vaccinations
  - i. Current certificates or licenses (Nurse Assistant, Medication Aide, LPN)
2. Personal Development (SLO 1, 4 & 6)
- a. Personal strength inventory
    - 1. <http://www.viacharacter.org/www/Character-Strengths-Survey>  
(Completed in NURS1400/NURS1420)
  - b. Self-assessment & personal philosophy of nursing  
(Written in NURS1400/1420 and updated in NURS2310)
  - c. Culturally Competent Nursing Care certificate through US Dept of HHS  
Starting with Spring 2022, change to Starbucks Global Academy  
(Completed in NURS1400/NURS1420)
  - d. Heritage/Cultural Inventory  
(Completed in Assessment NURS1430)
  - e. Health & Wellness Self-assessment via American Nurses Association/Personal Development Plan  
<http://www.healthynursehealthynation.org/>  
(Project started in NURS1400/1420, continued in NURS2100, completed in NURS2310)
  - f. HESI results summary/HESI Results Grid (this can now be obtained from faculty during meetings with your advisor)
  - g. Professional meetings  
These cannot be meetings required for your current job or for which you receive wages  
See form for requirements
    - 1. ADN - Five (5) professional nursing organization or RN continuing education meetings
    - 2. LPN – Three (3) professional nursing organization or RN continuing education meetings
  - h. Volunteer Activities (SLO 2)  
These hours should contribute to the health and well-being of the community. See form on ADN Community for requirements. These can be one at a time or all at once. See ADN Community for examples and opportunities.
    - 1. Starting with January 2022 Cohort: Eight (8) hours of volunteer time
    - 2. Previous cohorts: Six (6) hours of volunteer time
  - i. HESI Learning Styles Inventory-Traditional program option students only  
(completed with HESI A2)
  - j. Optional - Certificates from any professional training/education you attended
  - k. Optional - Documentation of professional memberships
  - l. Optional - Mission trip

### Portfolio Grading Rubric

	0 Points	1 Point	2 Points	3 points
Three Ring binder, less than 3 inches in size, professional appearance	Did not meet requirements	Meets 1 requirement only	Meets 2 of 3 requirements	Meets all requirements
First page is Table of Contents, Typed & Organized same as guidelines	Did not meet requirements	Meets 1 requirement only	Meets 2 of 3 requirements	Meets all requirements
Labeled divider pages follow same order as Table of Contents	Did not meet requirements	Meets 1 of 2 requirements	Meets both requirements	
Clean copy of written documents, double spaced, 11- or 12-point font, free of grading/comments	Did not meet requirements	Meets 1 requirement only	Meets 2 of 3 requirements	Meets all requirements
Words spelled correctly, correct grammar, no typos	4 or more errors	2-3 errors	1-2 errors	No errors
Demographics page included, typed	No demographics	Meets 1 requirement only	Meets both requirements (present and typed)	
Professional resume, 1 page	No resume	More than 1 page	1 page	
Reference page with 3 references; have name, credentials, facility name, address, email, and phone contact information	No reference page	Less than 3 references or missing required information	3 references listed with all information	
Advising worksheet updated with current grades	No advising sheet and/or not filled out	Advising sheet not completed with updated grades	Advising sheet filled out/up to date	
Designated space for degree  Student welcome to include other completed degrees in space behind current degree	No space marked for degree		Space marked for degree	
Designated space for transcript  Student welcome to include other transcripts behind current transcript	No space marked for transcript		Space marked for transcript	
Current CPR card	No card or not current		Card current	
Current vaccinations	No vaccinations	Has partial vaccinations	All vaccinations included but not current	All vaccinations included and current
Current certificates (CNA) or licenses (LPN)	No certificate or license		Certificate or license present	
Personal Strength Inventory Started in NURS1400 or NURS1420, continued in NURS2100, completed in NURS2310	Neither inventory included	Only initial inventory included	Initial inventory and one update included	Initial inventory and two updates included
Personal Philosophy of Nursing Started in NURS1400 or NURS1420, completed in NURS2310	Neither philosophy included	One philosophy included	Both included but no growth noted through writing	Both included, evidence of growth in writing



