SOUTHWEST TEXAS JUNIOR COLLEGE
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ASSOCIATE OF APPLIED SCIENCE IN NURSING

STUDENT HANDBOOK 2022-2023

TABLE OF CONTENTS

Page

Introduction/Welcome 1
Letter from Administration 2
Mission of the College/Philosophy of Nursing 4
Conceptual Framework 6
Program Objectives/Outcomes 7
Differentiated Essential Competencies (DEC's) 8
Progression of Concepts 10
Faculty Information 11
Clinical Site Information 12
ANA Code of Ethics for Nurses with Interpretive Statements 13
ANA Principles for Social Networking 14
National Student Nurses Association's Code of Academic and Clinical Conduct 15
National Student Nurses Association's Code of Professional Conduct 16
Program of Study 17
Admission Policies & Procedures 19
a. Admission Requirements 19
b. Point System for Applicants 23
Licensure Eligibility 24
Tuition and Fees 26
Student Progression/Withdrawal/Readmission & Transfer 28
Performance Standards 31
General Compliance 34
Class Preparation Time-How Much is Enough? 44
Classroom & Clinical Expectations 45
Clinical Rotations & Guidelines 50
Minimum Safe Standards in the Clinical Area 55
Student Evaluation Policies 57
Student Activities 62
Substance Abuse Policy 65
Grievance Process 68

Preparation for Graduation/Licensure 69
COVID-19: Course Interventions & Precautions 73
The Florence Nightingale Pledge 74
Student Handbook Signature Page 75
Personal Health Information Release Form 77
Appendix A -
Incident Report Form 79
Appendix B –
Library Guidelines 81
a. Computer Use 81
b. Check Out Policy 82
c. ID Cards 82
d. Reference/Information Services 82
Library Guide 83
Appendix C –
Virtual ATI NCLEX Review Policy and 12 Week Calendar 85

INTRODUCTION/WELCOME

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

The ADN Program is part of the Allied Health and Human Services Division of Southwest Texas Junior College. The Allied Health and Human Services Division is comprised of the Licensed Vocational Nursing program, the ADN program, the Radiologic Technology program, Emergency Medical Technician program, Certified Nurse Aide program, Cosmetology program, Child Development program, Law Enforcement Academy, and Criminal Justice Program.

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

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

SWTJC programs prohibit discrimination. Access to its programs or activities shall not be limited on the basis of race, color, religion, national origin, age, gender, sexual orientation, political affiliation, or disability.

Southwest Texas Junior College ▮ Uvalde

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Uvalde ▮ Del Rio ▮ Eagle Pass ▮ Crystal City

SWTJC

Dear Students:

Welcome to Southwest Texas Junior College Associate Degree Nursing Program. We are pleased that you have chosen to be a part of our college history. Advancing your professional goals is important to you, your family, and the community and we are happy to be a part of that endeavor. As Administrators at this college, we believe that our nursing curriculum will provide many and varied opportunities to increase your knowledge and skills. We are proud to provide state of the art equipment including new simulation models. Our library has current resources including an information system that provides full text of numerous nursing and medical journals at your disposal, thus the availability to the most current information in the health services community.

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

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

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

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

I. MISSION OF THE COLLEGE

Southwest Texas Junior College enriches lives and advances growth through the education of our diverse communities.

II. PHILOSOPHY OF NURSING

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

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

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

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

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

Philosophy of Nursing, continued

The NCSBN clinical judgement measurement model (NCJMM) is a teaching/learning model based on the nursing process and influences the student's ability to think critically and make a clinical decision (NCSBN, 2019). This model provides a critical foundation for clinical judgement and prepares the student for the future role of a professional nurse. Completion of this educational experience must be viewed as the beginning of a continual learning responsibility which is the hallmark of a professional and a pathway to advanced nursing practice.

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

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

III. CONCEPTUAL FRAMEWORK

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

Caring

Caring requires interaction and involvement with other individuals. It includes the following attributes of human behavior as described by Sr. Simone Roach (1998): conscience or ethical practice, commitment to the well-being of the patient, compassion for patients, confidence that fosters trusting relationships, competence in practice, and comportment that shows respect for self and others (p. 66).

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

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

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

Conceptual Framework, continued

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

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

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

IV. PROGRAM OBJECTIVES/OUTCOMES

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

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

V. DIFFERENTIATED ESSENTIAL COMPETENCIES for GRADUATES of TEXAS NURSING PROGRAMS

Texas Board of Nursing 2021

The DECs were designed to provide guidance to prelicensure nursing education programs to prepare graduates to enter nursing practice as safe, competent nurses, as well as to provide a baseline for the health care setting of the nursing knowledge, skills, abilities, and judgment among graduates from Texas nursing programs. It is acknowledged that not all competencies can be evaluated upon graduation from a nursing program, but the graduate will have received the educational preparation to demonstrate each competency. As the novice nurse gains practice experience, the entry-level competencies from education will continue to grow as the nurse demonstrates an expanding expertise.

