2017-2018
ASSOCIATE DEGREE NURSING STUDENT HANDBOOK
DEPARTMENTAL POLICIES AND GENERAL INFORMATION

South Texas College
Nursing & Allied Health
Associate Degree Nursing Program
1101 E. Vermont Ave
McAllen, TX 78503
Welcome to the 2017-2018 Associate Degree Nursing (ADN) Student Handbook. The ADN Student Handbook is developed for students admitted into the ADN Program to provide them with information about the ADN Program guidelines and procedures.

The ADN Student Handbook outlines essential information from South Texas College, the NAH Division, and the ADN Program; which includes policies and procedures, expectations of students, student code of conduct, and professional conduct.

The ADN Program students are responsible for knowing the information and complying with the policies, procedures, and guidelines outlined in the ADN Student Handbook.

The NAH Division reserves the right to change policies and procedures without notice. The ADN Student handbook is not intended to be, and should not be regarded as a contract between the College, the NAH Division, and/or any student or other person.

Also, please note that the electronic version of the ADN Student Handbook will be the one that is updated. The electronic version should be consulted as the primary resource.

South Texas College
Nursing & Allied Health
1101 E. Vermont Avenue
McAllen, Texas 78503

Equal Education and Equal Employment Opportunity (EEO)
South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College.

Associate Degree Nursing Approval
South Texas College Associate Degree Nursing Program is approved with commendation by the Texas Board of Nursing. Contact the Texas Board of Nursing at 333 Guadalupe, Suite 3-460, William P. Hobby Building, Austin, TX 78701-3944 for questions.

South Texas College Accreditation
South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.
South Texas College: Associate Degree Nursing Program

Acknowledgement of Student Handbook

I have read, understood, and will abide by the policies, procedures, rules, and regulations as outlined in the Associate Degree Nursing (ADN) Student Handbook during my tenure as a nursing student at South Texas College. My initial in the boxes indicate my understanding and acceptance of my responsibilities as an ADN student. I will fill in the page number in the Student Handbook to indicate that I know where to locate the guidelines and procedures.

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I further understand that new STC policies, guidelines, and procedures may be implemented that must be adhered to during my tenure as a nursing student in the ADN program. It is my responsibility to stay informed of new STC policies, guidelines, and procedures through the ADN website, course syllabus, announcements in class, and through the student representative of my cohort.

Printed Name  Student Signature  STC ID Number  Date

Received and acknowledged by:

Printed Faculty Name  Faculty Signature  Date
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### ADN PROGRAM STAFF

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<th>Email</th>
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<td>956-872-3070</td>
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### NAH CAMPUS STAFF

<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
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<tbody>
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<tr>
<td>Student Financial Services</td>
<td></td>
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<td>956-872-3019</td>
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### STC DEPARTMENTS

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<thead>
<tr>
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<tr>
<td>Veteran Affairs</td>
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<td>956-872-6723</td>
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<td>Student Disability Services</td>
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<td>956-872-2173</td>
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<tr>
<td>Student Assessment Center</td>
<td>(Testing)</td>
<td>956-872-3484</td>
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<tr>
<td>Help Desk</td>
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<td>956-872-2111</td>
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<tr>
<td>Campus Police &amp; Security</td>
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<td>956-872-2589</td>
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<td>Student Rights and Responsibilities (Office of Student Conduct and Office of the Ombudsperson)</td>
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<td>956-872-2180</td>
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VISION, MISSION, AND PHILOSOPHY

- Vision: South Texas College
- Mission: South Texas College
- Philosophy: Nursing & Allied Health Division
VISION, MISSION, AND PHILOSOPHY

VISION
South Texas College is a world-class institution advancing regional prosperity through education for a better quality of life in our community.

MISSION
The mission of the Associate Degree Nursing Program is to prepare individuals to become professional nurses who will be providers of patient-centered care, patient safety advocates, and members of the health care team and profession, meeting the needs of our growing and diverse community.

PHILOSOPHY
The South Texas College Department of Associate Degree Nursing Program believes nursing is both an art and an applied science. The ADN Program observes the following philosophy standards:

**Nursing:** Nursing is unique, dynamic profession committed to the holistic care of the client. The Associate Degree Nurse is an essential member of the nursing profession who practices within the guidelines of the Differentiated Essential Competencies of Graduates of Texas Associate Degree Nursing Education, Texas Nursing Practice Act, American Nurses Association’s Standards of Care, American Nurses’ Association Code of Ethics and participates in professional nursing activities. We believe that caring, compassion, commitment, communication, and critical thinking lead to competence. The science of nursing is based on a critical thinking framework known as the nursing process, composed of assessment, diagnosis, planning (outcome identification and nursing interventions), implementation, and evaluation. These steps serve as the foundation of clinical decision-making and are used to provide evidence-based practice.

**Person:** Person is a unique holistic being of inherent worth and dignity, composed of physical, psychological, emotional, and social dimensions. While persons share commonalities, each individual is diverse in age, gender, race, ethnicity, culture, religion and lifestyle, with values and beliefs that give meaning to life and health. Person is an individual and also a member of family, groups, and communities. The patient can be the individual, or the family, group or community of persons.

**Health:** Health is dynamic, multi-faceted continuum in the journey to optimal well-being. It encompasses the total effective functioning of the person physically, socially, psychologically, and spiritually. Physical functioning refers to the ability of the body structure to change and adapt. Social functioning is the individual’s ability to interact in a meaningful fashion and to form meaningful relationships with others, recognizing that people are unique and come from diverse backgrounds. Psychological health is an individual’s ability to problem solve, manage stress and crisis, and respond to situations in an appropriate emotional manner. Spiritual domain is the belief in high power; it includes ethical standards, moral character, and values. The nurse assists to attain, maintain
and/or restore optimal level of wellness permitted by their potential across the lifespan.

**Environment:** The faculty believes that environment has a profound effect on the person. Environment consists of internal and external elements that are in constant interaction with the person. The internal environment is made up of all forces or influences entirely within the person. The external environment is made up of all forces or influences that exist outside of the person. Both internal and external environments work together to influence the person. Nurses, in their various roles, collaborate with the person to enhance or modify the environment to promote, maintain or restore health.

**Learning:** Learning occurs when new knowledge and self-awareness produce change. It is an individualized process which is never ending, continuous, and dynamic. Each learner has a style including one or more learning domains: affective, cognitive, and psychomotor. Ultimate learning occurs when the learner is involved, self-motivated and takes responsibility for learning. The learner needs to be engaged and committed to succeed. Learning is enhanced by internal and external factors such as the physical environment, available tools, an atmosphere which encourages discovery and learning, motivation, readiness, capability, and support. This list is not all inclusive. As the world changes, so do learning needs, strategies, and tools to meet the students’ learning needs.

**Teaching:** The teacher is the facilitator, resource person, model, and guide for student learning. The learning facilitator is supportive, caring, consistent, and fair. To enhance the learner’s growth, the facilitator needs to love learning as evidence by enthusiasm, continued professional growth, and respect of the learner. The facilitator needs to be creative, an expert in content area, and a critical thinker to effectively utilize all tools and teaching strategies currently available to enhance the learning environment.

**Nursing Education and the Teaching-Learning Process:** The Faculty designs learning experiences by implementing a variety of teaching strategies in the classroom and clinical laboratory. Students and faculty value learning. Concepts are taught from simple to complex. Each semester, the Program utilizes assessment, analysis, planning, implementation, and evaluation to improve the South Texas College Associate Degree Nursing Program (STC-ADN PROGRAM). The STC-ADN PROGRAM believes in accountability between teacher and learner. Each person (student, faculty and staff) is respected for what they have to offer and their personal uniqueness. Faculty strives to provide an atmosphere of caring, trust, and stimulation. The South Texas College Associate Degree Nursing Program’s goals are to promote professionalism, patient advocacy, social responsibility, leadership with integrity, desire for continued learning, and to provide the community with safe, caring, and efficient nurses.
SOUTH TEXAS COLLEGE ASSOCIATE DEGREE NURSING CONCEPTUAL FRAMEWORK

The Associate Degree Nursing Program of South Texas College’s Conceptual framework is grounded on its philosophy standards of preparing individuals to become professional nurses who will be providers of patient-centered care, patient safety advocates and members of the healthcare team and profession to meet the needs of growing and diverse community.

The program’s conceptual threads is to achieve its goals of promoting professionalism, patient advocacy, social responsibility, leadership with integrity, desire for continued learning and providing the community with safe, caring and efficient nurses. With the Program’s core values integrating the Differentiated Essential Competencies of graduates of the Texas Associate Degree Nursing Education, Texas Nursing Practice Act, American Nurses’ Association Code of Ethics, will lead to effective, efficient, competent and safe nurses serving the community.
PROGRAM LEARNER OUTCOMES

• Traditional Track
• LVN to RN Track
• EMT Paramedic to RN Track
• Level Objectives Occurring at the End of Each Semester
PROGRAM LEARNER OUTCOMES

Students who are accepted into the ADN Program are addressed by levels and are expected to learn the following during their specified level:

**Traditional Track Students:**

**Level 1** – Students who are registered for RNSG classes during the first semester and are taking first semester courses. Students in this level will begin to gain knowledge to identify, recognize, define, and describe the role of the nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team.

**Level 2** - Students who are in their second semester in the Program and are registered in second semester classes. Students in this level will continue to comprehend to describe, explain, discuss, interpret, and review the role of the nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team.

**Level 3** – Students who are registered in RNSG courses in their third semester. During this level, the student will be able to distinguish and differentiate complex concepts, apply, examine, analyze, develop, and implement the role of the nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team.

**Level 4** – Students who are registered in RNSG courses in their fourth semester. Students in this level will be able to apply comprehensive critical thinking in advanced concepts, function, demonstrate, analyze, implement, evaluate, synthesize information and data, and supervise nursing care as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team. This level is considered the exit level of the ADN Program.

**LVN to RN Track and EMT Paramedic to RN Track Students:**

**Level 1** – Students in the transition track who are registered in the first semester of the Program. Students in this level will continue to comprehend to describe, explain, discuss, interpret, and review the role of the nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team.

**Level 2** – Escrow credits will be applied on their degree plan for RNSG 1513, RNSG 1205, RNSG 1144, and RNSG 1262 upon completion of RNSG 1417, RNSG 1140, and RNSG 1162.

**Level 3** – Students in the transition track who are registered in RNSG courses in their third semester. During this level, the student will be able to distinguish and differentiate complex concepts, apply, examine, analyze, develop, and implement the role of the nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team.
Level 4 – Students in the transition track who are registered in RNSG courses in their fourth semester. Students in this level will be able to **apply comprehensive critical thinking in advanced concepts, function, demonstrate, analyze, implement, evaluate, synthesize information and data, and supervise** nursing care as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team. This level is considered the exit level of the ADN Program.

**Note:** all pre-requisites, for each level, must be completed with a passing grade as delineated in the course syllabus before a student can progress to the next level in the ADN Program.

Upon completion of the Associate Degree Nursing Program, the graduate should be a:

**Member of the Profession:**
- a. Demonstrate responsibility and accountability for the quality of nursing care provided to patient and their families and for continued competence in nursing practice through reflection, self-analysis, and life-long learning.
- b. Function within the nurse’s legal scope of practice and in accordance with the agency/organizational policies and procedures.
- c. Participate in activities that promote the development and practice of professional nursing.

**Provider of Patient-Centered Care:**
- a. Determine the holistic needs of patients and their families based upon interpretation of comprehensive health assessment findings in comparison with evidence-based practice health data.
- b. Analyze assessment data to identify problems, formulate outcomes and develop concept map/care plans of patients and their families using information from evidence-based practice in collaboration with patients, their families, and interdisciplinary health care team.
- c. Apply the use of clinical reasoning to analyze clinical data and utilize evidence-based practice as basis for decision making in nursing practice.
- d. Implement concept map/care plans for patients and their families within legal, ethical and regulatory parameters.
- e. Demonstrate safe, compassionate, culturally competent nursing care to patients and their families.
- f. Evaluate patient outcomes and responses to therapeutic interventions and plan for follow up nursing care.
- g. Develop, implement, and evaluate individualized teaching plan for patient and their families to address disease prevention, health promotion, maintenance, and restoration.

**Patient Safety Advocate:**
- a. Demonstrate knowledge and clinical behaviors according to the Texas Nursing Practice Act and standards of care that emphasize patient’s safety.
- b. Apply measures to promote quality and safe environment for patients, self, and
others.
c. Formulate outcomes using evidence-based data to address disease prevention, patient risks, health promotion, maintenance, and restoration.
d. Obtain instruction, supervision, and training as needed when implementing nursing procedures.
e. Accept, formulate assignments, and delegate tasks that take into consideration patient’s safety and organizational policy.

Member of the Health Care Team:
a. Coordinate, collaborate, and communicate in a timely manner with patients, their families and the interdisciplinary health care team to plan, implement, and evaluate patient-centered care.
b. Function as health care advocate in monitoring and promoting quality access to health care for patients and their families.
c. Refer patients and their families to health care services to promote continuity of care.
d. Communicate and manage information using technology and ensure confidentiality to support decision making to improve nursing care.

LEVEL OBJECTIVES OCCURRING AT THE END OF EACH SEMESTER
The faculty and staff of the ADN Program believe that nursing students develop attitudes and skills as they accumulate knowledge while in the Program. The general statements from the Program learner outcomes are applied to each particular level of students in the ADN PROGRAM which will show their progress from being a level one student to a level four student, getting ready to graduate and join the nursing workforce.

Students will demonstrate competence by applying nursing knowledge, clinical judgments, and behaviors in partnership with patients and families in health promotion, health maintenance, and health restoration. Various health care settings available in our community will allow students to provide care for patients and families with predictable and unpredictable health care needs across the lifespan. The level four objectives are the Program learner outcome statements.

Program learner outcomes constitute the generalized body of knowledge, skills, abilities, and judgment that a graduate of the ADN Program will be able to perform when they graduate from the Program. The Program learner outcomes are based from the Differentiated Essential Competencies (DECS) of Graduates of Texas Nursing Program, refer to the Appendix section for more information.
1. **Member of the Profession**

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<tr>
<th>FIRST LEVEL</th>
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<th>THIRD LEVEL</th>
<th>FOURTH LEVEL</th>
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<tr>
<td>a. Identify the nurse’s legal scope of practice in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
<td>Describe within the nurse’s legal scope of practice in accordance with the policies and procedures of the employing health care institution or practice setting provided for medical-surgical and mental health clients and their families.</td>
<td>Examine the nurse’s legal scope of practice in accordance with the policies and procedures of the employing health care institution or practice setting provided for pediatric and obstetric clients and their families.</td>
<td>Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
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<tr>
<td>b. Recognize the responsibility and accountability for the quality of nursing care provided to patients and their families.</td>
<td>Explain the responsibility and accountability for the quality of nursing care provided to medical-surgical and mental health patients and their families.</td>
<td>Analyze the responsibility and accountability for the quality of nursing care provided to pediatric and obstetric patients and their families.</td>
<td>Assume responsibility and accountability for the quality of nursing care provided to multiple patients and their families.</td>
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<td>c. Define activities that promote the development and practice of professional nursing.</td>
<td>Indicate activities that promote the development and practice of professional nursing.</td>
<td>Utilize activities that promote the development and practice of professional nursing.</td>
<td>Participate in activities that promote the development and practice of professional nursing.</td>
</tr>
<tr>
<td>d. List the responsibility for continued competence in nursing practice, and recognize insight through reflection, self-analysis, self-care, and lifelong learning.</td>
<td>Classify the responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
<td>Analyze the responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
<td>Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.</td>
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</table>
### 2. Provider of Patient-Centered Care

<table>
<thead>
<tr>
<th>FIRST LEVEL</th>
<th>SECOND LEVEL</th>
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</thead>
<tbody>
<tr>
<td>a. Define clinical reasoning and knowledge based on the associate degree nursing Program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.</td>
<td>Discuss clinical reasoning and knowledge based on associate degree nursing Program of study and evidence-based practice outcomes as a basis for decision making in providing nursing care for medical-surgical and mental health clients and their families.</td>
<td>Develop and implement a clinical reasoning and knowledge based on associate degree nursing Program of study and evidence-based practice outcomes as a basis for decision making in providing nursing care for pediatric and obstetric clients and their families.</td>
<td>Use clinical reasoning and knowledge based on the associate degree nursing Program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.</td>
</tr>
<tr>
<td>b. Recognize goals/outcomes and communicate the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing Program of study.</td>
<td>Review goals/outcomes and communicate the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse medical-surgical and mental health clients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing Program of study.</td>
<td>Develop goals/outcomes and communicate the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse pediatric and obstetric clients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing Program of study.</td>
<td>Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing Program of study.</td>
</tr>
<tr>
<td>c. Describe assessment data to identify problems, formulate goals/ outcomes, and develop plan of care for patients and their families using information from evidence-based practice in collaboration with patient, their families, and the interdisciplinary health care team.</td>
<td>Discuss assessment data to identify problems, formulate goals/ outcomes, and develop plan of care for medical-surgical and mental health patients and their families using information from evidence-based practice in collaboration with patients, their families, and the</td>
<td>Examine assessment data to identify problems, formulate goals/ outcomes, and develop plan of care for pediatric and obstetric patients and their families using information from evidence-based practice in collaboration with patients, their families, and the</td>
<td>Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for multiple patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.</td>
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<td></td>
<td>interdisciplinary health care team.</td>
<td>interdisciplinary health care team.</td>
<td>interdisciplinary health care team.</td>
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</tr>
<tr>
<td>d.</td>
<td>Provide basic safe, compassionate, individualized nursing care to patients and their families through direct supervised care.</td>
<td>Provide safe, compassionate, individualized nursing care to medical-surgical and mental health patients and their families through direct supervised care.</td>
<td>Provide safe, compassionate, individualized nursing care to pediatric and obstetric patients and their families through direct supervised care.</td>
</tr>
<tr>
<td>e.</td>
<td>Identify the plan of care for specific patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
<td>Apply the plan of care for medical-surgical and mental health patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
<td>Apply the plan of care for pediatric and obstetric patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</td>
</tr>
<tr>
<td>f.</td>
<td>Recognize patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.</td>
<td>Interpret and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.</td>
<td>Analyze and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.</td>
</tr>
<tr>
<td>g.</td>
<td>Identify learning needs, teaching plans for specific patient and their families to address health promotion, maintenance, and restoration.</td>
<td>Review, implement, and evaluate learning needs, teaching plans for medical-surgical and mental health patients and their families to address health promotion, maintenance, and restoration.</td>
<td>Develop, implement, and evaluate learning needs, teaching plans for pediatric and obstetric patients and their families to address health promotion, maintenance, and restoration.</td>
</tr>
</tbody>
</table>
h. List human, information, and material resources in providing care for specific patients and their families. Refer human, information, and material resources in providing care for medical-surgical and mental health patients and their families. Refer human, information, and material resources in providing care for pediatric and obstetric patients and their families. Coordinate human, information, and material resources in providing care for multiple patients and their families.

<table>
<thead>
<tr>
<th>3. Patient Safety Advocate</th>
<th>FIRST LEVEL</th>
<th>SECOND LEVEL</th>
<th>THIRD LEVEL</th>
<th>FOURTH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>List the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>Explain the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>Analyze of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
</tr>
<tr>
<td>b.</td>
<td>Recognize measures to promote quality and a safe environment for a specific patient, self, and others.</td>
<td>Prepare measures to promote quality and a safe environment for medical-surgical and mental health patients, self, and others.</td>
<td>Prepare measures to promote quality and a safe environment for pediatric and obstetric patients, self, and others.</td>
<td>Implement measures to promote quality and a safe environment for multiple patients, self, and others.</td>
</tr>
<tr>
<td>c.</td>
<td>Describe goals and outcomes using evidence-based data to reduce patient risks</td>
<td>Select goals and outcomes using evidence-based data to reduce patient risks.</td>
<td>Distinguish goals and outcomes using evidence-based data to reduce patient risks.</td>
<td>Formulate goals and outcomes using evidence-based data to reduce patient risks.</td>
</tr>
<tr>
<td>d.</td>
<td>Recognize the need to obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</td>
<td>Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</td>
<td>Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</td>
<td>Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</td>
</tr>
<tr>
<td>e.</td>
<td>Recognize the mandatory reporting requirements of the Texas Nursing Practice Act.</td>
<td>Explain the mandatory reporting requirements of the Texas Nursing Practice Act.</td>
<td>Classify and conform to mandatory reporting requirements of the Texas Nursing Practice Act.</td>
<td>Comply with mandatory reporting requirements of the Texas Nursing Practice Act.</td>
</tr>
</tbody>
</table>
f. Identify nursing tasks that take into consideration patient safety and organizational policy. | Explain nursing tasks that take into consideration patient safety and organizational policy. | Analyze nursing tasks that take into consideration patient safety and organizational policy. | Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

<table>
<thead>
<tr>
<th>4. <strong>Member of the Healthcare Team</strong></th>
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<tbody>
<tr>
<td><strong>FIRST LEVEL</strong></td>
</tr>
<tr>
<td><strong>a.</strong> Recognize and communicate with specific patients, their families, and the interdisciplinary health care team to identify patient-centered care.</td>
</tr>
<tr>
<td><strong>b.</strong> Identify the health care advocate role in monitoring and promoting quality and access to health care for specific patients and their families.</td>
</tr>
<tr>
<td><strong>c.</strong> Name resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality to specific patients and their families.</td>
</tr>
<tr>
<td>d.</td>
</tr>
<tr>
<td>e.</td>
</tr>
<tr>
<td>f.</td>
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<tr>
<td>g.</td>
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</table>
• Admission Criteria
  o Admission to South Texas College
  o Admission to the Associate Degree Nursing Program
  o Transfer Students
ADN PROGRAM INFORMATION AND REQUIREMENTS

ADMISSION CRITERIA

Admission to South Texas College: Students are admitted to South Texas College through the provisions of Board Policy 3200. General admission to the College does not imply admission to all Programs of the College. The admission requirements for the College are found in the current College Catalog and at the College website (www.southtexascollege.edu).

Admission to the Associate Degree Nursing Program: The Associate Degree Nursing Program (ADN Program) is a selective Program with Program application requirements. Prospective students must meet all Program application requirements before being eligible to apply to the Program. In addition, the ADN Program selection process is Competitive Entry and is based on a competitive Point System.

Mandatory Orientation and Boot Camps of the Associate Degree Nursing Program: The Associate Degree Nursing Program (ADN Program) sets in place mandatory orientation for students to attain all necessary information such as, but not limited to, program expectations, schedules, clinical clearance, financial aid information, uniforms, purchase of electronic software and books, etc. It is imperative the student attend the mandatory orientation. Any student not able to attend will sign a Waiver and complete an alternative assignment due the first day of class. Boot Camps are set by the program for students’ success. Students are expected to attend to introduce the Program expectations, skills, schedules, test taking strategies, time management, and clarify any questions the students may have before the first day of class.

For more information on the admission requirements for the ADN Program, visit the Associate Degree Nursing webpage: http://nah.southtexascollege.edu/adn/

Transfer Students: Students transferring from accredited nursing programs must meet the following:
1. Meet general admission requirements of South Texas College and the Associate Degree Nursing Program
   a. TSI-complete
   b. Only 45 credits may be transferred for the AAS in Nursing degree; 50% of nursing courses must be taken at STC
   c. HESI A2 scores need to be 75% or Higher in Math, English and Science (Anatomy & Physiology) composites and is valid for 2 years.
2. Have a minimum GPA of 2.5
3. Present syllabi of nursing courses already completed
4. Present a transcript from all colleges attended and have it evaluated by the Admissions and Records Office for transfer credit
5. Must complete the nursing Program within one (1) year of enrollment in Program’s first nursing course
6. Must meet criminal background check, drug screen, CPR, medical insurance, liability insurance, immunizations, and PPD requirements of all nursing students
7. Students should know the following facts when transferring into the ADN Program
   a. Credit will not be given for nursing course work more than two (2) years old
   b. Placement in nursing courses will depend upon space availability and recommendations of the Admissions and Progressions Committee
   c. Transfer student nurses who have failed a nursing course in another college or university nursing Program are eligible to seek entry into the STC ADN Program if their failing grade was 75% or higher and admission criteria are met. These student nurses (SNs) are admitted with the understanding that readmission following any STC nursing course failure will be denied
STC ACADEMIC GUIDELINES AND PROCEDURES

- College/Student Services
- Requesting Special Accommodations
- Graduation Requirements
- Academic Integrity
- Class Attendance and Participation
- Student Discipline in the Classroom
- Course Grade Appeals
- Complaints and Grievances
SOUTH TEXAS COLLEGE ACADEMIC GUIDELINES AND PROCEDURES

COLLEGE/STUDENT SERVICES
South Texas College provides students with a variety of college/student services to assist in student success; such as:

Centers for Learning Excellence: The Centers for Learning Excellence (CLE) provide individual and group tutoring, computer labs, content-specific and learning skills workshops, and other course-based learning assistance programs. For more information, visit the NAH CLE.

Library Services: Library Services seeks to provide a safe and comfortable environment for all patrons. We expect patrons to behave in a civil, considerate, and courteous manner, to respect the rights of other patrons and staff members, and to use the library for its intended purposes. For more information, visit the NAH Library Services.

Academic Advising/Counseling: All academic advising/counseling for all NAH students, will be done at the NAH campus.

REQUESTING SPECIAL ACCOMMODATION
Disability Support Services: Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173. A student requesting special accommodations must meet with the Counselor. Requests must be submitted at least two (2) weeks prior to the need for accommodation to be initiated. Students receive the most benefit when requests are made at the beginning of each semester.

Pregnant and Parenting Support Services: South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking additional information should contact the Department of Student Rights and Responsibilities immediately.

Pregnancy-Related Absence: Schools must excuse absences for students who are pregnant, who give birth, who are parenting, or who experience a related condition for as long as that student’s doctor determines it necessary. At the conclusion of that period, the student must be given a reasonable amount of time to make up the work they missed. If you have questions about absences related to pregnancy and parenting under Title IX contact the Department of Student Rights and Responsibilities at:

Department of Student Rights and Responsibilities
Phone: 956-872-2180
Email: osrr@southtexascollege.edu
GRADUATION REQUIREMENTS
A student who enrolls at South Texas College during any academic year and who earns credit for work done during that year may graduate under the degree requirements provision of the catalog in force during the student’s first semester of enrollment, provided that the student graduates within seven years for the bachelor degree program, within five years for an associate degree program, and within three years for a certificate program. Otherwise, the student may graduate by fulfilling the degree requirements as published in the catalog in force at the time of the student’s graduation. For more information, visit the current STC Course Catalog.