	0 Points	1 Point	2 Points	3 points
Culturally Competent Nursing Care Certificate NURS1400 or NURS1420 Changed to Starbucks Global Academy Spring 2022	No certificate present			Certificate present indicates completion
Heritage/Cultural Inventory NURS1430	Not included	Included but partially complete		Included, complete
Health & Wellness Self-Assessment/Personal Development Plan	Not included	Assignments less than 1/2 complete	Assignments more than 1/2 completed	Assignment complete with updates from NURS2100 and NURS2310
HESI Results summary/HESI Results Grid	Not included	Less than half of results included	More than half of results included but not all	All results present (of those exams that have been taken)
HESI Learning Styles Inventory <b>(ADN Traditional program only)</b>	Not included			Included <b>ADN Traditional program only</b>
6 hours of volunteer time (cohorts prior to January 2022) 8 hours of volunteer time (beginning January 2022 cohort)	Not included	Less than half of required time completed	More than half of time completed but not all required	All hours completed
Attendance at 6 (ADN Traditional) or 4 (LPN-ADN) professional meetings/continuing education for the RN (cohorts prior to January 2022) <u>OR</u> 5 (ADN Traditional) or 3 (LPN-ADN) professional meetings/continuing education for the RN (beginning with January 2022 cohort)	Not included	Less than half of required meetings completed	More than half of meetings completed but not all required	All time completed
<b>The following are not required but could be included</b>				
Graduation with honors				
Evidence of leadership role in any organization				
Certificates for professional training/education attended				
Documentation of professional memberships				
Mission trip				
<b>Total points per column</b>				
<b>Total points (Traditional: 60 Possible) (LPN-ADN: 57 points possible)</b>				
Faculty Comments				
Faculty _____ Date _____				

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## PROFESSIONAL AND STUDENT CODES

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The student will conduct themselves as a professional role model at all times and in compliance with the ANA Scope and Standards of Practice Relative to Registered Nurses and the ANA Code of Ethics for Nurses with Interpretive Statements.

### **American Nurses Association (ANA) Standards of Professional Nurse Practice**

#### **STANDARDS OF PRACTICE**

The Standards of Practice describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process.

#### **Standard 1. Assessment**

The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

#### **Standard 2. Diagnosis**

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.

#### **Standard 3. Outcomes Identification**

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

#### **Standard 4. Planning**

The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.

#### **Standard 5. Implementation**

The registered nurse implements the identified plan.

#### **Standard 5A. Coordination of Care**

The registered nurse coordinates care delivery.

#### **Standard 5B. Health Teaching and Health Promotion**

The registered nurse employs strategies to promote health and a safe environment.

#### **Standard 5C. Consultation**

The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

#### **Standard 5D. Prescriptive Authority and Treatment**

The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.

#### **Standard 6. Evaluation**

The registered nurse evaluates progress toward attainment of goals and outcomes.

## **STANDARDS OF PROFESSIONAL PERFORMANCE**

The Standards of Professional Performance describe a competent level of behavior in the professional role.

### **Standard 7. Ethics**

The registered nurse integrates ethics in all aspects of practice.

### **Standards 8 Advocacy**

The registered nurse demonstrates advocacy in all roles and settings.

### **Standard 9 Respectful and Equitable Practice**

The registered nurse practices with cultural humility and inclusiveness.

### **Standard 10 Communication**

The registered nurse communicates effectively in all areas of professional practice.

### **Standard 11. Collaboration**

The registered nurse collaborates with the healthcare consumer and other key stakeholders.

### **Standard 12 Leadership**

The registered nurse leads within the profession and practice setting.

### **Standard 13 Education**

The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

### **Standard 14 Scholarly Inquiry**

The registered nurse integrates scholarship, evidence, and research findings into practice.

### **Standard 15 Quality of Practice**

The registered nurse contributes to quality nursing practice

### **Standard 16 Professional Practice Evaluation**

The registered nurse evaluates one's own and other' nursing practice.

### **Standard 17 Resource Stewardship**

The registered nurse utilizes appropriate resources to plan, provide and sustain evidence-based nursing services that are safe, effective, financially responsible and used judiciously.