The legal scope of practice for licensed nurses in Texas is dependent upon the educational preparation in vocational, professional, and graduate nursing education programs. Licensed vocational nurses (LVNs) and registered nurses (RNs) provide a wide range of nursing care through the roles of Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team.

The Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs include 25 basic competencies within the four nursing roles and describe the required outcomes for VN and RN nursing education with progressive differentiation of competency level for each educational level [Vocational Nursing Education (VN), Associate Degree Nursing Education (ADN), and Baccalaureate Degree Nursing Education (BSN)].

Further delineation of the competencies is expanded through sub-competencies with accompanying required subject content (Knowledge) and expected Clinical Judgments and Behaviors. Texas-approved nursing education programs are required to operationalize the DECs in the curriculum to assure that graduates have been educated to carry out the competencies. The competencies for each educational level build upon the competencies from the previous level.

- Member of the Profession: listed as the primary role to focus on the profession.
- Provider of Patient-Centered Care: emphasizing patient-centered care and their families.
- Patient Safety Advocate: based upon promoting high quality nursing care and a safe environment for patients, self and others.
- Member of the Health Care Team: relates to the nurse's participation in the patient, family and health care team.

Each core competency is further developed into specific knowledge areas and clinical judgments and behaviors based upon the knowledge areas. Redundancy is intentional so that the section under each role can stand alone. Competencies for each level of educational preparation are presented in a table format. The competencies are differentiated and progressive by educational preparation. The scope of practice and competency level may be compared across the table.

Differentiated Essential Competencies for Graduates of Texas Nursing Programs, continued

The competencies provide a set of outcomes expected of nursing education programs to ensure that newly licensed nurses enter practice with a knowledge base and a set of skills, including decision-making abilities, for safe practice. As the practicing nurse gains experience and perfects nursing skills and clinical judgment, their competencies continue to grow as they move from novice to expert.

Any redundancies across the initial competencies are intentional to allow the competencies under each role to stand alone as performance characteristics. Some competencies are identical for each educational level since the same expectations apply to all licensed nurses, such as the standards for safety. Differences in competencies among educational levels reflect their respective assignments, level of autonomy in planning and practice decisions, required supervision, administrative roles, leadership responsibilities, and capacity for evaluation of care and caregivers.

The DECs are useful as a basis for curriculum in nursing programs, orientation and internship programs for practicing nurses in health care settings, and the creation of evaluation tools for nursing education and practice. The DECs are consistent with Board Position Statements, Rules and Regulations, Education Guidelines, and other Board documents.

