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Introduction/Welcome

The Southwest Texas Junior College Associate of Applied Science Nursing Program Student Handbook has been compiled by the faculty to provide guidelines for students enrolled in the Associate of Applied Science in Nursing program (ADN). The purpose of this handbook is to identify policies and procedures specific to this program. This handbook is to be used as a supplement to the SWTJC Student Handbook and serves to bridge the policies of the College with the policies specific to this program. The policies and procedures set forth in this handbook are designed to support the success of the student. Specific information that will guide course activities are included in the course syllabus.

The Associate Degree Nursing Program is part of The Health and Human Services Division of Southwest Texas Junior College. The Health and Human Services Division is comprised of the Licensed Vocational Nursing program, the Associate Degree Nursing program, and the Radiology Technology program.

SWTJC is committed to providing quality educational programs for the purpose of developing successful health care professionals. Development of caring health professionals requires interactions with patients in hospitals and clinics, varied patient services, and academic settings, thereby resulting in an educational environment with unique characteristics and potentials for the learning process.

The SWTJC faculty and staff wish you success in the pursuit of your educational goals. Faculty members that are hired for the Associate Degree Nursing Program meet requirements for the Texas Board of Nursing and Southwest Texas Junior College. Their purpose is directed toward meeting the course objectives and assisting each student to meet the program outcomes.

SWTJC programs prohibit discrimination. Access to its programs or activities shall not be limited on the basis of race, color, religion, national origin, age, gender, sexual orientation, political affiliation, or disability.
Welcome to Southwest Texas Junior College Registered Nursing Program. We are pleased that you have chosen to be a part of our college history. Advancing your professional goals is important to you, your family and the community and we are happy to be a part of that endeavor. As Administrators at this college we believe that our nursing curriculum will provide many and varied opportunities to increase your knowledge and skills. We are proud to provide a newly remodeled building for classes with state of the art equipment including simulation models. Our library has current resources including an information system that provides full text for 1,792 nursing and medical journals at your disposal, thus the availability to the most current information in the health services community.

A most important facet to your continued professional growth is availability of clinical resources. We are working collaboratively with local and neighboring hospitals, clinics, nursing homes and physician offices to increase your knowledge of health deviations and the current modes of treatment. Personnel at each of these facilities are excited about participating in your learning experiences and are taking their time and effort to increase your potential. Physicians, physician assistants, nurse practitioners, staff nurses and other health service providers will share information specific to your role and at the same time provide an opportunity for you to observe their roles and contributions to patient care.

Last, but not least, we have faculty with varying backgrounds and experiences. Our focus is to provide students with faculty who have current knowledge, skill and expertise in nursing and related fields. Several of the faculty will be teaching in the program that hold full time positions as nurse practitioners, clinical nurse specialists, nurse managers, and pharmacists.

After you have had sufficient time in the program, we would welcome an opportunity to have evaluations and suggestions that could enhance our program and better serve your needs.

Again, thank you for choosing Southwest Texas Junior College and best wishes for success as a registered professional nurse.
Sincerely,

Hector Gonzales, PhD., President of Southwest Texas Junior College

Mark Underwood, PhD., Vice President of Academic Affairs

Johnny Guzman, M.Ed., Dean of College of Applied Sciences

Jesus Suarez, M.S., Allied Health and Human Services Division Chair

Geraldine M. Goosen, CCRN, PhD., Director of A.D.N. Program
I. Mission of the College and Philosophy of Nursing

Mission of the College
Southwest Texas Junior College is a comprehensive, public, two-year College serving eleven counties in southwest Texas. College programs and services provide accessible, affordable, high-quality post-secondary education that prepares students to: 1) enter the job market, 2) transfer to senior colleges and universities, and 3) pursue their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and supports the economic growth of the community.

Philosophy of Nursing
The Southwest Texas Junior College nursing faculty believe that nursing education must be current, dynamic, and futuristic in preparing students for the nursing needs of people in a changing health care delivery system. The concept-based, integrated curriculum proposes to prepare the nursing student for entry into practice as a professional nurse following successful completion of NCLEX-RN.

The nursing faculty view each human as a compilation of bio-physical, psychological, sociological, cultural and spiritual beings who continuously interact with their external and internal environments. Each holistic human being has unique values and beliefs that determine actions and responses to stimuli in the environment. Ability to adapt to the environment is guided by intellectual, emotional, and physical capabilities to make individual choices in illness and health.

A patient/client is that individual who seeks assistance for problems that fall within the scope of nursing practice for the State of Texas. These actions vary in scope from minimal assistance to extremely complex care, and are consistent with the culture, ethics, values and wishes of the individual, family, or significant other. The uniting thread for any level of care delivered to the patient is educational information that will assist the patient to achieve the highest potential of wellness possible.

Nursing faculty view the registered nurse as a key member of a multidisciplinary health team. The registered nurse has dependent, independent and interdisciplinary responsibilities to deliver caring quality nursing management to individuals, groups, families and communities. Caring has attributes and features pertinent to the profession of nursing. Caring encompasses those acts directed towards self and others, which positively influence interactions between humans and the environment, and improve the human condition with growth and healing.
Philosophy of Nursing, continued

*Nursing education* supports the human capacity to care through the acquisition of knowledge and skills needed to fulfill one’s professional role as a caring registered nurse. Nursing is both a science and an art that requires a dynamic learning program designed to provide comprehensive care and the continuum of wellness to illness for patients. The object is to achieve optimal health and quality of life. If recovery is not feasible, death with dignity is the goal. The nursing process may be preventive, therapeutic and/or educative in nature with the consistent steps of assessment, planning, implementation and evaluation to effectively meet the needs of the patient/client. Completion of this educational experience must be viewed as the beginning of a continual learning responsibility which is the hallmark of a professional and a pathway to advanced nursing practice.

Nursing faculty members envision the *teaching-learning process* as interactive and progressive in nature. Prerequisite and general education courses are viewed as the foundation for nursing education. Each nursing student who enters the nursing program has various, individual cultural and life experiences. Therefore, it is important for the student to articulate learning modes and actively participate in learning experiences that meet their needs. Both formal and informal environments selected for learning should reflect organization, careful planning, clearly stated goals and objectives, structured learning activities, and self-reflection. Clinical experiences must be linked to current didactic instruction to enhance the learning and retention process. These clinical experiences can be achieved in the skills laboratory, simulation laboratory, hospitals, clinics and other designated clinical facilities. Selected evaluation modes must also be viewed as learning experiences.

The *nursing faculty* view themselves as resources with knowledge and experience in nursing and teaching. We believe that nursing education is dynamic and the great challenge is to prepare students for current and future needs of people in a constantly changing health care delivery system. The expansion of knowledge in the health care delivery system is continuous. To maintain current knowledge and skill in the dynamic field of nursing, adjunct faculty are utilized to teach areas related to their clinical expertise. Not only must the knowledge and skills of faculty be strongly grounded in clinical expertise, but the imparting of such information requires creativity and the ability to field questions and inquiries with confidence and accuracy. Faculty members strive for program excellence through continuing assessment of the program and utilization of assessment findings for improvement. The goal of the nursing program is to assist nursing students to achieve their full potential through assimilation of knowledge, judgment, skill and values of the professional nurse.
II. Conceptual Framework

The Associate of Applied Science in nursing degree program will flow from the mission of SWTJC and the nursing program. This conceptual framework will assist students in developing academic and nursing competencies and help to organize thought processes regarding health problems and management of patient/client across the lifespan. Concepts for the framework include caring, communication skills, critical reasoning skills, evidence based practice, pathophysiological concepts and cultural diversity, each of which are germane to the professional role of nursing.

**Caring** require interaction and involvement with other individuals. It includes the following attributes of human behavior as described by Sr. Simone Roach (1998): conscience or ethical practice, commitment to the well-being of the patient, compassion for patients, confidence that fosters trusting relationships, competence in practice, and comportment that shows respect for self and others (p. 30-34).

**Communication Skills** The value of communication in any discipline is important; however, as key members of the multidisciplinary health care team, it is vitally important that nurses be able to communicate clearly, concisely and utilize correct terminology that will assist the recipient in correctly interpreting events. Because communication is an interactive process of transmitting information between two or more individuals, it is important for the student to recognize that they are participating simultaneously in the process of perception, listening and creating meaning in the transaction.

**Critical Reasoning Skills** Numerous definitions can be used to clarify broad aspects of critical thinking, clinical reasoning, and clinical judgment skills. In essence, each of these terms direct the nursing professional to determine what really matters and what is important to provide the basis of nursing care. The complexity of nursing exemplifies the need for a multi-logical approach that includes the need to be trained to identify and analyze health care issues from the perspective of more than one point of view, to reconstruct those points of view, and to argue issues that are opposed. Students must be skilled in the use of language, formulating problems, clarifying assumptions, weighing evidence, evaluating conclusions, self reflection, discriminating between good and bad arguments, and seeking to justify those facts and values that result in credible beliefs and actions.

**Evidence-Based Practice** Evidence-based practice is the conscientious use of current best evidence in making decisions about patient care. This decision-making process is a problem solving approach that is commonly used in nursing for assessing, planning, implementing and evaluating. However, the basis for action is not steeped in tradition or apprentice type activity. Instead, evidence-based clinical decision-making is based on evidence from research, evidence-based theories, expert consensus, patient assessments, clinical experiences, professional publications and other resources. Evidence from systematic reviews of randomized clinical trials has been regarded as the strongest level of evidence on which to base practice decisions; however, evidence from descriptive and qualitative studies as well as from expert consensus should also be factored into clinical decisions. Improvement in quality of patient care and patient outcomes depends on development of a rigorous process for finding the best evidence available.

**Pathophysiological Concepts** Understanding the pathological underpinnings of a disease process is requisite for selecting and delivering appropriate nursing care. The expanding amount of information requisite to formulate decisions is presented in a body systems approach and is typically learned through a memorization process. Concepts such as inflammation, ischemia, hypoxia, hypermetabolism, immunodeficiency, and anemia transcend body systems and provide the basis for nursing management.
Conceptual Framework, continued

Resource material for concepts has dramatically increased over the last decade in both nursing and medical literature. This generic nursing program curriculum is based on concepts in the bio-physical and psychosocial domain with the inclusion of key exemplars to anchor data in the current health care diagnostic criteria.

Cultural Diversity With each individual who requires some level of nursing management comes uniqueness with cultural differences, beliefs, symbolisms, and interpretations of illness. The knowledge base necessary for health care providers to recognize and manage cultural differences of patients and staff must be clearly addressed in the educational process. The vast range of cultural differences that comprise cultural diversity can first be identified when the nurse completes an in-depth exploration of self-cultural and professional background. Self-exploration will then become the groundwork for recognition of bias, prejudice and assumptions about individuals that are different. Leininger’s (2002) central purpose for transcultural nursing care is “to discover and explain diverse and universal culturally-based care factors influencing the health, well-being, illness, or death of individuals or groups” (p. 190).

III. Program Objectives/Outcomes

Upon completion of this registered nursing program, the graduate will function within the roles and responsibilities of the Associate Degree nurse and be able to:

1. Implement the standards of care as designated by the Board of Nursing for the State of Texas in a variety of health care settings.
2. Utilize critical reasoning, evidence-based practice and cultural diversity knowledge and skill when assessing, planning, implementing and evaluating patient care across the life span.
3. Engage in continuous improvement of cognitive, psychomotor and psychotherapeutic abilities necessary to comprehensively assess and provide safe and effective nursing care.
4. Demonstrate caring behaviors and utilize teaching strategies that promote wellness, a healthy lifestyle and recovery from illness.
5. Communicate and work effectively with patients, family members and the multidisciplinary health care team.
6. Demonstrate ethical and legal principles as a member of the multi-disciplinary health care team.
7. Maintain competence upon becoming a Registered Nurse through self-evaluation, peer review and continued education.
8. Continue to develop as an accountable and responsible member of the nursing profession.
IV. Differentiated Essential Competencies of Graduates of Texas Nursing Programs

Texas Board of Nursing 2010

- Nursing practice in Texas by licensed nurses flows along a scope of practice continuum based upon educational preparation from the Licensed Vocational Nurse (LVN) to the doctorally prepared Registered Nurse (RN). While selected aspects of nursing care may be assigned or delegated by licensed practicing nurses to ancillary persons such as nursing assistants or aides, LVNs and RNs currently form the core in the roles identified as members of the profession, providers of patient-centered care, patient safety advocates, and members of the health care team.

Educational preparation for the RN licensure examination may be obtained through Texas BON approved diploma, associate degree, and baccalaureate degree programs (including generic master’s degree programs). Each of these programs provides the necessary preparation for practice as a registered professional nurse. The curricula of each of the nursing programs differ and the outcomes of the educational levels dictate a differentiated set of essential competencies of graduates. The competency statements describe progression in expected behaviors across the types of programs from vocational nursing (VN) to diploma and associate degree nursing (ADN) to baccalaureate degree nursing (BSN). The competencies of each educational level build upon the previous level.

Differentiated Essential Competencies (DECs) have been expanded to include the following four roles as listed with a brief rationale for the change from DELCs:

- Member of the Profession: listed as the primary role to focus on the profession.
- Provider of Patient-Centered Care: a change in current literature from “client” to “patient”, emphasizing patient-centered care.
- Patient Safety Advocate: based upon new concerns about patient safety.
- Member of the Health Care Team: relates to the nurse’s participation in the health care team.

The competencies are written to guide nursing programs to meet the approval criteria established by the BON and to ensure that programs prepare graduates to provide safe, competent care to the people of Texas. A competency is described as “an expected level of performance that integrates knowledge, skills, abilities, and judgment” (American Nurses Association, 2008, p. 3).

Competencies were designed to demonstrate the progression of expectations across the types of nursing programs based upon educational preparation. It is acknowledged that it may be impossible to evaluate students’ abilities on some of the competencies since new graduates will grow from novice to advanced beginner as they transition into practice (Benner, 1984; National Council of State Boards of Nursing, 2006). It is expected that the education should have prepared the graduate with a background to demonstrate these advanced competencies, which are italicized and identified by an asterisk in the document. All of the competencies may be utilized to develop curriculum.

There may seem to be redundancy in the competencies within the DECs but the redundancy is intentional. The document was designed so that sections related to a specific competency or educational level could be
Differentiated Essential Competencies of Graduates of Texas Nursing Programs, continued

separated and could stand alone from the larger document. Most competencies build across educational levels and yet some of the competencies are the same across levels. For example, a general high level of safety is expected across all levels of nursing practice.