### **Standard 18 Environmental Health**

The registered nurse practices in a manner that advances environmental safety health.

## American Nurses Association Code of Ethics for Nurses

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

Provision 2 The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3 The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4 The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5 The nurse owes the same duties to oneself as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6 The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7 The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8 The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9 The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

## QSEN Competencies

### PATIENT-CENTERED CARE

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

### TEAMWORK AND COLLABORATION

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

### TEAMWORK AND COLLABORATION

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

### QUALITY IMPROVEMENT (QI)

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

### SAFETY

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

### INFORMATICS

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

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## PROTECTED HEALTH INFORMATION

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In order to comply with the American Recovery and Reinvestment Act of 2009 which includes the Health Information Technology for Economic and Clinical Health Act (HITECH), Health Sciences students enrolled in Southeast Community College (SCC) Health Sciences Division **will not remove** any protected health information (PHI) from any clinical facility. Nor will students transmit any PHI electronically except when doing so in the usual performance of caring for patients or clients and full knowledge of the clinical preceptor or instructor. This bill established new requirements for business associated (e.g. SCC) and covered entities (e.g. clinical facilities) with respect to handling protected health information. SCC must report any breach of confidentiality to the facility and SCC may be subject to fines.

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## SMOKING/E-CIGARETTES

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At the College, students may smoke in designated areas during breaks. After smoking, the student should wash their hands and use a breath freshener to remove the odor of smoke. **Smoking is not allowed at clinical sites.** Students will be sent home if there is a malodor from smoke on their attire or person.

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## SOCIAL MEDIA STATEMENT

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SCC Health Sciences recognizes that many students choose to participate in social media and networking sites. This includes Facebook, LinkedIn, Twitter, Instagram, Snapchat, and other websites, blogs and networking sites. Social media is a powerful communication tool that can have significant impacts. It can be positive, fun, and can lead to job opportunities; it can also negatively impact one's reputation and the organizations one represents. You must be mindful that anything you post on a social media site may be seen by anyone, including patients, classmates, instructors, and prospective employers. Inappropriate social media postings could form the basis for disciplinary action against you by the College.

It is the position of the Health Sciences Department that all students involved in health care have a moral, ethical and legal responsibility to maintain individuals' rights to privacy. HIPAA protects patient privacy and includes individually identifiable information in any form where the information could identify an individual by name, medical condition, demographics or other means. Students are expected to act with integrity and to respect the privacy rights of others. Social media postings regarding patient information constitute a violation of patient confidentiality and HIPAA. Such postings are prohibited and subject a student to discipline, up to and including dismissal from a program. Along these lines, students are reminded to use caution even when sharing locations or commenting on images. Students are directed to not post or share photographs from clinical and laboratory settings. Students must also avoid referencing clinical sites, clinical experiences, patients, and patients' family members on social media sites in any manner that violates the confidentiality of patients or their families.

Reviewed and Approved by Legal 1/10/2017

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## STUDENT RIGHTS AND RESPONSIBILITIES

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Students are required to adhere to the policies and procedures put forth in course syllabi, course CID, SCC ADN Program Student Handbook, SCC Code of Conduct and any SCC policies, procedures and requirements in the SCC Catalog.

Students displaying any unethical or unprofessional behaviors are subject to disciplinary action by the Nursing Program, the college, the Nebraska State Board of Nursing and/or other applicable authorities which may result in dismissal from the program.

At SCC, we expect all students to conduct themselves as respectable citizens of an educational community. The SCC *Student Code of Conduct* and the student conduct process apply to the conduct of individual ADN students at all college-owned or controlled property and all College-affiliated student organizations, events and activities on or off-campus.

[SCC Student-Rights-and-Responsibilities](#)

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## TECHNOLOGY

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- Students are required to have a laptop with computer system requirements as outlined in the College Catalog program page admission requirements. Use of electronic devices in the classroom is for educational purposes only.
- Electronic devices may NOT be used in direct patient care areas. Use of any electronic devices at a clinical site must be with faculty permission in a non-patient care area.
- While in the lab, or at the clinical sites, no personal calls, texting, or use of social media is allowed. If you are expecting an emergent call notify your clinical faculty for instructions. Please instruct your family and friends of this clinical facility policy.