Implications

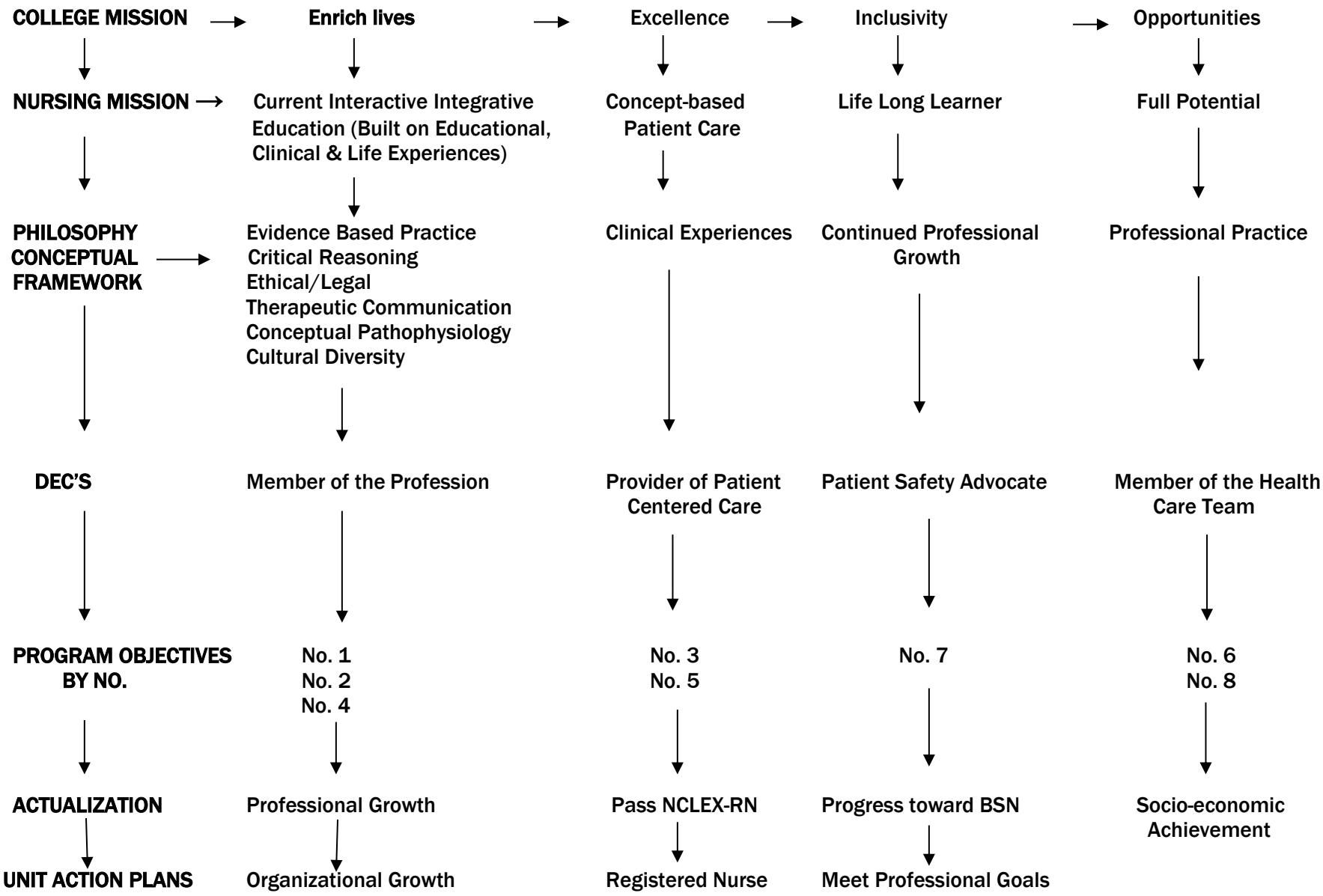
For Nursing Education:

- Guideline for curriculum development and revision
- Benchmark for measuring program outcomes
- Statewide standard to ensure that graduates are prepared to enter practice as safe, competent nurses

For Employers of Nurses:

- Guide for development of employee orientation and internship programs
- Baseline for job descriptions and career ladders
- Description of entry-level competencies for new nurses
- Information helpful for reviewing and revising policies and procedures for nursing care

VI. Table 1 PROGRESSION OF CONCEPTS-Reflection of Guidelines



VII. FACULTY AND CLINICAL SITE INFORAMATION

SOUTHWEST TEXAS JUNIOR COLLEGE
ASSOCIATE OF APPLIED SCIENCE DEGREE

PHONE NUMBERS:

Director: Margie Lieck, DNP, MSN, RNC-OB
Office (830) 591- 7230
Fax (830) 591-2909

A.D.N. Administrative Assistants:

Mrs. Veronica Valerio Administrative Assistant Uvalde Campus (830) 591-7386
Ms. Norma Diaz, Administrative Assistant Eagle Pass Campus (830) 758-5070
Mrs. Lizet Medrano, Administrative Assistant Del Rio Campus (830) 703-1581

A.D.N. Nursing Faculty:

Ms. Janna Calk, MSN, MA, RN (830) 703-1503
Mrs. Cindy Castillo, MSN, RN (830) 591-7217
Mrs. Sonia Cruz, MSN, RN (830) 758-4139
Mrs. Alicia De Los Santos, MSN, RN (830) 703-1508
Mrs. Stephanie Gray, BSN, RN (830) 758-5062
Mrs. Amanda Hadley, MSN, RN (830) 591-7256
Mr. Rolando Lira, MSN, MACE, RN (830) 703-1503
Mrs. Maria Martinez, MSN/ED, RNC-OB, C-EFM (830) 591-7218
Mrs. Rosa Navarro-Gonzalez, MSN, APRN, FNP-BC (830) 758-1208
Mrs. Karina Solis, BSN, RN (830) 591-5066

A.D.N. Adjunct Nursing Faculty:

Mr. Juan Martinez, PharmD MBA (830) 758-5070

A.D.N. Clinical Teaching Assistants

Mr. Scott Adams, BSN, RN, Simulation Lab (830) 591-7386
Mrs. Leila Cervantes, MBA, RN (830) 703-1581
Mrs. Viane Kelly, BSN, RN (830) 591-7386
Mrs. Carmen Lira, ADN, RN (830) 703-1581
Mrs. Peggy Nester, MSN, RN, CIC (830) 591-7386
Mrs. Sonya Packer, ADN, RN (830) 591-7386
Mrs. Megan Villanueva, BSN, RN (830) 703-1581