The scope of nursing practice for which the student is being prepared is reflected in the competencies. The scope of practice defines the extent of the provision of care within each level of educational preparation.

Patients for the LVN are individuals in the context of their families; patients for the diploma graduate or the ADN are individuals and their families; and patients for the BSN are individuals, families, populations, and communities. Rule 215 lists specific content areas for BSN programs: research, community, and leadership, all of which affect scope of practice.

In addition to the DECs being used for curriculum development, the DECs may also be used in the practice area to assist employers in developing orientation and internship programs, establishing career ladders, determining entry level competencies, determining job descriptions, and reviewing and revising policies and procedures.
V. Table 1 PROGRESSION OF CONCEPTS-Reflection of Guidelines

**COLLEGE MISSION**
- Pursue Professional Goals
- Enter Job Market
- Transfer to Senior College
- Economic Growth

**NURSING MISSION**
- Current Interactive Integrative Education (Built on Educational, Clinical & Life Experiences)
- Concept-based Patient Care
- Achieve Excellence
- Full Potential

**PHILOSOPHY**
- Evidence Based Practice
- Clinical Experiences
- Continued Professional Growth
- Professional Practice

**CONCEPTUAL FRAMEWORK**
- Critical Reasoning
- Ethical/Legal
- Therapeutic Communication
- Conceptual Pathophysiology
- Cultural Diversity

**DEC’S**
- Member of the Profession
- Provider of Patient Centered Care
- Patient Safety Advocate
- Member of the Health Care Team

**PROGRAM OBJECTIVES BY NO.**
- No. 1
- No. 2
- No. 3
- No. 4
- No. 5
- No. 6
- No. 7
- No. 8

**ACTUALIZATION**
- Professional Growth
- Pass N-CLEX-RN
- Progress toward BSN
- Socio-economic Achievement

**UNIT ACTION PLANS**
- Organizational Growth
- Registered Nurse
- Meet Professional Goals
Southwest Texas Junior College
Associate of Applied Science Degree in Nursing
Faculty & Clinical Site Information

**Director:** Geraldine M. Goosen, RN, PhD, BC-CNS, CCRN
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**A.D.N. Success Counselor**
Ms. Kathleen Rosen, RN, BSN, MSHSA .................. (830) 591-7386

**Hospitals**
Dimmitt Regional Hospital ........................................... (830) 876-2424
Fort Duncan Regional Medical Center ...................... (830) 773-5321
Medina Regional Hospital .......................................... (830) 741-4677
Uvalde Memorial Hospital ........................................... (830) 278-6251
Val Verde Regional Medical Center ......................... (830) 775-8566

**Mental Health Centers**
Cedar Hills Geriatric Center ..................................... (830) 597-5445
San Antonio State Hospital ......................................... (210) 531-7775
**Nursing Homes**
Amistad Nursing & Rehabilitation Center..............................................(830) 278-5641
La Vida Serena......................................................................................(830) 774-0698
Maverick Nursing and Rehabilitation Center.................................(830) 757-8566

**Hospices**
Fort Duncan Home Health & Hospice Care......................................(830) 757-0966

Additional faculty or clinical sites may be added as resources become available.
VI. **ANA Code of Ethics for Nurses with Interpretive Statements**

Students are expected to demonstrate ethical behaviors as specified in the American Nurse Association Code for Nurses. The Code for Nurses is intended to serve the individual practitioners as a guide to the ethical principles that should govern his or her nursing practice, conduct, and relationships.

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


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**ANA’s Principles for Social Networking**

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.
Tips to Avoid Problems
1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.


VII. NATIONAL STUDENT NURSES ASSOCIATION’S CODE OF ACADEMIC AND CLINICAL CONDUCT

Preamble: Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust that society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students: As students are involved in the clinical and academic environments, we believe that clinical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all patients.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate, and professional manner.
5. Communicate patient care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principle and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic facility and clinical staff to ensure the highest quality of patient care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk for injury to the patient, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from patients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substance that impair judgment in the academic and clinical setting.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school, policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations according to school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, Tenn., on April 6, 2001

NATIONAL STUDENT NURSES ASSOCIATION, INC. CODE OF PROFESSIONAL CONDUCT

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

Adopted by the 1999 House of Delegates Pittsburgh, PA at the 47th Annual NSNA Convention
Program of Study

ASSOCIATE DEGREE NURSING
ASSOCIATE OF APPLIED SCIENCE DEGREE

<table>
<thead>
<tr>
<th>General Education Courses:</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
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</tr>
<tr>
<td>Natural Science &amp; Math</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Total General Education Courses</td>
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</tr>
<tr>
<td>Technical Education Courses</td>
<td>39</td>
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<tr>
<td>Total Credit Hours for A.A.S.</td>
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Prior Semesters

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDUC 1100</td>
<td>Orientation</td>
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<tr>
<td>BIOL 2401</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2402</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2420</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1301</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2314</td>
<td>Lifespan Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2306</td>
<td>Introduction to Ethics</td>
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<td>Total</td>
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First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>RNSG 1128</td>
<td>Introduction to Health Care Concepts</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RNSG 1430</td>
<td>Health Care Concepts I</td>
<td>4</td>
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<td>RNSG 1125</td>
<td>Professional Nursing Concepts I</td>
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<tr>
<td></td>
<td>RNSG 1161</td>
<td>Clinical – Registered Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td>RNSG 1126</td>
<td>Professional Nursing Concepts II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RNSG 1216</td>
<td>Professional Nursing Competencies</td>
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<td>RNSG 1533</td>
<td>Health Care Concepts II</td>
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Second Year

<table>
<thead>
<tr>
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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>RNSG 1137</td>
<td>Professional Nursing Concepts III</td>
<td>1</td>
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<tr>
<td></td>
<td>RNSG 1538</td>
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<td></td>
<td>RNSG 2361</td>
<td>Clinical – Registered Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td>RNSG 2539</td>
<td>Health Care Concepts IV</td>
<td>5</td>
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<td>RNSG 2138</td>
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<td></td>
<td>RNSG 2362</td>
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<tr>
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<tr>
<td></td>
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</tbody>
</table>

Total Credit Hours for AAS: 60

Notes:
1. This course must be completed with a minimum grade of “C”. It is recommended that all these courses be completed prior to applying for admission. All science courses are required to be completed before applying to the ADN program.
2. Capstone course that consolidates the student’s learning experiences.
3. Students who need to be enrolled in full-time study may enroll in courses that meet the BSN requirements.
* All students are required to complete EDUC 1100; however, EDUC 1100 does not count toward degree requirements.
## Program of Study

**ASSOCIATE DEGREE NURSING**

**ASSOCIATE OF APPLIED SCIENCE DEGREE**

*(LVN to RN Pathway)*

### General Education Courses:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
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<tr>
<td>Natural Science &amp; Math</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
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Total General Education Courses: ................................................... 21

Technical Education Courses: .......................................................... 37

LVN Advanced Placement Credits ...................................................... 2

Total Credit Hours for A.A.S. .......................................................... 60

### Prior Semesters

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 1100*</td>
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<tr>
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<td>Anatomy and Physiology I .......... 4</td>
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<td>BIOL 24021</td>
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<td>BIOL 24201</td>
<td>Microbiology ......................... 4</td>
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<tr>
<td>ENGL 13011</td>
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<tr>
<td>PSYC 23141</td>
<td>Lifespan Growth and Development .... 3</td>
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<tr>
<td>PHIL 23061</td>
<td>Introduction to Ethics ............ 3</td>
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Total .......................................................... 21

### First Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>RNSG 1128</td>
<td>Introduction to Health Care Concepts .......... 1</td>
</tr>
<tr>
<td>RNSG 1430</td>
<td>Health Care Concepts I ..................... 4</td>
</tr>
<tr>
<td>RNSG 1301</td>
<td>Pharmacology ................................ 3</td>
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Total .......................................................... 8

**Spring Semester**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>RNSG 1126</td>
<td>Professional Nursing Concepts II ............. 1</td>
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<tr>
<td>RNSG 1533</td>
<td>Health Care Concepts II ..................... 5</td>
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<td>RNSG 1362</td>
<td>Clinical – Registered Nursing ............... 3</td>
</tr>
<tr>
<td>RNSG 1216</td>
<td>Professional Competencies ................... 2</td>
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Total .......................................................... 11

### Second Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1137</td>
<td>Professional Nursing Concepts III ........... 1</td>
</tr>
<tr>
<td>RNSG 1538</td>
<td>Health Care Concepts III ................... 5</td>
</tr>
<tr>
<td>RNSG 2361</td>
<td>Clinical – Registered Nursing .............. 3</td>
</tr>
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</table>

Total .......................................................... 9

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 2539</td>
<td>Health Care Concepts IV .................... 5</td>
</tr>
<tr>
<td>RNSG 21381</td>
<td>Professional Nursing Concepts IV ........... 1</td>
</tr>
<tr>
<td>RNSG 2362</td>
<td>Clinical – Registered Nursing .............. 3</td>
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</tbody>
</table>

Total .......................................................... 9

Total Credit Hours for AAS .......................................................... 60

### Notes:

1. This course must be completed with a minimum grade of “C” prior to applying for admission to the ADN program.
2. LVN Advanced Placement credits awarded upon successful completion of Fall and Spring of First Year.
3. Capstone course that consolidates the student’s learning experiences.
4. Students who need to be enrolled in full-time study may enroll in courses that meet the BSN requirements.
* All students are required to complete EDUC 1100; however, EDUC 1100 does not count toward degree requirements.
VIII. ADMISSION POLICIES AND PROCEDURES

This program is designed to provide: dynamic, interactive classroom information organized around a concept based curriculum; simulation experiences to enhance clinical capabilities; simulation scenarios to test clinical expertise; and supervised clinical experiences to complete Associate Degree Nursing requirements necessary to become a Registered Nurse (RN). This program is designed to prepare graduates to practice in a complex and ever-changing health care environment. Preparation for practice will be concept-based theoretical knowledge followed by structured, supervised clinical practice. This educational process will develop the student as an active participant and through the use of innovative teaching approaches, foster a safe, collaborative, and interactive educational environment.

Professional standards of care in nursing will provide the guidelines for the development of clinical reasoning, clinical judgment, ethical reasoning, and therapeutic communication skills. Designated curriculum, integrated with global issues and pathophysiological concepts, will ensure that graduates will be able to actively participate in society as educated, culturally astute and socially responsible individuals. Functioning within a multidisciplinary health care team requires diversity and compassion in traditional and/or non-traditional health care environments serving clients across the life span.

The program leads to an Associate of Applied Science in Nursing Degree (AASN) and can be completed in two calendar years. Upon successful completion of the program, the graduate is eligible to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ADMISSION REQUIREMENTS

Due to the complexity of the total admission process, there are essentially three steps that must be completed in sequence before an applicant can be considered a nursing student. The first step is the PREPARATION FOR ADMISSION TO THE NURSING PROGRAM. The second step is the APPLICATION PROCESS and the third step is the ADMISSION PROCESS.

PREPARATION FOR ADMISSION TO THE NURSING PROGRAM

Nursing students are admitted to the program each fall semester but the official admission process begins during the spring semester. Students receive guidance from College Counselors and Nursing Education staff members to assist them to prepare for the admission process.

1. Prior to the spring semester it is expected that each applicant has completed requirements for admission to Southwest Texas Junior College which includes assessment and placement in basic courses as guided by the Texas Success Initiative (TSI).

To complete the PREPARATION FOR ADMISSION TO THE NURSING PROGRAM process, it is recommended that potential nursing applicants complete all prerequisites prior to the spring semester so faculty members have sufficient data to make thorough decisions regarding the potential success of the applicant to complete the nursing program in a successful manner. Grades from science and English courses are especially meaningful for this predictive process.

2. If applicants are enrolled in prerequisites during the spring semester, mid-term grades for their courses must be made available to nursing faculty members prior to being considered for the fall nursing student pool.

3. Following is the list of pre-requisite courses that must be completed with a minimum G.P.A. of 2.5 prior to implementation of the ADMISSION PROCESS.
   BIOL 2401 Anatomy & Physiology I
   BIOL 2402 Anatomy & Physiology II
BIOL 2420 Microbiology
ENGL 1301 English Composition
PSYC 2314 Human Growth & Development
PHIL 2306 Ethics

4. If any of the science courses are over 5 years old, at the time of applying, it is required that the applicant take RNSG 1311 Nursing Pathophysiology.

APPLICATION PROCESS
1. To be eligible for the application process, each applicant must be assessed by ATI and an English proficiency evaluation. These two assessments will be completed on the same day as scheduled by the Administrative Assistant of the Associate Degree Nursing Program. Assessment dates, along with instruction on how to schedule your assessment, will be announced on the SWTJC home page at the end of the Fall semester.

2. The application process begins with successful results from the TEAS Examination by the Assessment Technologies Institute (ATI) with a recommended Adjusted Individual Total Score of 70. Scores that comprise the benchmark for the following TEAS categories are determined by ATI and reflect the national mean, including:
   a. Reading-70
   b. Math-69
   c. Science-54
   d. English (Grammar)-64

3. Instructions on how to proceed with the English proficiency assessment process will be provided in writing at the time of the assessment.

4. On Monday after spring break each individual student must have completed designated English proficiency requirements (Reading Comprehension, vocabulary, and medical terminology lessons).

5. An application form will be forwarded to the applicant for completion when the student has completed the ATI and English proficiency requirements. The application form must be completed and returned to the ADN Administrative Assistant’s office within two weeks of receiving the application.

6. Three completed reference forms must be submitted directly to the ADN program from your point of reference prior to the due date allotted in your application packet.

7. A criminal background investigation is required for all SWTJC Nursing applicants planning to enter the nursing program. Upon application to the Nursing Program, your personal data will be submitted to the Texas Board of Nursing (TBON) so a criminal background check can be performed. A copy of all correspondence received from the TBON must be submitted to the ADN office to be filed in the student’s record.