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# ***RESOURCES***

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## **FACULTY MEETINGS**

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Students are welcome to attend faculty meetings. Arrangements should be made with the Program Director. If a confidential matter is being discussed, the faculty will have an executive session and students and guests will be asked to leave.

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## **STUDENT ORGANIZATIONS**

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Southeast Community College offers opportunities for student involvement in professional and governmental organizations. These include providing representation to Student Senate, becoming members of the Red Cross Student Volunteer Program and joining the Student NSSNA (Nebraska State Student Nurses Association) organization. The SCC NSSNA is a part of the SCC HOSA Organization. Visit [Student Organizations](#) for more information.

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## **STUDENT AFFAIRS & SUPPORT**

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The mission of SCC Student Affairs & Support is to work in partnership with faculty, staff and administrators in the development and implementation of student-centered programs and services that provide quality educational/learning experiences that result in student retention. <https://www.southeast.edu/studentaffairs/>





**FREQUENTLY USED PHONE NUMBERS**

<b>Southeast Community College-Lincoln Campus</b>	<b>402-471-3333</b>
Bookstore	402-437-2622
Financial Aid	402-437-2610
Library Resource Center	402-437-2585
Learning Management System Room/Helpdesk Support	402-437-2447
Tutoring and Learning Center	402-437-2628
Writing Tutor	402-437-2627
Records & Registration	402-437-2605
Student Accounts (Tuition)	402-437-2669
Testing/Assessment Center	402-437-2715

**Effective January 14, 2022 the hours for all buildings on the 8800 campus will be as follows:**

Monday – Thursday	6:30am – 10pm
Friday	6:30am – 7pm
Saturday	6:30am – 3pm
Sunday	Closed

<b>Southeast Community College-Beatrice Campus</b>	<b>402-228-3468</b>
Bookstore	402-228-8267
Financial Aid	402-228-2610
Library Resource Center	402-228-8224
Records & Registration	402-228-2605
Student Accounts (Tuition)	402-228-2669
Testing/Assessment Center	402-228-8208

## APPENDIX

### APPENDIX A – TECHNICAL STANDARDS

The nursing program provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing the nursing program curriculum. These examples are not all-inclusive. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral characteristics required to successfully complete the program. A student with a disability needing reasonable accommodation must contact the Disability Services office on campus.

In order to provide safe and effective patient care in the Nursing Program, the student must be able to demonstrate, with or without reasonable accommodation, physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the program curriculum and clinical agency requirements. Any applicant who has met the necessary academic prerequisites and can, with or without reasonable accommodation, meet and/or perform the Nursing Program Technical Standards will be accepted for admission.

Students admitted to the Nursing Program gain experience in many settings that can be physically demanding, e.g., hospitals, long term care facilities, public health and community agencies, school settings and clinics. During each clinical experience, the nursing student is assigned clinical care which may include medication administration and direct patient care. Students will be expected to adhere to the Health Insurance Portability and Accountability Act (HIPAA) of 1996 which safeguards patient confidentiality.

Transportation to and from health care facilities is the responsibility of the student.

**Please carefully read the Nursing Program Technical Standards and Functional Abilities:**

<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
<b>Gross Motor Skills</b>	Gross motor skills sufficient to provide the full range of safe and effective patient care activities.	<ul style="list-style-type: none"> <li>• Move within confined spaces such as treatment room or operating suite.</li> <li>• Assist with turning and lifting patients.</li> <li>• Administer CPR.</li> </ul>
<b>Fine Motor Skills</b>	Fine motor skills sufficient to perform manual psychomotor skills.	<ul style="list-style-type: none"> <li>• Pick up and grasp small objects with fingers such as insulin syringe, pills.</li> <li>• Perform tracheotomy suctioning, insert urinary catheter.</li> </ul>
<b>Physical Endurance</b>	Stamina sufficient to remain continuously on task for up to a 12- hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient care activities.	<ul style="list-style-type: none"> <li>• Walk/stand for extended periods of time; turn, position, and transfer patients.</li> <li>• Manually resuscitate patients in emergency situations.</li> </ul>
<b>Physical Strength</b>	Strength sufficient to perform full range of required patient care activities.	<ul style="list-style-type: none"> <li>• Push and pull 250 pounds.</li> <li>• Lift/move heavy objects from 35 – 50 pounds.</li> </ul>