A.D.N. Student Success Counselor

Mrs. Norma Zamudio, MSN, RN (830) 703-1581

Hospitals

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

Mental Health Centers

Cedar Hills Geriatric Center	(830) 597-5445
San Antonio State Hospital	(210) 531-7775

Nursing Homes

Amistad Nursing & Rehabilitation Center	(830) 278-5641
La Vida Serna	(830) 774-0698
Maverick Nursing & Rehabilitation Center	(830) 757-8566
La Hacienda de Paz	(830) 213-8138
Whispering Springs Rehabilitation and Healthcare	(830) 876-5011

Hospice

Haven Hospice	(830) 757-0966
Uvalde Memorial Hospital Hospice	(830) 278-6251
Val Verde Regional Medical Center Hospice	(830) 774-4580

Home Health

Maverick Home Health – Eagle Pass	(830) 773-5330
Maverick Home Health – Uvalde	(830) 278-8370
Maverick Home Health – Del Rio	(830) 768-7707

Additional faculty or clinical sites may be added as resources become available.

VIII. AMERICAN NURSES ASSOCIATION (ANA) PROVISIONS of the CODE of ETHICS for NURSES with INTERPRETIVE STATEMENTS

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

1. The nurse 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, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety 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 optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. Code of ethics for nurses with interpretive statements. Silver Spring, MD: 2015.

IX. ANA's PRINCIPLES for SOCIAL NETWORKING

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

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD.

National Council of State Boards of Nursing (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL.

X. NATIONAL STUDENT NURSES' ASSOCIATION'S CODE OF ACADEMIC AND CLINICAL CONDUCT

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

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

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

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

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ

XI. NATIONAL STUDENT NURSES' ASSOCIATION, INC. CODE OF PROFESSIONAL CONDUCT

As a member of the National Student Nurses' Association, I pledge myself to:

1. Maintain the highest standard of personal and professional conduct.
2. Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.
3. Uphold and respect all Bylaws, policies, and responsibilities relating to, the student nurses' association at all levels of membership, reserving the right to propose changes and to critique rules and laws.
4. Strive for excellence in all aspects of collaboration, decision making, leadership, and management at all levels of the student nurses' association.
5. Use only legal, ethical, and human rights standards in all association decisions and activities in accordance with NSNA's Core Values.
6. Ensure the proper use of all association funds and resources in accordance with the fiduciary responsibilities set forth in NSNA Bylaws, policies and state/federal law..
7. Ensure impartially and prevent conflict of interest, neither provide nor accept personal compensation to or from another individual while serving as members of student nurses' associations.
8. Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or official position in the student nurses association.
9. Affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.
10. Uphold integrity in personal, professional, and academic life by refraining from and reporting any form of dishonesty, using proper established channels of communication and reporting as set by the policies of the organization in question.
11. Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is accuracy in the data and information used by the student nurses' association.
12. Cooperate in every reasonable and proper way with association volunteers and staff by working with them to advocate for student rights and responsibilities and the advancement of the profession of nursing.
13. Use every opportunity to improve faculty understanding of the role of the student nurses' association.
14. Use every opportunity to raise awareness of the student nurses' association mission, values, purpose, and goals at the school, state and national chapter level as defined in bylaws and policies.
    https://www.nsna.org/nsna-code-of-ethics.html

First adopted by the 1999 House of Delegates Pittsburgh, PA. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.

XII. PROGRAM of STUDY

ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE

General Education Courses:	Credit
Social & Behavioral Sciences	3
Humanities & Fine Arts	3
Natural Science & Math	12
Other	3
Total General Education Courses	21
Technical Education Courses	39
Total Credit Hours for A.A.S.	60

Prior Semesters		Credit
EDUC 1100*	Orientation	
BIOL 2401[1]	Anatomy & Physiology I	4
BIOL 2402[1]	Anatomy & Physiology II	4
BIOL 2420[1]	Microbiology	4
ENGL 1301[1]	Composition I	3
PSYC 2314[1]	Lifespan Growth and Development	3
PHIL 2306[1]	Introduction to Ethics	3
	Total	21

First Year

Fall Semester		Credit	Spring Semester		Credit
RNSG 1128	Introduction to Health Care Concepts	1	RNSG 1126	Professional Nursing Concepts II	1
RNSG 1430	Health Care Concepts I	4	RNSG 1216	Professional Nursing Competencies	2
RNSG 1125	Professional Nursing Concepts I	1	RNSG 1533	Health Care Concepts II	5
RNSG 1301	Pharmacology	3	RNSG 1362	Clinical – Registered Nursing	3
RNSG 1161	Clinical – Registered Nursing	1			
	Total	10[3]		Total	11[3]