8. Licensure Eligibility - The TBON has identified certain circumstances that may render a potential candidate ineligible for licensure as a Registered Nurse. The TBON provides individuals with the opportunity to petition for a Declaratory Order as to their eligibility in accordance with Article 301.257 of the Nursing Practice Act. The TBON website, www.bon.state.tx.us, contains eligibility questions and the declaratory order. Each applicant must review the following documents in the TBON Rules and Regulations:
   213.27 Good Professional Conduct
   213.28 Licensure of Persons with Criminal Offenses
   213.29 Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters
   213.30 Declaratory Order of Eligibility for Licensure
ADMISSION PROCESS
The third and most extensive process begins with an interview scheduled by the ADN Administrative Assistants. This interview will occur after the student has completed previous steps in the application process as designated. When the activities required for the PREPARATION FOR ADMISSION and APPLICATION PROCESS is completed, and documentation placed in your student file, a letter will be sent via e-mail and United States Postal Service identifying your status.

To complete the admission process, all requirements listed below must be completed and evidence of these requirements presented to the ADN Administrative Assistant prior to June 1st:

1. Current Basic Cardiac Life Support (BCLS) certification from the American Heart Association class “C” for Health Care Providers. A current BCLS card is required before the applicant can attend clinical rotations.
2. Evidence of mental and physical health as documented in a physician examination.
3. Evidence of all immunizations or acceptable titer levels, in writing, as required by the Texas Department of Health (Measles, Mumps, Rubella, (MMR); Diphtheria, Tetanus, Pertussis (DTap); Varicella; Meningitis; and Hepatitis “B” series).
4. Written evidence of negative Tuberculin screen or negative chest x-ray. Documentation must be current.
5. Evidence of health insurance. Such insurance must be maintained for the duration of enrollment in the nursing program.
6. Negative drug urine screen (instructions will be provided).
7. Purchase of the approved school uniform, logo, lab coat, fully enclosed white shoes, and laboratory supplies (approved stethoscope, pen light, and watch with second hand) as required.
8. Basic computer skills must be evident by a course grade or ability to demonstrate computer competence.
9. It is required that the student have a computer and continuous access to the Internet.
10. Students are required to carry liability insurance throughout the program. The fee for this insurance is included in the admission fees.

Notification of Selected Applicants
Selected applicants will be notified of their acceptance in writing via e-mail, or by phone. Applicants who are not selected may be placed on an alternate list if applicant agrees. In the event of cancellations, eligible applicants will be moved up the list and these candidates will be notified. The alternate list will be maintained until the program begins in August. Students who are selected for the ADN (AASN) program will be required to attend an orientation session at the time and date notified in the confirmation letter. Failure to attend will result in forfeiture of your place in the program.
**Point System for Applicants**

Points will be accumulated from data supplied by the applicant and address the following issues:

1. One point will be given for each of the required general education courses in the curriculum completed with a grade of “B” or better. Points will not be given for science courses if they are older than 5 years.  
   **Points _______.**

2. Two points will be given if the applicant is a resident of Dimmit, Edwards, Frio, Kinney, LaSalle, Maverick, Medina, Real, Uvalde, Val Verde, or Zavala County.  
   **Points _______.**

3. One point will be given if the applicant has been on the SWTJC President’s List; SWTJC Dean’s List, member of PTK or can show evidence of academic recognition from other colleges or universities attended.  
   **Points _______.**

4. Three points will be given if the applicant receives a grade of “A” on the first attempt of Anatomy & Physiology I or II. Five points will be given if the applicant receives a grade of “A” on the first attempt of both Anatomy & Physiology I and II.  
   **Points _______.**

5. One point will be given if the applicant has not had to repeat a general education course within the past 5 years.  
   **Points _______.**

6. One point will be given if at least 10 semester credit hours have been successfully completed at SWTJC.  
   **Points _______.**

7. Points will be given based on cumulative GPA; two points will be given for cumulative GPA between 3.5 and 4.0; one point will be given for cumulative GPA between 3.0 and 3.49.  
   **Points _______.**

8. Points will be given if the applicant has had clinical experience between graduation from the Vocational Program and application to the ADN Program.  
   **Points _______.**
   a. 1 – 2 years experience 1 Point  
   b. 3 – 5 years experience 2 Points  
   c. 6 – 10 years experience 3 Points  
   d. 11 or more years experience 4 Points

9. Two points will be given if clinical experience for the LVN has been in an acute care setting.  
   **Points _______.**

**Total Points: __________**

**Applicants who are not selected will be notified in writing and requested to meet with the Director of the Program to assure their understanding of the selection process and be given guidance to correct their deficits.**
Licensure Eligibility

Please read the following information. If you have any questions or concerns, or need additional clarification, contact the Associate Degree Nursing Program Director @ 830-591-4163. After you read this information, sign and date this form, indicating your knowledge of these requirements.

Please note that to be compliant with clinical facility requirements a mandatory criminal background check will be required prior to admission (only after acceptance and from the vendor specified by the ADN (AASN) Program).

Licensure Eligibility

The Texas Board of Nurses determines eligibility requirements for applicants for the initial licensure by examination. All candidates for licensure will be required to answer the following questions:

Y N
____ 1. Have you ever been cited or charged with any violation of the law?
____ 2. Do you have any criminal charges pending, including unresolved arrests?
____ 3. Have you been convicted; placed on community supervision, whether or not adjudged guilty; sentenced to serve jail or prison time or granted pre-trial diversion; or plead guilty, no contest or nolo contendere to any crime in any state, territory or country; or received a court order, whether or not a sentence was imposed, including any pending criminal charges or unresolved arrest whether or not on appeal (excluding minor Class C traffic violation)? This includes expunged offenses and deferred adjudications with or without a finding of guilt. Please note that DUI’s (driving under the influence), DWI’s (driving while intoxicated), and PI’s (public intoxication) must be reported and are not considered minor traffic violations. One time minor in possession (MIP) or minor in consumption (MIC) does not need to be disclosed; therefore, you may answer “No.” If you have two or more MIPs or MICs, you must answer “Yes.”
____ 4. Have you been the subject of a court–martial; Article 15 violation, or received any form of military judgment/punishment/action?
____ 5. Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate held by you now previously, or ever fined, censured, reprimanded or otherwise disciplined you?
____ 6. In the past five (5) years, have you been addicted to or treated for the use of alcohol or any other drug.
____ 7. In the past five (5) years, have you been diagnosed with or treated or hospitalized for schizophrenia or other psychotic disorders, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

If your response is yes to any of these questions, you are strongly encouraged to submit a petition for “Declaratory Order” to the Texas Board of Nurses prior to acceptance or within the first notification of acceptance. For information or guidance in this process to determine eligibility for licensure by examination, contact the Texas Board of Nurses at 512-305-7400 or go to the web site: www.bon.state.tx.us. The “Declaratory Order” form can be accessed at http://www.bon.texas.gov/olv/pdfs/DOapp.pdf.

____________________________________  ________________________
Student’s Signature                  Date

Application cannot be accepted without signature
IX. TUITION AND FEES

Students enrolling in the Associate Degree Nursing Program pay the regular college tuition, fees and an additional $300 Allied Health surcharge each fall and spring semester. If you have questions regarding general tuition, please refer to a current SWTJC Catalog. Other costs the student may accrue include traveling to special clinical sites: psychiatric rotations, wound care centers or acute care sites. Students are informed during their admission interview process and updated at the beginning of each semester. Listed below are some additional fees and expenses that are required throughout the program. Some of these amounts are actual costs and some are approximate to assist the student in financial planning:

**Pre-Admission:**
1. Entrance ATI examination ................................................................. $55.00
2. TOEFL Exam .................................................................................. $200.00
3. WEaver License ............................................................ $40.00
4. Criminal Background Check .......................................................... $50.00
5. Required Physical Examination .................................................. $100.00
6. Immunizations (Hepatitis B Series) ............................................... $80.00
7. Meningitis Vaccine .......................................................... $25.00
8. Tuberculin Screen ....................................................................... $25.00
9. Drug Screen ................................................................................ $45.00
10. Uniforms and other apparel (uniforms ordered through ADN Program) $210.00
11. School patch (available at bookstore) ............................................ $5.00
12. Nursing equipment (stethoscope, bandage scissors, hemostats, penlight, calculator, and watch with second hand.) .......................$150.00

**Total** .......................................................................................... $985.00

**Fall Semester I:**
1. ATI National Assessment and Remediation ........................................ $350.00
2. Computer Documentation for Clinical Experiences ........................ $50.00
3. Textbooks ................................................................................ $600.00
4. Allied Health Surcharge ................................................................ $300.00
5. Health Insurance .......................................................................... Various
6. Liability insurance ...................................................................... $24.00

**Total** ........................................................................................ $1,324.00

**Spring Semester I:**
1. ATI National Assessment and Remediation ........................................ $350.00
2. Textbooks ................................................................................ $300.00
3. Skills Bag ................................................................................ $300.00
4. Allied Health Surcharge .......................................................... $300.00
5. Health Insurance .......................................................................... Various

**Total** ........................................................................................ $1,250.00

**Fall Semester II:**
1. ATI National Assessment and Remediation ........................................ $328.50
2. Textbooks ................................................................................ $150.00
3. Allied Health Surcharge .......................................................... $300.00
4. Health Insurance .......................................................................... Various

**Total** ........................................................................................ $778.50

**Spring Semester II:**
1. ATI National Assessment and Remediation ........................................ $332.50
2. Allied Health Surcharge .......................................................... $300.00
3. Health Insurance .......................................................................... Various
4. Licensure application ............................................................... $125.00
5. NCLEX Fee .............................................................................. $200.00
6. Passport Photo for License ......................................................... $25.00
7. Graduation Cap, Gown, Tassel, & Diploma ................................... $50.00
7. Class Pin ................................................................................ $100.00

**Total** ........................................................................................ $1,132.50

Approximate total (without tuition) .......................................................... $5,470.00
X. STUDENT PROGRESSION/WITHDRAWAL/READMISSION & TRANSFER POLICIES

Progression Policy

Students’ progress through the curriculum according to the outlined Program of Studies. For progression in the ADN program, the student must meet all of the following criteria:

2. Complete all nursing courses in sequence as outlined in the degree plan with a grade of C=75% or better and meet all clinical objectives as specified in the course syllabus. For each didactic nursing course, the student must achieve an average grade of 80% or above on examinations, including the mid-term and final examination. After it is determined that the student has achieved 80% on the examinations, other class assignments will be calculated to determine the final grade. The student must maintain a cumulative GPA of 2.5 or greater to progress to the next semester.
3. Complete all college support courses designated for the nursing program with a grade of C or better.
4. Once enrolled in the nursing program, a student who receives a D, F, or W in a nursing course or drops a nursing course, must, if eligible, re-enroll in that course before enrolling in a subsequent nursing course.
5. A student will be readmitted only one time to the program. Following a second D, F, or break in enrollment during the program, a student is not eligible for readmission.
6. Consideration for readmission will be on an individual basis and as space permits. A student not enrolled in a nursing course for one or more semesters will be required to demonstrate competency in previously completed nursing courses prior to readmission by means of an examination.
7. Have declared a Registered Nursing major with the office of admissions by completing the Declaration of Major Field of Student Form.
8. An incomplete grade will need to be completed within one semester. Progression in the nursing program will be delayed due to the scheduling of classes.
9. After admission to the program, the student has three years to complete the graduation requirements.
10. Throughout the program, students will be encouraged to work no more than 24 clock hours per week. If academic status is compromised, it will be recommended that the student decrease their working hours. Any activity associated with gainful employment must not interfere with classroom or clinical requirements.

Withdrawal

SWTJC Associate Degree Nursing Program reserves the right to request withdrawal of any student whose health, attendance, conduct, personal qualities, or scholastic records indicate that it would be inadvisable for the student to continue.

A student considering withdrawal from a Nursing Course(s) should refer to the Associate of Applied Science Degree in Nursing Student Handbook and make an appointment with their course Faculty of Record, Faculty Advisor, and the Program Director. All reasonable effort must be made to complete the course as designated since withdrawal from a course will mean that the student must wait a year to re-enroll in the program or seek admission to another school.
Readmission Process

Completion of all nursing courses must occur within a three-year interval from the point of initial application to an Associate of Applied Science Nursing Degree program to completion. This time interval may vary, depending on when the student leaves the program initially. A student seeking readmission to the SWTJC-AASN program must meet the following requirements:

1. Complete a new admission packet, meeting all current admission/progression requirements.
2. Provide current CPR, health insurance, physical, immunization, criminal background and drug screen information.
3. Provide proof of physical examination, release letter from the physician and/or diagnostic tests as recommended or required to return to class/clinical after illness, injury, surgery, or pregnancy. The physician must indicate that the student has no restrictions.
4. Failure to successfully complete any nursing course or withdrawal from a nursing course with a failing average will require complete readmission to the nursing program.
5. Readmission can occur only one time for a classroom or theory course and one time for a clinical course. Failure of a second nursing classroom course or clinical course will result in ineligibility for readmission.
6. If a student has been readmitted following a nursing course failure and subsequently withdraws from a nursing course because of extenuating circumstances, the student may be readmitted if in a passing status at the time of withdrawal. If the student seeks readmission, it will be necessary to complete the application procedure and meet admission requirements that are in place at the time admission to the program is sought.
7. Consideration for readmission of former students is based on the following:
   A. Former faculty team recommendation.
   B. Academic grade average and clinical evaluation.
   C. Reason(s) for failure if applicable.
   D. Resolution of outside extenuating circumstances if applicable.
   E. Completion of remedial work as specified in writing.
8. After the student is readmitted into the program nursing faculty will work closely with the student to achieve success. It is highly recommended the student schedule time with faculty to review course content prior examinations especially at the beginning of each semester. The student will schedule a meeting with the Remediation Counselor the first week of school to identify a success plan.