ACADEMIC INTEGRITY
Students attending South Texas College are responsible for adhering to standards of academic integrity. Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at South Texas College and students are expected to act in accordance with this principle. Failing to adhere to academic integrity constitutes academic dishonesty. Academic dishonesty is considered to be a violation of the behavior expected of a student in an academic setting as well as a student conduct violation. A student found responsible for academic dishonesty is subject to appropriate academic penalty as determined by the faculty member and division. Students who engage in academic dishonesty also face additional sanctions from the Office of Student Conduct, including expulsion from the College, as outlined in the STC Student Code of Conduct Handbook. More information on the NAH procedures and policies regarding academic integrity, can be found on the Appendix section.

CLASS ATTENDANCE AND PARTICIPATION
Class attendance and participation are essential to student success. Regular and punctual class attendance is expected at South Texas College. Student absences will be recorded from the first day the class meets. It is imperative that students attend on the first day of class. This is when the course syllabus, schedule, deadlines, and class expectations will be discussed.

Some departments or divisions may have stricter policies for class attendance and participation. A student in an on campus course missing a cumulative of 10 percent (10%) of the class meetings may be dropped by the faculty member in accordance to the policy or policies outlined in the course syllabus. For more information, visit the Nursing & Allied Health Division Student Handbook and the South Texas College Student Handbook.

COURSE SYLLABUS
The Course Syllabus is the student’s guide for the course. Faculty will be responsible to inform location of the syllabus or give-a copy of such on the first class day. The purpose of the syllabus is a specific curriculum to effectively clarify the student understanding of the course content and requirements. The syllabus will include, but not limited to, name of instructor, contact information, and office location, policies, rules and regulations, required texts, learning goals and objectives, course calendar, student responsibilities,
grading criteria, disclaimers, etc. A signed Syllabus Acknowledgement Form must be submitted to the course faculty by the second class day. See Appendix U for Course Syllabus Acknowledgement Form.

FACULTY AND STUDENT COMMUNICATION
Jagmail will be used by faculty/staff as form of communication prior to the beginning of the semester to inform students of course schedules, boot camps, meeting dates, times and venues, or any other school related information.

Once the semester begins, faculty will use Blackboard system as form of communication with students. Students are to email instructor through Blackboard. The instructor will have 24-48 hours to respond to student’s Blackboard message.

STUDENT DISCIPLINE IN THE CLASSROOM
South Texas College supports the right of faculty to maintain discipline in the classroom. When a student is alleged to have committed an act of academic dishonesty, been disruptive in the classroom, clinical or other academic setting, the course instructor or clinical supervisor may move to sanction the student, which may include temporarily or permanently removing that student from class according to procedures outlined in the STC Student Code of Conduct. For more information, visit the STC Student Handbook.

COURSE GRADE APPEALS
Students at South Texas College have the right to appeal final course grades which they consider manifestly unjust or erroneous. The primary responsibility for assigning grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant. More information can be found on the STC Student Handbook.

COMPLAINTS AND GRIEVANCES
Complaints and grievances must follow the procedures outlined in South Texas College Policy #3313 – Student Grievance or Complaint. Nursing and Allied Health program progression issues must be addressed according to procedures detailed in the Nursing and Allied Health Division Handbook.
ADN PROGRAM GUIDELINES AND PROCEDURES

- ADN Action Plan for Student Success
- ADN Graduation Criteria
- Pinning Ceremony
- Employment While in the Program
- Chain of Command
- Student Code of Conduct
- Testing Procedure
- Grading and Grading System
- Math, Dosage, Calculation Proficiency
- Nursing Skills Lab/Simulation Lab/Computer Lab
- Communicable Diseases
- Student Committees
- Program Committees
ADN PROGRAM GUIDELINES AND PROCEDURES

ADN ACTION PLAN FOR STUDENT SUCCESS
The ADN Program aspires to give all students tools and resources to help them achieve success in their courses which will translate into Program completion. The faculty of the Nursing and Allied Health Division are sensitive to the needs of the students as they seek assistance to make career choices, and utilize their ability to move through the Program at an individual rate of progression. The faculty participates in continuous academic advising and counseling throughout the students’ participation in the ADN Program.

The faculty will provide a mandatory process for students who are identified as “at risk” for being unsuccessful. Signs may include, but are not limited to, grade of 80% or lower on any exam, absences from class, and behaviors in classroom or clinical not conducive to learning.

Alternative Learning Experiences: The ADN Program faculty may utilize a variety of alternate learning experiences to meet course outcomes and Program learning objectives. Activities may include, but are not limited to, community outreach projects and independent learning activities, which may be scheduled outside school or clinical hours. Students will be given ample time to prepare for said assignments and arrange for the hours. Credit will be given to students’ work in the didactic or clinical course where the alternate learning experiences are affiliated to. Refer to Appendix V for Community Project Grading Rubric.

Case Study Presentation/Community Outreach Project: Case Study Presentation/Community Outreach Project is a group collaborative activity that should foster leadership and teamwork. It is designed to encourage and promote collaboration, coordination, member participation, and cooperation. The members of the group will get the same grade based on a rubric. After group deliberation, member/s found not participating and/or not cooperating during the preparation up to the presentation, the group may collegially decide by majority vote to exclude the name of the non-cooperating and/or non-participating member/s from the list that will be submitted to the faculty. The list must be submitted to the faculty after the presentation. He/she who was excluded from the list of members will get a grade of zero for the case study presentation/community outreach project. The grade will only be credited to the members of the group whose names appear on the list submitted to the faculty. Refer to Grading Rubric Appendix T and Peer Evaluation in Appendix W.

Online Discussion: This is a reflective student activity that enhances active participation in the class and thereby promotes active method of learning. Students are expected to achieve greater cognitive, critical thinking skills, and exploratory learning. Online discussions will require students to create a thread in response to the discussion questions and may give feedback and comments on the postings/discussions.

Poster Presentation: This is a small group active learning activity integrating
research and theoretical contexts on nursing topics and concepts. Students are to summarize and present nursing concepts, research findings, and results creatively in a poster format or display that can be utilized both by the presenters and audience to augment learning and enhance critical thinking by being able to answer and respond to questions and by comprehensively discussing contents/concepts of the poster to the audience. Posters will be on display for a day wherein presenters will be available to present and respond to questions of the audience. Grading rubric will be designed by the course faculty.

**Online Comprehensive Simulated Adaptive Tests:** This online platform will engage and prepare students to develop comprehensive knowledge and skills utilizing simulated, comprehensive adaptive testing to assess and develop students’ knowledge and critical thinking in the delivery of care based on client need categories, evidence-based, point-of-care content used by practicing nurses. The simulated adaptive tests will cover nursing concepts applicable to the course. Test grade will be calculated based on the mastery level achieved by the student divided by the maximum mastery level identified by the course faculty and converted to percentage points. \((\text{Mastery Level Achieved} \div \text{Mastery Level Set by Faculty}) \times 100 = \text{Adaptive Test Grade}\).

Exam scores/grade will be posted on Blackboard within 10 school days after the exam or submission of assignment, online activity, case studies, group presentations and other graded activity.

**Blackboard:** All course and school-related information will be communicated through STC’s Blackboard system. It is the responsibility of the student to check their Blackboard on a regular basis, before, during, and after school to keep abreast with all current information.

**ADN GRADUATION CRITERIA**
Upon satisfactory completion of the curriculum as outlined for the ADN Program, students will be eligible to receive the Associate of Applied Science in Associate Degree Nursing.

To be awarded the Associate of Science degree, the student must satisfy the following requirements. Refer to the South Texas College course catalog for more information.

1. Complete the appropriate course of study for an Associate of Science program as specified in the College catalog. Developmental, or other non-credit coursework does not apply toward graduation requirements.
2. South Texas College will accept a maximum of 45 semester credits of applicable coursework transferred from another accredited college or university toward an Associate of Science degree granted by STC.
3. Maintain a minimum average of a “C” (2.0 GPA) for all courses in the area of specialization and a minimum overall cumulative average of “C” (2.0 GPA) in all other courses. *A letter grade of “C” is required in all nursing courses (RNSG) of the ADN Program.*
4. Pay all debts to the College prior to graduation.

All NAH students will be expected to participate in the commencement exercises unless they are given permission to graduate in absentia. Students who will complete the requirements for graduation during the summer or fall, will graduate during the appropriate semester and participate in the December commencement exercises.

PINNING CEREMONY
The ADN Program holds a Pinning Ceremony after the Fall and Spring semesters. The Pinning Ceremony is a tradition in the nursing profession as a rite of passage from being a student nurse to a professional nurse. A pinning fee is assessed through the students’ tuition on their last semester in the program. The Pinning Ceremony is usually held before graduation and before the last day of submission of grades. Students are highly encouraged to attend the Pinning Ceremony, however, participation does not ensure that the student has passed all nursing courses.

TEXAS BOARD OF NURSING AFFIDAVIT OF GRADUATION
After successful completion of all the academic requirements of the Associate of Applied Science Associate Degree Nursing, the student must submit the following requirements in order for the Program director to issue the Texas Board of Nursing Affidavit of Graduation.

1. Texas Board of Nursing Application NCLEX-RN Examination Fee receipt
2. NCLEX-RN Registration Fee to Pearson VUE receipt
3. Texas Board or Nursing Jurisprudence Examination Certificate
4. HURST Q-Review score of 85% or better
5. South Texas College Degree Works print out indicating 100% completion
6. Completed Affidavit of Graduation Checklist Form (please see Appendix Q)

EMPLOYMENT WHILE IN THE PROGRAM
The ADN Program has issued the following statements regarding student employment:

- The performance of students when working for compensation is the legal responsibility of the employing agency and students.
- Nursing students shall not assume any position which requires Licensed Registered Nurses’ skills, knowledge, and judgment.
- Employed students may not wear the school uniform (or name badge) during extra-curricular employment.
- Students may not at any time be employed in the capacity of “Nursing Student.” Students seeking employment in health care agencies are referred to Rule 218.11 regarding nursing students working and tasks that may or may not be delegated to unlicensed personnel in The Texas Board of Nursing, Nursing Practice Act.
- Students understand that the ADN PROGRAM is rigorous and employment while
in nursing school may jeopardize their success in the Program.

LEVEL BOOT CAMPS
Boot Camps are necessary in the ADN Program. They are designed to inform the students of necessary level expectations and student success strategies. It is mandatory for the student to attend. If the student cannot attend the scheduled level boot camp, they will be given an alternative assignment and will be required to sign the waiver for not attending. The alternative assignment will be emailed to student to include, but not limited to, CLE services, Remediating Strategies, Test Taking Skills, Professional Behavior, Time Management, Critical Thinking in Nursing, Clinical/Preceptorship Expectations, etc.

CHAIN OF COMMAND
Chain of command is the line of authority and responsibility in an organization which oversees the implementation of policies, guidelines, and procedures. Following the chain of command in the health care workforce means moving up the administrative ladder when the nurse believes that the patient’s needs are not being met. It is of utmost importance in the role of the nurse as a patient advocate. In most health care institutions, failure to adhere to the chain of command may result in progressive disciplinary action up to and including termination.

Students, faculty, and staff must adhere to the established chain of command in the ADN Program for any concerns, issues, and grievances to ensure prompt and satisfactory resolution. When the established chain of command is bypassed, the complainant will be re-directed back to the proper authority. Maliciously bypassing the ADN Program chain of command will lead to student’s disciplinary action from failure in the course up to dismissal from the Program.

STC and NAH Programs strive to provide fair and objective procedures for hearing student complaints, and endorse compliance with the spirit of nondiscriminatory regulations. The following procedure must be observed:

1. In an effort to resolve misunderstandings, complaints or grievances, students must first make every attempt to resolve the issue with the individual against whom the complaint originated.
2. If the grievance is not settled, it should then be discussed with the next supervisor.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Compliant/Grievance with Peer</th>
<th>Compliant/Grievance with Faculty</th>
<th>Compliant/Grievance with Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Talk to the Peer</td>
<td>Talk to the Faculty</td>
<td>Talk to the Staff</td>
</tr>
<tr>
<td>Step 2</td>
<td>Talk to the Course Faculty</td>
<td>Talk to the Program Chair</td>
<td>Talk to the Program Chair</td>
</tr>
<tr>
<td>Step 3</td>
<td>Talk to the Program Chair</td>
<td>Talk to the Division Dean</td>
<td>Talk to the Division Dean</td>
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</table>

If unresolved, the student is to follow the College Complaint and Grievance procedures found at: [http://admin.southtexascollege.edu/president/policies/pdf/3000/3313.pdf](http://admin.southtexascollege.edu/president/policies/pdf/3000/3313.pdf).
STUDENT CODE OF CONDUCT

All ADN Program students are to comply with the ADN Program student code of conduct. Any violations will result in disciplinary action. Disciplinary action may include, but not limited to, dismissal from the ADN Program, ineligibility in any NAH programs, and/or additional sanctions from the Office of Student Conduct.

Professional Behavior: Students in the ADN Program are expected to conduct themselves in a professional manner at all times, not only in interaction with clients, but also with peers, faculty, and staff. Students represent the Nursing & Allied Health Division and the nursing profession; thus students assume responsibilities toward the society. These responsibilities are delineated in the Code for Nurses, American Nurses’ Association. The statements of the Code and their interpretation provide guidance for nurses' behavior in relation to carrying out nursing responsibilities within the framework of ethical decision making. Students are obligated to function at all times within the framework of the Code for Nurses. American Nurses' Association Code of Ethics are as follows:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
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 has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care. Source: American Nurses Association. (2015) Code for Nurses. Washington, DC.

Behaviors may include, but not limited to:

a. Clinical and classroom demeanor
   a. Disrespectful
   b. Unacceptable uniform
   c. Disruptive Behavior
   d. Demeaning or Humiliating Conduct
   e. Inappropriate use of electronic devices
   f. Leaving classroom/clinical premises during the duration of clinical rotation/shift
b. Inappropriate use of social media
   c. Lying
   d. Stealing
   e. Bullying/Cyberbullying
   f. Misuse of clinical/classroom equipment
   g. Intimidation, Threatening Behaviors and/or coercion
   h. Severe, Persistent, and Objectively Offensive Expressions
   i. Frivolous appeals or complaints
   j. Facilitating Any Type of Misconduct
Disruption or Interference with an Investigation, Conference, Meeting or Appeal

False and/or unfounded accusations

Professional Clinical Behavior: The course faculty has the right and responsibility to dismiss the students from the clinical area at any time that the student exhibits unsafe clinical performance. Unsafe clinical performance is defined as the inability to safely meet the needs of the patient. Examples of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course. Unsafe behavior may consist of a behavior, or pattern of behaviors that include, but are not limited to:

1. Failure to document and/or communicate vital client information and changes in client’s condition
2. Medication error
3. Practicing beyond the student nurse’s scope of practice
4. Endangering the lives of the client/patient
5. Violating HIPAA rules
   a. Inappropriate use of electronic devices
6. Failure to disclose student’s communicable disease status to course/clinical faculty.
7. Failure of the student to complete and submit Course/Clinical Requirements and documents on due dates.

Professional Appearance: Students in the ADN Program are expected to follow the set requirements, which are enforced for the interest of safety and professionalism in and around the clinical and classroom setting.

1. Standard scrub uniform top and pants in designated color (ceil blue).
2. White lab coat will be worn over ceil blue scrubs for clinical prep and for clinical according to infection control standards.
3. Standard white nursing shoes with closed toe and heels, or all white (non-canvas) tennis shoes with conservative logo (no colored stripes).
4. Student should wear appropriate undergarments.
5. Plain name badge on left side of the uniform at all times (class and clinical).
6. School patch on left sleeve of uniform and/or left side breast pocket of lab coat.
7. Males should wear white socks; females should wear white socks or hose.
8. If a skirt will be worn, female should wear skirts right below the knees.
9. The following are not to be worn in the classroom or in a clinical agency or any NAH college-related activity:
   a. Tight clothing
   b. Jeans
   c. Shorts
   d. Midriff-baring shirts
   e. Low-cut shirts
   f. Skirts above the knee
   g. Open-toed shoes
   h. High heeled shoes
10. Dress code exceptions are made in special care areas, such as; Labor and Delivery, Operating Room, Recovery Room, or other designated areas. Other attire may be required and will be worn.

- **Hair.** Hair must be clean, well-groomed, above the collar, and kept away from the face to be in compliance with infection control standards. Hair barrettes should be conservative and of color compatible to dress or hair color. Ribbons, headbands, and scarves are not acceptable. Male students must be clean shaven. Males with long hair will wear hair above the collar.

- **Jewelry.** Only a minimum amount of jewelry should be worn. This provides safe, comfortable, and sanitary conditions for the patient and the care provider. The student may wear:
  1. Wrist watch with a second hand
  2. Pierced earrings, one pair of small studs (both male and female students).
  3. Rings: one plain band only – NO STONES.
  4. No tongue rings or other visible body piercing or necklaces.

- **Tattoos.** Should be covered all the time.

- **Communication.** Gum chewing not only looks unprofessional, but interferes with clear communication and can be extremely offensive to others. Gum chewing will NOT be allowed while in uniform or scrub attire on clinical/school premises.

- **Fingernails.** Nails may be freshly polished, if desired, WITH CLEAR POLISH, and are not to exceed the tips of the fingers in length. No artificial nails are allowed.

- **Hygiene:** Good oral and personal hygiene are essential. Remember cigarette smoke and perfumes or colognes may be offensive to others.

- **Cosmetics:** Make-up should be applied minimally and discretely.

If not in compliance with the uniform code, the student will be sent home from class or clinical and given a zero for the clinical day.

Students **should not** wear their uniform in any other functions other than school and clinical activities.

**ADN Academic Integrity:** Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of South Texas College and the Nursing & Allied Health Division. Failure to adhere to academic integrity constitutes academic dishonesty. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Individuals found guilty of academic dishonesty may receive a failing grade for the assignment and/or course as per instructor’s decision. It is the
student's responsibility to have a clear understanding of the various aspects of academic dishonesty. Plagiarism and other forms of scholastic dishonesty are serious academic violations that will not be tolerated. Scholastic dishonesty encompasses, but is not limited to, cheating, plagiarism, collusion, and any act designed to give an unfair academic advantage to the student. "Cheating" includes, but is not limited to:

- copying from another student's work;
- using materials not authorized by a testing proctor;
- possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes;
- knowingly using or soliciting, in whole or part, the contents of a non-administered test;
- collaborating with or seeking aid from another student without authorization during the test;
- substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment;
- Using, buying, stealing, or transporting some or all of the contents of a test, test rubric, homework answer, or computer program.

"Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means someone else's work and then submitting that work for credit as if it were one's own.

"Collusion" includes, but is not limited to, unauthorized collaboration with another person in the preparation of an academic assignment offered for credit.

The penalties for scholastic dishonesty in graded assignments include the possibility of failure in the course. Scholastic dishonesty in examinations will result in a grade of "F" on the examination and an "F" in the course.

**ADN Attendance:** The NAH programs maintain established attendance guidelines and allows each program to set their own policies.

**Classroom attendance:** Attendance is expected of all students. A variety of teaching/learning strategies will be used to assist students in assimilation and application of theory. Absence can seriously jeopardize the students' learning. Excessive, unexcused absence or failing grades will result in a mandatory conference with the course faculty member.

**Examination Absence:** Students must take examinations at their scheduled time and date. The student must contact the instructor two (2) hours before the scheduled exam time via Blackboard. For an excused absence, make-up examination must be taken on the next class day or at a time designated by the instructor. The student must complete the exam before he/she is allowed to return to the classroom. The format of the examination may differ from the original exam, i.e. an essay exam instead of multiple choice. The same Test Blue Print will be utilized. No make-up examinations will be administered for an
unexcused absence.

Course work: Students are required to submit a Late Coursework Form with any assignment that is not submitted by due date and time; forms will be placed in student’s personal file. Ten (10) points will be deducted each late day. Extenuating circumstances will be handled by faculty. Please see Appendix J.

Religious Accommodations: Students are expected to notify their faculty in advance if they intend to miss class to observe a holy day pertaining to their religious faith. Students will be required to provide verifiable documentation to the faculty either prior to missing or upon their return to class.

ADN Classroom Discipline: The primary responsibility for managing the classroom environment rests with the course instructor. South Texas College supports the right of faculty to maintain discipline in the classroom. When a student is being disruptive in the classroom, clinical or other academic setting, the course instructor or clinical instructor has the right to temporarily or permanently remove that student from class according to procedures outlined in the Student Code of Conduct.

Student Discipline in the Classroom - Appeal Process: The student may appeal the decision of the course instructor to the appropriate Program Chair. This appeal must be made in writing and received in the Program Chair’s office within 5 working days of the student’s receiving notice of the course instructor’s decision. The decision of the Program Chair concludes the approved South Texas College appeal process.

For more details please see the South Texas College Student Code of Conduct. Definition of classroom disruptive behavior a reasonable person would view as likely, substantially or repeatedly interfering with educational activities. Examples include but are not limited to:
- Constantly interrupting
- Repeatedly leaving or entering class
- Making loud noises
- Using physical or verbal threats
- Repeated use of cell phones in the classroom
- Persistent speaking without being recognized

ADN Guidelines for Written Work: All ADN students should take pride in their work and in all their assignments.

Written Work: The official source book to be used at every level of the undergraduate curriculum will be the most current edition of the Publication Manual of the American Psychological Association. Students are expected to follow the updated guidelines set down in this manual.

Not citing a source constitutes plagiarism. Papers are to be typed. Papers that may be handwritten as approved by the faculty, must be legible. The faculty reserves the right to return papers with an abundance of noticeable corrections

**Late Coursework:** Students are required to submit a Late Coursework Form with any assignment that is not submitted by due date and time; forms will be placed in student’s personal file. Ten (10) points will be deducted each late day. Extenuating circumstances will be handled by faculty. Late Course Work Form can be found on the **Appendix J.**

**Social Media Policy:** The ADN Program supports the use of social media and upholds a student’s right to personal communication via social media sites. Faculty, staff, and students are expected to adhere to the high standards of the health care profession with regard to maintaining confidentiality.

This procedure pertains to school related functions such as interactions in both classroom and clinical activities and use of internet conversations for school related activities via the following platforms but not limited to Facebook, Instagram, Snapchat, Tweeter, LinkedIn, You Tube, etc. Sharing of sensitive and confidential information is protected under HIPAA and FERPA whether conferred through face-to-face communication channels or through social media sites.

1. Private information of patients, hospital staff, college staff, and fellow students should never be discussed in any form of social media. The Health Insurance Portability and Accountability Act (HIPAA) guidelines are to be upheld at all times both in classroom and clinical course activities.
2. The uploading, downloading and distribution of unauthorized pictures, videos and course materials are strictly prohibited without express written permission of the faculty and other persons concerned.
3. Social media interactions like but not limited to texting, e-mailing, and social networking are not permitted during class and clinical hours. PDA and/or PDA combined with cell phone in clinical are used only as authorized by faculty and the hospital. The PDA combined with cell phone must be in vibration mode. In addition, the use of notebooks, iPads, etc. during class will only be permitted to note taking and other related school activities as authorized by faculty. If a student needs to respond to an emergency text/call, the student is asked to leave the classroom as deemed necessary.
4. Students must not use social media to communicate with faculty and staff. Students should use communication method as specified in the syllabus. Blackboard is the main form of communication to communicate with ADN faculty.
5. It is the student’s responsibility to keep their private social media site appropriate and profiles clean. It is highly recommended that students adjust privacy settings for personal accounts to limit public access.
6. Inappropriate use of social and electronic media by an ADN student is varied. The consequences will depend, in part, on the particular nature of the incident. Violations of patient/client privacy via electronic device will be dealt with according to disciplinary action ADN handbook.
Social Media Policy by Texas Board of Nursing (BON) Implications:
Instances of inappropriate use of social and electronic media may be reported to the BON. The laws outlining the basis for disciplinary action by a BON vary between jurisdictions. Depending on the laws of a jurisdiction, a BON may investigate reports of inappropriate disclosures on social media by a nurse on the grounds of:
- Unprofessional conduct;
- Unethical conduct;
- Moral turpitude;
- Mismanagement of patient records;
- Revealing a privileged communication; and
- Breach of confidentiality.

If the allegations are found to be true, the nurse may face disciplinary action by the BON, including a reprimand or sanction, assessment of a monetary fine, or temporary or permanent loss of licensure. Refer to Texas Board of Nursing Position Statement on the Use of Social Media, https://www.bon.texas.gov/practice_bon_position_statements_content.asp#15.29

Safety Procedures: Students injured while functioning in student roles in the clinical area, laboratory or classroom must report the incident to the course/clinical faculty. The student and course/clinical faculty should complete an Incident Report Form, found on the Appendix section, within 24 hours of the incident and sent to the agency designated person, the Program Chair for review and signature, and then to the Division Dean. Incident reports will be kept in a separate secured file by the Division Dean.

Emergency Messages. If the division receives a call for a student that is of an emergency nature, the Program secretary or designee will locate the student to relay the message. This procedure will be used only for emergencies. Students must maintain accurate phone numbers with the Program secretary and their clinical faculty. The secretarial offices will each maintain copies of all classroom and clinical schedules for easy reference in an emergency situation.

Professional Liability Insurance. The College requires professional low risk liability insurance coverage for students in the health professions. Payment for insurance is made at the time of student registration of clinical courses.

Emergency Health Care. Nursing & Allied Health students are responsible for their own health and medical expenses. Health insurance for health profession students is mandatory per Affiliating Agency agreements. The College makes health and accident insurance available to all enrolling students. The coverage expires at the end of each semester and does not cover 100% of all claims. The student is responsible for the uncovered portion of any claim.

Confidentiality: In accordance with the Texas Nursing Practice Act in Rule 217.11, Letter E, “Violating the Confidentiality of Information or Knowledge Concerning the
Patient/Client, Except Where Required by Law,” the faculty of the Nursing & Allied Health Division adopted the following policy:

1. Except in the structured, teaching-learning situation, all aspects of the clients’ medically related information and/or data shall not be discussed with any other person or persons under any circumstances.
2. Proper identification as stated in the STC Dress Code is required before reading charts/records.
3. Under no circumstances are students to photo copy, take pictures, and/or tape record any part of the client’s record. The clients will not be identified by name on any written paperwork of the student.
4. Failure to honor these basic ethical client rights may result in the immediate dismissal of students from the Program.

Students will sign a Confidentiality Statement that reflects their belief that ALL information about a client’s condition is confidential and should not be discussed in ANY public area inside or outside the agency.

TESTING PROCEDURE

Formative evaluations of students’ performance in the nursing courses are achieved through quizzes and unit tests that will be administered throughout the semester, as scheduled by the course faculty. Summative evaluations are conducted through a final examination and a standardized end-of-course examination using the HESI examination, as scheduled by the course faculty.