Second Year

Fall Semester		Credit	Spring Semester		Credit
RNSG 1137	Professional Nursing Concepts III	1	RNSG 2539	Health Care Concepts IV	5
RNSG 1538	Health Care Concepts III	5	RNSG 2138[2]	Professional Nursing Concepts IV	1
RNSG 2361	Clinical – Registered Nursing	3	RNSG 2362	Clinical – Registered Nursing	3
	Total	9[3]		Total	9[3]
				Total Credit Hours for AAS	60

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

PROGRAM of STUDY, Continued

ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE
(LVN to RN Pathway)

General Education Courses:	Credit
Social & Behavioral Sciences	3
Humanities & Fine Arts	3
Natural Science & Math	12
Other	3
Total General Education Courses	21
Technical Education Courses	37
LVN Advanced Placement Credits	2
Total Credit Hours for A.A.S.	60

Prior Semesters		Credit
EDUC 1100*	Learning Framework	
BIOL 2401[1]	Anatomy and Physiology I	4
BIOL 2402[1]	Anatomy & Physiology II	4
BIOL 2420[1]	Microbiology	4
ENGL 1301[1]	Composition I	3
PSYC 2314[1]	Lifespan Growth and Development	3
PHIL 2306[1]	Introduction to Ethics	3
	Total	21

Advanced Placement Credit Courses	Credit
RNSG 1125[4] Professional Nursing Concepts I	1
RNSG 1161[4] Clinical – Registered Nursing	1
Total LVN Advanced Placement Credit Hours	2

First Year

Fall Semester		Credit	Spring Semester		Credit
RNSG 1128	Introduction to Health Care Concepts	1	RNSG 1126	Professional Nursing Concepts II	1
RNSG 1430	Health Care Concepts I	4	RNSG 1533	Health Care Concepts II	5
RNSG 1301	Pharmacology	3	RNSG 1362	Clinical – Registered Nursing	3
			RNSG 1216	Professional Competencies	2
	Total	8[3]		Total	11[3]

Second Year

Fall Semester		Credit	Spring Semester		Credit
RNSG 1137	Professional Nursing Concepts III	1	RNSG 2539	Health Care Concepts IV	5
RNSG 1538	Health Care Concepts III	5	RNSG 2138[2]	Professional Nursing Concepts IV	1
RNSG 2361	Clinical – Registered Nursing	3	RNSG 2362	Clinical – Registered Nursing	3
	Total	9[3]		Total	9[3]
				Total Credit Hours for AAS	60

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

XIII. ADMISSION POLICIES AND PROCEDURES

This program is designed to prepare graduates to practice in a complex and ever-changing health care environment. In addition, the integrated concept based curriculum provides the graduate with foundational potential to progress forward to a Bachelor of Science in Nursing Degree.

Preparation for practice as a professional nurse will be concept-based theoretical knowledge associated with concept based clinical activities provided in a structured, supervised clinical practice environment. The program is designed to provide dynamic, interactive classroom information; simulation experiences to enhance clinical capabilities; concept-based simulation scenarios to test clinical expertise; and supervised clinical experiences to complete Associate Degree Nursing requirements necessary to become a Registered Nurse (RN). This educational process will develop the student as an active participant and through the use of innovative teaching approaches, foster a safe, collaborative, and interactive educational environment.

Differentiated Essential Competencies (DECs) from the Texas Board of Nursing (BON) and Professional Clinical Standards of Care in nursing will provide the guidelines for the development of physical skills, clinical reasoning, clinical judgment, ethical reasoning, and therapeutic communication skills. These essentials contribute to the knowledge and skill activities that direct graduates to become active members of the Profession, provide patient-centered care, serve as a patient advocate and become a member of the health care team. Designated curriculum, integrated with global issues and pathophysiological concepts, will ensure that graduates will be able to actively participate in society as educated, culturally astute and socially responsible individuals. Functioning within a multidisciplinary health care team requires diversity and compassion in traditional and/or non-traditional health care environments serving clients across the life span.

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

Admission Requirements for the Associate Degree Nursing (ADN) Program:

The ADN program admits students each fall semester. Beginning in September, the ADN Program will post the Registration form, along with the assessment dates for both the TEAS and Weaver on the School of Registered Nursing webpage. Applicant may start the process to apply for the program by completing the Registration form and selecting the dates for the assessments. January 15th will be the last day applicant can submit the Registration form to begin the process of applying to the ADN program.

Applicant must complete the following four steps in sequence before admittance to the ADN program.