Continuation Process

The continuation process is used when a student wishes to resume classes in the program after an absence following prior enrollment in which all course work was satisfactorily completed. A student requesting continuation in the Associate of Applied Science in Nursing Degree Program must have a SWTJC cumulative GPA of 2.5 or greater.
Transfer Student Admission Procedure

The following requirements apply to students that wish to transfer to SWTJC-AASN:

1. Transfer students are considered on a space available basis and must apply in writing to the SWTJC Nursing Program after counseling and approval from the Director of the Nursing Program.
2. Students who have successfully completed nursing courses at other accredited concept-based curriculum schools are evaluated on an individual basis by the director and faculty of the nursing program to determine their entry level.
3. Nursing courses completed more than 2 years prior to the time of application are not transferable and will need to be repeated at SWTJC.
4. The transfer student must furnish a copy of each nursing course syllabus with course description to the nursing director so each course can be evaluated.
5. Transfer students must meet the same admission and progression criteria as the SWTJC nursing students.
6. Completing the last semester of the sophomore year at SWTJC is necessary to meet the requirements for graduation.
7. Transfer students must not currently be on suspension or academic probation from another college or university. A written recommendation from the Dean/Director of their previous nursing program is required.
8. It is the responsibility of the applicant to furnish all necessary documentation to the nursing program office prior to the semester the student is seeking entry.
9. Prior to enrollment, qualified applicants who have been accepted into the nursing program must:
   A. Submit a current CPR Health Care Provider card.
   B. Provide a current completed physical examination form.
   C. Provide written evidence that admission immunization requirements have been met.
   D. Provide proof of health insurance

LIBRARY RESOURCE

The Southwest Texas Library is an excellent resource for information nursing students may need to complete assignments during the time they are in the Associate Degree Nursing Program and when they have enrolled in advanced nursing programs that graduates select to achieve their professional goals. Data that must be obtained to complete requirements are available via internet, thus providing accessibility to resources at the student’s home. Special resources such as Nursing Library Guides, Evidence-based Nursing Practice, and CINAHL are only a few of the resources specific to nursing that can provide guidance for writing professional papers and nursing care plans. Steps that must be taken to gain access to numerous resources is provided to students during the orientation period and a copy of the handouts provided is included in Appendix A.
## XI. Performance Standards

The following performance standards and activities have been identified as essential for successful admission, progression and completion of the Associate Degree Nursing program. Applicants to the program must be able to meet the following performance standards:

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples of Required Activities</th>
</tr>
</thead>
</table>
| Observation        | Ability to actively participate in all demonstrations, laboratory exercises, and clinical experiences in the professional program component and to assess him/her for examination, diagnosis, and treatment. Such observation and information usually requires functional use of visual, auditory, and somatic sensations. | - Visually discriminating incremental reading on syringes  
- Sphygmomanometers and other various medical equipment  
- Visually discriminating between different colored objects  
- Discriminating between auditory stimuli  
- Perform a comprehensive assessment on patients |
| Gross Motor Skills | Gross motor skills sufficient to provide the full range of safe and effective patient care activities | - Move within confined spaces such as treatment room or operating suite  
- Assist with turning and lifting patients  
- Administer CPR |
| Fine Motor Skills  | Fine motor skills sufficient to perform manual psychomotor skills         | - Pick up and grasp small objects with fingers such as insulin syringe, pills  
- Perform tracheotomy suctioning, insert urinary catheter |
| Physical Endurance | Physical 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 | - Walk/stand for extended periods of time; turn, position, and transfer patients.  
- Manually resuscitate patients in emergency situations |
| Physical Strength  | Physical strength sufficient to perform full range of required patient care activities | - Push and pull 250 pounds  
- Lift/move heavy objects from 35 – 50 pounds |
| Mobility           | Physical 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 | - Move around in work area and treatment areas.  
- Position oneself in the environment to render care without obstructing the position of other team members or equipment |
| Emotional/ Behavioral Professional Attitudes and Interpersonal Skills | Auditory ability sufficient for physical monitoring and assessment of patient health care needs | • Hear normal speaking level sounds  
• Hear auscultatory sounds  
• Hear auditory alarms (monitors, fire alarms, call, bells)  
• Hear cries for help |
|---|---|---|
| Hearing | Normal or corrected visual ability sufficient for accurate observation and performance of nursing care | • See objects up to 20 feet away  
• Visual acuity to read calibrations on 1 ml syringe  
• Assess skin color (cyanosis, pallor) |
| Visual | Tactile ability sufficient for physical monitoring and assessment of health care needs | • Feel vibrations (pulses)  
• Detect temperature changes  
• Palpate veins for cannulation |
| Tactile | Olfactory ability sufficient to detect significant environmental and patient odors | • Detect odors from patient (foul smelling drainage, alcohol breath)  
• Detect smoke |
| Smell | Emotional stability and appropriate behavior sufficient to assume responsibility / accountability for actions | • Establish rapport with patients, instructors and colleagues.  
• Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own  
• Deliver nursing care regardless of patient’s race, ethnicity, age, gender, religion, sexual orientation or diagnosis  
• Conduct themselves in a composed, respectful manner in all situations and with all persons  
• Work with teams and workgroups  
• Establish and maintain therapeutic boundaries  
• Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation  
• Demonstrate prompt and safe completion of all patient care responsibilities  
• Adapt rapidly to changing environment/stress  
• Exhibit ethical behaviors and exercise good judgment |
| Communication | Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team, including non-verbal communication, such as interpretation of facial expressions, affect and body language | • Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in health care team discussions of patient care  
• Elicit and record information about health history, current health state and responses to treatment from patients or family members  
• Convey information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner  
• Recognize and report critical patient information to other caregivers |
| Cognitive/ Quantitative Abilities | Reading comprehension skills and mathematical ability sufficient to understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis | • Calculate appropriate medication dosage given specific patient parameters  
• Analyze and synthesize data and develop an appropriate plan of care  
• Collect data, prioritize needs and anticipate reactions  
• Transfer knowledge from one situation to another  
• 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 |
| Conceptual/Spatial Abilities | Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships | • Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths etc. |
| Clinical Reasoning | Ability to reason across time about a patient’s changing condition and/or changes in the clinician’s understanding | • Evaluate patient or instrument responses, synthesize data, draw sound conclusions |
| Flexibility | Adapt to Nursing Department course scheduling policy | • Available to work the hours of an assigned schedule which could include any shift and day of the week |
XII. General Compliance Information

Noncompliance with Program Policies

Policies and procedures for the nursing program and/or clinical areas are specific guidelines for performance and levels of achievement. Each student will be provided policies and procedures in the handbook, the syllabus and/or with specific competencies. These policies and procedures must be followed and will become a part of performance issues throughout the learning process. Non-compliance with nursing program policies and procedures or clinical affiliation policies and procedures may be grounds for dismissal from the program. If these policies and procedures are not followed, student will receive a verbal reprimand followed with a written reprimand if a similar problem is repeated. A subsequent occurrence will bring a recommendation for removal from the program since students are expected to follow these policies and procedures at all times.

Policy and Procedure Changes

All policies are subject to change by the nursing program faculty as deemed necessary. Students will be notified of policy changes in writing and will be required to sign the related notification. A copy of the signed notification will be placed in the student file.

Probation

Students are placed on academic probation and may be withdrawn from the program for unsafe or unprofessional clinical practice. A student who is negligent or fails to improve after verbal and/or written notification of unsatisfactory performance will be placed on probation.

“Probation” is implemented for students who are not meeting the class and clinical objectives, are not meeting the required 80% average on examinations, have unsatisfactory/unsafe performance in the clinical experience, and/or violate college policies listed in the College Student Handbook and the Nursing Student Handbook. The student will remain on probation until the end of the semester or as otherwise stated in the letter provided to the student from the faculty of record and the director of the nursing program. Success activities will be followed as specified by the counselor and the student must meet criteria as identified by the counselor and/or faculty. The student will be evaluated on a regular basis in the clinical area as well as the didactic courses as specified in a written contract. Failure to improve and/or to meet contract or course requirements may result in withdrawal from the nursing program.

Student Rights, Responsibilities, and Conduct

The SWTJC nursing program believes in the concept of freedom of choice that creates the educational and cultural conditions for the full development of students and members of the community. It is the right of students to retain their individualism, personal freedom, autonomy and dignity, while respecting the rights of others. SWTJC has specific guidelines regarding student rights, responsibilities and conduct.

(See 2016-2017 College Catalog online at http://www.swtjc.edu).

Dress Code

Classroom Attire: The nursing students and faculty will maintain a professional, well-groomed appearance while attending classes, clinical assignments, conferences and external functions. **Denim jeans are not appropriate attire when visiting facilities other than the college but can be worn in the classroom.** All nursing students are representing SWTJC and the ADN program so appearance and attire should be neat, clean and appropriate. Hair must be clean, well groomed, and in a conservative style with no fad designs or colors. Men must have a conservative, neat haircut and essentially clean shaven with well-groomed beards and mustaches. **Fingernails must be trimmed short and kept clean. Artificial nails and nail polish are not allowed under any circumstances.**
Regular dental care and oral hygiene will be maintained to present a pleasant, professional appearance. Jewelry should be worn in moderation. Body piercing and tattoos must be covered and cosmetics applied in moderation.

Clinical Attire: All nursing students are representing SWTJC and the ADN Program. Nursing students will maintain a professional, well-groomed appearance during all clinical rotations.

1. Appearance and hygiene: Uniforms and lab coats must be freshly laundered, neat, and fit properly.
2. Hair: Hair must be clean, well groomed, and in a conservative style so that it does not interfere with patient care. Hair must be worn up and off the collar, and away from the face. No fad designs or colors will be accepted.
3. Shaving: Men must have a conservative, neat haircut off the collar, and essentially clean shaven with well-groomed beards and mustaches.
4. Hands and Nails: Hands are to be washed before and after every patient contact. Handwashing is required to prevent the spread of infection. Nails must be trimmed short (no longer than ¼ inch) and kept clean. Artificial nails, nail wraps, decorations, nail jewelry or other artificial additions to natural nails will not be allowed. Nail polish will not be worn in the clinical setting by students or faculty members.
5. Oral Hygiene: Regular dental care and oral hygiene will be maintained to present a pleasant, professional appearance. It is important that patients not be offended by unpleasant odors, such as perfumes, cigarette smoke, or halitosis.
6. Jewelry: Jewelry is not part of the uniform. A wedding band and a wristwatch may be worn to the clinical area. Jewelry may pose a safety hazard and should be removed before entering the clinical setting. **No engagement rings will be allowed in the clinical area.** If wedding band and engagement ring are bonded, both must be removed. Only one pair of stud earrings without dangling components are allowed to maintain compliance with hospital and Associate Degree Nursing policy. No visible body piercing is allowed in clinical other than one pair of stud earrings.
7. Tattoos: Visible tattoos are not allowed in the clinical area, the skills lab, or the simulation lab. The visible tattoos must be covered by clothing, regardless of the ambient temperature.
8. Cosmetics: Make-up is to be worn in moderation. No scented lotions, perfume, cologne, or after-shave will be worn, as it may be offensive to patients. Unscented deodorants are recommended due to patient allergies.
9. The nursing school insignia patch must be permanently attached (not glued, stapled, pinned or taped) to the student’s uniform top and lab coat in the designated area. The insignia must be attached mid-way between the top shoulder seam and the bend of the elbow on the left arm of the lab coat. The insignia for the uniform top must be placed on the left sleeve, mid-way between the hem of the sleeve and the shoulder seam.
10. A lab coat with the school logo must be worn over appropriate street clothing to obtain patient information that may be required from the hospital to complete an assignment. Again, denim jeans are not appropriate attire when visiting the clinical facilities.
11. Requirements for clinical attire are applicable to the simulation lab since this lab is an extension of clinical facilities.
12. If the weather is especially cold and the student is not comfortable in the standard uniform, a solid white, cotton, long sleeved turtleneck or crew neck shirt may be worn under the uniform top. Long underwear tops and/or bottoms may be worn if desired since these pieces of clothing will not be visible. If this is not sufficient warmth, the lab coat may be worn as described above. Non-white sweaters and jackets are not acceptable attire.

Attire for College Functions: Professional attire must be worn for college functions such as Pinning Ceremony or Graduation Activities. Off the shoulder dresses for women is acceptable at designated after 5 or formal functions.
**Textbooks and Supplies**

Nursing e-books and supplies are available at the SWTJC bookstore. Students will receive a list of required e-books and supplies for the next semester upon request. All students need to purchase e-book bundles through the bookstore to have complete access to required references and Page-bust throughout the course. If the student wishes to purchase a bound book from previous students, to have a textbook in addition to the e-books, the student can negotiate this transaction. The bookstore is available for the convenience of the students. All students are expected to have the designated e-books before the first day of class to adequately prepare for class assignments as listed in the course syllabus.

**Financial Assistance**

Financial aid and counseling is available at SWTJC. Since a variety of financial resources are available at different times during the semester, it is advisable to contact financial aids representation immediately after notification that you have been accepted to the nursing program. Refer to “Financial Assistance” in the SWTJC College Catalogue at http://www.swtjc.edu.

**Video Conferencing**

Due to the distance between campuses in the Southwest Texas Junior College district, the college has equipment available for communication between campuses that allows for live interaction. Classrooms equipped with video conferencing capability will be assigned, according to availability, by college administration. Every attempt will be made to simulate the face to face process and answer questions initiated by students at all locations. Consistent effort will be made to allow students to answer questions posed by the faculty. The most ideal situation is face to face interaction in the classroom, but we are also aware of the time required for travel and the subsequent expense. As the course progresses, any suggestions from the students to facilitate interactive activities will be welcomed and initiated as feasible.

Instructional Aides are assigned to each classroom to assist with utilization of the equipment and as an onsite resource for the faculty. They take class roll and proctor examinations as scheduled and may be able to assist with some classroom assignments as requested by the faculty. Students will respect the Instructional Aides and implement class conduct as though the faculty member of record is present. Thus, whispering during class activity, utilizing computers or other electronic devices for non-class related activities, or other conduct that is not condoned in the classroom must be avoided. Faculty of record will work closely with the Instructional Aides to maintain academic integrity in the classroom.

**Academic Integrity**

Academic dishonesty including plagiarism will result in a grade of zero on the work or examination in question. The second infraction will result in a failing grade in the course and will be reported to the Vice President of Academic Affairs, Dean for The College of Applied Sciences, and the Division Chair by the Director of the Nursing Program.

**“Scholastic Dishonesty”**

“Scholastic dishonesty” shall include, but not be limited to, cheating, plagiarism, and collusion. “Cheating” shall include, but shall not be limited to:
1. Copying from another student’s test or class work;
2. Using test materials not authorized by the person administering the test;
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator;
4. Knowing using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test, paper, or another assignment;
5. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test;
6. Substituting for another student, or permitting another student to substitute for one’s self, to take a test;
7. Bribing another person to obtain an unadministered test or information about an unadministered test; or
8. Manipulating a test, assignment, or final course grades. “Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. “Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Electronic Communication Devices

The use of electronic communication devices, such as cell phones, pagers, PDAs, cameras, etc., are not allowed in the classroom and lab setting. All such devices are to be left in the student's vehicle, locker, or placed on silent in a basket located at the front of the classroom. The student must not answer the phone during class, skills lab, simulation lab, or clinical experience. If any electronic device is used during any testing situation, it will be considered an act of academic dishonesty and the student will receive an automatic “0” on the examination or assignment. Cell phone use in the clinical setting must follow hospital policy. If faculty or a nurse reports inappropriate use of cellphones or other electronic devices, penalties will be assessed. While meeting with faculty, the device must be set to silent mode. Students may use cellphones during allotted time provided as scheduled breaks for class or clinical experience. For family emergencies, contact the SWTJC faculty of record at 830-591-4163.