<sup>1</sup> A reasonable accommodation is pre-approved assistance, changes to a requirement or expectation, or the use of adaptive equipment/devices/procedures that will enable the student to participate and demonstrate the essential technical competencies despite having a disability.

Functional Ability	Standard	Examples of Required Activities
<b>Mobility</b>	Ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities.	<ul style="list-style-type: none"> <li>• Move around in work area and treatment areas.</li> <li>• Position oneself in the environment to render care without obstructing the position of other team members or equipment.</li> </ul>
<b>Hearing</b>	Ability sufficient for physical monitoring and assessment of patient healthcare needs.	<ul style="list-style-type: none"> <li>• Hear normal speaking level sounds.</li> <li>• Hear auscultatory sounds.</li> <li>• Hear auditory alarms (monitors, fire alarms, call bells).</li> <li>• Hear cries for help.</li> </ul>
<b>Visual</b>	Normal or corrected visual ability sufficient for accurate observation and performance of nursing care.	<ul style="list-style-type: none"> <li>• See objects up to 20 feet away.</li> <li>• Visual acuity to read calibrations on 1 ml syringe.</li> <li>• Assess skin color (cyanosis, pallor).</li> </ul>
<b>Tactile</b>	Tactile ability sufficient for physical monitoring and assessment of health care needs.	<ul style="list-style-type: none"> <li>• Feel vibrations (pulses).</li> <li>• Detect temperature changes.</li> <li>• Palpate veins for cannulation.</li> </ul>
<b>Smell</b>	Olfactory ability sufficient to detect significant environmental and patient odors	<ul style="list-style-type: none"> <li>• Detect odors from patient (foul smelling drainage, alcohol breath).</li> <li>• Detect the smell of something burning.</li> </ul>
<b>Emotional/ Behavioral</b>	Emotional stability and appropriate behavior sufficient to assume responsibility/accountability for personal actions.	<ul style="list-style-type: none"> <li>• Establish rapport with patients, instructors and colleagues.</li> <li>• Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own.</li> </ul>
<b>Professional Attitudes and Interpersonal Skills</b>	<p>Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, coworkers to achieve a positive and safe work environment. Follow instructions and safety protocols.</p> <p>Honesty and integrity</p>	<ul style="list-style-type: none"> <li>• Deliver nursing care regardless of patient's race, ethnicity, age, gender<sup>1</sup>, religion, sexual orientation or diagnosis.</li> <li>• Conduct themselves in a composed, respectful manner in all situations and with all persons.</li> <li>• Work with teams and workgroups.</li> <li>• Establish and maintain therapeutic boundaries.</li> <li>• Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation.</li> <li>• Demonstrate prompt and safe completion of all patient care responsibilities.</li> <li>• Adapt rapidly to changing environment/stress.</li> <li>• Exhibit ethical behaviors and exercise good judgment.</li> </ul>

Functional Ability	Standard	Examples of Required Activities
<b>Communication</b>	Communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the healthcare team, including non-verbal communication, such as interpretation of facial expressions, affect and body language.	<ul style="list-style-type: none"> <li>• Give directions to or follows verbal directions from other members of the healthcare team and participate in healthcare team discussions of patient care.</li> <li>• Elicit and record information about health history, current health state and responses to treatment from patients or family members.</li> <li>• Convey information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner.</li> <li>• Recognize and report critical patient information to healthcare team member.</li> </ul>
<b>Cognitive/Quantitative Abilities</b>	Comprehension skills and mathematical ability sufficient to understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.	<ul style="list-style-type: none"> <li>• Calculate appropriate medication dosage given specific patient parameters.</li> <li>• Analyze and synthesize data and develop an appropriate plan of care.</li> <li>• Collect data, prioritize needs and anticipate reactions.</li> <li>• Transfer knowledge from one situation to another.</li> </ul>