1. **PROGRAM PREREQUISITES** – Completion required by 11:59 pm on May 31st.
2. **APPLICATION REQUIREMENTS** – Completion required by 8:00 am on Monday following Spring Break.

3. **APPLICATION PROCESS** – Completion required by 11:59 pm on April 30th.
4. **ADMISSION PROCESS** – Completion required by 11:59 pm on August 1st.

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PROGRAM PREREQUISITES

Applicant receives guidance from SWTJC Success Coaches and ADN staff members to assist them to prepare for the APPLICATION PROCESS. All program prerequisites must be completed by May 31st prior to the intended fall semester.

1. Applicant must receive acceptance into Southwest Texas Junior College.
2. Applicant must be TSI complete. Your Success Coach can assist you with determining if you have met TSI requirements.
3. Applicant must receive a grade of 'C' or better and have a minimum cumulative GPA of 2.5 for the following prerequisite courses. It is preferred that prerequisite courses be completed with a grade of 'B' or better.
   BIOL 2401 Anatomy & Physiology I
   BIOL 2402 Anatomy & Physiology II
   BIOL 2420 Microbiology
   ENGL 1301 Composition I
   PHIL 2306 Ethics
   PSYC 2314 Human Growth & Development
4. If science prerequisites will be over five (5) years old at the time applicant intends to start the program, then Nursing Pathophysiology, RNSG 1311, becomes a required prerequisite course.

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APPLICATION REQUIREMENTS

Beginning in September, the ADN Program will post the Registration form, along with the assessment dates for both the TEAS and Weaver on the School of Registered Nursing webpage. Applicants may start the process to apply for the program by completing the Registration form and selecting the dates for the assessments. January 15th will be the last day applicant can submit the Registration form to begin the process of applying to the ADN program.

1. Applicant must achieve a minimum score of 70 on the Assessment Technologies Institute, Inc. (ATI) Test of Academic Education Skills (TEAS) assessment.
   a. Applicant will have up to three (3) attempts to achieve the required score. Consideration is given to applicants who achieved a minimum score of 70 on their first attempt.
   b. Applicant must wait 30 days and complete their ATI Focus Review before re-testing.
   c. Assessments taken before November 1st or after Spring Break will not be accepted.
   d. Applicant is responsible to email their assessment results to the ADN Administrative Assistance within 24 hours of testing.

    e. For more information, please visit https://www.atitesting.com/teas-prep.
2. Applicant must complete the Reading Intervention component of the Weaver Instructional System (Weaver) remediation program.
    a. The Initial assessment will be scheduled between November 1st and January 15th.
    b. Based on the date of initial assessment, applicant will have between 60 – 90 days to complete the three (3) modules (Reading, Vocabulary, and Medical Terminology) that make up the Reading Intervention component of the Weaver. In order to receive the full 90 days, applicant must take the initial assessment in either November or December.
    c. Applicant has until 8:00 am on Monday following Spring Break to email proof of completion to the ADN Administrative Assistant.
    d. For more information or to view sample lessons please visit www.wisesoft.com.

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APPLICATION PROCESS

The official APPLICATION PROCESS begins in January. Applicant will receive an application form by email after they have successfully completed the APPLICATION REQUIREMENTS.

1. Applicant will have 14 days to complete and return application to the ADN Administrative Assistant.
    a. Applicant should obtain permission before submitting names of references (employer, instructor, community member).
    b. It is the responsibility of the applicant to verify the application is completed in full, to include signatures and copy of all transcripts before submitting.
2. Upon receipt of application, the ADN Administrative Assistant will send an email to reference contacts with the link to complete the reference form. Reference contacts will have five (5) days to complete and return the reference form.
3. Applicant must complete an interview with the ADN Director no later than April 30th.
    a. Interviews are scheduled once all three (3)-reference forms are received.
4. Applicant will accumulate points based on course grades, clinical experience, and military service.
5. ADN Administrative Assistant will submit information provided by applicant to the Texas Board of Nursing to perform a criminal background check.
6. ADN Administrative Assistant will submit application packet, to include application, TEAS results, transcripts, references, and interview form, to the Admissions Committee for review.

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ADMISSION PROCESS

The Admissions Committee will provide their recommendations to the ADN Administrative Assistant no later than the last Friday of May. Recommended applicants and alternates will receive a notification letter regarding their acceptance status in writing by email from the ADN Administrative Assistant.