Computer Policy

Computers are available in the classroom for each student. Use of these computers is for educational experiences only. During class time, faculty may block use of the internet and e-mail so the student is focusing on instructional material, only. Failure of the student to comply with guidelines provided in class will result in disciplinary action.

E-Mail Access

Faculty must have access to each student around the clock via an electronic device and/or e-mail address. Students may utilize the computers on campus to create and check their e-mail accounts. E-mail accounts should be checked daily for new messages, grades, or assignments. The help-desk is available for assistance in setting up a free e-mail account or for access to library documents. Most class information is sent via the Portal on Shared Files. Since e-mail access is limited, it is important for the student to read messages and delete them as soon as possible to provide space for incoming messages.

Student Records

Academic and health information for each nursing student is maintained in the Associate Degree Nursing Program Office. Copies of health information required by clinical facilities and the Texas Board of Nursing will be provided to the clinical facility upon request and with permission from the student. Records will be kept in a locked, secure room and within a locked, fireproof file cabinet located in the Witt Building. Students will be required to sign designated documents during orientation that indicate the students’ understanding and compliance with sharing of personal information to clinical agencies.
XIII. CLASS PREPARATION TIME
HOW MUCH IS ENOUGH?

“How much time is enough” must be followed with a concern about “how do I plan?” There are as many theories, beliefs, and myths, floating around about class preparation time as there are students and faculty. The important factor is to establish a pattern in your daily schedule and stay with that time factor. A commonly heard rule of thumb is 2 clock hours of preparation for every one-clock hour of lab. In this program, lab refers to skills lab, simulation lab, and direct patient care clinical facility. For classroom preparation, a minimum of 3 hours preparation time must be spent for every one-clock hour of class. Preparation for lab or clinical would include care plan development and completion of assignments the faculty have required. Following is a table for each semester that is keyed directly to the courses you are enrolled in and the minimum amount of time needed to adequately prepare to achieve success in this program. If you are not successful with the time in the chart, then more time may be required for you to progress in the program. Utilization of this block of time will assist you to prepare a realistic time schedule on a weekly or daily basis. Keeping a schedule on a calendar or electronic device is necessary. Planning and keeping a time schedule is a positive step toward achieving your professional goals and will help you and/or significant others to understand the number of hours that must be devoted to the learning process.

Since this is a full time program that may require class time or clinical experience at any time during the day, evening or night time (including Saturday and Sunday), and due to the extensive amount of time necessary to successfully complete this program, it is expected that students will not be employed for more than twenty-four (24) hours per week. If 24 hours are added to the table below, it is not difficult to see that time is valuable.

### Study and Class Time per Week for Nursing Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Class Hrs/Wk</th>
<th>Lab</th>
<th>Clinical Clock Hrs/Week</th>
<th>Study Time</th>
<th>Total Hours per Week</th>
<th>Total Hours per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Fall</td>
<td>6</td>
<td></td>
<td>4/4</td>
<td>34</td>
<td>48 clock hrs</td>
<td>6.9</td>
</tr>
<tr>
<td>2nd Spring</td>
<td>8</td>
<td>8</td>
<td>8/4</td>
<td>64</td>
<td>92 clock hrs</td>
<td>13.1</td>
</tr>
<tr>
<td>Summer I</td>
<td>2</td>
<td></td>
<td>8</td>
<td>48</td>
<td>44 clock hrs</td>
<td>6.28</td>
</tr>
<tr>
<td>3rd Fall</td>
<td>5</td>
<td></td>
<td>16/4</td>
<td>47</td>
<td>68 clock hrs</td>
<td>9.7</td>
</tr>
<tr>
<td>4th Spring</td>
<td>5</td>
<td></td>
<td>16/4</td>
<td>47</td>
<td>68 clock hrs</td>
<td>9.7</td>
</tr>
</tbody>
</table>

XIV. CLASSROOM AND CLINICAL ATTENDANCE, ABSENCE AND TARDINESS POLICY

**Attendance**

Nursing students follow the SWTJC attendance policy for campus/didactic courses and are expected to be present for all class meetings of the courses in which they are registered. Students who fail to comply with attendance requirements as specified in the course syllabus will be reported to the Dean for the College of Applied Science for excessive absences. An instructor may request withdrawal of a student from a class when the total number of absences exceeds SWTJC criteria for "Excessive Absences". Absences may be further complicated when the student fails to make the appropriate contact with faculty regarding the reason for absence. All class and clinical rotation courses require attendance in order to be in compliance with the college and accrediting agencies.
Due to the nature of the purpose and outcomes of this program, it is imperative that all effort be exerted to remain healthy and implement every effort to maintain classroom, simulation, and clinical expectations. Regardless of the reason, missing content that is not remediated in some manner may result in future inability to administer prudent nursing care to a patient under your responsibility as a registered professional nurse.

FACULTY NOTIFICATION OF STUDENT ABSENCE –

It is the responsibility of the student to contact the faculty of record by phone call for each course when they become aware that an absence is eminent. SWTJC makes no distinction between excused or unexcused absences. Therefore, the faculty may count all absences except when prohibited by State law or statute. According to State law there may be a valid reason for a student’s absence from class. Acceptable reasons are, but not limited to: personal illness, death in the immediate family, religious holy days in compliance with Section 51.911 of the Texas Higher Education Code, military or legal obligations, or school trips. Student must provide faculty of record with documentation related to the absence. It is the responsibility of the student to inform the faculty of an excused absence related to one or more of the aforementioned categories and to ask for make-up work. Any class work missed because of an absence and not subsequently completed may affect the grade of the student regardless of the reason for the absence. Obtaining information covered during class time is the responsibility of the absent student; however, the manner in which makeup work for absences is administered is left to the professional discretion of the individual faculty member.

Content covered in class, simulation or clinical experience is difficult to duplicate and must be arranged with the faculty member responsible for the area of absence and the faculty of record for the course. Since the student is responsible for class preparation and the events in class that may be a compilation of discussion, case studies, videos, and/or group activities, it will be extremely difficult for the student to make up the loss of collaborative experience due to an absence. Make up for absence will be met as specified by the faculty teaching the class and the faculty of record. One course or clinical absence is allowed per course before action included in the college handbook, nursing handbook and/or course syllabus is implemented. There are no partial absences. However, it is important to attend even part of the class or clinical to obtain as much information as possible that is planned and presented by faculty and/or peers.

Status of students who miss more than the allowed absences will be reviewed by the faculty to determine potential to continue in the program. Recommendations made by the faculty and submitted to the student in writing will be followed to maintain student status. If the student has a situation where continued absences from educational events cannot be resolved, they have the option of withdrawing from the program in the Registrar’s office by the official drop date with a WP. If college guidelines for withdrawal from a course or the program are not followed, a course grade of “F” will appear on the final grade reports.

Absence - Didactic

Students are expected to attend all classes and are responsible for all announcements and course content as specified in the syllabus. Faculty members announce information via e-mail and may also utilize class time to make specific announcements regarding course information. Obtaining such information is the responsibility of the student. Students must be present when scheduled to present an assignment in class, even when it is a group presentation. If prior arrangements have not been made with the faculty of record and their peers, a grade of “0” will be given for that activity. All individual, group, written or oral presentations will have grading sheets with specific points that will determine the final grade for the assignment.

Students are responsible for the learning process and are expected to participate in classroom activities that reflect their individual knowledge obtained from assigned material. Interactive activities will be consistently utilized in the classroom in place of didactic content. Creative classroom activities will encourage group participation and thus enhance the learning process.
Absence - Exams

Students must notify the faculty of record, by phone call, prior to the class/exam in case of absence. **A student, who does not take an exam at the scheduled time and fails to arrange for postponement of the exam in advance, receives a grade of “0” for that exam.** The “0” grade will be averaged with the student’s other examination grades for the course grade. Makeup examinations will be scheduled at the discretion of the faculty of record. A student absent without permission from a final examination is graded a “0” for the exam.

Absence - Clinical

Students are expected to attend **all** scheduled days of clinical experience. Should a student be unable to attend a clinical session, he/she must notify the assigned unit, clinical faculty, preceptor, and faculty of record, by phone call, at **least two hours prior to reporting time.** Due to variations in schedules at clinical agencies, nursing faculty will inform students of required reporting times, as well as notification methods for each area of assignment. Failure of the student to notify the clinical faculty of absences will be followed with a written clinical warning that will be placed in the student record. Absences from clinical areas are extremely difficult to make up and must be arranged in advance if possible. The student is responsible to schedule a **make-up** **clinical day** if they are unable to attend their normally scheduled rotation, not to **exceed one missed** clinical day. Make up for clinical absence will be at the discretion of the faculty of record. The student will receive a zero “0” as their grade for any additional absences or absences unable to be made up.

Students are permitted in the hospital in the role of “Nursing Students” only during the designated clinical rotation and clinical preparation times. Additional time on the nursing unit must be arranged with the faculty and/or preceptors. When a student is not in the role of “Nursing Student,” the student assumes the role of “visitor” and should abide by hospital regulations. SWTJC uniforms, lab coats, or nametags should not be worn while the student is in the role of “visitor.”

SWTJC has a notification procedure for those rare occasions when severe winter weather or an emergency situation might necessitate college-wide class/clinical cancellations. In the event of inclement weather students are to go to the SWTJC website (www.swtjc.edu) under About SWTJC, then select Emergency Response & Alerts to find information for cancellation of classes or school closures. Communication with your clinical instructor and preceptor will follow as specified in your clinical syllabus. It is important to note that if classes are cancelled, the clinical experience will also be cancelled. Student safety is imperative.

Tardy – Clinical and Classroom

Tardiness is defined as arriving **10 minutes** after the scheduled class or clinical starting time. Three episodes of tardiness will be equal to one full absence from class or clinical. Due to variations in schedules at clinical agencies, clinical faculty and preceptors will inform students of required arrival time for each area of assignment. A student arriving in the clinical area more than **10 minutes** late will be managed according to the discretion of the faculty and/or preceptor. The decision may be that the student is not allowed to stay and will be given an absence and/or a clinical warning. Evaluation criteria for that day will be a “0”.

Class/Clinical Schedule

At the beginning of each semester, a class and clinical schedule will be provided to the student. Every effort will be made to maintain that schedule; however, the schedule of classes and clinical may need to be altered due to faculty availability, preceptor availability and/or patient availability and acuity. The routine schedule of classes conducted by Southwest Texas Junior College may need to be altered to meet the classroom, simulation lab, video-conferencing, and clinical requirements for the nursing students. Classes will usually be scheduled on Monday and Tuesday, simulation will be scheduled on Wednesday with clinical experience planned on Thursday or vice versa for the first two semesters. In the last two semesters, clinical experiences will be dependent upon the schedule for preceptors. Simulation will usually be scheduled on Friday. Depending on clinical experience, faculty availability, and preceptor availability, it may be necessary to have some evening and nighttime experiences. During the second year, students are expected to work the same schedule as their assigned preceptor, including weekends and holidays. Major clinical experiences will be conducted in the Southwest Texas area facilities as listed on page 9. To
compliment hospital and simulation experience, numerous clinics, physician offices, geriatric centers, cancer centers, hospice and MHMR’s may be included in the clinical schedule to provide experience necessary to meet the clinical objectives.

Clinical sites will be rotated to give the students a variety of experiences as required in the curriculum. Program and course objectives must be met to achieve graduation requirements. Due to frequent change in patient census and acuity, students may be required to travel to other cities to meet clinical objectives. Such assignments will be the discretion of the faculty and transportation method and expense will be the responsibility of the student unless otherwise provided by the college. Travel time to and from each facility will not be included in the accumulation of clock hours necessary to meet the semester hour requirements.

Each clinical course may have a specified percentage of time that will be spent in the Simulation Lab and/or Skills Lab. This activity will not include practice time unless planned with the faculty member present and specified by the faculty of record. Successful completion of patient scenarios and skills competencies may require duplication of time for evaluation and meeting course objectives. This time will be managed according to the discretion of the simulation/skills lab faculty and the faculty of record as specified in the syllabus. Requirements must be completed as specified in the clinical course objectives. Each student will have a face to face clinical evaluation with clinical faculty at the mid-term and final week of the semester. Grades received in the lab will be incorporated with the overall clinical grade as indicated in the clinical grading guidelines in the course syllabus.

**Maintaining Civility in the Classroom**

Students are full partners with the faculty in fostering a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the faculty member; students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students. Inappropriate behavior in the classroom may result in a request for the offending student to leave class.

The syllabus for each course will serve as the guide for behavioral expectations in the classroom. In general, faculty set the tone for quiet, orderly behavior that allows for interaction in the classroom. Classroom misconduct may be classified as behavior that disturbs the teaching function, the students or the faculty member during the class period. Listed below are a few examples of class misconduct that may be experienced in the classroom:

Activated cellular phones and pagers, challenges to faculty authority, demands for special treatment, frequent episodes of leaving and then returning to the class, eating or drinking in the classroom, tardiness, leaving didactic early, making offensive remarks, missing deadlines, prolonged chattering, reading newspapers during class, computer use for material other than designated classroom material, sleeping, dominating discussions, shuffling backpacks or notebooks, and overt inattentiveness are examples of inappropriate classroom behavior. At the discretion of the faculty of record, a percentage of the final grade may include adherence to classroom behaviors.

**Procedure to be followed for classroom misconduct/disruption:**

1st. Incident—Faculty will speak with the student privately about his/her inappropriate behavior after class. The student will be confronted in class if the behavior is so extreme that it demands an immediate response.

2nd. Incident—Faculty will again speak with the student in private and prepare a written document with the student’s response. This will be placed in the student file.