Examinations are administered to measure and gauge students’ mastery, proficiency and competence on the subject matter, topics and concepts based on the course and Program learning outcomes. It is an essential element in determining students’ level of competence and skills gained in the course. Course Examinations include but are not limited to Unit Exams, HESI diagnostic, HESI Customized, HESI Exit Exams, Online Comprehensive Simulated Adaptive Tests, and Final Examinations and constitute a major part of the student’s grade.

- Unit/Section Exams = 55% of the student’s final grade
- Custom/Standard Exams (HESI) = 15% of the Student’s final grade
- Final Exam = 25% of the Student’s final grade
- Quizzes/Assignments/Projects = 05% of the Student’s final grade
### Frequency/Number of Examinations per Course:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Unit/Section Exams (55%)</th>
<th>Custom/Standard Exams (HESI) (15%)</th>
<th>Final Examination (25%)</th>
<th>HESI Exit Exams for RNSG 2221 (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1513</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1341</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 2213</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1343</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1412</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 2331</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>RNSG 2221</td>
<td>2</td>
<td>N/A</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>RNSG 1417</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1300</td>
<td>5</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**RNSG 2363 Clinical V:** Ten (10) Online Comprehensive Adaptive Simulated Tests constitutes 50% of the course grade. Failure of the student to complete any of the test below **within the allotted timeframe** will result in a grade of zero in that specific test.

<table>
<thead>
<tr>
<th>Online Comprehensive Adaptive Simulated Test</th>
<th>Number of Items</th>
<th>Duration of the Test (Hour/Min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
<td>2 Hours</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>2 Hours</td>
</tr>
<tr>
<td>3</td>
<td>100</td>
<td>3 Hours</td>
</tr>
<tr>
<td>4</td>
<td>100</td>
<td>3 Hours</td>
</tr>
<tr>
<td>5</td>
<td>150</td>
<td>4 Hours</td>
</tr>
<tr>
<td>6</td>
<td>150</td>
<td>4 Hours</td>
</tr>
<tr>
<td>7</td>
<td>200</td>
<td>5 Hours</td>
</tr>
<tr>
<td>8</td>
<td>200</td>
<td>5 Hours</td>
</tr>
<tr>
<td>9</td>
<td>265</td>
<td>6 Hours</td>
</tr>
<tr>
<td>10</td>
<td>265</td>
<td>6 Hours</td>
</tr>
</tbody>
</table>

**No exceptions.** The type of exam questions will be comprehensive, calculations, and critical thinking questions. Exam questions will include standard format and alternate format questions and will follow the NCLEX-RN Detail Test Plan. Alternate format questions include:

- Multiple response (no partial credit)
- Chart/Exhibit
- Drag and Drop/Ordered Response
- Fill-in-the-blank Calculations
- Hot spots
- Audio
- Graphics
Alternate format question distribution per Examination:

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Alternate Format Questions</th>
<th>Unit Test Number of items</th>
<th>Time</th>
<th>Final Exam Number of items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>10%</td>
<td>5/50</td>
<td>1hr 15 min</td>
<td>10/100</td>
<td>2 hrs 30 min</td>
</tr>
<tr>
<td>Level 2</td>
<td>15%</td>
<td>8/50</td>
<td>1hr 15 min</td>
<td>15/100</td>
<td>2 hrs 30 min</td>
</tr>
<tr>
<td>Level 3</td>
<td>20%</td>
<td>10/50</td>
<td>1hr 30 min</td>
<td>20/100</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Level 4</td>
<td>25%</td>
<td>13/50</td>
<td>1hr 30 min</td>
<td>25/100</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Level I courses = 10% of the total test items
Level II courses = 15% of the total test items
Level III courses = 20% of the total test items
Level IV courses = 25% of the total test items

The course faculty will provide a test blueprint in a distribution of content format before every exam. The Item Distribution Form is based on the current NCLEX Blueprint. Refer to the Appendix F for the Item Distribution Form.

For excused absence, make-up exam must be taken on the next class day or at a time designated by the course faculty and must be completed before the student can return to the classroom. The same test blue print may be utilized for the exam. Students will have 2 options for the special exam. The student has to submit a signed letter indicating the option he/she chooses before the test is administered.

**Option 1:** Alternate format (i.e. Fill-in-the-blanks, essay, matching type) or different exam questions (from within the coverage of the test).

**Option 2:** The same exam taken by the class with 10 points off deduction on the raw score (20 percent in a 50 item exam). For final exam, 20 points off deduction on the raw score (40% in a 100-item exam).

Student must follow the procedure as outlined in the ADN Student Handbook to be eligible for a make-up exam.

**Testing Guidelines:**

1. Students must report promptly to the assigned classroom/computer room as announced to take the test on paper or online.
2. No electronic devices, including but not limited to; cell phones, all watches and electronic pens will be allowed during exams; earplugs are acceptable. All cellphones and electronic devices must be on the course faculty’s desk before the start of the exam.
3. NO articles will be allowed on the computer desk or exam table during the exam. No food or drinks allowed in the computer labs.
4. If student is late to a quiz, he or she will not be allowed to take the quiz. Missed quizzes cannot be made up.
5. If student is late to an exam, he or she will not be allotted extra time to complete the exam.

6. Students will not be allowed to leave the examination room during the duration of the exam. For extenuating circumstances as deemed necessary by the faculty, if a student will be allowed to leave the examination room, all personal items including electronic devices will be left in the room. Only one student at a time may be allowed to leave the room and the student may be accompanied by the faculty outside the restroom. Students are not allowed to go in and out of the room while the exam is in progress. The student has to maintain silence while inside the testing area. When students are done with computerized exam, while waiting for the rest of the class to finish, students are not allowed to explore the internet.

7. Students are not allowed to discuss the content of the exam, during or after.

8. Coverage of exams is subject to change based on the progress of the class on lecture days, and will follow the same order of the topics based on the schedule/calendar. Should there be necessary changes in the coverage of the lectures and exams, modifications/changes will be announced on Blackboard and/or during class.

9. Exam booklets, scratch papers, and/or any exam materials must be returned to the course faculty before leaving the examination room. **Taking pictures of the exam and exam materials is not allowed.** If the exam booklets/materials are taken out of the classroom and/or pictures of which are taken, the student will automatically get a ZERO grade on the exam and will be referred to the Program Chair for appropriate action. **If audio and video recording of exam review is done, the student automatically FAILS the course.**

10. Should there be technical and computer glitches (i.e. students getting disconnected online) encountered during the computerized exams, (only the) affected students will be given extra time equivalent to the amount of time lost during the glitch. If the computer or online issue is not resolved within 30 minutes and multiple students are affected, the exam will be voided and a new exam will be scheduled and administered the soonest possible time. The exam will cover the same concepts and test blueprint.

11. Computerized Adaptive Testing must be completed and submitted within the allotted time. Failure to submit the exam before the time expires results to the inability of the Program to determine Mastery Level and will show an “I” (Incomplete) grade. An “I” (Incomplete) grade will be equivalent to a zero grade.

12. Students may be required to bring personal laptop computer capable of connecting online to be used for the test.

13. Grade for unit test and current average will be given to students within a week after every unit test.

14. Final exam and course grade for Level 2 and Level 3 courses will be released by the faculty on Blackboard on the last Friday of the semester on or after 5:00 PM. For Level 1 and Level 4 courses, final exam and course grade will be released as scheduled in the STC Academic Calendar.
Review of Examinations Guidelines:
1. Unit exam reviews are conducted at a time and date identified by the course instructor. Exams will not be reviewed if a student or section has not yet tested.

2. **No** electronic devices, including but not limited to; cell phones, all watches and electronic pens will be allowed during exam review. All cellphones and electronic devices must be on the course faculty’s desk before the start of the review. Audio and video recording is not allowed during the duration of the review. **If audio and video recording of exam review is done, the student automatically FAILS the course.**

3. The review will not last more than 30 minutes.

4. The course faculty will read all the correct answers. After all correct answers are given; the course faculty will take questions in an orderly manner. The course faculty will give rationale for the correct answer. If the student does not understand the course faculty’s rationale for the correct answer, he/she may complete a **Student Exam Item Challenge Form**, which can be found on **Appendix K**, and meet with the course faculty by appointment to discuss the question further.

5. Questioned test items will be reviewed by the course faculty for accuracy.

6. Questions and issues on unit exams including test item challenge must be submitted to the course faculty by 5 pm on the day of the test review. No challenge and review of the questions/test will be accepted thereafter and exam grade becomes final.

7. If the course faculty finds merit and sufficient acceptable reliable textbook evidence on the test item being challenged, the course faculty may give credit to the questioned test item for the students concerned. However, students who already got the correct answer will NO longer get additional points.

8. Final Examinations will **NOT** be reviewed to the class. Only students who failed the course may set-up an appointment with the course faculty to review only the final exam.

**HESI End-of-Course Exam**
The Evolve (HESI) Exam is a standardized custom (RNSG 1513, RNSG 1341, RNSG 1343), or specialty (RNSG 1412, RNSG 2213, RNSG 2331) exam administered at a specified date before the final exam and **must be completed by ALL students**. The end-of-course standardized/specialty HESI Exam has 55 items: 50 of which are graded and 5 are pilot questions and has to be administered over 1 hour and 30 minutes. The HESI Exit Exams administered in RNSG 2221 has 165 questions and are administered over 3 hours. Any student who obtains a HESI score below 850 in the standardized test will be required to report to the Faculty and the Student Advisor who will initiate the Remediation Process with the student.

To be prepared and be successful in taking course exams and tests, students are encouraged to maximize utilization of multiple and optional resources from the library, CLE, and other reference materials to augment and strengthen knowledge base, understanding, learning of concepts, development of and harnessing critical thinking skills and test taking strategies.
GRADING AND GRADING SYSTEM

Evaluation Method for Didactic Courses: A letter grade of “C” is the minimal requirement to progress in the nursing curriculum. The theory, skills and clinical companion course and co-requisite courses must be passed before students may progress to courses in the next level. All course requirements are graded numerically. The final course grade will be converted to a letter grade according to the Program Grade Scale. Course grades will be based on, but not limited to: unit exams, final exam, quizzes, assignments, and standardized custom or specialty end-of-course exams.

Grading Criteria: The grading criteria for all didactic courses (except for RNSG 1209 and 2221) is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/Section Exams</td>
<td>55%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Custom/Standard End-of-course Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes/Assignments</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Due to the incorporation of HESI Exit Exams, the grading criteria for RNSG 2221 - Professional Nursing: Leadership and Management is different from the other didactic courses:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/Section Exams</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>NCLEX Preparation/HESI Exit Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity/Discussion Forum</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

RNSG 2363 Clinical V Clinical Capstone preceptorship experience is graded based on the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Preceptorship Reflection Evaluation (reflection journaling)</td>
<td>30%</td>
</tr>
<tr>
<td>Online Examination (10 Online Comprehensive Simulated/Adaptive Tests)</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grade Scale: At the end of the course, students will earn a grade based on the following scale:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>POINTS Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 92%</td>
</tr>
<tr>
<td>B</td>
<td>91% - 85%</td>
</tr>
<tr>
<td>C</td>
<td>84% - 78%</td>
</tr>
<tr>
<td>D</td>
<td>77% - 70%</td>
</tr>
<tr>
<td>F</td>
<td>69% and below</td>
</tr>
</tbody>
</table>
**Basis for Determination of Final Grade:** Student must achieve a grade of 78.0 or better in the course. The numerical equivalent is rounded off (only for the Final Grade) at 0.5 or above, for example: 77.5 would become 78; 77.4 would become 77; 69.5 would become 70; 91.5 would become 92.

**Evaluation Method for Skills Classes:** Basic Nursing Skills are taught in Level 1 and Advanced Skills in Level 2. Videos are utilized and demonstration by the faculty is done. Students are allowed to practice before competency testing. A Competency Performance Evaluation (CPE) form is used as the grading rubric for each specific skill that is being tested.

The method of evaluating and grading in Nursing Skills I courses is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>Psychomotor/Skills Competencies*</td>
</tr>
<tr>
<td>04%</td>
<td>Hand washing</td>
</tr>
<tr>
<td>08%</td>
<td>Vital Signs</td>
</tr>
<tr>
<td>10%</td>
<td>Physical Assessment</td>
</tr>
<tr>
<td>15%</td>
<td>Oral Medication Administration</td>
</tr>
<tr>
<td>15%</td>
<td>Parenteral Medication Administration</td>
</tr>
<tr>
<td>06%</td>
<td>Suctioning</td>
</tr>
<tr>
<td>06%</td>
<td>NGT</td>
</tr>
<tr>
<td>06%</td>
<td>Urinary Catheterization</td>
</tr>
<tr>
<td>20%</td>
<td>Quizzes, Homework, Assignments</td>
</tr>
<tr>
<td>10%</td>
<td>EHR Documentation</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

*Grading of skills during Check Off/Competency Testing, the highest grade a student can obtain during competency testing is as follows:

- Passed the first time = 100%
- Passed the second time = 85%
- Passed the third time = 78%

The goal is to achieve at least 78% by meeting all the criteria outlined in the Competency Performance Examination Book of the specific skill. If not met in the first attempt, a conference with the student will be done by the course faculty and the student will be referred to the Student Advisor. If the student fails to meet the required skill competency in the second attempt, a conference with the student will be done by the course faculty and the student will be referred to the Student Advisor and undergo tutoring. Another Nursing Skills 1 faculty may evaluate the student on the third (3rd) attempt on the specified skill. If the student fails on the third attempt on the specific skill he/she will automatically get a zero grade for that skill.

Skills competency for the students are documented in a Procedure Checklist which is applicable for the entire duration of the Associate Degree Nursing (ADN) Program. It is the student’s responsibility to obtain the course faculty’s signature after every skills competency test and/or clinical performance. All skills performed per level must be signed on each line by the designated faculty before progressing to the next level. Faculty will not sign skills completed from previous levels.
In case of a lost or misplaced Procedure Checklist, a replacement list can be obtained from the faculty secretary. If for any reason a student needs a previous faculty to resign the book, the student may be asked by that course faculty to demonstrate the skill(s) again.

**Evaluation Method for Clinical**

A. Clinical Experience

Clinical experiences involve holistic analysis of the health status of clients in a variety of settings. Students are allowed to function safely as a novice within the organization framework of various health care settings such as, but not limited to, emergency departments, ambulatory day surgery units, medical-surgical, and telemetry departments.

B. Method of Evaluation

The weekly clinical performance grade is determined by dividing the sum of all points earned from individual clinical performance criteria by the total number of possible points a student could have earned during the week. If the faculty determines that a student has not had the opportunity to earn points for a given criteria, the item will be omitted. Other than the students' clinical performance, the weekly grade reflects the written nursing care map, medication sheet, diagnostic sheet assessment form, references, and any other work assigned to the student. The average of all the weekly clinical grades will be counted as seventy-five percent (75%) towards the student’s final grade in the clinical course.

C. Math Test Requirement

1. Students will be given three attempts to achieve 100% score in the Math proficiency testing.
   a. Three Math, Dosage Calculation tests will be administered before the withdrawal date set forth by STC.
   b. Review of each Math test and remediation will be done by the clinical faculty for students who do not achieve 100% score.
   c. Twenty-five percent (25%) of the average of the three math tests will count towards the clinical grade.

2. Preparation for this test can include practicing math exercises from a medication math book, taking Math for Allied Health, and/or practicing on math computer-assisted instruction in the computer lab.

**Simulation Laboratory:** Students attend Simulation Laboratory weekly as scheduled in the Course Calendar. Case scenarios will take the place of a patient assignment. Nursing care will be rendered to the various types of manikin. Virtual simulation scenarios may be utilized. All the policies, procedures, and requirements in clinical including but not limited to uniform, attendance, professional behavior, and grading criteria will be enforced in Simulation Laboratory. The final grade will be equivalent to one clinical day. Rubric for group performance of simulation will be designed by the simulation faculty.
Clinical course grade will be based upon the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical/Simulation Performance</td>
<td>75%</td>
</tr>
<tr>
<td>Math Tests (Average of 3)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The clinical performance grade is based on weekly clinical assignments, student self-evaluation, written clinical assignments and concept mapping. The final course grade is calculated by averaging the scores then divided by the number of clinical for the entire semester.

**MATH, DOSAGE, CALCULATION PROFICIENCY**

Proficiency in math and dosage calculation is an integral part of safe nursing care. Students in the ADN Program are required to achieve 100% in at least one of the three math and dosage calculation tests with every clinical course. To assist the students in preparation for the math tests, math modules are available through the Center for Learning Excellence (CLE) before the start of each semester. Other ways to prepare for the test can include purchasing and studying the practice exercises in a medication math book, taking Math for Allied Health, and/or practicing on math computer-assisted instruction in the computer lab.

1. Math proficiency testing will be administered under the following courses:
   a. RNSG 1262 - Clinical Level 1
   b. RNSG 2161 - Clinical Level 2: Medical Surgical Nursing 1
   c. RNSG 2162 - Clinical Level 2: Mental Health
   d. RNSG 2260 - Clinical Level 3: Clinical Pediatric/Maternal/Infant
   e. RNSG 2361 - Clinical Level 3: Complex Medical Surgical
   f. RNSG 2163 - Clinical Level 4: Advanced Medical Surgical Nursing
   g. RNSG 1162 - Clinical: Transition Clinical

2. Students will be given three attempts to achieve 100% score.
   a. Math tests will be administered before census and/or withdrawal date.
   b. Review of Math test and remediation will be done by the clinical Faculty for students who do not achieve 100% score after every test.

3. Failure to achieve 100% score in at least one of the Math tests will result in the student’s incomplete grade from the following co-requisite courses:
   a. Level 1: RNSG 1513, 1262, 1205
   b. Level 2: RNSG 1341, 1144, 2161, 2213, 2162
   c. Level 3: RNSG 1412, 2260, 1343, 2361
   d. Level 4: RNSG 2331, 2163, 2363
   e. LVN to RN: RNSG 1417, 1140, 1162, 2213, 2162; Level 3 & Level 4 courses as above
   f. EMT Paramedic to RN: 1417, 1140, 1162, 2213, 2162; Level 3 & Level 4 courses as above

4. Students will follow the ADN Program Readmission Policy on page 58.
NURSING SKILLS LAB/SIMULATION LAB/COMPUTER LAB

The skills laboratory is designed to enhance students' learning. The laboratory will be used at specific times for the demonstration and practice and competency testing of skills necessary for client care. Students are expected to demonstrate correct procedure in the skills lab setting before they will be allowed to perform a skill in the health care agency. Skills may be practiced outside of the structured time by setting an appointment with the Laboratory Nurse Assistant. The prescribed dress code will be maintained in the skills laboratory.

The simulation laboratory houses high-fidelity manikins that allow the students to practice their knowledge and skills with life-like manikins in a controlled and safe environment. Due to the value that simulation plays in the promotion of critical thinking and clinical reasoning, it is incorporated in every clinical course. Dress code, attendance, and grading in the clinical courses apply to simulation.

The Nursing & Allied Health Computer Lab is available to students on an extended time frame each class day. A number of mandatory computer assisted instructional programs (CAI) are assigned each semester. Students are expected to sign in or provide a means of written documentation after completion of assigned CAI Programs. The College provides the students with over 400 computers, over the five (5) STC campuses, and students are able to log on anywhere there is internet access.

COMMUNICABLE DISEASES

A safe environment must be maintained for all students and clients. Students with a communicable disease must report the condition to their faculty (classroom or clinical) immediately. The Nursing/Allied Health Programs will:

1. Make information on the prevention of communicable diseases available to students.
2. Provide all reasonable precautions to protect confidentiality.
   a. However, communicable diseases will be reported as applicable to appropriate authorities, i.e. tuberculosis.
3. Students must be able to meet acceptable performance standards and course objectives.
4. Students with a communicable disease may attend classes or perform duties at the clinical site if his or her presence does not pose a threat or danger to that individual, others in the College, or to the clients they will be in contact with during the clinical experience.
5. Students are expected to follow the affiliating agency's' guidelines governing caring for clients with communicable diseases.
STUDENT COMMITTEES
Students will elect a representative and an alternate at the beginning of each semester to serve in the Curriculum Committee and Student Affairs Committee. Students may be requested to serve in other standard and ad hoc committees as established. The responsibilities of the student representative include attendance to the scheduled meetings, presenting concerns and issues with suggested solutions from their level, and disseminating information, action, or resolution that were acted upon in the meeting.

PROGRAM COMMITTEES
ORGANIZATION AND COMPOSITION OF THE PROGRAM COMMITTEES
The Committees are organized at the start of every academic year. All faculty members choose the committee they wish to serve and participate in. Student representatives who are elected by the different cohorts attend as non-voting members of the Curriculum and Student Affairs Committees. A Committee Chair is elected by the committee members. The Committees meet once a month or when necessary. Hours spent by the members of the different committees are credited towards the faculty’s community service hours.

INFORMATICS COMMITTEE: Roles and Responsibilities
I. Educate, Train, And Provide Support To System Users
   a. Facilitates orientation and training of system users on use of information technology and management systems.
   b. Provides support in troubleshooting issues encountered by system users related to use of technology.
   c. Provides recommendations to faculty on strategies of integrating informatics into the curriculum.

II. Choose Appropriate Systems
   a. Facilitates pilot testing of information technology software or application.
   b. Provides objective evaluation of pilot tested systems or software.
   c. Provides recommendation in selection of information systems.

III. Project Management
   a. Develops implementation timelines for adoption of new systems.
   b. Develops schedule for faculty training.
   c. Coordinates with STC IS&P department to facilitate procurement and installation of information systems.

IV. Policy Writing
   a. Assists in developing policies related to information technology and management.
   b. Assists in evaluation and revision of existing policies.
   c. Reviews evidence-based practices on information technology and management.

V. Optimizing Systems
   a. Performs regular evaluation of current information technology and provides recommendations for improvement and/or enhancement.
   b. Maintains documentation of user- and system-related issues.
c. Identifies and utilizes quality improvement strategies using the QSEN Informatics Competencies as the framework.

ADMISSION AND PROGRESSION COMMITTEE: Roles and Responsibilities

I. **Admission**
   a. Reviews applications to the three tracks of the Program: Traditional, LVN-RN, and Paramedic EMT-RN.
   b. Approves and accepts incoming cohort of students to the different tracks.

II. **Progression**
   a. Reviews letters of intent, letters of petition, and remediation portfolios of students seeking re-admission to the Program.
   b. Reviews and accepts students’ application for readmission to the Program for Math incompletes, Title IX, course failures, personal, and medical leaves.

III. **Policy And Procedure Writing**
    a. Assists in developing policies and procedures related to admission and progression of students in the Program.

CURRICULUM COMMITTEE

The Associate Degree Nursing program maintain a Curriculum Committee to initiate and recommend necessary changes in the program’s curriculum assuring compliance with the guidelines set forth by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools (SACS), and the Texas Board of Nursing (BON). The committee is tasked to review and evaluate the curricula for changes and improvements needed leading to the degree, Associate Degree Nursing. Necessary changes, improvements, and recommendations will be submitted to the Associate Degree Nursing Program Faculty for confirmation and approval.

I. **Membership of the Committee**
   The ADN Program Curriculum Committee will be composed of:
   a. At least five (5) fulltime faculty members who has volunteered to be part of the Committee.
   b. Chair of the Curriculum Committee will be elected by the members of the committee (Faculty).
   c. One (1) elected student representative and one (1) elected alternative student representative from every Level (Level 1 to 4), LVN to RN tract and Paramedic to RN tract.

II. **Term of Membership**
    a. Faculty serving on the committee will serve for the entire Academic Year.
    b. Student Representative will serve for the entire semester.

III. **Responsibilities**
    a. Chair of the Curriculum Committee
       i. Presides Committee Meeting;
       ii. Schedules, organizes, and coordinates Committee Meetings;
       iii. Keeps records of minutes of the meetings and attendance;
       iv. Updates the Faculty and the Program Chair of the Committee meeting decisions, progress reports, and resolutions;
    b. Faculty Members of the Committee
       i. Participate in every Committee Meeting;
       ii. Deliberate and vote on committee reports, resolutions, and decisions;
iii. Disseminate information, reports, resolutions, and decisions to the faculty of the Level he/she represents;
iv. Elect the Chair of the Curriculum Committee

c. Student Members of the Committee
i. Participate in every Committee Meetings;
ii. Gather legitimate concerns and issues from students in the Level he/she represents;
iii. Present issues, concerns during the Committee meetings;
iv. Disseminate the results of reports, decision, and resolutions to the students of the Level he/she represents.

STUDENT AFFAIRS COMMITTEE: Roles and Responsibilities
I. Fosters a safe environment that promotes educational experiences focused on student development in alignment with academic learning and institutional core values of Student Success, Opportunity, Excellence, Innovation, Community, Professionalism, and Integrity.

II. Recommends, develops, and facilitates program activities geared towards increasing student engagement that promotes institutional core values as approved by nursing program leadership.

a. Mentors, advises, and provides support to individuals or groups of nursing students for activities that promote professional development.
b. Facilitates activities that support the mission and goals of the Nursing Programs including but not limited to pinning ceremony, program alumni, local, and national nursing student organizations.
c. Develops or facilitates programs and activities that promote student success i.e. award scholarship grants.

MATH DOSAGE AND CALCULATION AD HOC COMMITTEE
The Associate Degree Nursing Program maintains a Math Dosage and Calculation Committee to initiate and prepare Level Specific Dosage and Calculation Module, coordinate with CLE and tutors, and recommend necessary changes in the program’s dosage and calculation procedures and standards. The committee is tasked to review and evaluate Dosage and Calculation Modules and Dosage and Calculation Examinations for changes and improvements needed, deliberate, and decide on exam items being challenged by the students.