1. Selected student/alternate is required to attend an orientation session as specified in the notification letter. Failure to attend will result in forfeiture of acceptance in the program.
2. Selected student is required to carry liability insurance throughout the program. The fee for this insurance is included in the admission fees.
3. Selected student is required to have a working computer and continuous access to the internet.
4. Selected student is required to have reliable transportation.
5. Selected student must purchase the approved school uniform, laboratory supplies, and course textbooks/resources.
6. Selected student must submit to a drug urine screen. A positive drug screen for an unauthorized substance will result in forfeiture of acceptance in the program.
7. Selected student must provide current health documents* to the ADN Administrative Assistant by 11:59 pm on August 1st.
    a. American Heart Association class "C" Basic Life Support (BLS) certification.
    b. ADN Immunization Form documenting immunizations or acceptable titer levels (MMR, DTaP, Varicella, Meningitis, and Hepatitis B). Applicant's primary care provider must complete and sign the form.
    c. SWTJC ADN partners with multiple clinical facilities which establishes their own COVID-19 guidelines and the students will need to comply with those requirements to attend clinicals. Our Clinical partners recommend that students get vaccinated. Some facilities may require COVID-19 testing for all students regardless of vaccine status. For those that are vaccinated, please make sure to keep your documentation readily available when attending clinical.
    d. ADN Tuberculin Form with attached lab report verifying blood assay results for Mycobacterium tuberculosis (T-Spot or QFT-GIT). If blood assay results are positive, chest X-ray is required. Applicant's primary care provider must complete and sign the form. Annual blood assay is required.
    e. Selected student must submit proof of health coverage.
    f. Evidence of mental and physical health as documented in a physical examination completed after May 31st of the current year.
8. Selected student must submit documentation from the Texas Board of Nursing showing approval to sit for NCLEX upon meeting graduation requirements.

*All health documentation and insurance carriers must be based in the United States. No foreign insurance or health documentation will be accepted for any reason.

Point System for Applicants

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

1. One (1) point will be given for each of the required pre-requisite courses in the curriculum completed with a grade of "B" or better on their first attempt. **(6) Points _____**

2. Two (2) point will be given if the applicant has been on the SWTJC President's List; SWTJC Dean's List, member of PTK or can show evidence of academic recognition from other colleges or universities attended. **(2) Points _____**

3. Three (3) points will be given if the applicant receives a grade of "A" on the first attempt of Anatomy & Physiology I or II. Six (6) points will be given if the applicant receives a grade of "A" on the first attempt of both Anatomy & Physiology I and II. **(6) Points _____**

4. Two (2) point will be given if the applicant has not had to repeat any general education courses within the past 5 years. **(2) Points _____**

5. One (1) point will be given if at least 10 semester credit hours have been successfully completed at SWTJC. **(1)Points _____**

6. Points will be given based on cumulative GPA; two (2) points will be given for cumulative GPA between 3.5 and 4.0; one (1) point will be given for cumulative GPA between 3.0 and 3.49. **(2) Points _____**

7. Points will be given if the applicant has had clinical experience and has a current licensure/certification as a Vocational Nurse, Emergency Medical Technician, Paramedic, Military Medic, Certified Nurse Assistant, or Patient Care Technician. **(4) Points _____**
    a. 1 – 2 years experience 1 Point
    b. 3 – 5 years experience 2 Points
    c. 6 – 10 years experience 3 Points
    d. 11 or more years experience 4 Points

8. Five (5) points will be given if applicant has served in the military. **(5) Points _____**

9. Two points will be given if the clinical experience has been in an acute care setting. **(2) Points _____**

(30) Total Points: _____

LICENSURE ELIGIBILITY

The Board of Nursing looks at responses to questions relating to criminal conduct to determine eligibility for licensure. To check your eligibility for licensure, please review the following:

1. Have you ever had any disciplinary action on a nursing license or a privilege to practice in any state, country, or province?
2. Do you have an investigation or complaint pending on a nursing license or a privilege to practice in any state, country, or province?
3. Have you, in the last 5 years*, been addicted to and/or treated for the use of alcohol or any other drug?
4. For any criminal offense*, including those pending appeal, have you:
   (You may only exclude Class C misdemeanor traffic violations or offenses previously disclosed to the Texas Board of Nursing on an initial or renewal application)
   a. been arrested and have a pending criminal charge?
   b. been convicted of a misdemeanor?
   c. been convicted of a felony?
   d. pled nolo contendre, 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?

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 the Texas Board of Nursing with your Declaratory Order. 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 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.