		<ul style="list-style-type: none"> <li>• Accurately process information on medication container, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals.</li> </ul>
<b>Conceptual/Spatial Abilities</b>	Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships.	<ul style="list-style-type: none"> <li>• Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths etc.</li> </ul>
<b>Clinical Reasoning</b>	Ability to reason across time about a patient's changing condition and/or changes in the clinician's understanding.	<ul style="list-style-type: none"> <li>• Evaluate patient or instrument responses, synthesize data, and draw sound conclusions.</li> </ul>
<b>Flexibility</b>	Adapt to Nursing Program course scheduling.	<ul style="list-style-type: none"> <li>• Available to complete the hours of an assigned schedule.</li> </ul>

Functional Abilities Essential for Nursing Practice  
2017-3-27

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**APPENDIX B – PLAN FOR STUDENT SUCCESS**

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**SOUTHEAST COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM PLAN FOR STUDENT SUCCESS**

STUDENT: \_\_\_\_\_ DATE \_\_\_\_\_

When a student is not meeting the criteria for performance, or program guidelines, a contract, outlining areas needing improvement is initiated.

The above-named student in the Associate Degree Nursing Program will be on a plan for student success beginning \_\_\_\_\_.

The area(s) needing improvement are as follows:

Student's plan for success and expected student behaviors in the above areas:

Instructor's recommendation for improvement in the above areas:

Dates of weekly conferences with Program Director or instructor:

I understand that if significant improvement is not noted and maintained by \_\_\_\_\_,  
The consequences will be:

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

*Your signature on this document does not indicate agreement, only acknowledgement and receipt of the aforementioned terms.*

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

Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_

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**APPENDIX C – SKILLS REVIEW FORM**

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**SKILLS REVIEW**

**Student Name:** \_\_\_\_\_ **Clinical Site:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Description of incident:**

**Plan for remediation:**

**Remediation and Competency shall be completed by:**

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

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

**Instructor Evaluation of Skill Competency:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Competency Met:** Yes No

**Further Remediation Plans (if needed):**

I understand that I will not be allowed to perform this skill in the clinical area until I successfully complete this check-off/competency test. I understand that I may not check-off any other skills in this course until I successfully complete this skill. I understand that failure of the lab portion of this course will result in failure of the course.

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

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

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**APPENDIX D – REFLECTION REPORT**

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

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

What happened? What can you learn from this situation? (Describe the event, precipitating factors, be detailed)

What could have happened? What (if anything) would you do differently if you were placed in this situation again?

What could have been the positive/negative impact of your actions/decisions?

What is your plan to improve? How can you use this knowledge in future patients you will care for?

Instructor Comments:

Reviewed signatures: Student: \_\_\_\_\_ Date \_\_\_\_\_

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



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**APPENDIX F – INCIDENT REPORT/MED VARIANCE SCORING WORKSHEET**

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**SOUTHEAST COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
INCIDENT REPORT**

Student: \_\_\_\_\_ Date Incident Report Completed: \_\_\_\_\_

Date/Time of Variance: \_\_\_\_\_

Clinical Site: \_\_\_\_\_

Instructor: \_\_\_\_\_

Patient Age/Diagnosis: \_\_\_\_\_

Persons Notified:

Instructor: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Clinical Site Staff: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Physician: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Other: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Description of Incident:

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***Note: If Incident involves a medication complete the Medication-Variance Scoring Worksheet***

Did the clinical site require an incident report?	Yes	No
Was the incident documented in SCC "TIPS"	Yes	No
Student's written explanation attached?	Yes	No
Appointment with program chair?	Yes	No

Date reviewed with faculty: \_\_\_\_\_

Date reviewed with program chair: \_\_\_\_\_

**SOUTHEAST COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
MEDICATION VARIANCE SCORING WORKSHEET**

	ASSESSMENT	ACTION
	Human Error 3 or more criteria in green OR Criteria score of 6 or less	No further action needed. Coaching, education and support occurred during review.
	At-Risk Behavior 3 or more criteria in yellow OR Criteria score of 7-15	Consultation with instructor for education and goal planning. May need to review at-risk behavior for self-awareness. See attachment.
	Reckless Behavior 2 or more criteria in red OR Criteria score 16 or more OR Incident involves fraud, theft, drug abuse, diversion, misconduct, impairment.	Consultation with Department Chair. May result in dismissal from program. See attachment.