I. Membership of the Committee
The ADN Program Math Dosage and Calculation Ad Hoc Committee will be composed of:

a. At least five (5) volunteer fulltime faculty members representing a specific Level/Tract;
b. Chair of the Ad Hoc Committee will be elected by the members of the ADN Math Dosage and Calculation Ad Hoc Committee;
c. During Summer Session: The ADN Math and Dosage Calculation Ad Hoc Committee will be composed of five (5) ADN Faculty in charge of the administration of the Math Dosage and Calculation Examinations during the Summer Session.
II. Term of Membership
   a. Faculty serving on the Math Dosage and Calculation Ad Hoc Committee will serve for the duration of the Academic Calendar Fall and Spring Semester;
   b. Faculty serving on the Dosage and Calculation Ad Hoc Committee during the Summer Session will serve only for the duration of the Summer Session;

III. Responsibilities
   a. Chair of the Math Dosage and Calculation Ad Hoc Committee will;
      i. Preside Ad Hoc Committee Meetings;
      ii. Schedule, organize, and coordinate Ad Hoc Committee Meetings;
      iii. Keep records of minutes of the meetings and attendance;
      iv. Keep updated copies of the Math Dosage and Calculation Modules;
      v. Coordinate with all Level and tracks the Math Dosage and Calculation Modules including the release of modules to the faculty, students, CLE and tutors;
      vi. Update the Faculty and the Program Chair of the Ad Hoc Committee meeting decisions, progress reports and resolutions during faculty meetings or as necessary;
      vii. Notify the student in writing of the decision of the committee with regards to the test item being challenged or appealed.
   b. Faculty Members of the Committee will;
      i. Participate in every Math Dosage and Calculation Ad Hoc Committee Meeting;
      ii. Participate in the preparation and review of the Math Dosage and Calculation Modules;
      iii. Peer reviews of the Dosage and Calculation Exams;
      iv. Deliberate and votes on Math Dosage and Calculation Ad Hoc Committee reports and decisions including test item exam challenges;
      v. Disseminate information, reports, and updates Level faculty members he/she represents;
      vi. Elect the Chair of the Math Dosage and Calculation Ad Hoc Committee
CLINICAL EXPERIENCES

• Safe Clinical Practice Standard
• Clinical Attendance
• Clinical Warning
• Clinical Communication
• Health Examination
• Healthcare Associated Infection Guidelines
• Technical Performance Standards
Students’ clinical experiences are planned to provide the opportunity to develop nursing skills and to utilize critical thinking skills in the assessment, diagnosis, planning, implementation and evaluation of client care. The following guidelines will make the experience beneficial to students and safe for clients:

1. Assignments will reflect theoretical class content and provide the opportunity for the performance of nursing skills previously learned and demonstrated in the campus skills lab.

2. Students may obtain their assignments at a time designated by the clinical faculty from an assignment sheet posted in a predetermined area of the client care unit at the agency. Level 4 Students: Assigned Team Leaders may obtain client assignments for their team members during pre-clinical hours. Assignments will be given to team members observing confidentiality and HIPPA guidelines.

3. Students should be in complete uniform during pre-clinical.

4. Students will be expected to perform procedures using principles learned within the specific agency’s procedure. Supervision will be required until nursing care and skills are performed safely and with competence.

5. Students report directly to the clinical faculty, designated supervisor, or preceptor and will seek their supervision or advice as the situation indicates.

6. Students will not administer any medication until they have achieved 100% proficiency in at least one of the dosage and calculation exams. Students can only administer medications under direct supervision of a clinical faculty or the primary nurse.

SAFE CLINICAL PRACTICE STANDARD

Purpose of Professional Clinical Experiences: To provide an opportunity for the nursing student to demonstrate competence in the cognitive (knowledge & judgment), psychomotor, and affective skills necessary to practice in the profession of nursing. The clinical learning environment is one in which the student is expected to progress in level of competence.

Standard: From entry into the clinical setting, through completion, the student is expected to practice in a safe and responsible manner regarding him/herself, the patient/client and environment. The student nurse, participating as a member of the health care team and member of the profession, is responsible for providing patient centered care and contributing to the continuity of care, and maintenance of patient’s safety and welfare throughout the clinical experience.

Self: Prior to entering the clinical experience, the student will have demonstrated in the classroom and laboratory, the necessary knowledge and skill being required in the current clinical setting.

Prior to entering the clinical experience, the student will have submitted evidence of: negative TB test, current immunizations, CPR certification, negative
drug test, negative criminal background check & professional liability and medical insurance. Student must have completed and submitted required Clinical Requirements documentation to the Clinical Instructor at the start of every clinical day.

The student will not enter the clinical or classroom setting when he/she has an impairment or illness that is or may be harmful or infectious to others. While in the clinical setting the nursing student will:

- Utilize the Professional Standards of Practice set forth by Board of Nurse Examiners for the State of Texas; Rule 217.11 Rules and Regulations Relating to Professional Nurse Education, Licensure, Peer Assistance, and Practice in performing all academic and clinical work in the associate degree nursing Program;
- Demonstrate honesty in all behaviors & communications in the classroom and clinical setting;
- Arrive at the clinical station on time, sign in on time, report off to the person responsible for the student’s supervision any time the student leaves the clinical station, sign out on time when leaving the clinical station;
- Demonstrate behavior indicative of a drug & alcohol free professional per STC Policy 4213;
- Display stable mental/emotional & physical health;
- Demonstrate responsibility for all personal actions, and rights of the client and agency, by not failing to report mistakes or problems;
- Demonstrate safety as a priority by taking appropriate steps to insure injury does not occur to the student during the course of clinical practice;
- Abstain from all forms of sexual harassment toward fellow students, faculty, clients and agency;
- Follow exactly, the dress code set forth in the student handbook (online at http://nah.southtexascollege.edu/adn/index.html and must submit the required documentation at the start of each clinical day. (see Appendix P)
- Demonstrate full understanding of confidentiality by not participating anywhere in inappropriate conversations, inappropriate sharing of information, or obtaining information in any form which is/are not pertinent to the student’s current clinical assignment;
- Demonstrate correct, accurate and timely record keeping and verbal communication;
- Provide safe, therapeutic care to clients, utilizing the level of supervision which has been outlined by the student’s immediate clinical supervisor.

Care of Clients: While in the clinical area, the student will:

- Demonstrate correct use of all therapeutic processes, ensuring physical, mental & emotional safety of the client and their property as he/she provides care.
- Demonstrate a nonjudgmental attitude toward clients with regard to race, color, national origin, religion, socioeconomic status, age, disease process or sexual preference.
• Provide only care which the student has been deemed competent to perform, utilizing the level of supervision appropriate to the circumstance outlined in the clinical guidelines,
• Demonstrate a team approach to client care by communicating in a timely fashion, verbally and/or in writing all clinical information.

**Care of Environment:** While in the clinical area, the student will:
• Demonstrate respect for the agency through proper use and care of all equipment and property.
• Demonstrate understanding of safety by using safety devices, a team approach to ensure safe patient care, and keeping all potential injury producing objects out of the client’s access.
• Demonstrate understanding of disease transmission by using standard precautions, proper hand washing, and linen care.

**Failure to meet the standard:** Failure by the nursing student to meet any part of the above standards, will cause action to be taken by the clinical faculty, Program chair, and Division of Nursing and Allied Health Dean. The minimal action to be taken will be a written report and reprimand. The maximum action may be **immediate dismissal** from the course. The action taken will be dependent on the nature of the incident and potential or real threat to client safety and wellbeing.

**Clinical Requirements:** Once a prospective student is admitted into the ADN Program, they will be required to fulfill additional immunizations and clinical requirements. Please refer to the Appendix E for a full list of the clinical requirements.

**CLINICAL ATTENDANCE**
Clinical Attendance is required for the completion of clinical learning objectives. Students are required to attend clinical at the assigned time and location. Transportation is the responsibility of students. Unexcused absences which total more than 10% of the scheduled clinical hours for any clinical or laboratory course may result in failure from the clinical course.

Tardiness of more than 30 minutes will be recorded as a clinical absence. No half-day absences are allowed. Tardiness of less than 30 minutes on three separate occasions will count as one clinical day absence.

The following must occur in the **event an absence** from clinical is necessary:

1. Student must inform the Clinical Faculty at least two hours before the scheduled start of the clinical for an anticipated absence. During capstone, assigned preceptor must be notified at least one hour before the start of shift. No call no show will result in a zero grade for the clinical day.
2. Special circumstances will be considered on an individual basis at the discretion of the clinical faculty.
Absences are reserved for extreme emergencies, personal illness or health conditions which put the students, faculty, classmates, and clients at risk. Excessive unexcused absences put the students at risk for not meeting course/Program outcomes. Absences that exceed the maximum number allowed by semester, will be evaluated by the Program faculty.

**CLINICAL WARNING**

Students must satisfactorily complete all required learning objectives/outcomes through clinical performance. The clinical faculty will document in writing the reasons for an unsatisfactory clinical performance on the clinical evaluation tool and the teaching Form.

The course faculty has the right and responsibility to dismiss the students from the clinical area at any time that the student exhibits unsafe clinical performance. Unsafe clinical performance is defined as the inability to safely meet the needs of the patient. Examples of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course. Unsafe behavior may consist of a behavior, or pattern of behaviors that include, but are not limited to:

1. Failure to carry out the course requirements, including nursing care plans/concept maps;
2. Engaging in activities judged to be unsafe for students’ level and clinical assignment based on course objectives;
3. Engaging in any activity that has the potential to place the client in physical or emotional jeopardy;
4. Violation of any critical element identified in the evaluation tool.

A Conference Summary Form will be issued in the event of the above mentioned activities. The course faculty has the right and responsibility to dismiss students from the clinical area at any time that client care is jeopardized. This dismissal from clinical will result in a conference with members of the course team and Program chair.

**CLINICAL COMMUNICATION**

Communication will take many forms and include agency records, student self-evaluation and faculty anecdotal notes and evaluation.

1. Students will always report to the faculty and designated supervisor before leaving the unit. Students are not allowed to take a verbal order from a physician or others.
2. Students assume responsibility for keeping the faculty and designated supervisor informed of client progress or changes and to follow through as needed.
3. Students will not sign as a witness, permits or any legal document related to client care.
4. Students will attend clinical conferences and seminars that will provide forums for the exchange of ideas, plans, and to discuss areas of need. Refer to Appendix X for the Conference Essay Grading Criteria.
5. Students will self-evaluate their performance daily on designated tools.
6. Faculty/preceptors will keep anecdotal notes as necessary, for the students’ evaluation record.
7. Students have the opportunity to read and discuss their anecdotal notes and to write comments if desired. Students will have informal opportunities to discuss their progress with their faculty daily. Conferences can be called at any time by students or the faculty. Specific information regarding each clinical and its guidelines will be provided in the course syllabus.

HEALTH EXAMINATION
Students are required to provide documentation verifying the following prior to attending a clinical course. Failure to provide this documentation will be the basis for not being able to attend clinical which may result in a course failure. Please see Clinical Compliance Specialist with specific questions.

1. The absence of active pulmonary disease
   a. 0-mm tuberculin skin test result (once a year)
   b. chest x-ray negative for active disease (every two years or frequency by CDC recommendation)
2. Current immunization against Hepatitis B (HBV)
   a. Series must be completed by students prior to applying to the Program
   b. Provide documentation of immunity via a titer
3. Immunization against Measles, Mumps, Rubella, and Chicken Pox or evidence of immunity via a titer. Current Diphtheria/Tetanus/Pertussis toxoid immunization.

HEALTHCARE ASSOCIATED INFECTION GUIDELINES
The Center for Disease Control in Atlanta has developed Healthcare Associated Infection (HAI) Guidelines as recommendations to all health care workers for preventing transmission of blood borne diseases in the health care setting. Blood and certain body fluids of ALL patients are considered potentially infectious for HIV, Hepatitis B virus (HBV) and other blood borne pathogens. The guidelines are intended to prevent parenteral, mucous membrane, and non-intact skin exposure. The implementation of these control measures does not obviate the need for continued adherence to general infection control principles and general hygiene measures. For more information log in to www.cdc.gov

Minimum Guidelines:
1. Use standard precautions for all clients
2. Use appropriate barrier precautions routinely when in contact with any blood or other body fluids of any client
3. Change gloves after each contact with clients, followed by hand washing after gloves are removed
4. Wear mask and protective eyewear during any procedure that is likely to generate drops of sprays to prevent exposure of mucous membranes of mouth, nose, and eyes
5. Wash hands and other skin surfaces immediately and thoroughly if contaminated with blood or other body fluids
6. Refrain from all direct client care if you have exudative lesions or weeping dermatitis until the condition resolves.
7. Use resuscitator bags and other ventilation devices to reduce the need for mouth-to-mouth resuscitation.
8. Always use gloves when giving injections, changing wound dressings, or starting IV’s or heparin locks.
9. Use appropriate equipment to prevent injuries when using needles, scalpels or other sharp instruments.
10. Do not recap used needles. Discard needle unit uncapped and unbroken into sharps containers after use. Use needle-less systems wherever possible.
11. Notify your faculty immediately if you receive an injury from a contaminated needle or other sharp instruments or any potentially harmful occurrence to either you or your patient(s). It is your responsibility to adhere to the policies and procedures of the agency regarding completion of incident reports.

TECHNICAL PERFORMANCE STANDARDS

Technical Performance Standards are the essential functions, which every South Texas College NAH student is expected to perform and are necessary for successful participation in the ADN Program. These are necessary in order to provide healthcare services in a safe, ethical, and legal manner. Students participating in a STC NAH Program are expected to demonstrate the essential functions listed below, with or without reasonable accommodation. Refer to the Appendix section for a complete list of the Technical Performance Standards.

- Read
- Fine Motor
- Tactile
- Arithmetic
- Motor
- Ability to use computers
- Critical Thinking
- Visual
- Ability to complete
- Communication
- Auditory
- tasks/examinations within
- Behavior Social Skills
- Smell

These are applicable in classroom, laboratories, and clinical/practicum settings. The STC NAH Program uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by the College.

PRECEPTORSHIP/CAPSTONE PROCEDURE

Students must observe utmost professionalism, proper channel of communication and chain of command at all times while on Capstone/Preceptorship experience. Preceptorship/Capstone students must adhere to the NAH and ADN Student Handbooks guidelines and procedures for Clinical Experiences and Clinical requirements set forth in course syllabus. This is to include but not limited to Safe Clinical Practice Standards, Clinical Attendance, Clinical Warning, Clinical Communication, Health Examination, Healthcare Associated Infection Guidelines, and Technical Performance Standards. Failure of the student to comply with these procedures will result in disciplinary action which may include, but not limited to, conference summary up to dismissal from the program commensurate to the infraction.
1. It is the instructor’s responsibility to look for the placement of the student to complete the preceptorship experience. Student will be given the opportunity to request placement in a specific facility and unit of assignment. However, actual assignment/placement will be determined by the faculty to facilitate efficient and prompt placement in the facility, unit, and shift where there is available qualified preceptors. A student’s request of preceptor, facility, unit, and shift is not a guarantee of placement. Student’s current grade in RNSG 2331 may be utilized as the basis to determine placement in slots/positions being competed upon by students’ requests. Student requesting a change in their submitted request will not be accommodated after the request period has lapsed. The faculty will assign the student who failed to submit request on time to any available facility or unit.

2. Student will not be assigned in area/unit/facility where the student maintains current employment either as per diem, part-time or full-time status.

3. Student is not allowed to personally arrange placement with the facility or unit of assignment. Request for placement must be channeled through the faculty. The faculty will arrange placement with the facility’s assigned contact person/office.

4. Student must comply and complete all the requirements of the course and the facility before the student can start with the preceptorship experience. Failure to complete and submit the requirements before the official start of preceptorship course will result in the student not being allowed to complete the required preceptorship hours for the current semester. Student may complete the requirements set forth for the following semester and complete the preceptorship hours thereafter.

5. The student must notify the course instructor immediately in the event the primary preceptor is unavailable and a secondary preceptor is assigned. The student must submit the required completed documents (i.e. preceptor’s application form) for the secondary preceptor to the instructor before the end of the shift. The secondary preceptor is an alternate preceptor only and therefore hours cannot exceed 50% of the total preceptorship hours (160 hours).

6. The instructor will monitor student’s completion of the learning plan outlined in the daily journal.

7. The instructor will conduct unannounced site visits for purposes of, but not limited to monitor student’s performance, facility and student satisfaction, student’s compliance to facility guidelines and procedures, monitor student’s planned learning objectives, and consult with the preceptor for feedback.
8. The student is required to clock in prior to the assigned shift and must clock out at the end of the shift utilizing the Preceptor's Hours Log. The student is also required to notify the assigned instructor of the arrival and departure time from clinical site via text message or similar messaging apps. Time sheet must reflect only actual clinical hours completed or its equivalent hours as authorized by the faculty. Inaccurate or falsified entries will be subject to disciplinary action.

9. It is the responsibility of the student to follow chain of command and promptly notify the preceptor, charge nurse, and the instructor of any events or changes affecting the preceptorship experience and/or the patient. This includes but not limited to patient safety, unprofessionalism, nursing practice standards infractions.

10. The student must exhibit respect and professionalism for the staff of the facility and the preceptor at all times.

11. NCLEX review session (HURST review) hours will not count as part of the required 160 preceptorship hours.

12. No time-and-a-half credit will be given for clinical hours obtained during holidays. They will be counted as regular hours.

13. To ensure patient and student safety, no more than four (4) consecutive 12 hour shifts will be allowed. Failure to comply will forfeit all the hours obtained in excess of the 4 consecutive 12 hour shifts and will result in disciplinary action.

14. The required 160 hours must be completed within the allotted time frame. The student who fails to complete the required clinical hours will obtain a failing grade in the course.
DISCIPLINARY ACTION

• Overview
• Student Performance Improvement Plan
• Dismissal from Program and Division
• Due Process & Appeal of Disciplinary Action
• Disciplinary Action & Grievance Due Process Flowchart
DISCIPLINARY ACTION

OVERVIEW
Each NAH student shall become familiar with each of the following categories, stated in the Nursing & Allied Health Student Handbook to avoid any and all violations: Student Code of Conduct, Academic Integrity, NAH Professional Standards, and Safe Clinical Practice Standards. Failure to follow respective professional specific standards will result in a disciplinary action. The minimal sanction may include a written warning or reprimand. The maximum sanction may result in course failure, suspension, and dismissal from the course and/or dismissal from the program/division/college. The sanctions taken will be dependent on the nature and severity of the incident and potential or real threat to client safety and well-being or risk for the Program, the College, and/or the clinical affiliate agency.

STUDENT PERFORMANCE IMPROVEMENT PLAN
A Student Performance Improvement Plan (SPIP) is initiated to assist the student in identifying, managing, and improving upon behaviors that impede success in class, skills lab, and/or clinical course. Faculty activates and completes within 1 to 3 working days a SPIP when students violate established College, NAH, and Program’s procedures, perform in an unprofessional manner, and/or display repeated patterns of behaviors that impede their abilities to be successful in the NAH Program and care safely for patients.

Students failing to meet course, program, or professional standards will receive SPIP that include action plans aimed at improving their abilities to be successful. Student Performance Improvement Plan form found on page 57 will be initiated at the program level. The faculty who initiates the SPIP will be responsible for reporting the SPIP to the program chair, if applicable and will meet together with the student within two working days to determine an appropriate plan of action for successful progression towards an improvement in behavior/performance.

The SPIP will be included in the student’s file located in the designated program’s office for reference. The progression for SPIP is as follows:

- Prior to a student receiving a SPIP, the faculty will review the student file for any existing SPIP, resolved or in progress.

- A student who has received a SPIP related to previous behaviors and/or has failed to meet professional standards will then receive an additional SPIP, with an official disciplinary action based on STC Code of Conduct, NAH, and Program’s standards. The student will be required to meet with the appropriate faculty and the program chair. The instructor outlines a plan to improve the stated behavior(s) and/or performance issues. At that time the student must be prepared to discuss ideas for improvement in behavior/performance. Upon completion of the associated course, the student will be responsible for
scheduling a follow-up meeting with the course instructor before progression to the next course can occur.

- The student who has received a third SPIP for any offense whether related or unrelated to the initial offense will receive notice of a Disciplinary Action. This will place the student on notice that if any further infraction of the Division, Program, Course, or Clinical Standards occurs, the result may be failure from the course and/or dismissal from the program. A student, who will be dismissed from the program, may appeal the decision to the Dean of NAH. The student has two working days to initiate with the Dean of NAH to review and discuss the next course of disciplinary action. Disciplinary action form found on page 58.

**Please note:** A student who receives a SPIP related to safety and professional boundaries as outlined by the STC Code of Conduct, NAH Program’s Standards, Clinical Performance Standards, profession’s regulatory bodies, or has been unsafe, threatening to patients, clinical affiliation agency, faculty or peers, or who violates ethical, legal or moral standards is subject to immediate dismissal.

**DISSMISSAL FROM PROGRAM AND DIVISION**

**NAH PROGRAM DISMISSAL:** The student will be immediately dismissed from the NAH Program as a result of the recommendation of the NAH Progressions Committee for the following:

1. Failure to comply with academic integrity standard
2. Falsification of any records or clinical reports
3. Drinking alcohol or being intoxicated while participating in any STC Program related activity
4. Use of mind-altering drugs or substances while participating in any STC Program related activity
5. Willful damage of hospital, clinical affiliate or South Texas College property
6. Conviction of a felony during the program
7. Divulging patient’s confidential information or Health Information Patient Protection Act (HIPAA) guidelines
8. Sexual harassment and other behaviors (physical/verbal assault), which may compromise the educational process, including obscene jokes/gestures, inappropriate touching, etc.
9. Constant disruption of class, simulation, or lab instruction

Refer to Program Specific Standards for additional information concerning dismissal.

**NAH DIVISION DISMISSAL:** In case of student dismissal from a Program as a result of any of the behaviors stated above, the Dean, upon the recommendation of the NAH Progressions Committee, may exclude the student from all other NAH programs.

If dismissed from the Program and/or Division, the Disciplinary Action report/memo will be completed and forwarded to the Office of Student Rights and Responsibilities.
Students have the right to submit a grievance appeal with the Office of Student Rights and Responsibilities.

**DUE PROCESS AND APPEAL OF DISCIPLINARY ACTION**

Prior to the student’s dismissal from any of the programs within the Nursing & Allied Health Division, the student will be provided with a notice containing a written record of the grounds on which the Division and/or Program is basing its action, and dependent on the nature and severity of the incident, a **FINAL PLAN** may be formulated that the student may agree to and acknowledge in writing. The failure of the student to comply with the final plan will serve as grounds for final action (Dismissal Action).

A record of all disciplinary actions will be documented on the Disciplinary Action Form and Student Performance Improvement Plan (SPIP) that will be kept in the student’s file for seven (7) years. The Dean, upon the recommendation of the NAH Progressions Committee, may exclude the dismissed student from all other NAH programs.

**APPEAL PROCESS OF DISCIPLINARY ACTION**

Students who face a Disciplinary Action have the opportunity to appeal the Disciplinary Action by following the NAH Division established Chain of Command.

**Department Level**

- **Faculty** (course/clinical) will have 1-3 days to meet with the student to discuss the incident and/or address concerns/complaints
- Faculty will notify student and complete the Disciplinary Action Form and Student Performance Improvement Plan.

  *If applicable*, the student will have 2 workings days to initiate a request to meet with the Program Chair.

- **Program Chair** will have 1-3 days to meet with the student to discuss and review all documentation from the Faculty (course/clinical).
- Program Chair will notify the student to complete the Disciplinary Action Form and Student Performance Improvement Plan.

Only decisions to be dismissed from the program or a violation of a legal right can be submitted for NAH Division Level Review. Student has 2 working days to initiate a request.

**NAH Division Level**

- **NAH Division Dean** will meet with the student to discuss and review all documentation from the Faculty (course/clinical) and Program Chair.
- **NAH Division Dean** will have 5 days to render a decision and send Notification Letter to the students. In some cases, the Division Dean may convene the NAH Progressions Committee to assist with the review process.

  *If applicable*, the student will have 2 days to submit a request to the Dean requesting a review by the NAH Progression Committee.

- **NAH Progressions Committee** will have 10 working days to meet and render decision and submit the decision to the Division Dean. Dean will have 1 to 3
working days to send a Notification Letter to student with the NAH Progression Committee Decision.

- If recommendation is for dismissal from the Program and/or Division. Student will be provided with a notice containing a written record of the grounds on which the Division and/or Program is basing its action, and dependent on the nature and severity of the incident. The Division Dean will offer a Final Plan that the student would agree to sign. Failure of the student to comply with the final plan will serve as grounds for final action (dismissal).

Only decisions to be dismissed from the Program or the Division can be submitted for Vice President level review. Student has 2 working days to initiate a request.

**Vice President Level**

- Vice President will review all documentation, meet with student, meet with all individuals related to the incident and/or concern/complaint OR convene a Review Committee to assist with the review process
- Vice President will have 30 days to render decision and notify student of final decision

Depicted below is the NAH Division Disciplinary Action & Grievance Due Process Flowchart.
Disciplinary Action & Grievance Due Process
Nursing & Allied Health Division

Any violations of STC Student Code of Conduct, NAH Program Standards, and/or Safe Clinical Practice Standards will result in disciplinary action. The sanctions taken will be dependent on the nature and severity of the incident and potential or real threat to client safety and well-being or risk for the Program, College, and the clinical affiliate agency.

**Department Level Review**

**Informal Process**
- **Faculty** will meet with student to address concerns or complaints through informal conferences.
- **Document:** Faculty will have 1 to 3 working days to notify student and complete the Student Performance Improvement Plan Form.

**Formal Process**
- **Faculty** (Course/Clinical) will meet with student and discuss the incident.
- **Document:** Faculty will have 1 to 3 working days to notify and complete the Disciplinary Action Form and Student Performance Improvement Plan Form.
- If applicable, Student has 2 working days to initiate a request to meet with Program Chair.

**Program Chair** will meet with student and review all documentation from the faculty (course/c clinical).
- **Document:** Program Chair will have 1 to 3 working days to notify and complete the Disciplinary Action Form and Student Performance Improvement Plan Form.

**NAH Division Level Review**

**NAH Division Dean** will meet with student and review all documentation from the faculty (course/c clinical) & the Program Chair.
- **Document:** Dean will have 5 working days to render a decision and send Notification Letter OR convene the NAH Progressions Committee for review.
- If applicable, student has 2 working days to submit a request to the Dean for the NAH Progressions Committee review.

**The NAH Progressions Committee will have 10 working days to meet with the student and review all documentation submitted by the NAH Division Dean.**
- **NAH Progressions Committee** will render a decision and inform the NAH Division Dean.

**The NAH Division Dean will have 1 to 3 working days to send a Notification Letter to the student of the NAH Progression Committee Decision.**

**Vice President Level Review**

**The Vice President for Academic Affairs** review process may include:
- Review of documentation submitted by the student
- Meeting with student to hear concerns/issures
- Meeting with all individuals related to the student’s concern/issures
- If applicable, creation of a review committee to assist with the review process

At the end of the review process, Vice President will render a decision. Student will be notified of the final decision, within 30 working days.

**Process Ends Here**
READMISSION PROCEDURE

- Student Withdrawal: Failing Grade
- Student Withdrawal: Documented Medical Reason
- Incomplete Grade
READMISSION PROCEDURE

The ADN Readmission Procedure is set to give the student an opportunity to return to the program. The student will be eligible for readmission one time, once admitted into the program.

A student, who has withdrawn from any RNSG course for failing, completed any RNSG course and earned a failing grade, withdrawn with documented medical reason, or who was granted an incomplete grade for reasons stipulated will be eligible for readmission.