3rd. Incident—Faculty will refer the student immediately to the Department Chairperson and/or the Dean of Instruction. Written summary of student expectations will be placed in the student file and followed throughout the remainder of the program. Further incidence of misconduct may result in removal from the program without opportunity to return.
STUDENT SUCCESS COUNSELOR

The focus for the College and the Nursing Program is to assist students to achieve success within the framework of individual potential and professional goals by identifying learning needs and obstacles to student success. Providing a consistent counselor to work with and follow students that are having difficulty maintaining benchmarks has been viewed as a beneficial endeavor in other colleges and universities. The Administration for this College approved the hiring of a part-time Success Counselor to assist students to develop effective study habits, establish test taking skills, and maintain benchmarks for course examinations and standardized examinations.

The focus on student success will begin at orientation and proceed as needed with frequent assessments for advancement and improvement in the learning process. Success counseling for at risk students will include examination review and analysis using the Missildine test review program, counseling, mentoring opportunities, and other individual help sessions designed to assist the student. Educational resources such as computer assisted instruction modules, enhancers and focused examinations, and additional instructional materials will be used. As student’s progress through the curriculum, faculty track student performance in the academic and clinical setting. When areas of improvement are identified, the Success Counselor, in collaboration with the faculty member, will work with the student during scheduled intervals. Students will be required to sign a Student Success Contract, attend scheduled sessions with the Success Counselor, and implement the individualized Student Success Plan. After repeated counseling sessions with the Success Counselor, collaboration between the faculty of record and the Success Counselor may result in additional learning activities for that student prior to the next examination. These planned activities may be in the form of written requirements, referral to the counseling center, or private and/or group sessions with faculty members. The student, faculty, and Success Counselor will work in collaboration to assess, plan, implement, and evaluate factors that will promote progression in the program and improve the student’s future academic success.

XV. STUDENT EVALUATION POLICIES

Grading System

The following grading system will be utilized in the Associate Degree Nursing program for all didactic and clinical courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80 – 99</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>75 – 79</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>66 – 74</td>
<td>1.0</td>
<td>Unable to progress</td>
</tr>
<tr>
<td>F</td>
<td>65 – and below</td>
<td>0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

MINIMUM GRADE

Students must achieve an average of 80% on course examinations, mid-term, final examination, clinical evaluations and concept based clinical activities (CBCA) in all nursing courses. If 80% is not achieved on any one examination, the student will be referred to the Success Counselor for test review and individualized written recommendations to promote success. If the student is not able to achieve benchmarks in the nursing program an incomplete “I” grade will be submitted to the registrar by the faculty of record. The student will have one year to successfully complete the course and change the grade of “I” to a passing grade. To compile the final grade, quizzes, case studies, and written individual and/or group assignments will be added to the examination grade for students that have achieved 80% or above on their examinations. For successful
completion of clinical courses student must achieve an 80% in their overall clinical evaluations and CBCA before any other grades are compiled. A minimum grade of 75% (a passing course grade of “C” or higher) must be attained in that composite grade to progress to the next level. The percentage weight for each exam, quiz, and written and/or oral presentation varies by course and is identified in each course syllabus. Examination structure will be determined by each individual faculty member with content taken from course objectives, unit objectives and test blueprints.

**ATI REQUIREMENTS**

All students will follow the evaluation program designed by ATI as selected by the faculty. Cost of this service is included in student tuition fees for each semester. SWTJC uses a variety of the ATI tutorials, practice assessments, and proctored assessments to help students prepare for the NCLEX-RN examination. The integration of these products continues throughout the ADN pre-licensure nursing curriculum to facilitate student learning and contribute to assessment of student mastery of the content. The SWTJC ATI Integration Plan, approved by Faculty, is developed and revised as needed to be closely associated with the content of the courses throughout the curriculum. Completion of ATI tutorials, practice assessments, and proctored assessments are outlined in the SWTJC ATI Integration Plan.

The ATI testing program evaluates student content mastery throughout the curriculum. The Faculty believes that content mastery predicts NCLEX-RN success and that the ATI products are valuable tools to prepare for NCLEX-RN success and future nursing practice. **Consistent** use of ATI tutorials and assessments throughout the nursing curriculum is expected to provide students the benefit of assessing their own knowledge and customizing further review of content areas.

Students are expected to complete assigned ATI tutorials and practice assessments as specified in nursing course syllabus. Students are required to take all ATI proctored assessments associated with nursing courses. Instructions for completing practice assessments are found within course syllabus and in preparation for proctored assessments, students are expected to complete those assessments in accordance with the instructions. All practice assessments must be taken in accordance with course syllabus requirements.

The contribution toward course credit for completion of specific ATI products is outlined in nursing course syllabi and consistent with the following criteria:

- Contribution of ATI proctored assessment scores to nursing course grade (See Table 1). Scores on the Secured (Proctored) ATI Examinations in selected courses comprise a component of the course grade equivalent to one examination, based on achievement of Proficiency Levels as indicated by ATI. In those courses where there is more than one ATI examination, all exams will be averaged and will count for a total of one exam grade.
- Grading will be based on the achievement of levels of proficiency as indicated by ATI and are available on the ATI website.

Students scoring at or above Level 3 will receive a grade of 92%

Students scoring at or above Level 2 will receive a grade of 83%

Any Student who scores Level 1 or below will be required to complete remediation as prescribed by the course faculty of record. (Refer to ATI Policy Algorithm)

Students are given one opportunity for retake and are scored as follows: a Proficiency Level 2 or above on the second attempt will receive 83% and at a Proficiency Level 1 on the second attempt will receive a 75% for that exam.

**Table 1:**

<table>
<thead>
<tr>
<th>Level achieved on 1st proctored exam</th>
<th>% Test grade</th>
<th>Remediation/Retesting</th>
<th>Grade after retesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>92%</td>
<td>N/A (Focused Review is required)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Minimum scores for proficiency levels vary for each assessment in the RN Content Mastery Series. ATI establishes each assessment score based on the NCLEX Test Plans for RN and through the National Standard Setting Study.

**Comprehensive Predictor**

ATI RN Comprehensive Predictor Assessments help to determine each student’s preparedness for the NCLEX and are highly predictive of NCLEX performance. Non-proctored practice exams will be available online for the student.

The proctored ATI RN Comprehensive Predictor will be given before the end of Semester 4 and is associated with the Professional Nursing Concepts IV course. The score for the Comprehensive Predictor should be a minimum of 72.7% which is equivalent to a 95% probability of passing the NCLEX-RN on the first try. This score is benchmarked as “passing” for the Comprehensive Predictor. If a score of 72.7% is not achieved, it will be necessary for the student to complete a focused review and take an additional comprehensive predictor examination, achieving a benchmark score of 72.7%. Failure to achieve the benchmark on the second comprehensive predictor will be evaluated by the faculty as a whole and the student will follow guidelines proposed by the faculty.

**Tutorials, Simulations and Quizzes**

All ATI products used in any course will be identified in the course syllabus. Grading criteria for any of these additional products will be delineated in the course syllabus.

**STUDENT EXPECTATIONS FOR THE LEARNING PROCESS**

Nursing students in each course are expected to:
- Use recommended learning resources and activities to prepare for class and clinical.
- Be prepared to demonstrate knowledge and skill for an assigned area in class and clinical.
- Be interactive in the learning process.
- Utilize reflection on past life experiences as a basis for the learning process.
- Recognize and benefit from diverse backgrounds that each student brings to the learning experience.
- Identify personal specific class/clinical learning needs.
- Devote full attention to learning and practice opportunities in class and clinical.
- Be responsible for material from prerequisite courses.
- Recognize the value of recommended learning resources to build knowledge and skill for nursing and take full advantage as specified in the syllabus.

**POSTING OF EXAMINATION AND FINAL GRADES**

Examination grades will be available after the computerized examination is completed according to guidelines provided by the faculty of record in each course syllabus. All examination and other course activity grades will be posted in the grade book provided in the portal. As previously stated, the Missildine Test Evaluation will be utilized for review activities when the 80% benchmark is not achieved on any one examination. The Success
Counselor will contact the student for test review. Any student, regardless of grade, may request review of a specific examination with the faculty of record within two weeks following the examination date.

Evaluation of assigned activities in the skills lab, clinical location, and/or simulation lab will be clarified and provided at the time of the scheduled assignment so students clearly understand the requirements and are knowledgeable regarding their progress. Specific information related to skills or simulation lab evaluation will be provided and reviewed by the faculty. Some of the skills and/or simulation activities will be designated as learning experience and some as evaluation experience. Specific criteria and grading rubrics will be provided for each of these designations.

**Student Conferences and Evaluations**

Student conferences and summative evaluations will be scheduled at mid-term and at the end of each semester by the faculty of record for each clinical course in collaboration with the faculty located at each clinical site. Conferences and evaluations may be performed at any time deemed necessary by the faculty and the student will meet with the faculty in a formal conference to review strengths and performance deficits. A written report will be provided to the student and signed by both the student and instructor. A remediation contract including deadlines for completion will be developed and guided by the Success Counselor to correct the deficit. If at any time the student does not comply with the terms outlined in the conference report, the student may be placed on probation or withdrawn from the program. A weekly evaluation will be completed to provide summary data at the end of the semester.

**Course, Clinical and Faculty Evaluations**

Students are strongly encouraged to evaluate specific courses, faculty, clinical facilities, clinical instructors, preceptors, and the nursing program. Constructive student feedback is important to improve the curriculum and clinical instruction. Student evaluations and successful completion of the program are two key elements used to evaluate the existing program and determine changes that need to be made. At the end of each calendar year, information from student evaluations will be compiled and analyzed by the faculty to determine changes that need to be made in identified courses. Evaluation forms and directions for completion are provided in each course syllabus.

**Academic Integrity**

Academic integrity is an essential component of professional behavior for students in the Associate Degree Nursing program. Students are expected to possess a sense of responsible professional behavior, demonstrate an active learning behavior, and accountability for their actions. Development of knowledge, skill, and behaviors that contribute to desirable professional attributes is a learning component of the program. Engaging the students in the active learning process has become the standard approach for classroom activities. The “didactic” process that has been acceptable for a number of years has now changed to student engagement in class activities that reflect student preparation for class. Faculty members are responsible for coaching and guiding classroom activities, answering questions posed by students, and directing planned activities in the direction toward positive learning experiences and relevant knowledge and skills that will promote professional growth. Written submissions will be in APA format, including citations and references when required.

**Academic Dishonesty**

The Associate Degree Nursing Program follows the Discipline Policies as set forth in the SWTJC Student Handbook. A copy of the SWTJC Student Handbook is available to all students on the college website @ http://www.swtjc.com.

All academic work submitted by nursing students shall be the result of their own thought, research, or self-expression. For purposes of these regulations, academic work is defined as, but not limited to: exams and quizzes, whether taken on paper or electronically; projects, either individual or group; professional papers; classroom
presentations; and homework. When students borrow ideas, wording, or organization from another source, they shall reference that information in an appropriate manner.

Definition: Academic dishonesty includes but is not limited to the following:

- Cheating on an exam or quiz by bringing information to the testing area. Using a cell phone or PDA for calculation, talking to another student during the exam, or looking at another student’s paper during the exam.
- Plagiarizing-borrowing ideas, wording, or organization from another source without appropriate referencing.
- Unauthorized collaboration/collusion with another person in preparing outside work for fulfillment of course requirements.
- Unauthorized entry into test banks or examinations.
- Falsifying data in patient health record.
- Assisting others in academic dishonesty.
- Discussing any assessment tools such as examinations or mastery check-offs with students who have not taken the exam or completed the check-off.
- Having a copy of an exam outside the time and place of test administration.
- Lying or misrepresenting care given to a patient, clinical errors, or any action related to clinical experience.
- Recording, taping, or taking pictures without consent from the instructor.

Dishonesty harms the individual, fellow students, and the integrity of the program and potentially a patient. All documented incidents of academic dishonesty will result in probation or withdrawal from the program. Students who are withdrawn from the program due to academic dishonesty will not be eligible for readmission into the program.

XVI. STUDENT ACTIVITIES

SWTJC STUDENT NURSING ORGANIZATION

The student body members will be given the opportunity to organize their group for the purpose of conducting business and activities throughout the year. The National Student Nurses Association (NSNA) will be the nursing program organization. Representatives needed to participate in nursing school activities will be elected by the student group to serve for the period of the academic year in concert with the NSNA guidelines and bylaws.

TEXAS STUDENT NURSES ASSOCIATION

The Texas Nursing Students’ Association, Inc. (TNSA), a division of NSNA, is a student nursing association dedicated to promoting professionalism and leadership for today’s students. TNSA represents over 3,000 student nurses from across the state preparing for initial licensure as registered nurses. The mission statement for the TNSA is as follows: To provide the highest education for student nurses while aiding in the development of the whole person; To have direct input into the standards on nursing education and influence on the educational process. To model a high level of integrity among students in their dealings with people as they strive for excellence in everything they do, as it is an expectation and not a goal.
CAMPUS ACTIVITIES

Nursing students are encouraged to participate in campus activities throughout the year. Even though the nursing curriculum is comprehensive and time consuming, participation in college activities promote personal growth. Phi Theta Kappa (PTK) is one example of a campus group in which qualified students should participate.

COMMUNITY ACTIVITIES

As occasions arise, students will be encouraged to participate in clinics and other types of screening activities in the community. During the Holidays, some of the agencies that have provided learning experiences for the students will appreciate their participation in group festivities for the patients. These notifications will be provided by the faculty. Teaching projects with community agencies and groups are required in several of the courses.

STUDENT PARTICIPATION IN CURRICULUM AND PROGRAM GOVERNANCE

POLICY: Matters involving program planning, development, implementation and evaluation must have input from the student body.

PURPOSE: The purpose for having student participation in the working principles of the nursing program is to assure that students have input into the development of academic policies and procedures, curriculum planning, clinical site selection and evaluation of teaching effectiveness. Not only is it vital to have student influence in governing and curriculum issues, but students need to develop insight into the working mechanisms, guidelines, and constraints involved in implementing the program. Maintaining and continued development of the program within the confines of governing bodies such as the Texas Board of Nursing, the Texas Board of Higher Education Coordinating Board, the Department of Labor and the National League for Nursing are significant learning experiences for the students.