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

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Program Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

**MEDICATION VARIANCE CATEGORIES**

**Category A:** Circumstances or events that have the capacity to cause error [*No Error*]

**Category B:** An error occurred but the error did not reach the patient (An “error of omission” does reach the patient) [*Error, No Harm*]

**Category C:** An error occurred that reached the patient but did not cause patient harm [*Error, No Harm*]

**Category D:** An error occurred that reach the patient and required monitoring to confirm that it resulted in no harm to the patient and/or required intervention to preclude harm [*Error, No Harm*]

**Category E:** An error occurred that may have contributed to or resulted in temporary harm to the patient and required intervention

**Category F:** An error occurred that may have contributed to or resulted in temporary harm to the patient and required initial or prolonged hospitalization

**Category G:** An error occurred that may have contributed to or resulted in permanent patient harm

**Category H:** An error occurred that required intervention necessary to sustain life

**Category I:** An error occurred that may have contributed to or resulted in patient’s death

### Medication Variance Evaluation Scoring Guide

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

		Human Error	At-Risk Behavior			Reckless Behavior	
Criteria		0	1	2	3	4	5
G	General Nursing Practice	No prior practice issue	Single previous issue	Single related issue in past year	Previous various issues in past year	Same issue documented past year	Previous issue within last 6 months and no improvement
U	Understanding/level of experience	Accidental	Wrong time of drug administration	Wrong route; wrong dose	Wrong drug	Dose calculation incorrect	Gross negligence
I	Internal policies/standards/orders	Unintentional <b>OR</b> No policy/standard	Orders not read	Deviated from standard, did not identify risk, unclear orders	Aware of standard, but disregarded; Allergy to medication	Intentionally disregarded policy, medication discontinued	Intentionally disregarded policy with understanding of the negative consequences
D	Decision/choice	Category A	Category B	Category C, D	Category E	Category F, G	Category H, I
E	Ethics/credibility/accountability	Identified own error; honest and remorseful	Readily admitted error and accepted responsibility when questioned. Planned for improvement in own practice	Reluctant to admit error; Justified action or inaction. Cooperative and accepting of plan for improvement	Denied responsibility until confronted. Blamed others, made excuses. Failed to see significance of error	Denied responsibility despite evidence. Indifferent, uncooperative, insubordinate, or dishonest	Took active steps to conceal error; Provided misleading information during investigation or destroyed evidence
# boxes checked in column							
Total # colored boxes							

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## APPENDIX H- REFERENCES

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**SOUTHEAST COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM**

**STUDENT HANDBOOK FORM  
ACADEMIC YEAR 2022-2023**

I have received a copy of the Associate Degree Nursing Handbook and agree to review it and abide by these guidelines. I understand I am responsible for any changes in program guidelines since the previous edition of the program handbook.

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STUDENT SIGNATURE

DATE

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STUDENT PRINTED NAME

### HESI Remediation Meeting Form

Student Name \_\_\_\_\_

<u>HESI Exam</u>	<u>ADN Faculty Advisor Signature</u>	<u>Date</u>
Fundamentals	_____	_____
Health Assessment	_____	_____
Gerontology	_____	_____
Psychiatric/Mental Health	_____	_____
Management	_____	_____
Maternity Nursing	_____	_____
Pediatric Nursing	_____	_____
Medical-Surgical	_____	_____
Pharmacology	_____	_____
Dosage Calculations	_____	_____
Critical Care	_____	_____
Exit Exam	_____	_____

**\*\*\*Please upload into ADN Community shell after each signature AND keep signed copy in your professional portfolio\*\*\***