The following is the ADN Program’s readmission procedure of the categories:
1. Student Withdrawal or Course Fail from any RNSG course with a failing grade
2. Student Withdrawal from any RNSG course for documented medical reasons
3. Incomplete Grades

1. STUDENT WITHDRAWAL OR COURSE FAIL: FAILING GRADE
A student who withdraws from any RNSG course with a failing grade or who has failed one RNSG course within the semester (excludes RNSG 1209), must follow this procedure.

Student must sit out the following one semester in the process of complying with the Readmission Process; however, student must proceed with the process of complying with the Readmission Process the following semester to ensure continuity in their program of learning. Student is eligible to apply for readmission once throughout the ADN Program in this category. Student failing one course within the semester can proceed to Phase 1.

Note: A student will automatically be denied Readmission for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior. Failure of two or more RNSG courses throughout the ADN Program will result in ineligibility for readmission.

Phase 1:
Student Responsibilities:
1. Student must make an appointment to meet with Program Chair through the Faculty Secretary to discuss the readmission procedure.
2. Student will sign Readmission Process Form during the meeting with Program Chair.
3. Student will undergo and prepare the remediation portfolio using the provided grading rubric. See Appendix R for Portfolio Grading rubric.
4. Items to be submitted to the Admission and Progression Committee by set deadline:
   a. Student’s signed Letter of Intent to inform the AP Committee of their intent to return to the program (letter must include reason(s) of withdrawal or failure and plan of action to be successful, if readmitted)
   b. Student’s Remediation Portfolio (The Portfolio grading rubric used by the AP Committee to grade remediation portfolio will be given to the student)
c. Student’s signed Letter of Petition

Note: A student who does not comply with the AP Committee procedures and set deadlines are not eligible for readmission and forfeit readmission process.

Program Chair Responsibilities:
1. Program Chair will meet with student, at least two weeks after the final grades are issued, to discuss and explain the readmission procedure.
   a. Items to be discussed are as follows:
      i. Readmission Process Form (will be signed by the student)
      ii. Letter of Intent
      iii. Remediation Portfolio
      iv. Letter of Petition
2. Program Chair will provide a copy of the Remediation Process Form along with the deadline set by the AP Committee to the student.
   a. Students who are ineligible to apply will be given an Outcome Letter.
3. Program Chair will have the responsibility to submit Letter of Intent and Readmission Process Form to the AP Committee Chair.

Phase 2:
Admission and Progression Committee Responsibilities:
1. Committee will convene to deliberate and review the following:
   a. Student’s submitted and signed Letter of Intent
   b. Student’s submitted Remediation Portfolio (AP Committee will use set rubric)
      i. Committee will grade Remediation Portfolio using the rubric.
      ii. Remediation portfolios with grades below 80% will be returned to the student with feedback on how the portfolio can be improved. Student will be given allotted time to improve the portfolio as recommended by the Committee and may be accommodated for readmission in the following semester depending on space availability. The decision of the committee is final.
   c. Student’s submitted and signed Letter of Petition
   d. Committee will give preference to students who completed the course
   e. Student’s academic course grade, clinical evaluation, and course/clinical disciplinary conferences/warnings/issues (current and past)
   f. Input from current and past course faculty regarding the student’s performance.
   g. Student’s professional conduct, character, and ethical behaviors demonstrated in the program regardless of the grade in the course. (See ANA Code of Ethics and NAH Unsafe Clinical Practice and Standards of Professional Nursing Practice in the ADN Student Handbook)
   h. Student’s resolution of mental, emotional, and physical issues influencing program success
   i. Resolution of outside extenuating circumstances, if applicable

Note: Student can be called in front of the AP Committee regarding their professional conduct, character, and ethical behaviors demonstrated in the program. Behaviors unbecoming the nursing profession can result in dismissal from the program.
2. Committee will arrive at a decision and may recommend additional requirements for student to follow, if applicable
   a. May require other nursing courses to be taken concurrently as the AP Committee deem necessary
3. Committee will recommend a faculty advisor per student.
4. The student will be notified of the decision through an Outcome Letter via Jagmail. The student will be given a deadline to pick-up remediation portfolio and submit the signed Contractual Agreement.
5. Committee will automatically deny a student for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior.

**Phase 3:**

**Student Responsibilities:**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Denied</th>
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<tbody>
<tr>
<td>1. Student must pick up the Remediation Portfolio and the Contractual Agreement from the department</td>
<td>1. Student may petition for readmission to the NAH Progressions Committee</td>
</tr>
<tr>
<td>a. At the time of pick up, student must submit the signed Contractual Agreement</td>
<td>a. Student must setup a meeting with the NAH Division Dean to discuss the NAH Progressions Committee procedures, no later than 10 business days upon issuance of the Outcome Letter from the ADN AP Committee.</td>
</tr>
<tr>
<td>2. Student must contact and schedule a meeting with their assigned faculty advisor within one week of reentry (failure to comply can result in administrative dismissal).</td>
<td>Note: Refer to the NAH Student Handbook: Program Readmission Section.</td>
</tr>
<tr>
<td>3. Student must follow current course syllabus/program procedures.</td>
<td>2. The process ends here.</td>
</tr>
<tr>
<td>4. Student must follow any recommendations given by the AP Committee as stated on the Contractual Agreement.</td>
<td></td>
</tr>
<tr>
<td>5. Student must submit proof of current clinical requirements (immunizations, insurance, CPR, etc).</td>
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<tr>
<td>6. If student has been out of the program for more than 1 year, student will have to submit a 10-panel drug and alcohol screen (negative results) and approved background check by the Texas Board of Nursing. Unsatisfactory results in either will result in denial of approved readmission.</td>
<td></td>
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</table>

**Faculty Advisor Responsibilities:**

1. Faculty Advisor will be responsible to meet with the student within one week of reentry to the program.
2. Faculty Advisor and student will schedule regular meeting times for the remainder of the semester to ensure student success and to monitor student’s plan of action.
3. Faculty Advisor and student will adhere to the contractual agreement, set by the Admission and Progression Committee.

2. STUDENT WITHDRAWAL: DOCUMENTED MEDICAL REASON

A student who is currently failing but withdraws from any RNSG course for documented medical reasons, must follow this procedure.

A student may withdrawal from RSNG courses at any time due to documented medical reasons.

Student Responsibilities:

1. Student must notify the course faculty of the intent to withdraw and the reason for withdrawal. The Schedule Change Form must be signed by faculty.
2. Student must meet with the Program Chair to present documentation signed and dated by a health care provider who must be licensed in the USA.
3. Student must progress to Phase 1 to remediate for the current course and submit a Remediation Portfolio to continue retention of nursing content.
4. Student must present medical clearance without restrictions before student can be readmitted to the ADN Program.
5. Student must comply and submit proof of current clinical requirements (immunizations, insurance, CPR, etc)
6. If student has been out of the program for more than 1 year, student will
   a. Petition to the ADN Program Chair for extension if extenuating circumstance(s) arise
   b. Student will undergo and prepare the remediation portfolio using the provided grading rubric. See Appendix R for Portfolio Grading rubric;
   c. Submit a 10-panel drug and alcohol screen (negative results) and approved Student background check by the Texas Board of Nursing. Unsatisfactory results in either will result in denial of readmission.

Once student is medically cleared, the student may continue the following semester, if the course is offered and will follow the current course syllabus/program procedures.

Note: student withdrawals with a documented medical reason will not be counted against the student’s record in the program.

3. INCOMPLETE GRADE

A student who receives a letter grade of “I” (Incomplete) from any RNSG course, must follow this procedure.

The grade of “I” (Incomplete) may be given by a course faculty in certain circumstances for a course in which a student was unable to complete all of the objectives for the passing grade level attempted. The student must complete all of the objectives as dictated by the course faculty by the end of the next long (Fall or Spring) term. Failure to complete all requirements by the end of the next long (Fall or Spring)
term will result in a final grade of “F” for the course. For more information regarding the “I” (Incomplete) policies, visit the South Texas College Course Catalog.

The following circumstances may constitute for an “I” (Incomplete) grade for the ADN Program:

- Student who has not achieved a 100% proficiency in Dosage and Calculations Math Exams in at least one of the three exams. Refer to Math Remediation Rubric, Appendix S.
- Pregnant or parenting students under Title IX who are passing in the current courses but have to take a medical leave as referred by the Title IX Coordinator. Please refer to the South Texas College Student Handbook for more information.
- Student who has a medical leave and/or extenuating circumstance(s) (must be passing the current course). Proper documentation must be provided to the Program Chair.

**NAH Admissions and Progressions:**
A student, who has failed or has withdrawn from a course in an NAH Program, must follow re-entry/readmission criteria determined by the program. In the event that the Programs Progressions Committee determines the student is no longer eligible for re-entry, the student may petition for readmission to the NAH Progressions Committee. Please see page 74 for the NAH Readmission Procedure or the NAH Student Handbook.
### Procedures:

<table>
<thead>
<tr>
<th>Dosage and Calculations Math Exam</th>
<th>Pregnant and Parenting students under Title IX</th>
<th>Medical leave and/or extenuating circumstance(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student may challenge a Math question with the use of the Student Exam Item Challenge form, <strong>Appendix K</strong>.</td>
<td>1. Student must inform the Counselor of the intent to take an “I” (Incomplete) grade due to pregnancy.</td>
<td>1. Student must inform the course faculty of the intent to take an “I” (Incomplete) grade.</td>
</tr>
<tr>
<td>2. Student Exam Item Challenge Form should be completed and presented to the course faculty within one business day after math results are released.</td>
<td>2. The Counselor will notify the faculty of the student’s Title IX status.</td>
<td>2. Student must provide the necessary documentation.</td>
</tr>
<tr>
<td>3. Student may appeal the decision of the course faculty through the Math Committee.</td>
<td>3. If necessary, the Counselor will meet with the faculty and the Program Chair to discuss the student’s status in class.</td>
<td>3. Course faculty must complete the ADN Issuance of grade of “I” (Incomplete) Form.</td>
</tr>
<tr>
<td>4. Math Committee will deliberate on the appeal and provide a written decision within 5 business days. Math Committee’s decision is final.</td>
<td>4. The student will communicate directly with the Counselor.</td>
<td>4. Course faculty will document the course grade and refer student to the ADN Program Chair.</td>
</tr>
<tr>
<td>5. Student will follow the Readmission Procedure as indicated in the ADN Student Handbook.</td>
<td>5. Course faculty must complete the ADN Issuance of grade of “I” (Incomplete) Form.</td>
<td>5. Student will meet with ADN Program Chair to discuss the request for an “I” (Incomplete) grade, if applicable.</td>
</tr>
<tr>
<td></td>
<td>6. Course faculty will document the course grade and refer student to the ADN Program Chair.</td>
<td>6. Program Chair will sign the Issuance of Grade of “I” (Incomplete) Form.</td>
</tr>
<tr>
<td></td>
<td>7. Program Chair will sign the Issuance of Grade of “I” (Incomplete) Form.</td>
<td>7. Program Chair will forward the student file to the ADN AP Committee to accommodate the student depending on space availability.</td>
</tr>
<tr>
<td></td>
<td>8. Program Chair will forward the student file to the ADN Admission and Progression Committee to accommodate the student.</td>
<td>8. Student must submit medical clearance, without restrictions, from a licensed healthcare provider in the USA, to the ADN Program Chair.</td>
</tr>
<tr>
<td></td>
<td>9. Proper documentation is required by the STC counselor indicating that student is allowed to return to the ADN Program.</td>
<td>9. The AP Committee and course faculty will determine, as deemed appropriate, the continuation of the course for the student.</td>
</tr>
<tr>
<td></td>
<td>10. The AP Committee and course faculty will determine, as deemed appropriate, the continuation of the course for the student.</td>
<td>10. Student will not be officially registered for the course.</td>
</tr>
<tr>
<td></td>
<td>11. Student will not be officially registered for the course.</td>
<td>11. Once student successfully completes the course, the course faculty will complete and submit a Change of Grade Form to the Office of Admission and Records for the course grade to be reflected on their STC transcript.</td>
</tr>
</tbody>
</table>
Nursing & Allied Health Division Readmission Procedure

A student, who has failed or withdrawn from a course in an NAH Program, must follow re-entry/readmission criteria determined by the program. In the event the Program’s Progressions Committee determines the student is no longer eligible for re-entry, the student may petition for readmission to the NAH Progressions Committee.

**LEVEL 1: Program Level Review**

Program Chair will meet with student and discuss the Readmission Procedure
- Written request to return to the program
- Remediation Portfolio/Plan of Action, if applicable to program
- Follow the established guidelines and timeline set by program

Program Chair will forward student’s complete packet to the Program Admission & Progression Committee for review.

The Program Admission & Progression Committee will convene, review documentation submitted, and make decision if student is eligible for readmission to the program. Student will receive a Notification letter of the Program Admission & Progression Committee’s decision.

Disapproved

Approved

**Student Responsibilities (if approved)**
- Meet with Program Chair to sign contractual agreement
- Meet with their assigned Faculty Advisor and/or Student Success Specialist
- Must be compliant with all clinical requirements

Process Ends Here

**LEVEL 2: NAH Division Level Review**

**Student Responsibilities (if disapproved)**
- Student has 2 working days to request a meeting with the NAH Division Dean from date of Program Notification Letter
- Submit a written request to appeal the Program Level decision within 3 working days
- Meet with NAH Division Dean within 10 working days to discuss the NAH Progression Committee’s Readmission procedure.

**Student Responsibilities (if approved)**
- The NAH Progression Committee will have 10 working days to review and submit the recommendation to the NAH Division Dean.
- The NAH Division Dean will have 1 to 3 working days to send a Notification Letter of the decision of the NAH Progression Committee Decision.

Disapproved

Approved

Process Ends Here

**LEVEL 3: Vice President Level Review**

**Student Responsibilities (if disapproved)**
- Student has 2 working days to submit a request for review with the Vice President from the date of NAH Progression Committee Notification Letter.

**Student Responsibilities (if approved)**
- The Vice President for Academic Affairs review process may include:
  - Review of documentation submitted by the student
  - Meeting with the student to hear concerns/issues
  - Meeting with all individuals related to the student’s concerns
  - If applicable, creation of a review committee to assist with the review process

At the end of the review process, Vice President will render decision. Student will be notified of the final decision, within 30 working days.

Disapproved

Approved

**Student Responsibilities (if disapproved)**
- Student must follow the STC Grievance policy set forth on the STC Student Handbook.

**Student Responsibilities (if approved)**
- Meet with Program Chair to sign Contractual Agreement
- Meet with their assigned Faculty Advisor and/or Student Success Specialist
- Must be compliant with all clinical requirements

Process Ends Here
TESTING REMEDIATION PROCEDURE

- Unit Exams
- End of Course Standardized Test
# TESTING REMEDIATION PROCEDURE

## UNIT EXAMS:

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Course Faculty Responsibilities</th>
<th>ADN Advisor Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After each unit exam, a student who receives a grade below 80% must set up a meeting with the course faculty and the ADN Advisor within 24 hours after the grades have been issued.</td>
<td>1. During the meeting with the student, the student and the course faculty will review the exam and rationales for items missed. 2. The course faculty will develop an individualized Action Plan for Success with the student. 3. The course faculty will refer student to the ADN Advisor to discuss the individualized unit exam Action Plan for Success. 4. The course faculty will receive the students Action Plan for review and be kept in student file.</td>
<td>1. During the student meeting, the ADN Advisor will discuss the individualized unit exam Action Plan for Success and refer student to the appropriate college services/resources.</td>
</tr>
<tr>
<td>2. During the meeting with the course faculty, the student and the course faculty will review the exam and rationales for items missed.</td>
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<tr>
<td>3. Student will receive a copy of the developed individualized unit exam remediation Flow Sheet that was set by the course faculty.</td>
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<tr>
<td>4. The student will meet with the ADN Advisor to discuss the individualized Action Plan for Success Flow Sheet.</td>
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<tr>
<td>5. Student will complete the Action Plan for Success Flow Sheet and submit all proper documentation to the course faculty, before the next course exam is administered.</td>
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<tr>
<td>6. If student does not comply and/or submit the completed Action Plan folder before the next course exam is administered, the succeeding exam grade will not be released until the student completes the remediation process for the previous exam(s).</td>
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</tbody>
</table>
**END OF COURSE STANDARDIZED TEST:** this test will be administered at least three days to one week before the final course exam.

**Note:** all pre-requisites must be completed with a passing grade as delineated in the course syllabus before a student can progress to the next level in the ADN Program.

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Course Faculty Responsibilities</th>
<th>ADN Advisor Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student who receives a HESI score below 850 must set up a meeting with the course faculty and the ADN Advisor within 24 hours after the grades have been issued.</td>
<td>1. During the meeting with the student, the course faculty will assist the student interpret the results of the HESI exam to identify areas of strengths and weaknesses.</td>
<td>1. During the student meeting, the ADN Advisor will discuss the individualized Action Plan for Success and refer student to the appropriate college services/resources</td>
</tr>
<tr>
<td>2. During the meeting with the course faculty, the student will bring a printed copy of the individualized HESI result from the Evolve website</td>
<td>2. The course faculty will refer student to the ADN Advisor to discuss the individualized unit exam remediation Flow Sheet</td>
<td>2. During the student meeting, the ADN Advisor will develop a Flow Sheet on how the “I” grade can be completed</td>
</tr>
<tr>
<td>3. The Course faculty will design a plan for success with the student based on the remediation packet from Evolve, including, but not limited to: a. Handwritten concept maps, outlines, and or notes on Nursing Concepts where student scored less than 850.</td>
<td>3. The course faculty will receive the students’ action plan for review and be kept in student file.</td>
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<tr>
<td>4. All documents to prove fulfillment of Action Plan for Success should be submitted to the Course Faculty on or before the course final examination. All documents will be kept in the students’ file.</td>
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<tr>
<td>5. Failure to submit requirements on the specified date will result to a course grade of “I” Incomplete. Student must meet with the Student Advisor to make a plan on how to complete the grade.</td>
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</table>
IMPORTANT WEBSITES
IMPORTANT WEBSITES

Associate Degree Nursing website
http://nah.southtexascollege.edu/adn/index.html

NAH Student Handbook

STC Student Handbook

Academic Integrity and Dishonesty
http://admin.southtexascollege.edu/president/policies/pdf/3000/3323.pdf

Grade Appeal
http://academicaffairs.southtexascollege.edu/grade_appeals/pdf/Grade_Appeal_Procedures.pdf

Student Code of Conduct

Statement of Students' Rights and Responsibilities

Rules and regulations relating to professional nurse education, licensure and practice
https://www.bon.texas.gov/laws_and_rules_rules_and_regulations_current.asp

Texas Nursing Practice Act

Unprofessional Conduct

Declaratory Order of Eligibility for Licensure
APPENDIX

- Essential Competencies of Graduates of Texas Associate Degree Nursing Education Programs
- FAQ’s for HESI A2 Exam
- Texas Board of Nursing Eligibility Questions
- Program Cost Information
- Clinical Requirements
- Item Distribution Form
- ADN Grievance Report Form
- Student Warning/Conference Form
- Student Incident Report
- Late Coursework Form
- Student Exam Item Challenge Form
- Technical Performance Standards
- ADN Action Plan for Student Success
- Issuance of Grade of Incomplete
- Statement of Student Commitment
- Professional Appearance Checklist
- Affidavit of Graduation Checklist Form
- Theory Rubric for Grading Remediation Portfolio
- Math Rubric for Grading Remediation Portfolio
- Case Study Grading Rubric
- Course Syllabus Acknowledgement Form
- Community Project Grading Rubric
- Community Project Peer-Evaluation
- Conference Essay Instruction and Grading Rubric
## Appendix A

### Essential Competencies of Graduates of Texas Associate Degree Nursing Education Programs

1. **Member of the Profession:**
   A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and federal regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

   a. *Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.*

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. Function within the scope of practice of the registered nurse.</td>
</tr>
<tr>
<td>a. Texas Nursing Practice Act</td>
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<tr>
<td>b. Texas Board of Nursing Rules</td>
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<tr>
<td>c. Position Statements, and Guidelines</td>
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<tr>
<td>d. Federal, state, or local laws, rules, and regulations affecting</td>
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<tr>
<td>nursing practice</td>
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<tr>
<td>2. Nursing scope of practice in relation to delegated medical acts and</td>
<td>2. Use a systematic approach to provide individualized, goal-</td>
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<td>facility policies.</td>
<td>directed nursing care to meet health care needs of patients</td>
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<td></td>
<td>and their families.</td>
</tr>
<tr>
<td>3. Standards and guidelines from professional organizations.</td>
<td>3. Practice according to facility policies and procedures and</td>
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<td></td>
<td>participate in the development of facility policies and</td>
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<td></td>
<td>procedures.</td>
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<tr>
<td></td>
<td>a. Question orders, policies, and procedures that may not be in</td>
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<tr>
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<td>the patient’s best interest.</td>
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<tr>
<td>4. Facility policies and procedures.</td>
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</table>

b. **Assume responsibility and accountability for the quality of nursing care provided to patients and their families.**

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<thead>
<tr>
<th>KNOWLEDGE</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. Pass the Nursing Jurisprudence Examination before licensure</td>
</tr>
<tr>
<td>a. Texas Board of Nursing Standards of Practice</td>
<td></td>
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</tbody>
</table>
2. National standards of nursing practice and care  
   a. Legal parameters of nursing practice and the Texas Nursing Practice Act, including Safe Harbor  
   b. Legal principles relative to health care  
   2. Provide nursing care within the parameters of professional nursing knowledge, scope of practice, education, experience, and ethical/legal standards of care  
   a. Evaluate care administered by the interdisciplinary health care team  
   b. Advocate for standards of practice through professional memberships  

3. Issues affecting the registered nurse role and the delivery of culturally-sensitive care to patients and their families  
   a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner  
   b. Provide culturally sensitive health care to patients and their families  
   c. Provide holistic care that addresses the needs of diverse individuals across the lifespan  
3.  
   a. Use performance and self-evaluation processes to improve individual nursing practice and professional growth  
   b. Evaluate the learning needs of self, peers, and others and intervene to assure quality of care  
   c. Apply management skills in collaboration with the interdisciplinary health care team to implement quality patient care  
4. Continuing competency and professional development.  
5. Self-evaluation, staff evaluation, and peer evaluation processes.  
5.  
   a. Assume accountability for individual nursing practice.  
   b. Promote accountability for quality nursing practice through participation on policy and procedure committees.  
   c. Implement established evidence-based clinical practice guidelines.  
6. a. Follow established policies and procedures  
   b. Question orders, policies, and procedures that may not be in the patient’s best interest  
5.  
   a. Employment setting policies and procedures  
   b. Methods for the development of policies and procedures
c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor

7. Use communication techniques and management skills to maintain professional boundaries between patients and individual health care team members.

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<thead>
<tr>
<th>KNOWLEDGE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Historical evolution of professional nursing.</td>
<td>a. Analyze the historical evolution of professional nursing and the application to current issues and trends.</td>
</tr>
<tr>
<td>2. Issues and trends affecting nursing practice, the nursing profession, and health care delivery.</td>
<td>b. Promote collegiality among interdisciplinary health care team members.</td>
</tr>
<tr>
<td>3. The role of professional nursing organizations, regulatory agencies, and health care organizations.</td>
<td>c. Participate in activities individually or in groups through organizations that promote a positive image of the profession of nursing.</td>
</tr>
<tr>
<td>4. Strategies to influence the public perception of nursing.</td>
<td>d. Recognize roles of professional nursing organizations, regulatory agencies, and organizational committees.</td>
</tr>
<tr>
<td>5. a. The evolving practice roles of professional nurses and their contributions to the profession.</td>
<td>e. Practice within the professional nursing role and Scope of Practice.</td>
</tr>
<tr>
<td>b. Types of leadership.</td>
<td>f. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.</td>
</tr>
<tr>
<td>c. Political processes to promote professional nursing practice.</td>
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</tbody>
</table>

**KNOWLEDGE**

- 1. Historical evolution of professional nursing.
- 2. Issues and trends affecting nursing practice, the nursing profession, and health care delivery.
- 3. The role of professional nursing organizations, regulatory agencies, and health care organizations.
- 4. Strategies to influence the public perception of nursing.
- 5. a. The evolving practice roles of professional nurses and their contributions to the profession.
   b. Types of leadership.
   c. Political processes to promote professional nursing practice.

**KNOWLEDGE**

- 6. Aspects of professionalism including attention to appearance and demeanor.
- 7. Communication techniques and management skills to maintain professional boundaries.

**KNOWLEDGE**

- 8. Principles of quality improvement and basic outcome measurement in health care organizations.
- 8. Collaborate with the interdisciplinary team on basic principles of quality improvement and outcome measurement.
b. Participate in activities that promote consumer awareness of nursing’s contribution to society.

d. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

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<thead>
<tr>
<th>KNOWLEDGE</th>
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<tbody>
<tr>
<td>1. Texas Board of Nursing Rules for continuing competence.</td>
<td>1. Participate in educational activities to maintain/improve competence, knowledge, and skills.</td>
</tr>
<tr>
<td>2. Resources, tools, and processes to assess professional learning needs.</td>
<td>2. *Participate in nursing continuing competency activities to maintain licensure.</td>
</tr>
<tr>
<td>3. Lifelong learning opportunities to facilitate continuing competence (e.g., certifications and educational articulation/mobility).</td>
<td>3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice.</td>
</tr>
<tr>
<td>4. Changing roles and competencies in professional nursing.</td>
<td>4. Demonstrate accountability to reassess and establish new competency when changing practice areas.</td>
</tr>
<tr>
<td>5. Demonstrate commitment to the value of lifelong learning.</td>
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2. Provider of Patient-Centered Care:
A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families; the BSN-educated RN is also prepared to provide care to populations and communities.

a. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as the basis for decision-making in nursing practice.

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<tr>
<th>KNOWLEDGE</th>
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<tbody>
<tr>
<td>1. a. A systematic problem-solving process in the care of patients and their families based on selected liberal arts and sciences, and evidence-based practice outcomes.</td>
<td>1. Use clinical reasoning and nursing science as a basis for decision-making in nursing practice.</td>
</tr>
</tbody>
</table>
b. Conceptual frameworks of nursing practice as a means of planning care and solving clinical problems in the care of patients and their families.

2.  
   a. Priority setting based on patient health status and individual characteristics.  

2.  
   a. Organize care based upon problem solving and identified priorities.  
   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.

3. Application of current literature and/or research findings and evidence-based practice in improving patient care.

3. Use knowledge of societal and health care trends and evidence-based outcomes to identify and communicate patient physical and mental health care problems.

4. Resources for accurate and scientifically valid current information.

4. Apply relevant, current nursing practice journal articles and evidence-based outcomes from research findings to practice and clinical decisions.

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b. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.