PROCEDURE: The following steps provide guidelines for student participation:

1. Three weeks after the first day of class, the student body will be asked to democratically select one or two student representatives from each geographic site to be present in nursing faculty meetings and committee meetings when formed. Guidelines for student selection are addressed in the NSNA program.
2. An additional student may be selected to serve as an alternate in the event that one of the fully designated students cannot be present at a meeting or responsibility.
3. Student representatives will have one full vote each in democratic issues.
4. Faculty meetings and committee meetings will be scheduled for the academic year at a date and time that students can attend without hardship or interference with clinical activities.
5. The agenda for each faculty meeting will include a time for student representatives to discuss class issues.
6. Student representatives will summarize meeting achievements and e-mail the student body specific information that is pertinent. If needed, a class meeting can be called to provide discussion and input from all students.
7. At the end of the first semester, the student body will have the opportunity to verify that the two selected students and one alternate are representing them.
8. If the student body so designates, new students can be voted upon to replace one or all of the designees.
9. Student representatives will not be present during the discussion of individual student issues related to grade achievement or disciplinary factors.
10. The student course work may be shared with scholastic accreditation agencies to improve the overall program curricula. The following examples could be shared with agencies: care maps, care plans, concept based clinical activities and special projects to serve as program enhancement.

**XVII. Substance Abuse Policy**

Students who report to class or clinical and are suspected of being under the influence of alcohol or illegal drugs will be required to submit to drug screening at their own expense. The faculty member will request that the student be tested for drugs under the following circumstances:

1. Observable indication of actual use of impairment such as slurred speech, lack of coordination, incoherence, the odor of marijuana, or alcohol.
2. Possession of drugs, paraphernalia or alcoholic beverages.
3. Detailed, factual and persistent reports of misuse.
4. Abnormal and erratic behaviors such as sudden outburst, mood swings, hostility or unusual anxiety.
5. Involvement of suspicious accidents.
6. Apparent lapses in judgment or memory.
7. Unusual lethargy.
8. Repeated behaviors that are not in keeping with usual expectations.
9. Unusual patterns of movement or motor activity that cannot be explained.
10. All students are subject to random drug testing at the discretion of the Director and faculty.

**Drug Testing Procedure**

The faculty will document the student’s behavior and confer with the program director to initiate follow-up procedures.

1. If a student denies being under the influence of unauthorized substances, a request for a drug screening will be initiated. The student will be requested to sign the consent to undergo drug screening at that specified time. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program.
2. All students enrolled in the nursing program are required to consent to and complete drug screening as requested by the department.
3. Institute a Request for Drug Screen. Provide verbal and written instructions for the testing procedure, including time frames for the test.
4. Arrange for transportation directly to the designated testing center.
5. After the drug screen specimen has been obtained, the student may be transported to his/her home.
6. The student will not attend the clinical rotations with pending drug screen test results.
7. The drug screen findings will be interpreted by the designated testing center within 24-48 hours.
8. The results of the drug screen test will be sent to the Director of the ADN program. The results of the test will be kept in a confidential, locked file. Results of the test will be released to college officials on a need to know basis only. Records may be released only to the student or the decision-maker in a lawsuit, grievance or other legal proceeding that may arise as a result of the positive drug test.
9. All positive drug screen tests will be reviewed by an independent Medical Review Officer. During the review process the student will have the opportunity to:
   - Explain the case of the positive drug screen test.
   - Provide the name of the physician authorizing any prescription medication. The Medical Review officer will contact the attending physician for verification.
Consequences of Positive Drug Test

When a positive drug screen occurs, the student will be counseled by the program director and the Vice President for academic affairs. Depending on the outcome of the initial counseling sessions, the student may be suspended for a minimum of one year (12 continuous months from the date of the beginning of the suspension) from the program. The positive drug test results will be shared with the Dean of Student Services for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program.

Positive Drug Screen Prior to Admission to the Program

A positive drug screen on admission to the program for a medication that is prescribed by the physician must be followed with a letter from the physician stating why the student is on the medication and the compliant dose the student can take when in the clinical area and still be capable of clear judgment and required clinical activities for patient care delivery. It will be important to know how long the physician believes this medication will be required for the student. If there is change in the type of medication during the period of student activity, a letter must be sent from the physician to the director regarding the change. This letter must be sent directly to the Director of the Nursing Program and will be shared with the Chief Nursing Officer of the clinical sites. A follow-up process will be in place until the student graduates from the program.

XVIII. CLINICAL ROTATIONS AND GUIDELINES

HIPAA REGULATIONS

All students must follow the guidelines provided by the HIPAA initiated in 1996. Before entering the clinical area, students must participate in the programs required by each clinical facility to assure the principle of confidentiality. Title II of HIPAA defines policies, procedures, and guidelines for maintaining the privacy and security of individually identifiable health information, as well as outlining numerous offenses relating to health care, and sets civil and criminal penalties for violations. It also creates several programs to control fraud and abuse within the health care system.

Since students are an integral part of the health care delivery system to which they are assigned and, by affiliation agreement, are educational guests of the individual facility, each student must comply with the policies and procedures related to this topic. In the event of a breach in HIPAA Regulations initiated by the student, after careful review by the agency representative and the Associate Degree Nursing Program, the penalty for a related violation will be commensurate with the degree of violation.

CLINICAL SETTING

Students will be assigned to designated hospitals, clinics, physician offices and other health care related facilities that will provide experiences to meet the clinical objectives for each clinical course. Students that have been employed on a certain unit or location prior to admission to the program and possibly during the educational experience will be assigned to another unit selected by the faculty. In some cases, this may require assignment to a neighboring hospital. The program director and involved faculty members will discuss this issue with the student to assure that they understand changes that may be made in their clinical scheduling.
CLINICAL SCHEDULING

Students will be scheduled to attend clinical sites selected by the faculty. Students are expected to follow the same schedule as their assigned preceptors. The number of clinical hours for each semester will depend on the semester credit hours awarded to the clinical course. Following appropriate negotiation with the clinical agency, an affiliation agreement will be signed by administrators from the agency and Southwest Texas Junior College. Students and Faculty will abide by the specifications stated in the agreement. A grid depicting the student assignments for the semester will be provided at the beginning of the semester. Clinical days will not be assigned during the week of final examinations for the Fall and Spring semesters.

CLINICAL ORIENTATION and ENVIRONMENTAL ASSESSMENT

The clinical experience is an opportunity for the student to link theory to practice. The clinical experience may take place where students interact with patients for the purpose of acquiring skills such as critical thinking, clinical decision-making, psychomotor and affective skills. There are many variables to clinical site availability, these may include but not limited to declining length of hospital stays, periodic low census and technology advances. Faculty will utilize a variety of settings and will also include the nurse simulation laboratory in an effort to meet the required objectives.

Clinical experiences refer to all activities in which the student will apply knowledge, develop skills and professional role development. The nursing student is required to demonstrate multiple behaviors in the cognitive, psychomotor, and affective domains of learning. Evaluation of such experiences may take place in a formative manner and be ongoing in an effort to facilitate learning.

The clinical practicum will begin with an orientation to the facility including agency policy and procedures. Each clinical site rotation will require that the student have knowledge of the location of special emergency equipment i.e. crash cart and emergency exits. Faculty and preceptors will review the expected student role and behavior, as well as the dual communication with clinical personnel to meet required student objectives. The professional nurse role is one of proactive seeking of learning experiences.

CLINICAL PREPARATION-CARE PLANS

Each clinical experience requires preparation time related to individual assignments given by the faculty/preceptors. The student must be prepared with information specified in the clinical syllabus or as provided by the clinical faculty or preceptor. This information must be presented to the faculty member/preceptor at the beginning of the clinical experience. This plan of care may be based on assessment data from the patient and information obtained from the chart before the clinical experience. During the clinical experience for each semester during the second year the student will be guided to prepare a minimum of two plans of care. The care plan format may vary slightly with each course and guidelines for completing the document will be provided by the faculty of record in the course syllabus. The final care plan must be submitted to the faculty of record at a time designated and should reflect the degree of completion, including evaluation as identified. The care plan will be reviewed during the clinical experience and any changes required by the faculty/preceptor will be completed in a timely manner. The basic care plan format will be available on line.

CLINICAL PRE- AND POST-CONFERENCE

Students will be attending pre-conference and/or post-conference during the clinical assignment. This group learning experience is an integral part of the clinical experience and has been the hallmark of Associate Degree Nursing programs since their inception. Students are expected to play an active role in the clinical conferences, share information, be supportive of peers, and otherwise contribute to this reciprocal learning opportunity. The clinical conference will afford the student the opportunity to enhance critical thinking and decision-making. Students will report to the designated location at the corresponding clinical site, at the designated time. Due to the varied schedule that has evolved with the development of the preceptor programs, pre- and post-conferences will be scheduled in the clinical syllabus.
PRE-CONFERENCE

Pre-conference takes place immediately preceding the assigned clinical experience or at a time designated by clinical faculty. Location will vary according to clinical sites. This session serves the purpose of 1) obtaining direction for the day, 2) setting the groundwork for analyzing the experience, 3) recognizing the scope and limitations of the nurse’s role, 4) reinforcing “process” learning. During this session, the student is encouraged to ask questions and seek clarification for assignments, i.e. assigned readings, patient assignment, skills and procedures, data collection, etc.

POST-CONFERENCE

Post-conference will take place immediately following the clinical experience when possible. This session will allow for 1) analyzing the clinical experience, 2) clarifying relationship between theory and practice, 3) developing generalizations and guidelines in providing nursing care, 4) identifying and clarifying affective components of the learning experience, 5) keeping the focus on the patient, 6) reinforcing the learning process. During the semesters when preceptors are utilized, a brief post-conference can be planned between the student and preceptor. A weekly post-conference will be planned by the faculty of record where all students at the geographic site will meet at a specified time and place.

SPECIAL CONFERENCES AND SEMINARS

When appropriate, students will be scheduled to attend conferences and/or seminars occurring in the area that will enhance student learning. They will be selected according to the planned content that will meet course objectives. Students will be consulted regarding the conferences in advance of the date. When agreed, all students are expected to attend and absence from the conference will be identified as a class absence since the conference hours will be included in the class or clinical hours designated for the course.

CLINICAL BREAKS AND LUNCHES

Breaks and lunches will be assigned by the clinical faculty in concert with the nurses assigned to the patients and/or preceptors. Since there are limited clinical experiences to meet objectives, it may be necessary to postpone a break or meal until some learning event is completed. If the student has a physical condition that requires strict, regular meals, the faculty of record must be informed of the issue to prevent detrimental effects of delayed meals.

MEDICATION ADMINISTRATION

Medications will be administered on the clinical units under the supervision of faculty or designated preceptors. When a situation appears to be unsafe for the student to administer medications to certain patients or groups of patients, the faculty/preceptor will inform the student of such arrangements. The student must come to clinical prepared to administer all medications for assigned patients. This includes the ability to discuss the planned action, proper dosage, mode of administration, side effects, half-life and contraindications with the faculty member or preceptor prior to giving the medication. The student will not administer enteral, parenteral or dermal narcotics. The student will comply with the hospital policy concerning high-risk medications and work closely with faculty/preceptor.

PHYSICIAN ORDERS

After proper orientation to the documentation and ordering system for the agency, students will be given the opportunity to assist transcribing physician orders under the supervision of the faculty and/or preceptor. All safety issues for appropriate transcription must be followed to avoid error. If doubt arises regarding the ability to read the writing or understanding an unclear order, faculty, preceptor, and student must seek the assistance of the team leader or nurse manager of the unit when appropriate. Under no circumstances will the student nurse receive, transcribe or
relay verbal or telephone physician orders. Availability to computer information and participation in patient documentation may vary in certain hospitals. Faculty and preceptors will then provide opportunities for the student to write out information and have discussion regarding the data recorded in the patient chart that may be pertinent to student learning.

**DOCUMENTATION ON PATIENT RECORDS**

Documentation on clinical records cannot occur until the faculty and students are oriented to the system utilized by the agency. The first attempts at documentation may be required on paper and reviewed by the faculty or preceptor prior to placing the information on the computerized system. Progression of this activity will be under the discretion of the faculty or preceptor. Daily documentation will be evaluated by the faculty or preceptor and incorporated into the evaluation for the course.

**MAINTAINING CLINICAL RECORDS**

Throughout the nursing educational experience, it is necessary to maintain an experience record to identify how each student has met clinical objectives, including implementation of skills that are required to administer nursing care. This information must now be summarized and placed in an individual student portfolio to demonstrate to future employers that the student has achieved a level of learning required to practice as a professional nurse following successful completion of NCLEX-RN. At the SWTJC Associate Degree Nursing Program, the nursing faculty selected the Typhon Group student tracing systems to record requisite information about each student and record clinical experiences on an electronic system. This electronic tracking system includes a comprehensive skills log and report, a fully featured evaluation and survey component for assessments, management of student rotation scheduling, student electronic portfolios, student and preceptor biographic databases, clinical site database, curriculum mapping, secure document management, and student biographical and demographical data. The electronic patient summaries are entered by the student and reviewed by the clinical faculty on a daily basis when students are in the clinical area.

**STUDENT RESTRICTIONS**

Student restrictions or inability to complete expected clinical tasks must be discussed in advance with the Director of the Associate Degree Nursing Program. Plans to handle such restrictions must be prepared in writing and presented to the administration of the agency during the planning stages for the course. Should a student have a change of health status a medical clearance from their physician is required prior to resuming class, lab, SIM or clinical. It is the student’s responsibility to gather the necessary documentation and submit in a timely manner.

**XIX. MINIMUM SAFE STANDARDS IN THE CLINICAL AREA**

Students must consistently meet the following safe standards during patient care delivery in any external facility and in the skills and simulation labs:

1. Demonstrate respect for and maintenance of the nursing chain of command.
2. Maintain confidentiality according to HIPPA regulations with regard to information received about the patient during the clinical assignment.
3. Make decisions about patient care when failure to make that decision would endanger the patient.
4. Maintain communication that promotes continuity of patient care with the multidisciplinary health care team.
5. Ensure the correct performance of skills is validated by each clinical faculty, clinical preceptor and/or facility guidelines.
6. Recognize own limitations.
7. Recognize that previously learned knowledge is required to properly implement the nursing care in the clinical setting.
8. Recognize that specific information about the assigned patients is required to provide safe patient care.
9. Maintain vigilance toward patient, agency, and/or staff needs.
10. Demonstrate professional comportment in demeanor, dress, and language.

A violation of Minimum Safe Standards will result in a grade of zero (0) for the clinical day. The grade will be recorded in the student record. Faculty will discuss the events and behaviors that contributed to the grade with the student and records of this counseling session will be maintained in the student record.

XX. GRIEVANCE PROCESS

Student Complaints

Student complaints regarding discipline and sexual harassment are covered by separate procedures. The purpose of this policy is to secure at the first possible level prompt and equitable resolution of student complaints, including those alleging discrimination on the basis of race, religion, color, sex, national origin, age, or disability. (See FMA and FLDA in SWTJC Policy Manual online @ http://www.swtjc.net).