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<tr>
<td>1. Steps of a systematic process, which includes assessment, analysis, planning, implementation, and evaluation.</td>
<td>1. Use structured and unstructured data collection tools to obtain patient and family history in areas of physical, psychiatric/mental health, spiritual, cultural, familial, occupational, and environmental information, risk factors, and patient resources.</td>
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<tr>
<td>2. Comprehensive nursing assessment of patients and their families.</td>
<td>2. Perform comprehensive assessments to identify health needs and monitor changes in health status of patients and families.</td>
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</table>
| 3. Structured and unstructured data collection tools and techniques of assessment of patients and their families including interviewing. | 3. a. Validate, report, and document comprehensive assessment data for patients and families, including physical and mental health status and needs for patients and their families.  
   b. Evaluate the use of safe complementary health care practices. |
| 4. Characteristics, concepts, and processes related to patients, including: anatomy and physiology; physical and psychosocial growth and development; pathophysiology and | 4. Identify complex multiple health care needs of patients, with consideration of signs and symptoms of decompensation of patients and families. |
psychopathology; ethical reasoning; and cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.

<table>
<thead>
<tr>
<th>5. Cultural differences of patients across the lifespan and major needs of vulnerable patients.</th>
<th>5. Use clinical reasoning to identify patient needs based upon analysis of health data and evidence-based practice outcomes and communicate observations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Characteristics, concepts, and processes related to disease transmission, risk factors, preventive health practices, and their implications for selected populations and community resources.</td>
<td>6. Perform health screening and identify anticipated physical and mental health risks related to lifestyle and activities for prevention.</td>
</tr>
<tr>
<td>7. Disease processes, pharmacotherapeutics, and other therapies and treatments.</td>
<td>7. Interpret and analyze health data for underlying pathophysiological changes in the patients’ status.</td>
</tr>
<tr>
<td>8. Introduction to established theories, models, and approaches that guide nursing practice.</td>
<td>8. Incorporate multiple determinants of health when providing nursing care for patients and families.</td>
</tr>
<tr>
<td>9. Characteristics, concepts, and processes related to families, including family development, risk factors, family communication patterns, and decision making structures. Functional and dysfunctional characteristics of families that impact health.</td>
<td>9. Recognize that political, economic, and societal forces affect the health of patients and their families.</td>
</tr>
<tr>
<td>10. Application of clinical technology and use of nursing informatics in the delivery of safe patient care.</td>
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<tr>
<td>11. Introduction to complex and multiple health care problems and issues, including evidence-based complementary health care practices.</td>
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<tr>
<td>12. Political, economic, and societal forces affecting the health care of individuals and their families.</td>
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c. Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.

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<th>KNOWLEDGE</th>
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</table>
2. Techniques of written, verbal, and nonverbal communication including electronic information technologies.
   b. Principles of effective communication and the impact on nursing practice.
   a. Use current technology and evidence-based information to formulate and modify the nursing plan of care across the lifespan, including end-of-life care.
   b. Assist with collection of data from direct patient care to redefine practice guidelines.
4. Evidence-based clinical practice guidelines as a basis of interventions to support patients and their families throughout the lifespan, including end-of-life care.
   b. Interdisciplinary collaboration.
5. Congruence of the relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
   b. Collaborate with interdisciplinary team members to plan for comprehensive services for patients and their families.
6. A systematic approach for problem solving and decision-making for prioritizing and evaluating the plan of care.
   b. Demonstrate fiscal accountability in providing care for patients and their families.
7. Strategies for collaborative discharge planning.
   b. Demonstrate knowledge of disease prevention and health promotion in delivery of care to patients and their families.
8. Concepts from humanities and natural, social, and behavioral sciences applied to care planning for patients and their families.
   d. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.

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<thead>
<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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</table>
| 1. a. Components of compassionate, patient-centered care.  
   b. Standards of Care, Standards of Practice, institutional policies and procedures for delivery of nursing care.  
   c. Professional ethics. | 1. Assume accountability and responsibility for nursing care provided within the professional scope of practice, standards of care, and professional values. |
Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.

Nursing unit staff management.

Characteristics, trends, and issues of health care delivery.

2. Identify priorities and make judgments concerning the needs of multiple patients in order to organize care.
   a. Anticipate and interpret changes in patient status and related outcomes.
   b. Communicate changes in patient status to other providers.
   c. Manage priorities and multiple responsibilities to provide care for multiple patients.

3. a. Basis for determining nursing care priorities in patient care.
   b. Principles for determining priorities and organization of nursing care.

3. a. Implement plans of care for multiple patients.
   b. Collaborate within and across health care settings to ensure that health care needs are met, including primary and preventive health care.
   c. Manage care for multiple patients and their families.

4. a. Scope of responsibilities and accountability for supervision and collaboration.
   b. Principles of delegation, supervision, and collaboration including Texas Board of Nursing Delegation Rules.
   c. Models and patterns of nursing care delivery.

4. Apply management skills to assign and/or delegate nursing care to other members of the nursing team.

5. a. Channels of communication for decision-making processes within work settings.
   b. Principles of decision-making.

KNOWLEDGE

1. a. Health practices and behaviors and early manifestations of disease in patients and their families related to developmental level, gender, culture, belief system, and the environment.

CLINICAL JUDGMENTS and BEHAVIORS

1. Implement individualized plans of care to assist patients and their families to meet physical and mental health needs.

Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
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<td>b.</td>
<td>Healthy lifestyles and early manifestations of disease in patients and their families.</td>
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<tr>
<td>2.</td>
<td>Patterns and modes of therapeutic and non-therapeutic communication, delegation, and collaboration.</td>
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<tr>
<td></td>
<td>a. Implement nursing interventions to promote health and rehabilitation.</td>
</tr>
<tr>
<td></td>
<td>b. Implement nursing care to promote health and manage acute and chronic physical and mental health problems and disabilities.</td>
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<td></td>
<td>c. Assist patients and their families to learn skills and strategies to protect and promote health.</td>
</tr>
<tr>
<td>3.</td>
<td>Rights and responsibilities of patients related to health care and advocacy.</td>
</tr>
<tr>
<td>a.</td>
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<tr>
<td>b.</td>
<td>Advocacy for health promotion for patients and their families.</td>
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<tr>
<td>4.</td>
<td>Physiological, psychiatric, and mental health aspects of nursing interventions.</td>
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<tr>
<td>a.</td>
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<tr>
<td>b.</td>
<td>Approaches to comprehensive health care, including health promotion and preventive practices for patients and their families.</td>
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<tr>
<td>5.</td>
<td>Principles and factors that contribute to the maintenance or restoration of health and prevention of illness.</td>
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<tr>
<td></td>
<td>a. Facilitate coping mechanisms of patients and their families during alterations in health status and end of life.</td>
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<td></td>
<td>b. Apply evidence-based practice outcomes to support patient and family adaptation during health crises.</td>
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<tr>
<td>6.</td>
<td>Principles and rationale underlying the use, administration, and interaction of pharmacotherapeutic and psychopharmacotherapeutic agents using evidence-based outcomes which impact patients' responses.</td>
</tr>
<tr>
<td>a.</td>
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<td>b.</td>
<td>Effects of misuse of prescription and nonprescription medications and other substances.</td>
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</tbody>
</table>
b. Evaluate and clarify patient’s understanding of health care rights.
c. Encourage active engagement of patients and their families in care.

8. Code of ethics, ethical practices, and patient’s rights; and framework for ethical decision-making.
8. Use interdisciplinary resources within the institution to address ethical and legal concerns.

9. Legal parameters of professional nursing practice and health care.
9. Use therapeutic communication skills when interacting with and maintaining relationships with patients and their families, and other professionals.

10. Intradisciplinary and interdisciplinary resources and organizational relationships including structure, function, and utilization of resources.
10. Apply current technology and informatics to enhance patient care while maintaining confidentiality and promoting safety.

11.
   a. Key federal and state statutes and institutional policies regarding patient confidentiality.
   b. Issues and factors impacting confidentiality.
   c. Management of nursing informatics using principles of confidentiality.
11. Facilitate maintenance of patient confidentiality.

12. Nursing interventions to implement plan of care, reduce risks, and promote health for patients and their families.
12.
   a. Demonstrate accountability by using independent clinical judgment and established clinical guidelines to reduce risks and promote health.
   b. Provide nursing interventions safely and effectively using evidence-based outcomes.

13. Provide direct and indirect patient and family care in disease prevention and health promotion and/or restoration.

f. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.

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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
</tr>
</thead>
</table>
   a. Evaluate need to intervene to stabilize and prevent negative patient outcomes and/or to support end-of-life care. |
c. Evaluate patterns of behavior and changes that warrant immediate intervention.

2. Factors indicating changes that have potential for life-threatening consequences based on knowledge of physiology, pathophysiology, and pharmacology.
   a. Use standard references to compare expected and achieved outcomes of nursing care.
   b. Analyze patient data to compare expected and achieved outcomes for patient using evidence-based practice guidelines.

3. Introduction to performance improvement concepts in patient care delivery.
   a. Communicate reasons and rationale for deviation from plan of care to interdisciplinary health care team.
   b. Use nursing knowledge to recommend revisions of plan of care with interdisciplinary team.

4. Modify plan of care based on overt or subtle shifts in patient status and outcomes.

5. Modify plan of care based on overt or subtle shifts in patient status and outcomes.
   b. Evaluate and communicate quality and effectiveness of therapeutic interventions.
   c. Collaborate with interdisciplinary health care team to evaluate plan of care and to promote quality and effectiveness of care.

6. Evaluate the effectiveness of nursing interventions based on expected patient outcomes, modify interventions to meet the changing needs of patients, and revise plan of care as a result of evaluation.

   g. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.

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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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</thead>
<tbody>
<tr>
<td>1. Lifespan development and sociocultural variables affecting the teaching/learning process.</td>
<td>1. Assess learning needs of patients and their families related to risk reduction and health promotion, maintenance, and restoration.</td>
</tr>
</tbody>
</table>
b. Techniques for assessment of learning needs and factors affecting learning.

| 2. | 2.  
| a.  | a.  
| Principles, methods, strategies, and outcomes of learning and teaching. | Collaborate with the patient and interdisciplinary health care team to develop individualized teaching plans based upon developmental and health care learning needs. 
| b.  | b.  
| Methods and strategies to evaluate learning and teaching. | Use best practice standards and other evidence-based findings in developing and modifying teaching plans for patients and their families. |

| 3. | 3.  
| a.  | Develop and implement comprehensive teaching plans for health promotion, maintenance, and restoration and risk reduction for patients and their families with consideration of support systems. 
| b.  | Resources that support patient health care knowledge, decision-making, and self-advocacy. 
| Methods for advocating for patient and family health. | 4. Evaluate learning outcomes of patients and their families receiving instruction. |

| 4. | 5.  
| Modify teaching plans for health promotion and maintenance and self-care to accommodate patient and family differences. | 6. Provide patients and their families with the information needed to make choices regarding health. 
| Teach health promotion and maintenance and self-care to individuals and their families based upon teaching goals. | 7. Serve as an advocate and resource for health education and information for patients and their families. |

**h. Coordinate human, information, and material resources in providing care for patients and their families.**

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<thead>
<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
</tr>
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<tbody>
<tr>
<td>1. Organizational mission, vision, and values as a framework for care and management.</td>
<td>1. Identify and participate in activities to improve health care delivery within the work setting.</td>
</tr>
<tr>
<td>2. Types of organizational frameworks of various health care settings.</td>
<td>2. Report the need for corrective action within the organization for safe patient care.</td>
</tr>
<tr>
<td>3. Workplace safety consistent with current federal, state, and local regulations and guidelines.</td>
<td>3. Collaborate with the interdisciplinary health care team to select human and materiel resources that are optimal, legal, and cost-effective to achieve patient-centered outcomes and meet organizational goals.</td>
</tr>
<tr>
<td>b. Promoting a safe environment.</td>
<td></td>
</tr>
</tbody>
</table>
4. Key issues related to budgetary constraints impacting the use of resources.
   a. Basic models of reimbursement.

5. Basic principles of management and communication within an organization.
   a. Use management skills to delegate to licensed and unlicensed personnel.
   b. Demonstrate leadership role in achieving patient goals.

6. Roles and responsibilities of members of the interdisciplinary health care team.
   a. Use basic management and leadership skills, act as a team leader, supervise and delegate care, and contribute to shared goals.
   b. Demonstrate leadership role in achieving patient goals.

7. Change process and strategies for initiating and evaluating effectiveness of change.

3. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities.

a. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

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<thead>
<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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</thead>
<tbody>
<tr>
<td>1. Texas Nursing Practice Act and Texas Board of Nursing Rules.</td>
<td>1. Attain licensure.</td>
</tr>
<tr>
<td>2. National Standards of Nursing Practice.</td>
<td>2. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.</td>
</tr>
<tr>
<td>3. Federal, state, and local government and accreditation organizations’ safety requirements and standards.</td>
<td>3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.</td>
</tr>
<tr>
<td>4. Facility policies and procedures.</td>
<td>4. Use standards of nursing practice to provide and evaluate patient care.</td>
</tr>
<tr>
<td>5. Facility licensing agency or authority standards.</td>
<td>5. a. Recognize and report unsafe practices.</td>
</tr>
</tbody>
</table>
b. Manage personnel to maintain safe practice including participation in quality improvement processes for safe patient care.

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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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<tbody>
<tr>
<td>b. Implement measures to promote quality and a safe environment for patients, self, and others.</td>
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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Principles of patient safety including safe patient handling.</td>
<td>1. Promote a safe, effective environment conducive to the optimal health and dignity of patients and their families.</td>
</tr>
<tr>
<td>3. Role in safety and risk management for patients and others.</td>
<td></td>
</tr>
<tr>
<td>3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.</td>
<td>3.</td>
</tr>
<tr>
<td>3. b. Safely administer medications and treatments.</td>
<td>3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.</td>
</tr>
<tr>
<td>3. c. Reduce patient risk related to medication and treatment administration based on evidence-based data.</td>
<td>3. b. Safely administer medications and treatments.</td>
</tr>
<tr>
<td>4. Principles of a culture of safety including safe disposal of medications and hazardous materials.</td>
<td>4. Clarify any order or treatment regimen believed to be inaccurate, nonefficacious, contraindicated, or otherwise harmful to the patient.</td>
</tr>
<tr>
<td>5. Texas Board of Nursing Rules related to mandatory reporting, Safe Harbor, and “Whistleblower” protection.</td>
<td>5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.</td>
</tr>
<tr>
<td>6. Report environmental and systems incidents and issues that affect quality and safety, promote a culture of safety, and participate in organizational initiatives that enhance a culture of safety.</td>
<td>6.</td>
</tr>
<tr>
<td>7. Use evidence-based information to participate in development of interdisciplinary policies and procedures related to a safe environment including safe disposal of medications and hazardous materials.</td>
<td>7.</td>
</tr>
</tbody>
</table>
8. Assess potential risk for patient harm related to accidents and implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

9. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

c. Formulate goals and outcomes using evidence-based data to reduce patient risks.

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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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<tbody>
<tr>
<td>1. Principles of disaster preparedness and communicable disease prevention and control for patients and their families.</td>
<td>1. Formulate goals and outcomes using evidence-based data to reduce the risk of health care-associated infections.</td>
</tr>
<tr>
<td>2. Current national and state standards and guidelines and local procedures for infection control.</td>
<td>2. Implement measures to prevent exposure to infectious pathogens and communicable conditions.</td>
</tr>
<tr>
<td></td>
<td>b. Anticipate risk for the patient.</td>
</tr>
<tr>
<td></td>
<td>3. Participate in development of policies to prevent exposure to infectious pathogens, communicable conditions, and occupational hazards.</td>
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</table>

d. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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<tbody>
<tr>
<td>1. a. Standards of Practice.</td>
<td>1. Evaluate individual scope of practice and competency related to assigned task.</td>
</tr>
<tr>
<td>b. Texas Board of Nursing Rules (including Scope of Practice), Texas Board of Nursing Position Statements, and Guidelines.</td>
<td>2. Seek orientation/training for competency when encountering unfamiliar patient care situations.</td>
</tr>
<tr>
<td>c. Facility policies and procedures.</td>
<td>3. Seek orientation/training for competency when encountering new equipment and technology.</td>
</tr>
</tbody>
</table>

e. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
**KNOWLEDGE**

1. a. Standards of Practice.
   b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
   c. Scope of Practice.

2. 2. Facility policies and procedures.

**CLINICAL JUDGMENTS and BEHAVIORS**

1. Report unsafe practices of health care providers using appropriate channels of communication.

2. Understand Safe Harbor Rules and implement when appropriate.

3. Report safety incidents and issues to the appropriate internal or external individual or committee.

4. Participate in committees that promote safety and risk management.

---

**KNOWLEDGE**

1. a. Standards of Practice.
   b. Texas Board of Nursing Rules (including RN Delegation Rules), Position Statements, and Guidelines.
   c. Scope of Practice.

2. Facility policies and procedures.

**CLINICAL JUDGMENTS and BEHAVIORS**

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

3. * When making assignments and delegating tasks, ensure clear communication regarding other caregivers' levels of knowledge, skills, and abilities.

4. a. When assigning and delegating nursing care, retain accountability and supervise personnel according to Texas Board of Nursing Rules based on the setting to ensure patient safety.
   b. Implement and participate in development of organizational policies and procedures regarding assignments and delegated tasks.
4. **Member of the Health Care Team:**

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families. The BSN-educated RN is also prepared to become a leader of the health care team as well as to provide care to populations and communities.

**a.** Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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<tbody>
<tr>
<td>1.</td>
<td>1. Involve patients and their families in collaboration with other interdisciplinary health care team members for planning health care delivery to improve the quality of care across the lifespan.</td>
</tr>
<tr>
<td>a. Structure, function, and interdisciplinary relationships within the health care delivery system.</td>
<td>2. Use strategies of cooperation, collaboration, and communication to plan, deliver, and evaluate interdisciplinary health care.</td>
</tr>
<tr>
<td>b. Models of care delivery and roles of interdisciplinary health care team members.</td>
<td>b. Promote the effective coordination of services to patients and their families in patient-centered health care.</td>
</tr>
<tr>
<td>2. Patterns and processes of effective communication and collaboration, including assertiveness, negotiation, conflict resolution, and delegation.</td>
<td>3. Apply principles of evidence-based practice and methods of evaluation with the interdisciplinary team to provide quality care to patients and their families.</td>
</tr>
<tr>
<td>3. Principles of change, team management, and leadership.</td>
<td>4. Patient advocacy and consumer rights and responsibilities.</td>
</tr>
<tr>
<td>a.</td>
<td>b. Legal and ethical processes related to health care.</td>
</tr>
<tr>
<td>b. Roles of all levels of nursing and other health care professionals.</td>
<td>5. Principles of evidence-based practice and application of evidence-based outcomes related to health care.</td>
</tr>
<tr>
<td></td>
<td>a.</td>
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<tr>
<td>4.</td>
<td>b. Methods of evaluation for continuous quality improvement.</td>
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</table>
b. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.

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<thead>
<tr>
<th>KNOWLEDGE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. a. Rights and responsibilities of patients regarding health care,</td>
<td>1. a. Support the patient’s right of self-determination and choice even when these choices conflict with values of the individual professional.</td>
</tr>
<tr>
<td></td>
<td>including self-determination and right of refusal.</td>
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<tr>
<td></td>
<td>b. Current legal and societal factors that influence access to</td>
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<tr>
<td></td>
<td>health care for patients and their families relating to</td>
</tr>
<tr>
<td></td>
<td>safeguarding patient rights.</td>
</tr>
<tr>
<td>2. a. Individual responsibility for quality of nursing care.</td>
<td>2. Identify unmet needs of patients and their families from a holistic perspective.</td>
</tr>
<tr>
<td></td>
<td>b. Role of the nurse as advocate for patients and their families.</td>
</tr>
<tr>
<td>3. a. Role of organizational committees, peer review committees,</td>
<td>3. a. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.</td>
</tr>
<tr>
<td></td>
<td>nursing organizations, and community groups involved with improving</td>
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<tr>
<td></td>
<td>the quality of health care for patients and their families.</td>
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<td></td>
<td>b. Knowledge of reliable online sites and other resources that</td>
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<td>provide quality health care data.</td>
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<tr>
<td>4. Role and responsibility for public safety and welfare, which</td>
<td>4. a. Participate in quality improvement activities.</td>
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<tr>
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<td>may involve mandatory reporting.</td>
</tr>
<tr>
<td>5. a. Refer patients and their families to community resources.</td>
<td>5. a. Refer patients and their families to community resources.</td>
</tr>
<tr>
<td></td>
<td>b. Serve as a member of health care and community teams to provide</td>
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<tr>
<td></td>
<td>services to individuals and their families who experience unmet needs.</td>
</tr>
<tr>
<td>6. c. Refer patients and their families to resources that facilitate</td>
<td>c. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.</td>
</tr>
<tr>
<td></td>
<td>continuity of care; health promotion, maintenance, and</td>
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<td></td>
<td>restoration; and ensure confidentiality.</td>
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</table>

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<thead>
<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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</table>
| 1. Institutional and community resources including agencies/services and health care providers. | 1. a. Assess the adequacy of the support systems of patients and their families.  
     b. Work with families to use resources to strengthen support systems.  
     c. Identify providers and national and community resources to meet the needs of patients and their families. |
| 2. Principles of case management. | 3. a. Facilitate communication among patients, their families, and members of the health care team to use institutional or community resources to meet health care needs. 
     b. Maintain confidentiality according to HIPAA guidelines. 
     c. Promote system-wide verbal, written, and electronic confidentiality. |
| 3. Roles of family and significant others in providing support to the patient. | 4. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care. 
     b. Assist patients and their families to communicate needs to their support systems and to other health care professionals. |
| 4. a. Roles and functions of members of the interdisciplinary health care team. 
   b. Confidentiality regulations (e.g., HIPAA). | 5. Collaborate with the interdisciplinary team concerning issues and trends in health care delivery affecting public/government/private health care services, programs, and cost to patients and their families. |
| 5. Referral processes for patients and their families to promote continuity of care. | |
| 7. Major current issues affecting public/government/private health care services, programs, and costs. | |
| 8. Organizational, local, and state resources for risk reduction, and health promotion, maintenance, and restoration. | |

**d. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.**
### KNOWLEDGE

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<tbody>
<tr>
<td>1.</td>
<td>Principles of communication theory with patients, families, and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>2.</td>
<td>Principles of management, decision-making, assertiveness, conflict management, communication, motivation, time management, delegation, and principles of change.</td>
</tr>
<tr>
<td>3.</td>
<td>Functions of the interdisciplinary health care team members.</td>
</tr>
<tr>
<td>3.</td>
<td>Group process as a means of achieving and evaluating goals.</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of change and conflict resolution and strategies for effective management and improvement of patient care.</td>
</tr>
<tr>
<td>5.</td>
<td>Recognize and manage conflict through the chain of command.</td>
</tr>
<tr>
<td>6.</td>
<td>a. Initiate and participate in nursing or interdisciplinary team meetings.</td>
</tr>
<tr>
<td>6.</td>
<td>b. Provide evidence-based information during interdisciplinary meetings.</td>
</tr>
<tr>
<td>7.</td>
<td>Use change strategies in the work environment to achieve stated patient outcomes to facilitate optimum patient care.</td>
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### CLINICAL JUDGMENTS and BEHAVIORS

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<tbody>
<tr>
<td>1.</td>
<td>Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.</td>
</tr>
<tr>
<td>1.</td>
<td>Follow legal guidelines in communicating changes in patient status, including chain of command and the Texas Nursing Practice Act.</td>
</tr>
<tr>
<td>1.</td>
<td>c. Facilitate joint decision-making with the interdisciplinary health care team.</td>
</tr>
<tr>
<td>2.</td>
<td>Refer to community agencies and health care resources to provide continuity of care for patients and their families.</td>
</tr>
<tr>
<td>2.</td>
<td>Assist the interdisciplinary health care team to implement quality, goal-directed patient care.</td>
</tr>
<tr>
<td>2.</td>
<td>b. Facilitate positive professional working relationships.</td>
</tr>
<tr>
<td>3.</td>
<td>Use evidence-based clinical practice guidelines to guide critical team communications during transitions in care between providers.</td>
</tr>
<tr>
<td>3.</td>
<td>Communicate and manage information using technology to support decision making to improve patient care.</td>
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</tbody>
</table>

**e. Communicate and manage information using technology to support decision making to improve patient care.**
b. Current technology-based information and communication systems.
   - a. Identify, collect, process, and manage data in the delivery of patient care and in support of nursing practice and education.
   - b. Evaluate credibility of sources of information, including internet sites.
   - c. Access, review, and use electronic data to support decision-making.
   - d. Participate in quality improvement studies.

2. Regulatory and ethical considerations protecting confidentiality when using technology.
   - a. Apply knowledge of facility regulations when accessing client records.
   - b. Protect confidentiality when using technology.
   - c. Intervene to protect patient confidentiality when violations occur.

3. Technology skills including word-processing, e-mailing, accessing databases, bibliographic retrieval, and accessing multiple online resources.
   - a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
   - b. Advocate for availability of current technology.
   - c. Use informatics to promote health care delivery and reduce risk in patients and their families.

4. Document electronic information accurately, completely, and in a timely manner.

f. *Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.*

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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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<tbody>
<tr>
<td>1. Texas Board of Nursing RN Delegation Rules.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>a. <em>Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments or delegating tasks.</em></td>
</tr>
<tr>
<td></td>
<td>b. Assess competency level and special needs of nursing team members.</td>
</tr>
<tr>
<td></td>
<td>c. Participate in decision-making related to delegation and assigned tasks.</td>
</tr>
</tbody>
</table>
2. a. Principles of supervision and management, team work/group dynamics, and nursing care delivery systems.
b. Competencies of assistive personnel and other licensed team members.
c. Structure and function of the interdisciplinary team.
d. Patient care requirements and assessment techniques.
e. Evaluation processes and methods to assess competencies.

2. a. *Assign, delegate, and monitor performance of unlicensed and licensed personnel in compliance with Texas Board of Nursing Rules.
b. Assign patient care based on analysis of patient or organizational need.
c. Reassess competency and learning needs of team members.

3. Time management.

3. a. *Evaluate responses to delegated and assigned tasks and make revisions based on assessment.
b. Plan activities to develop competency levels of team members.

b. b. Regulatory laws and facility policies.

c. *Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.

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<tr>
<th>KNOWLEDGE</th>
<th>CLINICAL JUDGMENTS and BEHAVIORS</th>
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</thead>
<tbody>
<tr>
<td>1. Principles of management and organizational behavior.</td>
<td>1. *Provide staff education to members of the health care team to promote safe care.</td>
</tr>
<tr>
<td>2. Principles of communication and group process.</td>
<td>2. *Provide direction and clarification to health care team members or seek additional direction and clarification to promote safe care by the health care team.</td>
</tr>
<tr>
<td>3. a. Assessment of learning needs. b. Instructional methods. c. Evaluation of teaching effectiveness.</td>
<td>3. a. *Oversee and follow through on patient care provided by the health care team members. b. Base assignments and delegation on team member competencies.</td>
</tr>
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Appendix B

FAQs for Hesi A² (Admission Assessment) Exam

The HESI A² (Admission Assessment) Exam is an admission requirement for the South Texas College Associate Degree Nursing (ADN) Program. The HESI A² (Admission Assessment) Exam consists of academic exams and a personality profile that identifies the applicant’s learning style. All ADN program prospective students are required to complete the HESI A² (Admission Assessment) Exam prior to admission into RNSG1209 Introduction to Nursing. LVNs and EMT Paramedics are required to take HESI A² (Admission Assessment) Exam as well and submit passing HESI A² (Admission Assessment) Exam scores as part of the program application requirements and application period. All ADN program prospective students are required to take HESI A² (Admission Assessment) Exam, no exceptions. Total time allotted to complete the exam is 5.25 hours.

Frequently Asked Questions
1. What is tested?
2. How do I register for HESI A² (Admission Assessment) Exam?
3. How should I prepare?
4. What if I don’t pass the HESI A² (Admission Assessment) Exam the first time?
5. How much does the HESI A² (Admission Assessment) Exam cost?
6. What scores do I have to attain on the HESI A² (Admission Assessment) Exam?
7. When will I receive my exam scores?
8. How long are my A² (Admission Assessment) Exam scores valid?
9. I am having technical difficulty with the website or registering for the exam?

1. WHAT IS TESTED?

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ITEMS</th>
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<tbody>
<tr>
<td><strong>English Language</strong></td>
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<tr>
<td><strong>Reading Comprehension:</strong> Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. <strong>Recommended time:</strong> 60 minutes</td>
<td>55 items*</td>
</tr>
<tr>
<td><strong>Vocabulary &amp; General Knowledge:</strong> Contains vocabulary terms that are commonly used in both general English speaking settings and in health care fields. <strong>Recommended time:</strong> 50 minutes</td>
<td>55 items*</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Contains basic grammar, including parts of speech, important terms and their uses, commonly occurring grammatical errors, etc. <strong>Recommended time:</strong> 50 minutes</td>
<td>55 items*</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Math Skills:</strong> Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, general math facts, etc. <strong>Recommended time:</strong> 50 minutes</td>
<td>55 items*</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Anatomy and Physiology (only):</strong> Provides coverage of general terminology and anatomical structures and systems. <strong>Recommended time:</strong> 25 minutes</td>
<td>30 items</td>
</tr>
<tr>
<td><strong>Personality Profile (not graded, for diagnostic purposes only)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Style:</strong> Assesses the preferred learning style. <strong>Recommended time:</strong> 15 minutes</td>
<td>14 Items</td>
</tr>
<tr>
<td><strong>Personality Profile:</strong> Assesses personality related to preferred learning style. <strong>Recommended time:</strong> 15 minutes</td>
<td>15 Items</td>
</tr>
</tbody>
</table>

*Includes 50 scoring and 5 pilot items
2. HOW DO I REGISTER FOR HESI A2 (Admission Assessment) EXAM?

Distance Testing Eligibility Instructions

1. **You must have an Evolve student account with HESI Assessment**

   To register for your HESI Distance Testing exam, you will need an Evolve student account. If you do not have an account, you can create it at: [https://evolve.elsevier.com/](https://evolve.elsevier.com/)

2. **Register for Distance Testing Exam**

   Log into your Evolve Account and click on:

   ![Evolve Access](image)

   Click on Distance Testing Tab > Register for a Distance Exam:

   ![Register Exam](image)

   Complete the required information, check box, and click the submit button:

   ![Submit Exam](image)

   **1. Please confirm that your first and last name match your government-issued photo ID with signature. (Middle name is not required)  
2. Click Tab on your keyboard to populate information.  
3. Enter school’s department ID.  
4. Select the appropriate exam.**

---

South Texas College-ADN Distance Department Id: 199821

*Important Information:*
- Do not use the school's department ID as your student ID when creating your student Evolve account.
- The first and last name on your Evolve account must be the same as it appears on your government issued photo ID with signature (i.e. Driver’s License or Passport). You will not be admitted into the testing lab if there is any discrepancy between what is listed on your Evolve student account and what is presented on your ID.
- Your government issued ID must include your signature and a photo that resembles your current appearance to gain admittance into the testing center (your middle name/initial is not required).

You will receive an email Confirmation Notice indicating that you may schedule your exam. Please carefully review the information contained in your Confirmation Notice. If name is not correct, or has been changed, please contact Elsevier HESI Assessment at exameligibility@elsevier.com. Failure to do so could result in forfeiture of your testing appointment and associated fees.

**PLEASE NOTE:** You will receive your Eligibility ID within 1-3 business days from our receipt of your eligibility request. Please add the following email address to your email’s safe sender list to avoid delays: exameligibility@elsevier.com. If you do not see the notification, please check your spam/junk folder. Once you receive the email, you can schedule for the HESI A² (Admission Assessment) Exam.

---

3. **HOW SHOULD I PREPARE?**

A study booklet is available and can be purchased at the online stores listed below.

**HESI Admission Assessment Exam Review**, latest edition. With content review and sample test questions, this study guide helps students prepare for the HESI Admission Assessment Exam. Which may be purchased at:
- [https://evolve.elsevier.com/cs/store?role=student](https://evolve.elsevier.com/cs/store?role=student)
- us.elsevierhealth.com/hesi
- Barnesandnoble.com-hesi
- Amazon.com
- You may also view the book at most South Texas College Career Learning Centers (CLE)

4. **WHAT IF I DON’T PASS THE HESI THE FIRST TIME?**

You may retake the HESI A² (Admission Assessment) version 2 Exam after 2-3 weeks waiting period. You will retest with a different version of the exam—no student will have the same exam items twice.

If you fail the exam on the second attempt, you must wait until the next eligibility period to test. You can test for HESI A² (Admission Assessment) Exam six times per year, which is two times per eligibility period.
You can repeat the exam if you scored under 75% on a required test section and repeat that section within the same “eligibility period” as the first exam. If student decides or wishes to improve scores (either on version 1 or version 2), the highest score of 75% or better will be taken into consideration within the same eligibility period.

**Eligibility periods are:**
- January 1 through May 31
- June 1 through August 31
- September 1 through December 31

5. **HOW MUCH IS HESI A² (Admission Assessment) EXAM?**
   The price for HESI is approximately $104. When registering for the HESI A² (Admission Assessment) Exam, be prepared with a Debit/Credit Card.

6. **WHAT SCORES DO I HAVE TO ATTAIN ON THE HESI A² (Admission Assessment) EXAM?**
   Each section must be passed with a 75% or higher. Below is the HESI A² (Admission Assessment) Exam formula for the Associates Degree Nursing Program at South Texas College.

<table>
<thead>
<tr>
<th>Minimum score on each section is 75%</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>English Language Composite Score (all 7 exams)</td>
</tr>
<tr>
<td>Section 2</td>
<td>Science Composite Score: Anatomy &amp; Physiology only</td>
</tr>
<tr>
<td>Section 3</td>
<td>Math Score</td>
</tr>
</tbody>
</table>

   **Total average of the three sections:**

7. **WHEN WILL I RECEIVE MY EXAM SCORES?**
   Exam scores are available immediately after completion of the exam.

8. **HOW LONG ARE MY HESI A² (Admission Assessment) EXAM SCORES VALID?**
   HESI scores are valid for 2 years from the time of completion.

9. **I AM HAVING TECHNICAL DIFFICULTY WITH THE WEBSITE OR REGISTERING FOR THE EXAM?**
   For technical assistance, re-activating your account, rescheduling or changes on HESI registration, contact Elsevier Client Services at 1-800-222-9570 or contact Elsevier Review & Testing via email at exameligibility@elsevier.com for further assistance.
Appendix C
Texas Board of Nursing
Eligibility Questions for Registered Nurses

Eligibility Questions

These questions MUST be answered truthfully EACH TIME an application is submitted, even if you have previously disclosed information and undergone a previous eligibility review in another state.

**1) [] No [] Yes**  *For any criminal offense, including those pending appeal, have you:
A. been arrested and have any pending criminal charges?
B. been convicted of a misdemeanor?
C. been convicted of a felony?
D. pled nolo contendere, no contest, or guilty?
E. received deferred adjudication?
F. been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
G. been sentenced to serve jail, prison time, or court-ordered confinement?
H. been granted pre-trial diversion?
I. been cited or charged with any violation of the law?
J. been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/ action?

(You may only exclude Class C misdemeanor traffic violations or offenses previously disclosed to the Texas Board of Nursing on an initial licensure or renewal application.)

**NOTE: Expunged and Sealed Offenses:** While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, it is your responsibility to ensure the offense, arrest, ticket or citation has, in fact, been expunged or sealed. It is recommended that you submit a copy of the Court Order expunging or sealing the record in question to our office with your application. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed may subject your license to a disciplinary order and fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character. (See 22 TAC §213.27)

**NOTE: Orders of Non-Disclosure:** Pursuant to Tex. Gov't Code § 552.142(b), if you have criminal matters that are the subject of an order of non-disclosure you are not required to reveal those criminal matters on this form. However, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness issue. Pursuant to Gov't Code chapter 411, the Texas Nursing Board is entitled to access criminal history record information that is the subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character and fitness.

**2) [] No [] Yes**  *Are you currently the target or subject of a grand jury or governmental agency investigation?*

**3) [] No [] Yes**  *Has any licensing authority ever refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you?*

**4) [] No [] Yes**  *In the past five (5) years have you been diagnosed with or treated or hospitalized for schizophrenia and/or psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder which impaired or does impair your behavior, judgment, or ability to function in school or work?*

(You may answer “No” if you have completed and/or are in compliance with TPAPN for mental illness OR you’ve previously disclosed to the Texas Board of Nursing and have remained compliant with your treatment regime and have no further hospitalization since disclosure.)

**5) [] No [] Yes**  *Within the past five (5) years have you been addicted to and/or treated for the use of alcohol or any other drug?*

*Pursuant to the Texas Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, tetrymperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Texas Occupations Code §301.466. If you are licensed as an LVN in the State of Texas and are currently participating in the Texas Peer Assistance Program for Nurses you may answer “NO” to questions #4 and #5.

NOTE: IF YOU ANSWERED "YES" TO ANY OF THESE QUESTIONS, YOU MUST SEE THE CLINICAL AFFAIRS SPECIALIST IMMEDIATELY TO PROCESS A DECLARATORY ORDER TO THE TBON. Clinical Affairs contact information: clinicalaffairs@southtexascollege.edu or call (956) 872-3022
Licensure by Examination Process

The requirements for Licensure by Examination as a Registered Nurse in the State of Texas include the following:

1. Filing of an Initial Application to the Board of Nurse Examiners for the State of Texas 90-120 day prior to program completion. Found at www.bon.texas.gov/forms

2. Verification of graduation by Program Director from an accredited school by notarized affidavit.

3. Certification of the applicant by the director of the program as having successfully completed the prescribed course of study, including clinical practice, of an accredited program.

4. Submission of a filing fee to the Texas Board of Nursing.

5. Completion of the NCLEX-RN Application Form, with a test fee to Pearson Vue 30 days in advance of program completion.

6. Score a “Pass” on the NCLEX-RN Examination
## Appendix D
### Program Cost Information

<table>
<thead>
<tr>
<th></th>
<th>Traditional RN Track</th>
<th>LVN to RN Track</th>
<th>EMT Paramedic to RN Track</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td>13</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td>$871</td>
<td>$804</td>
<td>$748</td>
</tr>
<tr>
<td><strong>Differential Tuition</strong></td>
<td>$ -</td>
<td>$600</td>
<td>$550</td>
</tr>
<tr>
<td><strong>Registration Fee</strong></td>
<td>$90</td>
<td>$90</td>
<td>$90</td>
</tr>
<tr>
<td><strong>Information Tech Fee</strong></td>
<td>$286</td>
<td>$264</td>
<td>$242</td>
</tr>
<tr>
<td><strong>Learning Support Fee</strong></td>
<td>$195</td>
<td>$180</td>
<td>$165</td>
</tr>
<tr>
<td><strong>Student Activity Fee</strong></td>
<td>$26</td>
<td>$24</td>
<td>$22</td>
</tr>
<tr>
<td><strong>Other Fees</strong></td>
<td>$84</td>
<td>$126</td>
<td>$489</td>
</tr>
<tr>
<td><strong>Insurance Fee</strong></td>
<td>$ -</td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>$1,084</td>
<td>$1,006</td>
<td>$623</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td>$ -</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td><strong>Equipment, Tools, &amp; Other Expenses</strong></td>
<td>$ -</td>
<td>$83</td>
<td>$800</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Program Semester Cost</strong></td>
<td>$2,636</td>
<td>$3,427</td>
<td>$3,979</td>
</tr>
<tr>
<td><strong>Program Total Cost</strong></td>
<td>$14,791</td>
<td>$13,471</td>
<td>$13,235</td>
</tr>
</tbody>
</table>
Appendix E

Clinical Requirements

**Hepatitis B** complete vaccine series or proof of active serology is required at the time the application form is submitted.

There will be additional immunizations and other clinical requirements required **once you are admitted** into the ADN Program. The list below will assist to better prepare and demonstrate the required information.

---

**Alcohol and 10-Panel Drug Screen** (urinalysis) results must be negative

Current immunizations

- **Tetanus/Diphtheria/Pertussis** (Tdap) - within last 10 years
- **Hepatitis B** – 3 dose series or serology/titer report proving immunity
- **MMR** (Measles Mumps Rubella) – 2 doses required or serology/titer report proving immunity
- **Varicella** (Chicken Pox) 2 doses required or serology/titer report proving immunity
- **Meningitis** MCV4 entering students under the age of 22 – 1 dose is accepted if within the last 5 years or must have 2 completed doses

**Influenza** (required from August – April) **MUST** have vial lot # and vial expiration date documented

**Tuberculosis screen** – must be Negative; expires annually; students with positive TB screen must provide negative chest x-ray report every 2 years

**Current CPR** (Cardiopulmonary Resuscitation) **American Heart Association Healthcare Providers** certification for adult & child; must be renewed every 2 years; **ONLINE CPR course not accepted**

Provide a copy of the card (front and back) make sure your card is signed

Proof of **Current Health Insurance** (ex. BCBS, Humana, Medicaid, Medicare, VA, UHC, CHIPS, TriCare, etc.) or **Student Accidental Insurance** - STC Student Insurance or other

Current Driver’s license, State ID, Passport, or US Military ID with visible signature

Social Security Card for verification purposes (required by some clinical affiliates and state licensing boards) **must be signed**

Complete form **Technical Performance Standards** - signed statement of ability to perform technical standards for nursing or allied health program of study.

Complete form **Background Check Authorization and Release Form**

Complete form **Disclosure Statement**

Complete form **Manual of Policy 3337 (NAH Policy)**

Complete “**Student Clinical/Practicum Hospital Orientation**” instructions will be given at orientation
### Appendix F

**Item Distribution Form**

South Texas College  
Associate Degree Nursing Program  
**Distribution of Test Content**

RNSG _______  
Unit Exam #: ____  
Total # of Items: ____

**According to 2016 NCLEX – RN Test Plan into four major 'Client Needs' categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe &amp; Effective Care Environment (SECE)</td>
<td></td>
</tr>
<tr>
<td>- Management of Care</td>
<td></td>
</tr>
<tr>
<td>- Safety &amp; Infection Control</td>
<td></td>
</tr>
<tr>
<td>Health Promotion (HPM)</td>
<td></td>
</tr>
<tr>
<td>Psychosocial Integrity (Psych. I)</td>
<td></td>
</tr>
<tr>
<td>Physiological Integrity (Phys. I)</td>
<td></td>
</tr>
<tr>
<td>- Basic Care Comfort</td>
<td></td>
</tr>
<tr>
<td>- Pharmacological &amp; Parenteral Therapies</td>
<td></td>
</tr>
<tr>
<td>- Reduction of Risk Potential</td>
<td></td>
</tr>
<tr>
<td>- Physiological Adaptation</td>
<td></td>
</tr>
</tbody>
</table>

**According to Nursing Process**

<table>
<thead>
<tr>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment (A)</td>
</tr>
<tr>
<td>Analysis – Nursing Diagnosis (NDX)</td>
</tr>
<tr>
<td>Planning (P)</td>
</tr>
<tr>
<td>Implementation (I)</td>
</tr>
<tr>
<td>Evaluation (E)</td>
</tr>
</tbody>
</table>

**According to Cognitive Level**

<table>
<thead>
<tr>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (K)</td>
</tr>
<tr>
<td>Comprehension (C)</td>
</tr>
<tr>
<td>Application (App)</td>
</tr>
<tr>
<td>Analysis (N)</td>
</tr>
</tbody>
</table>
Appendix G
South Texas College
Nursing & Allied Health Division
Grievance Report Form

Any violations of the South Texas College Student Code of Conduct, NAH Program Standards, and/or Safe Practice Standards will result in disciplinary action. The sanctions taken will be dependent on the nature and severity of the incident and potential or real threat to client safety and well-being or risk for the Program, College, and the clinical affiliate agency.

Student Information:
Student Name: __________________________________________ ID#: __________________________
Jagnet E-mail Account: ____________________________________________________________@stu.southtexascollege.edu
Program: __________________________________________ Date:____________________________

Area of Concern:
☐ STC Student Code of Conduct ☐ Academic Integrity
☐ NAH Professional Behaviors ☐ Unsafe Practice ☐ Other

Quote Specific STC Code of Conduct/NAH/Program Standard/s that was/were violated:
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________

Violation Information:
Date of Incident: _______________ Time of Incident: ________________ Location of Incident: _________________
Any Witness/es & Contact #: _________________________________________________________________________________
__________________________________________________________________________________

Were there any witnesses to the incident: ☐ No ☐ Yes (If yes, please list names and contact #):
______________________________________________________________________________________________________________

Any Witness Statements: ☐ Yes (please see attached page) ☐ No

Program Faculty Information:
Name: __________________________________________ Title: ______________________ Office Tel #: _________________
☐ See Student Performance Improvement Plan OR ☐ Recommended Action below:
___________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________

Faculty Signature: __________________________________________ Date: _________________________
I, __________________________________________ acknowledge the receipt of this disciplinary action form dated
________/______/_______. My acknowledgement does not signify my agreement with its content. I understand that a copy of this
form will be placed in my student file and that I have the right to initiate a written response within 2 working days from the date
of this letter following the NAH Division chain of command. Failure to initiate a written response would mean my approval of the
Student Performance Improvement Plan.

Student Signature: __________________________________________ Date: _________________________
Appendix H
South Texas College
Associate Degree Nursing Program
Student Conference Form

Student __________________________ Date ________________ Course ____

Area of Concern:
Faculty __________________________

____ Theory/classroom
____ Skills performance
____ Clinical performance  ____ Clinical safety
____ Other (specify)

Recommendation:

Faculty Signature: ______________________ Date: ________________

Student Response:

I have discussed this issue with my faculty and received a copy of this conference summary.
Student Signature ______________________ Date: ________________

Recommendation Follow-up:

Faculty Signature: ______________________ Date: ________________

Distribution: __ Program Director ___________ Faculty  __ Student  __ Student file
# Appendix I

**Nursing & Allied Health Division**

**Student Incident Report**

This form needs to be completed by student and STC faculty. Report should be submitted to Clinical Affairs Specialist within 72 hours of incident.

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Student ID #: A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>□ Full-time</td>
</tr>
<tr>
<td>City, Zip Code:</td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td>Cell Phone:</td>
</tr>
<tr>
<td>Date of Incident:</td>
<td>Time of Occurrence:</td>
</tr>
<tr>
<td>Was the faculty notified?</td>
<td>Was the facility administrator notified?</td>
</tr>
<tr>
<td>□ Yes</td>
<td>□ No</td>
</tr>
</tbody>
</table>

Describe the details of the incident (How/What/Where/Why) BE VERY SPECIFIC:

Nature, Extent, Degree and Body Locations (s) affected by incident:

Was protective equipment worn, provided or required? (Ex. goggles, gloves, facemask, etc.) (If yes, please describe): 

Were there any witnesses to the incident? _____Yes_____No (If yes, please list names):

Recommended Action:

Preventative Measures taken:

Date:

Faculty Signature:  Faculty Name (print):

Signature of Student:  Student Name (print):

(Copy to Division, Clinical Affairs Specialist, Program and Student File) Revised 3/17/14, 2/22/10, 6/28/05, 7/30/15)
Appendix J
Associate Degree Nursing Program
Late Coursework Form

Student Name______________________________________

Social Security #:____________________________________

Type/Name of late assignment____________________________________

Due date & time____________________ Date & time submitted_____________

Faculty__________________________________________

Reason for submitting assignment late___________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Appendix K
South Texas College
Associate Degree Nursing
Student Exam Item Challenge Form

Name: ___________________________ Date: ____________________________

Exam No: __________________________

I am challenging the following test item:

______________________________________________________________________________________

______________________________________________________________________________________

Rationale: (Explain why you believe the test item is incorrect, and/or that your answer should be considered for credit.)

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Reference Source: (Give location in your textbook, and/or other source for information used in rationale)

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
Appendix L
South Texas College
Associate Degree Nursing Program
Technical Performance Standards

Standard for Technical Performance Standards of Nursing & Allied Health Programs

Technical Performance Standards are the essential functions which every STC NAH student is expected to perform for successful participation in the Program. These are necessary in order to provide healthcare services in a safe, ethical, and legal manner. Students participating in a STC NAH Program are expected to demonstrate the essential functions listed below, with or without reasonable accommodation. These are applicable in classroom, laboratories, and clinical/practicum settings. The STC NAH Program uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by the College. Any student wishing to request reasonable accommodations due to a documented disability must initiate the process by contacting an ADA representative from the STC Office of Disability Support Services for information and procedures at (956) 683-3137 or (956) 872-2513.

Please initial each item.
1.____READ: I am able to read and understand printed materials used in the classroom and health care settings such as textbooks, signs, medical supply packages, policy and procedure manuals, and patient records.

2.____ARITHMETIC COMPETENCE: I am able to read and understand columns of numbers and measurement marks, count rates, tell time, use measuring tools, write numbers in records, and calculate (add, subtract, multiply, divide) mathematical information such as fluid volumes, weights and measurements, and vital signs.

3.____CRITICAL THINKING: I possess sufficient ability to:
   • comprehend and process information in a timely manner
   • acquire and apply information from classroom instruction, skills laboratory experiences, independent learning, and group projects
   • prioritize multiple tasks, process information, and make decisions
   • collect, interpret, and assess data about patients
   • observe, measure, and interpret normal and abnormal patient responses to interventions, and appropriately modify treatment interventions
   • act safely and ethically in the lab and clinical/practicum setting

4.____COMMUNICATION: I am able to:
   • communicate effectively, in English, in oral and written form with peers, instructors, patients, and other health care professionals
   • complete assignments and tests in both written and oral formats
   • give directions, explain procedures, give oral reports, speak on the telephone, and interact with others
   • document care using appropriate terminology, accuracy, efficiency, and in a legible manner
   • comprehend, interpret, and follow oral and written instructions
• recognize, interpret, and respond to nonverbal behavior of self and others
• interpret and communicate information regarding the status, safety, and care of patients

5.____ BEHAVIORAL SOCIAL SKILLS: I am able to:
• develop therapeutic relationships with patients and others
• work in stressful situations with multiple patients and colleagues at the same time
• interact appropriately with individuals of all ages, genders, races, socio-economic, religious, and cultural backgrounds
• establish rapport and work effectively with peers, patients/clients, and instructors (ask advice, seek information, and share)
• negotiate interpersonal conflicts
• cope with the fast pace of class/lab/clinic, heavy workloads, classroom and/or patient demands, changes in schedule, motivate a sometimes discouraged patient, and demonstrate patience and empathy with patients
• focus attention on task, monitor own emotions, perform multiple responsibilities concurrently, deal with the unexpected, handle strong emotions (i.e. grief, revulsion), manage impulses
• tolerate close physical contact with co-workers and sick or injured patients who may have multiple problems and diagnoses
• cope with patients who may be terminally ill
• exercise appropriate work ethics, including the maintenance of confidentiality
• recognize and respond appropriately to potentially dangerous situations
• maintain the emotional health and stability required to fully utilize intellectual capabilities, demonstrate good judgment, and render patient care

6.____ FINE MOTOR: I possess manual dexterity necessary to palpate muscles and/or bony prominences, pick up objects with hands, grasp small objects, write with pen or pencil, and squeeze fingers.

7.____ MOTOR CONTROL: I am in good physical condition and have a moderate amount of strength in order to:
• safely adjust, move, position, and lift patients and equipment
• safely assist and protect patients who are walking with and without assistive devices, exercising, or performing other activities
• provide for the patient’s safety in all patient care activities
• reach arms above head and below waist, stoop/twist, stretch, bend, kneel, squat, push, pull, walk, sit, or crawl as the need arises; move quickly (respond to emergency) while maintaining safe posture/body mechanics
• perform bimanual activities easily
• obtain and maintain CPR certification (American Heart Association CPR for Healthcare Providers)
• use proper body mechanics for all skills related to patient care, and apply standard precautions when rendering patient care treatment
• possess the endurance necessary to perform 40 hour work weeks during clinical education courses
• stand and maintain balance during classroom or therapeutic procedures/activities for long periods of time, and maintain a high energy level throughout the day
8. **VISUAL**: I am able to:
   - read small numbers/scales and fine print on goniometers, other measuring devices and computer screens accurately to ensure safe treatment
   - recognize and interpret facial expressions and body language
   - recognize differences and changes in skin and soft tissue
   - recognize a patient’s physiological status
   - assess a patient’s environment
   - recognize depths and use peripheral vision

9. **AUDITORY**: I am able to:
   - recognize and respond to normal speaking level sounds/verbal communication, auditory equipment timers, and alarms in an environment with a moderate level of background noise
   - effectively use equipment to assess blood pressure, pulse rate, and breath sounds

10. **SMELL**: I am able to detect odors from client, such as smoke, gases or noxious smells.

11. **TACTILE**: I am able to:
   - feel vibrations (palpate pulses)
   - detect and assess changes or abnormalities in skin texture, skin temperature, muscle tone, and joint movement
   - detect environmental temperature (drafts, cold and hot)
   - adjust physical therapy equipment

12. I have the ability to use computers and complete computer-based assignments.

13. I have the ability to complete tasks/ examinations within required time limits in the classroom, laboratory and in the clinical areas.