Problem-Solving Procedure: Following problem identification by the faculty or preceptor and subsequent discussion regarding the issue, the following guidelines will be followed:

Level I: A student who has a complaint shall request a conference with the department chair or counselor as appropriate, who shall schedule and hold a conference with the student.

Level II: If the outcome of the conference with the department chairperson or counselor is not to the student’s satisfaction, the student has ten workdays to request a conference with the Dean of Instruction or Dean of Student Services, as appropriate, or designee(s), which shall schedule and hold a conference. Prior to or at the conference, the student shall submit a written complaint that includes a statement of the complaint and any evidence in its support, the solution sought, the student’s signature, and the date of the conference with the department chairperson or counselor.

Level III: If the outcome of the conference with the Dean is not to the student’s satisfaction, the student has ten workdays to request a conference with the College President or designee, who shall schedule and hold a conference. Prior to or at the conference, the student shall submit the written statement required at Level II and the date of the conference with the dean.

Level IV: If the outcome of the conference with the College President or designee is not to the student’s satisfaction, the student may submit to the College President a written request to place the matter on the College Board agenda.

The College President or designee shall inform the student of the date, time, and place of the board meeting. The Board President shall establish a reasonable time limit for complaint presentation. The Board shall listen to the student’s complaint and take whatever action it deems appropriate.

The Board’s consideration shall be based on the complaint records development at the administrative reviews and no new evidence shall be received by the Board. Each side shall be entitled to make oral arguments based on the compliant record within the time restrictions established by the Board.
XXI. PREPARATION FOR GRADUATION

COMPLETION OF COURSES

All course requirements must be completed before the student can progress to the next semester or plan to take the NCLEX-RN. If students have received letters summarizing counseling sessions, all issues must be addressed before the student can move forward in the program or proceed with graduation plans. If courses from other colleges or universities were approved by the director of the nursing program, a letter signifying acceptance of such courses must be provided to the College Registrar prior to graduation.

COMPLETION OF ALL BOARD OF NURSING DOCUMENTS

When requested by the Program Director, all current/accurate information must be submitted along with required fees to process student information. All courses within the registered nursing program must be completed with a grade of 80% or better on all written examinations. All program objectives must be satisfactorily completed to become a graduate.

GRADUATION REQUIREMENTS

Successful completion of all courses and completion of the required ATI evaluations and remedial work will lead to completion of graduation requirements and subsequent submission of credentials to the Texas State Board of Nursing to verify that the student is prepared to take the NCLEX-RN examination. All registered nursing graduates must successfully complete a jurisprudence examination given by the Texas Board of Nursing before they will be allowed to take the NCLEX-RN. Additional information related to graduation activities is available in the Associate of Applied Science in Nursing Student Handbook.

Students must apply for graduation and pay the cap, gown, and diploma fees at the Admissions Office. Nursing graduates are encouraged to participate in the SWTJC graduation ceremonies where you will receive the certificate of completion. The Director of the program will provide the necessary information to the graduates from the Texas Board of Nursing and the National Council of Licensure Examination for Registered Nurses (NCLEX-RN).

The name registered with the Texas Board of Nursing must match your driver’s license name in order to avoid issues while taking the required assessments/examinations to obtain the registered nursing license. Per the Board of Nursing, the student name registered with Pearson VUE and the Board of Nursing must match the acceptable ID as stated by Pearson VUE. To review the Pearson VUE NCLEX-RN booklet from their website to verify the acceptable ID, you may access their website at http://www.pearsonvue.com/nclex/ or contact the director of the program for guidance.

SWTJC Graduates will be eligible to take the NCLEX-RN after achieving the benchmark score designated by ATI and faculty on the Virtual ATI Program. These examinations are computerized and standardized nationally and graduates are guided through the program in a systematic manner. When documentation related to completion of the Virtual ATI Program, the affidavit will be submitted to the BON. It will take approximately two weeks for the BON to process your information and submit the Authorization to Test (ATT) to you. Graduates will then be eligible to schedule the examination through the Pearson Vue testing centers.

Testing accommodations for candidates with special needs must be made with the authorization of the Texas Board of Nursing and the National Council of State Boards of Nursing (NCSBN) before submitting the NCLEX examination registration. A pinning ceremony will be planned by students and faculty prior to or in concert with SWTJC graduation. Students will be expected to purchase their individual pins.
APPROVAL TO TAKE NCLEX-RN

Following successful completion of all program requirements, graduation, and completion of the Virtual ATI program, the director of the nursing program will forward the affidavit to the Texas Board of Nursing indicating that the student is prepared to be scheduled for NCLEX-RN. Due to changes that have occurred over time, two processes have changed in relationship to taking the NCLEX-RN. It is now recommended that the NCLEX-RN be taken within three months of graduation to promote successful completion toward becoming a registered nurse in the state of Texas. If the graduate takes longer than three months to take NCLEX-RN, the nursing faculty will review progress made by the student and may require additional review of nursing content before the affidavit will be forwarded to the TBON. The TBON is currently reviewing a policy that will limit the amount of time a nursing graduate can take to successfully complete NCLEX-RN.

In relation to the issue of taking NCLEX-RN as soon as possible following graduation, ATI has made significant changes in the management of Virtual-ATI NCLEX Review beginning October 1, 2015. Following is communication from the ATI Client Account Manager:

Updates to Virtual-ATI include:

- Autonomous, student-driven review: module completion directions and assessments will be embedded into the classroom, providing more student autonomy and responsibility, making students even more active participants in their review.
- 12-week access: students will have access to Virtual-ATI for 12 weeks, beginning once the student has completed their initial survey and is within 30 days of graduation. This will encourage students to review and sit for NCLEX sooner, leading to higher pass rates and retention of knowledge. The student can purchase an additional 12 weeks, if necessary.
- Classroom improvements: the Virtual-ATI classroom will have a new look and feel leading to a better user experience for students. Students can also access the classroom via their tablets.
The Florence Nightingale Pledge

I solemnly pledge myself before God and presence of this assembly;
To pass my life in purity and to practice my profession faithfully,
  I will abstain from whatever is deleterious and mischievous
  and will not take or knowingly administer any harmful drug.
I will do all in my power to maintain and elevate the standard of my profession
and will hold in confidence all personal matters committed to my keeping
and family affairs coming to my knowledge in the practice of my calling.
  With loyalty will I endeavor to aid the physician in his work,
  and devote myself to the welfare of those committed to my care.
SOUTHWEST TEXAS JUNIOR COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE
PROGRAM

Student Handbook Signature Sheet

Please read each statement below. Initial each statement in the space indicated and provide your name, signature, and the date.

1. __________ I have read and agree to comply with the student policies and procedures as outlined in the Student Handbook. I also agree to comply with the course requirements as listed in the course syllabus and all SWTJC program policies.

2. __________ I understand that based on my regularly assigned duties, I may be exposed to blood, body fluids, or tissues. I will, at all times, use the appropriate personal protective equipment required. Appropriate protection may include the use of gloves, gowns, masks, face shields, eye protection, mouthpieces, resuscitation bags, and other protective equipment. Failure to use the available personal protective equipment may result in disciplinary action.

3. __________ I have been informed about inherent health/safety hazards in the health care field and release SWTJC from any liability for such hazards.

4. __________ I have read and agree to the “Substance Abuse Administrative Policy.”

5. __________ I agree to criminal background checks. I will immediately notify the nursing school, in writing, of any subsequent changes in criminal history that occur after admission into the nursing program.

6. __________ I will complete all class and clinical requirements and will submit signed documentation to the nursing program as required.

7. I have read and understand the Texas Board of Nurse Examiners eligibility questions that are provided in the Student Handbook.

Printed Name: _________________________________________

Signature: ____________________________________________

Date: _________________________________________________
LIBRARY GUIDELINES:

All library users should abide by the following standards of responsibility in using library facilities:

1. Every patron has the right to study or read undisturbed; likewise, he has the responsibility to refrain from infringing on the right of others to study undisturbed.

2. Every patron has the right to borrow circulating library materials; likewise, he has the responsibility to assure others the opportunity to use those materials by returning them promptly.

3. Every patron has the right to use the public facilities of the library; likewise, he has the responsibility to maintain those facilities in the same condition in which they were made available to him.

4. Every patron has the right to be treated with courtesy; likewise, he has the responsibility to extend the same courtesy to other patrons, library personnel and guests of the library.

Acceptable behavior in the Library includes reading, studying, or sitting quietly.

Unacceptable behavior includes talking loudly enough to disturb others, drinking, eating, smoking, chewing tobacco, destruction or mutilation of library materials or furniture, or tampering with the computers. The consequences of such behavior may include expulsion from the Library, loss of library privileges, payment for damages, and/or withholding of grades and transcripts.

The staff is not responsible for young children brought to the Library. They need to be closely supervised by the adult who brings them and to follow all Library rules. Children who are too young to be students of SWTJC are not allowed to use the computers.

Theft of materials from the Library is punishable by dismissal from SWTJC and possible prosecution in a court of law.

COMPUTER USE IN THE LIBRARY

The main goal in our libraries, with regard to computer usage, is to assist students in searching for information on periodical databases and the Internet. We also provide word processing, spreadsheets, presentation programs, etc. as an extra service. Students needing extensive assistance in using these programs should go to other labs.

Students needing computers with CD burner, zip drives, sound, or to use special programs should request these services at the sign-in counter.

1. Students must sign-in with an ID. Access will be on a first-come first-serve basis with SWTJC and RGC students and faculty having priority.

2. Please limit your use to 30 minutes if others are waiting.

3. Limit of 1 person per computer.

4. Computers are for educational use such as research, word processing, presentation programs, spreadsheets, etc. E-mail is acceptable. Games, chatting, messaging, or entertainment websites ARE NOT ALLOWED.

5. Viewing materials that may be offensive to others is unacceptable.

6. A printing charge of $.05 per page is charged, color copies are $.50 per page.
7. Installation of unauthorized programs is not permitted. Ask at the sign-in desk.

8. Computer sign-in will cease 15 minutes before the library closes.

9. Minors are not allowed to use the computers unless a parent is with them at all times.

**CHECK OUT POLICY**

Students and faculty may check out materials for 3 weeks. Books may be renewed 2 times provided a hold has not been placed on the book. A maximum of 6 books is allowed at a time. (Persons from other libraries and not SWTJC or RGC students are limited to 3 books at a time and must present a current TexShare Card.)

Reference books and periodicals are not checked out of the library. Copiers are provided if information needs to be copied. Some faculty reserve materials are also designated as 'library use only' if the professor so desires. Items placed on Reserve should not replace materials that students need to purchase because of copyright restrictions.

The fine for late books is $.20 per day with a maximum of $5 per book. Fines are charged for holidays. A fine for overnight books and interlibrary loan books is $1.00 per day with a maximum of $10 per item. All fines must be paid before other books may be checked out. If a book is lost, a replacement fee plus a $3 processing fee is charged. College grades and transcripts will be withheld until fines and lost books are cleared.

**ID CARDS**

College ID cards are required for checking out library materials, using the gym, picking up checks at the Business Office, selling books back at the end of a semester, etc. ID cards are made at each library at the time of registration. The original card is valid for as long as the student is enrolled at SWTJC and/or RGC. Each semester, students need to present their registration receipt so their records can be updated in the library circulation system and a new sticker can be placed on their card. New ID cards are NOT made each semester. Should a card be lost, the replacement fee is $5.25. Faculty and staff family members may have an ID card updated by paying a $5 fee each semester, once in the summer, for a total of $15 per year. Online students who don't have an ID or have not visited a campus to update it need to bring their receipt for the current semester.

**REFERENCE/INFORMATION SERVICES**

Reference service is provided in all three libraries for those needing assistance in finding the information they need. Links to library and outside sources are accessible from the library web page. If you need help, email library@swtjc.cc.tx.us or call 830-591-7367.

Information literacy forms the basis for lifelong learning. All SWTJC Libraries offer instruction in the library so the student can:

1. Determine the extent of information needed.
2. Access the needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Incorporate selected information into one’s knowledge base.
5. Use information effectively to accomplish a specific purpose.

Short Library orientation tours of about 15 minutes are available when requested or needed at all campuses. These provide an overview of library services and policies. Ask about them at the circulation desk.

Course-related instruction sessions are available at all campuses to specific classes for specific subjects. Faculty members are asked to schedule these sessions with at least a 2-day advance notice so facilities, equipment, and personnel will be available.

One-on-one help is given as needed. Self-help is provided under ‘Guide to Research’ from the library web page. Access to an online tutorial on using library resources is provided here. Each online database also has a help section or ‘Tips on Research’. Access to a librarian is also provided on the library web page under "Contact a Librarian".
Library Guide

General Instruction

Start here:  http://www.youseemore.com/swtjc or www.swtjc.edu

ONLINE PERIODICAL DATABASE
The following subscription databases are available only to enrolled SWTJC/RGC students.

DATABASES:

A. Credo Reference Center database  Off-campus access→ SWTJC Portal
Cross reference link to multiple database search results, search information such as general reference (literature, history, language, art, etc.), entry type (biography, article, definition, event), Media (image, audio), person or publication date.

B. EBSCO databases  Off-campus access→ SWTJC Portal
Ebsco is a group of powerful databases that offers thousands of authoritative full-text articles covering almost every area of academic study. Choose “Literary Reference Center” for criticism and author information.

C. Gale databases  Off-campus access→ SWTJC Portal
Gale contains information on authors, literary criticisms, newspapers, and several health databases.

D. Facts on File database  Off-campus access→ SWTJC Portal
Facts on File databases offer current events articles, pros/cons of issues, information on controversial topics, and scientific information.

LIBRARY CATALOG
Library Catalog is an index to all books, videos, and audio material in all three SWTJC Libraries.

<table>
<thead>
<tr>
<th>Books</th>
<th>You can find a good selection of literature and literary criticism in our book collection. A book can provide detailed background and in-depth historical information about any given topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Books</td>
<td>This covers encyclopedias, atlases, and other resources that are referred to for specific information. Go to these for definitions, shorter explanations, historical and biographical sketches.</td>
</tr>
</tbody>
</table>

Citing Resources:

Landmark Citation Machine: link to MLA and APA resources:

Reference Desk  830-591-7367,  library@swtjc.edu