__________________________________________  If under the age of 18, parent or guardian signature required

__________________________________________  Print name of parent or legal guardian

__________________________________________  Date

__________________________________________  Date

Revised 7/1/14
## ADN ACTION PLAN FOR STUDENT SUCCESS

### Phase 1

**Name of Student:__________________________**

**RNSG:_____________________________**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>DUE DATE</th>
<th>DATE SUBMITTED OR ACCOMPLISHED</th>
<th>SIGNATURE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE I:</strong> Unit Test # ______ (&lt; 80%) Your grade:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Contact the Course Instructor and Student Advisor by email requesting for an appointment within 24 hours after the official grades are issued.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reflect on the unit exam and fill up the Student Test Analysis Tool (available on course BlackBoard and CLE) and bring a copy during meeting with Course Instructor and Student Advisor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Course Instructor and student will develop an individualized unit exam remediation plan based on the Student Test Analysis Tool, as follows: <em>(Instructor will check what is applicable for the student)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Perform the following case studies from the Evolve website with a grade of 85% and above. <em>(Indicate the case studies here)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Practice at least 50 NCLEX 4000 questions with a grade of 85% or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Make concept maps of the following: <em>(Indicate the name of the disease processes or concepts to be mapped)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Proof of student’s remediation activities identified in the plan should be stapled together with this flowsheet and should be submitted to the Course Instructor before the next unit exam. Failure to submit proof of remediation will result in delay of the release of the student’s grade in the succeeding unit exam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Proof of remediation will be signed by the Course Instructor and will be kept in the student’s file.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________________________                            ______________________________

Student’s Signature                          Course Instructor                          Student Advisor
### ADN ACTION PLAN FOR STUDENT SUCCESS

**Phase 2**

Name of Student: ________________________________  RNSG: ________________________________

<table>
<thead>
<tr>
<th>ACTION</th>
<th>DUE DATE</th>
<th>DATE SUBMITTED OR ACCOMPLISHED</th>
<th>SIGNATURE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE II: For students whose HESI score is less than 850.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Contact the Course Instructor and Student Advisor by email requesting for an appointment within 24 hours after the official grades are issued.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Print and bring a copy of the individualized HESI Result from the Evolve website during the meeting with Course Instructor and Student Advisor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The Course instructor will design a plan for success with the student based on the remediation packet from Evolve, including, but not limited to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Handwritten concept maps, outlines, and or notes on Nursing Concepts where student scored less than 850.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Other remediation work that Instructor may deem necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. All documents to prove fulfillment of Action Plan for Success should be submitted to the Course Instructor on or before the course final examination. All documents will be kept in the students' file.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Failure to submit requirements on the specified date will result to a course grade of “I” for incomplete. Student must meet with the Student Advisor to make a plan on how to complete the grade.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________________________________________  _________________________  _________________________
Student’s Signature                                  Course Instructor                  Student Advisor
Appendix N

Issuance of a Grade of “I” (Incomplete)

ISSUANCE OF A GRADE OF I (INCOMPLETE) FORM

The Issuance of a Grade of I (Incomplete) Form will be used when a faculty member is issuing a grade of I (Incomplete) to a student. Once the program chair signature is complete, please make a copy for the student and your program chair and retain the original form for your records.

Date: ____________________________  Semester of when I is being issued: ________________

Faculty Name: ____________________________

Student Name: ____________________________  Student ID: ____________________________

Student Phone #: ____________________________  Student Email: ____________________________

Course Name: ____________________________  Course Section: ____________________________

Is this I (Incomplete) being issued in order to accommodate a student impacted by pregnancy, parenting, or related conditions?  Yes [□]  No [□]

Reason for issuing a grade of I (Incomplete):

________________________________________________________________________________

Current grade(s) in the course and coursework completed:

________________________________________________________________________________

Work required to change the grade from I (Incomplete) to a letter grade (A, B, C, D, F):

________________________________________________________________________________

Agreed date to complete all coursework: ____________________________

Failure to complete all requirements by the end of the next long (Fall or Spring) semester will result in a final grade of “F” or “NP” for the course.

Student Signature: ____________________________  Date: ____________________________

Faculty Signature: ____________________________  Date: ____________________________

Program Chair Signature: ____________________________  Date: ____________________________
### Appendix O

South Texas College  
Associate Degree Nursing Program  

**Statement of Commitment**

RNSG _______: ______________________________

<table>
<thead>
<tr>
<th>INITIAL</th>
<th>CRITERIA</th>
<th>COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Action Plan for Success</td>
<td>I will design an Action Plan for Success before the start of every RNSG course and discuss it with the faculty and Student Advisor. My action plan for success will include, but not limited to: time management calendar, study and test-taking strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I will evaluate my action plan after every unit exam with my faculty and the Student Advisor to ensure its completion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that if I do not achieve 100% completion of my action plan, I may not be successful in this course.</td>
</tr>
<tr>
<td></td>
<td>Chain of Command</td>
<td>I promise to follow the chain of command for any issues I may have while in the program. I will address any issues and concerns with my faculty, proceed to the Assistant Program Chair, Program Chair, and the Dean of Nursing Allied Health, in that order until my issues are resolved.</td>
</tr>
<tr>
<td></td>
<td>Learning Style Inventory (LSI)</td>
<td>I will assess my Learning Style with a CLE Tutor and utilize the findings in designing my study strategies.</td>
</tr>
<tr>
<td></td>
<td>Outside Employment</td>
<td>I acknowledge that the performance of students when working for compensation is the legal responsibility of my employer and me. I will not wear my school uniform or name badge during my employment outside of school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that the ADN program is rigorous and employment while in nursing school may jeopardize my success in the program.</td>
</tr>
<tr>
<td></td>
<td>STC Student Code of Conduct</td>
<td>I will follow the STC Student Code of Conduct at all times. Failure on my part to abide by the rules of the Student Conduct may lead to my probationary status or dismissal from the program.</td>
</tr>
</tbody>
</table>

I, _____________________________(printed name) A#__________, pledge my commitment and professional decorum as a student of the Associate Degree Nursing Program. I will abide by the STC policies, guidelines, and procedures of the ADN Program, acknowledge my responsibilities, and I will be accountable for my actions.

Print Student Name  
Student’s signature  
Date

Print Faculty Name  
Faculty’s signature  
Date
Appendix P
South Texas College – Associate Degree Nursing Program
Professional Appearance Checklist

By signing below, I understand that if I am not in compliance with the uniform code, I, the student, will be sent home from clinical site, will be marked absent, and will earn a grade of zero for the day, if I am found not in full uniform. This form is your ticket into the clinical site.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Guidelines For Professional Appearance – Clinical and Classroom Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I am in standard scrub uniform top and pants in designated color (ceil blue).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am wearing white lab coat over ceil blue scrubs for clinical prep and clinical.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am wearing the standard all white nursing/tennis shoes (non-canvas) with closed toe and heels and no colored stripes or logo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am wearing appropriate undergarments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am wearing my student name badge on left side of chest at all times.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am wearing my school patch on left sleeve of uniform and/or left side breast pocket of lab coat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male student: I am wearing white ankle/tube socks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female student: I am wearing white ankle/tube socks or white hose.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNIFORM: I am not wearing tight uniforms, bearing low cut scrubs, open-toe or high-heeled shoes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HAIR: My hair is clean, well-groomed, above the collar, and away from the face to be in compliance with infection control standards. Hair barrettes are conservative and of color compatible to dress or hair color. <strong>Note:</strong> I am not wearing ribbons, headbands and scarves as they are not acceptable. Male students: I must be clean-shaven. If I have long hair, I will wear hair above the collar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WATCH: I am wearing a watch with a second hand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIERCINGS: I am not wearing a tongue ring or other visible body piercing or necklaces.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EARRINGS: If applicable, I am wearing pierced earrings, consisting of one pair of small studs (both male and female students).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RINGS: If applicable, I am wearing a plain band ring that is free of stones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TATTOOS: My tattoos are covered at all times.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMMUNICATION: I am not chewing gum. (Gum chewing not only looks unprofessional, but interferes with clear communication and can be extremely offensive to others. Gum chewing will NOT be allowed while in uniform or scrub attire on clinical/school premises).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FINGERNAILS: My nails may be freshly polished if desired, WITH CLEAR POLISH, and are not to exceed the tips of my fingers in length. I understand that NO ARTIFICIAL NAILS (i.e. shellac, acrylic, gel, etc) are allowed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HYGIENE: I maintain good oral and personal hygiene. Note: Cosmetics should be applied discretely. Remember cigarette smoke and perfumes or colognes may be offensive to others.</td>
</tr>
</tbody>
</table>

Print Student Name    Student’s signature    Date
Appendix Q

AFFIDAVIT OF GRADUATION (AOG) CHECKLIST

Complete the form and attach with the required documents in order for your Affidavit of Graduation to be processed.

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Student STC ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>DOB:</td>
<td>SSN last 4: XXX – XX – _________</td>
</tr>
<tr>
<td>Graduation Date:</td>
<td>Class of</td>
</tr>
</tbody>
</table>

Email address:

- Submit the required documents and this form to Claudia Camacho, office 120 at the NAH Campus
- Refer to NCLEX-RN Eligibility Information-Examination Application
- The Program Director will process Affidavit of Graduation (AOG) to Texas BON every Friday.
- An email from the TX BON will be sent for further instructions on scheduling your NCLEX-RN Examination after 20 business days from the date the AOG is submitted.
- The ADN department will notify you if there are any issues with the submission of your AOG.
- Once you have scheduled your exam, please notify the PC secretary the date of examination by email breyna13@southtexascollege.edu.

### REQUIRED DOCUMENTS

<table>
<thead>
<tr>
<th>Document</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Board of Nursing NCLEX-RN Payment paid receipt/fee $100</td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE of successful completion of Nursing Jurisprudence Examination</td>
<td></td>
</tr>
<tr>
<td>HURST review Certificate of results (minimum score of 85%)</td>
<td></td>
</tr>
<tr>
<td>PEARSON VUE paid receipt/fee $200</td>
<td></td>
</tr>
<tr>
<td>Printed copy of Degree Works from JAGNET at 100% completion</td>
<td></td>
</tr>
</tbody>
</table>

For office use only:

<table>
<thead>
<tr>
<th>Date</th>
<th>Outcome</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

pg. 125
# Appendix R

**Associate Degree Nursing Program Admissions and Progressions Committee**

**Theory Rubric for Grading Remediation Portfolio**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Page:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course #</td>
<td></td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>• Course name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student’s name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student’s ID number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copy of Letter of Intent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copy of Letter of Petition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of Portfolio</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organization</td>
<td></td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>• Clearly labeled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Neat and clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan of Action:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Study calendar</td>
<td></td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>• Time management schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CLE Hour Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes:</strong> (only handwritten notes will be accepted)</td>
<td>25 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Concept maps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chapter notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course Notes/Outlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Case Studies:</strong> Evolve and any other sources</td>
<td>10 points</td>
<td></td>
<td>Complete amount available per level</td>
</tr>
<tr>
<td><strong>Results of NCLEX practice questions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Can use different resources):</td>
<td></td>
<td></td>
<td>Minimum required per level</td>
</tr>
<tr>
<td>Every page should include</td>
<td></td>
<td></td>
<td>L1 – 200 questions</td>
</tr>
<tr>
<td>• Student’s name</td>
<td></td>
<td>20 points</td>
<td>L2 – 400 questions</td>
</tr>
<tr>
<td>• Student’s ID number</td>
<td></td>
<td></td>
<td>L3 – 600 questions</td>
</tr>
<tr>
<td>• Date</td>
<td></td>
<td></td>
<td>L4 – 800 questions</td>
</tr>
<tr>
<td>• Signature from CLE tutor</td>
<td></td>
<td></td>
<td>Score of 80% required</td>
</tr>
<tr>
<td><strong>Workshops attended, completed with Action Plan and signed and dated by CLE tutor</strong></td>
<td>15 points</td>
<td></td>
<td>Minimum required per level</td>
</tr>
<tr>
<td>• Student Lingo</td>
<td></td>
<td></td>
<td>L1–5 workshops</td>
</tr>
<tr>
<td><strong>Completed Math Modules</strong></td>
<td>10 points</td>
<td></td>
<td>up to the level remediating</td>
</tr>
</tbody>
</table>

**Total Points** | **100 points** | | Portfolio grade to be considered for readmission = 80% |

Approved:  
Not approved: Needs improvement
Appendix S
Associate Degree Nursing Program Admissions and Progressions Committee

Math Rubric for Grading Remediation Portfolio

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course #</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student’s name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student’s ID number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copy of Letter of Intent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copy of Letter of Petition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentaton of Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organization</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clearly labeled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Neat and clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan of Action:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Study calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Time management schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Proof of demonstrated study schedule</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops Attended &amp; Completed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student Lingo: workshops related to Math with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Plan signed by a CLE Tutor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Overcome Math Anxiety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Succeed in Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other workshops needed by student as necessary</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Math Modules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Math Module Level 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Math Module Level 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Math Module for PEDI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Math Module for OB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Math Module Level 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not approved: Needs improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Portfolio grade to be considered for readmission = 80%

Approved:

Not approved: Needs improvement
## Appendix T
### Case Study Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation answered completely and comprehensively all aspects of nursing care</td>
<td>4</td>
</tr>
<tr>
<td>Presentation answered significant aspects of nursing care but lack important details in some questions/ parts of presentation</td>
<td>3</td>
</tr>
<tr>
<td>Presentation did not answer most of the significant aspects of nursing care and lack important details in most parts of the presentation</td>
<td>2</td>
</tr>
<tr>
<td>Presentation did not answer any significant aspects of the case and lack important details in the presentation</td>
<td>1</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation utilized critical thinking skills in all aspects of the nursing process and in all responses to the questions</td>
<td>4</td>
</tr>
<tr>
<td>Presentation utilized critical thinking skills in most aspects of the nursing process and in majority of the responses to the questions</td>
<td>3</td>
</tr>
<tr>
<td>Minimal utilization of critical thinking skills in some aspects of the nursing process during the presentation and in most responses to the questions</td>
<td>2</td>
</tr>
<tr>
<td>Critical thinking skills was not utilized during the presentation and in most responses to the questions</td>
<td>1</td>
</tr>
<tr>
<td><strong>Nursing Process</strong></td>
<td></td>
</tr>
<tr>
<td>Utilized nursing process in all the responses/presentation; prioritization of nursing care observed in all steps</td>
<td>4</td>
</tr>
<tr>
<td>Utilized nursing process approach in most of the responses/presentation; prioritization of nursing care observed in most steps</td>
<td>3</td>
</tr>
<tr>
<td>Omits some necessary steps in the nursing process in most responses/presentation; prioritization was observed only in some steps</td>
<td>2</td>
</tr>
<tr>
<td>Did not use the nursing process approach to most of the responses</td>
<td>1</td>
</tr>
<tr>
<td><strong>Use of Resources:</strong> Correlation and Utilization of Evidence Based Practice Nursing Literature</td>
<td></td>
</tr>
<tr>
<td>Utilized and cited multiple highly relevant EBP articles in the presentation and applied/correlated very effectively all the findings to the case presented in terms of collaborative nursing management</td>
<td>4</td>
</tr>
<tr>
<td>Utilized and cited a highly relevant EBP article in the presentation and applied/correlated most of the findings very effectively to the case presented in terms of collaborative nursing management</td>
<td>3</td>
</tr>
<tr>
<td>Utilized and cited a somewhat relevant EBP articles in the presentation and applied/correlated some findings effectively to the case presented in terms of collaborative nursing management; only textbook was used</td>
<td>2</td>
</tr>
<tr>
<td>Did not use any evidence-based articles in the presentation and there is the absence of correlation/application of any scientific information/findings to support collaborative nursing management</td>
<td>1</td>
</tr>
<tr>
<td><strong>Writing/Portfolio (APA Format)</strong></td>
<td></td>
</tr>
<tr>
<td>Extremely organized write-up, APA format observed without errors; complete organized portfolio</td>
<td>4</td>
</tr>
<tr>
<td>Well organized write-up, APA format observed with some errors; complete organized portfolio</td>
<td>3</td>
</tr>
<tr>
<td>Write-up not organized; APA with multiple errors; incomplete but organized portfolio</td>
<td>2</td>
</tr>
<tr>
<td>Disorganized write-up; a lot of errors on APA formatting; disorganized portfolio</td>
<td>1</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Includes thorough details and relevant data and information; extremely organized and creative; presentation has sufficient objectives and evaluation</td>
<td>4</td>
</tr>
<tr>
<td>Contains only a few errors; includes sufficient details and relevant data and information; well-organized and creative presentation; objectives and evaluation incomplete</td>
<td>3</td>
</tr>
<tr>
<td>Gives insufficient details and relevant data and information; lacks organization; minimal creativity on the presentation; objectives and evaluation inconsistent and irrelevant</td>
<td>2</td>
</tr>
<tr>
<td>Lacks detail and relevant data and information; poorly organized; no creativity; no objectives and evaluation presented</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Points/24 X100 = __________ Score
Appendix U
Associate Degree Nursing Program
Course Syllabus Acknowledgement Form

I, ______________________________________ (print your name), received, accessed online and reviewed the following syllabus/syllabi and handbooks with my instructor on ___________________ for course RNSG __________.

I am aware:

1. of the policies, guidelines and requirements of the STC Student Handbook, the ADN Handbook, NAH Student Handbook and the course syllabus/syllabi (STC website and www.southtexascollege.edu/nah).
2. of the dress code described in the handbook and course syllabus in the classroom, as well as in the clinical arena. This includes wearing the South Texas College ID at all times while on campus or in the clinical setting.
3. of the statements regarding Texas Board of Nursing regulations for license eligibility policies (Nurse Practice Act, Article 4519a and 4525 policy, found on-line at: (www.bon.state.tx.us).
4. of the NAH parking and smoking policies.
5. of the Safety and Emergency Plan (online access and discussed in class).
6. that I am on my honor not to cheat on course assignments, quizzes, tests, etc. I am aware that I am obligated to report any knowledge of others cheating to my instructor. Cheating and failure to report cheating will result in a “zero” on the assignment, tests or quiz, and may result in an “F” for the course.
7. that all information about clients and/or their families is confidential, and I CANNOT discuss my client and/or families in ANY public areas inside or outside of the educational arena.
8. that all personal electronic devices are NOT allowed in clinical agencies or their grounds.
9. that due to copyright laws, I CANNOT copy texts that are required in this course.
10. of the Progression and Remediation Policy of the ADNP (course syllabus and handbook).
11. of grading scale: A = 92 -100, B = 85 - 91, C = 78 - 84, D = 70 - 77, F = 69 below. The numerical equivalent only for final grade is rounded off at 0.5 or above. For examples: 91.5 will become a 92; 84.5 will become an 85; 77.5 will become a 78; 69.5 will become a 70.
12. of no children allowed in the classroom during class time.
13. that if a medical condition should arise during the course, that may affect my or my client’s healthcare, I must:
   a. notify my instructor prior to attending class/clinical
   b. provide my instructor with a release form from my physician stating that my condition will not affect my ability to attend theory lectures, skills and/or perform in the clinical setting; and include any restrictions that may be placed on me. This release form must be presented to my instructor before I will be allowed to attend theory lectures, skills and/or clinical. Failure to have a release form will prevent me from attending theory lecture, skills and/or clinical. I will receive a “ZERO” for every clinical day until the release form is presented to my instructor. Medical conditions include but are not restricted to such conditions as back injuries, sprains, fractures, surgery, etc.
14. that before I can go to clinical, the following information must be current and remain current throughout the course:
   - Cardio-pulmonary resuscitation--Health Care Provider—Basic Life Support (CPR – HCP- BLS) certification by the American Heart Association.
   - Liability insurance
   - PPD (repeated every year) or chest X-ray every two (2) years
   - Up-to-date immunizations of Hepatitis B diphtheria, Tdap, Measles/Mumps/Rubella, Varicella and if applicable, Meningitis
   - Proof of Negative results of Drug Screening and Clearance from the Texas Board of Nursing Criminal Background.
   - Evidence of medical health or Accidental insurance each semester.
   - On-Line Hospital Orientation

_____________________________        ____________           ______________________
(Student Signature)                     (Date)                     (Faculty Signature)                     (Date)

The following information is requested by the Dean of Nursing and Allied Health, to keep your records current and up-to-date for the Clinical Affairs Officer. Copies will also be kept in your confidential student file/record in the ADN Nursing Office. Information provided below must be COMPLETE and LEGIBLE.

<table>
<thead>
<tr>
<th>First, last name and STC ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Phone #</td>
</tr>
<tr>
<td>JAGmail Address</td>
</tr>
</tbody>
</table>
# Appendix V

## Associate Degree Nursing Program

### Community Teaching Project

<table>
<thead>
<tr>
<th>Group Topic:</th>
<th>Target Group:</th>
<th>Date of Presentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Group Members

### Performance Grading Scale

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Satisfactory</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavioral Indicators

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Presentation accurately teaches the:**

- Introduction includes target group, topic and group members. (0-5)
- Objectives presented (0-5)
- Definition/s and statistics of topic/disease process (0-5)
- Risk factors, pathophysiology and symptoms of topic/disease process (0-10)
- Diagnostic procedures indicated for the Group Topic (0-5)
- Diagnostic procedures, management (medical, nursing), referrals/follow-up care and prevention (0-10)

**Characteristics of Group Members presentation:**

- Participants DO NOT read presentation, speak clearly and in an adequate volume level. (0-5)
- Participants give audience eye contact and demonstrate enthusiasm and creativity. (0-5)
- Presentation is organized, concise, and no longer than 30 minutes. (0-5)
- Teaching site is appropriate for activity. (Audience learning style, level, and language were considered). (0-5)
- Technical and environmental aspects were adequately addressed by the group. (Screens, audiovisual equipment, room was quiet, audience could see and hear at all times, etc.). (0-5)
- Presentation utilizes at least 3 teaching aides/tools that are adequate for the audience and site. (0-5)
- Presentation is equally distributed among group members. (Peer-evaluations) (0-5)

**Group provides instructor with a portfolio that includes:**

- APA format followed throughout portfolio. (0-5)
- Cover page with group members and group topic. (0-5)
- Objectives and outline of presentation. (0-5)
- Copy of all handouts, PowerPoints, pamphlets, etc. (0-10)
- Reference page. (0-5)
- Write-up of challenges encountered during the preparation and the actual teaching of the topic (1-3 pages double spaced) (0-10)

**GRADE**

(100) %
## Appendix W
Associate Degree Nursing Program
Community Project Peer-Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Poor 0</th>
<th>Needs Improvement 1</th>
<th>Good 2</th>
<th>Very Good 3</th>
<th>Excellent 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended</td>
<td>Never attended</td>
<td>Attended 25% of the group meetings</td>
<td>Attended 50% of the group meetings</td>
<td>Attended 75% of the group meetings</td>
<td>Attended 100% of group meetings</td>
</tr>
<tr>
<td>Involvement</td>
<td>Never Involved</td>
<td>Involved in 25% the work</td>
<td>Involved in 50% of the work</td>
<td>Involved in 75% of the work</td>
<td>Involved in 100% the work</td>
</tr>
<tr>
<td>Respect</td>
<td>Never respected other group members opinions /suggestions and offered positive feedback</td>
<td>25% of the time respected other group members opinions /suggestions and offered positive feedback</td>
<td>50% of the time respected other group members opinions /suggestions and offered positive feedback</td>
<td>75% of the time respected other group members opinions /suggestions and offered positive feedback</td>
<td>100% of the time respected other group members opinions /suggestions and offered positive feedback</td>
</tr>
<tr>
<td>Attitude</td>
<td>Never had a positive attitude about the assignment and working with group members</td>
<td>25% of the time had a positive attitude about the assignment and working with group members</td>
<td>50% of the time had a positive attitude about the assignment and working with group members</td>
<td>75% of the time had a positive attitude about the assignment and working with group members</td>
<td>100% of the time had a positive attitude about the assignment and working with group members</td>
</tr>
<tr>
<td>Staying on task</td>
<td>Never stayed on task</td>
<td>25% of the time stayed on task</td>
<td>50% of the time stayed on task</td>
<td>75% of the time stayed on task</td>
<td>100% of the time stayed on task</td>
</tr>
</tbody>
</table>

**Total:**
## Appendix X

**Associate Degree Nursing Program**  
**Conference Essay**

**Conference Essay Grading Rubric**

<table>
<thead>
<tr>
<th></th>
<th>None (0)</th>
<th>Beginner (1)</th>
<th>Developing (2)</th>
<th>Almost There (3)</th>
<th>Excellent (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25% Organization</strong></td>
<td>No submission</td>
<td>The paper is not organized. There are 6 or more errors in grammar, spelling, or punctuation.</td>
<td>The paper is organized, and there are 5 or fewer errors in grammar, spelling, or punctuation.</td>
<td>The paper is very well organized, and there are 3 or fewer errors in grammar, spelling, or punctuation.</td>
<td>The paper is very well-organized with zero errors in grammar, spelling, or punctuation.</td>
</tr>
<tr>
<td><strong>25% APA Format</strong></td>
<td>No submission</td>
<td>Paper is formatted in APA style with 4 or more errors.</td>
<td>Paper is formatted in APA style with 3 errors.</td>
<td>Paper is formatted in APA style with 2 errors.</td>
<td>Paper is formatted in APA style with 0 errors</td>
</tr>
</tbody>
</table>
| **25% Discusses Major Topics**  
(Topic is discussed with at least 5 sentences) | No submission | No major topics are discussed. | One major topic is discussed. | Two major topics are discussed. | 3 or more major topics are discussed. |
| **25% Discussion of Intervention and Nursing Implications** | No submission | Provides at least 1 example of Interventions and at least 1 Nursing Implications discussed during the conference. | Provides at least 2 examples of Interventions and at least 2 Nursing Implications discussed during the conference. | Provides at least 3 examples of Interventions and 3 Nursing Implications discussed during the conference. | Provides 4 or more examples of Interventions and 4 or more Nursing Implications discussed during the conference. |

**Total %**

**Instructions:**
1. Attend a conference that is approved by faculty.
2. Submit brochure along with your essay submission.
3. Submit conference certificate, if applicable.
4. Write a conference summary on three (3) topics of your choice covered at the conference using the rubric below.
5. Each summary should include a brief description of topics nursing implications, nursing interventions.
6. How will you apply your new knowledge when caring for clients with similar diagnosis?
Equal Education and Equal Employment Opportunity (EEO)
South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College.

Associate Degree Nursing Approval
South Texas College Associate Degree Nursing Program is approved with commendation by the Texas Board of Nursing. Contact the Texas Board of Nursing at 333 Guadalupe, Suite 3-460, William P. Hobby Building, Austin, TX 78701-3944 for questions.

South Texas College Accreditation
South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.

Updated: August 25, 2016
OVPAA - AC