5. Have you ever had any licensing (other than a nursing license) or regulatory authority in any state, jurisdiction, country, or province revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew or otherwise discipline any other professional or occupational license, certificate, nurse aide registration or multistate privilege to practice that you held?
6. Are you currently suffering from any condition for which you are not being appropriately treated that impairs your judgment or that would otherwise adversely affect your ability to practice nursing in a competent, ethical, and professional manner?
7. *Are you currently the target or subject of a grand jury or governmental agency investigation?
8. *Are you currently a participant in an alternative to discipline, diversion, or a peer assistance program? (This includes all confidential programs)
   NOTE: Any positive response will remain confidential and not subject to public disclosure unless required by law.
9. Have you ever been granted the authority to practice nursing in any country, state, province, or territory?
   NOTE: This does not apply to any nursing license(s) issued by another US state or territory, excluding Puerto Rico. If you were licensed in Puerto Rico, you should be answering yes.

*Pursuant to the Texas Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate 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 your response is **yes** to any of these questions, the Texas Board of Nursing may require you to complete a "Declaratory Order" before making a decision on licensure eligibility.

_____ _____

Student's Signature **Date**

XIV. TUITION AND FEES

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

Pre-Admission:

1.	Entrance ATI examination	$ 65.00
2.	WEAVER License	$ 60.00
3.	Criminal Background Check	$ 50.00
4.	Required Physical Examination	$ 100.00
5.	Hepatitis B Series (3 doses)	$ 522.00
6.	Measles, Mumps, Rubella Vaccine (MMR – 2 doses)	$ 230.00
7.	Tdap Vaccine	$ 80.00
8.	Meningitis Vaccine	$ 175.00
9.	Varicella (2 Doses)	$ 360.00
10.	COVID-19 (As required by clinical partners)	$ 0.00
11.	Tuberculin Blood Assay	$ 345.00
12.	Health Insurance	$ Varies
13.	Drug Screen	$ 60.00
14.	Uniforms, white lab coat, skills shirts, and fully enclosed white shoes	$ 275.00
15.	School patches (purchase at bookstore)	$ 15.00
16.	Nursing equipment (stethoscope, bandage scissors, hemostats, penlight, calculator, and watch with second hand.)	$ 175.00
	Total	**$2,512.00**

Fall Semester I:

1.	ATI National Assessment and Remediation	$ 625.00
2.	Computer Documentation for Clinical Experiences	$ 60.00
3.	Textbooks	$1,250.00
4.	Allied Health Surcharge	$ 300.00
5.	Lab Fee	$ 24.00
6.	Co-Op Fee	$ 24.00
7.	Influenza Vaccine	$ 50.00
8.	Liability insurance	$ 13.00
	Total	**$2,346.00**

Spring Semester I:

1.	ATI National Assessment and Remediation	$ 625.00
2.	Allied Health Surcharge	$ 300.00
3.	Skills Bag	$ 350.00
4.	Lab Fee	$ 48.00
5.	Co-Op Fee	$ 24.00
6.	Health Insurance	$ Varies
	Total	**$1,347.00**

Fall Semester II:

1.	ATI National Assessment and Remediation	$ 625.00
2.	Allied Health Surcharge	$ 300.00
3.	Drug Screen	$ 60.00
4.	Tuberculin Blood Assay	$ 345.00
5.	Liability insurance	$ 13.00
6.	Influenza Vaccine	$ 50.00
7.	Lab Fee	$ 24.00
8.	Co-Op Fee	$ 24.00
9.	Health Insurance	$ Varies
	Total	**$1,441.00**

Spring Semester II:

1.	ATI National Assessment and Remediation	$ 625.00
2.	Allied Health Surcharge	$ 300.00
3.	Lab Fee	$ 24.00
4.	Co-Op Fee	$ 24.00
5.	Health Insurance	$ Varies
6.	BON Licensure Application	$ 100.00
7.	Pearson Vue NCLEX Fee	$ 200.00
8.	Graduation Cap, Gown, Tassel, & Diploma	$ 50.00
9.	Class Graduation Composite	$ 5.00
10.	Pinning Ceremony Pin/lamp	$ 100.00
	Total	**$1,428.0 0**

Approximate total (without tuition*) **$9,074.00**

*Please see SWTJC catalog for tuition rates. The ADN program will consist of 39 Semester Credit Hours

XV. STUDENT PROGRESSION/WITHDRAWAL/ READMISSION & TRANSFER POLICIES

Progression

Student's progress through the curriculum according to the outlined Degree Plan. For progression in the ADN program, the student must meet all of the following criteria:

1. After admission to the program, the student has three years to complete the graduation requirements.
2. Students must follow all policy and procedures as indicated in the SWTJC Student Handbook, SWTJC Catalog, and the ADN Student Handbook.
3. Students must achieve an average benchmark of 80% on examinations, including mid-term exam, final exam, pre-ticket exams, and post-lecture exams in didactic courses. In the clinical courses, a combined average benchmark of 80% on clinical evaluations and/or concept based clinical activities (CBCA) is required.
4. Student must successfully complete the medication calculation exam in semester II, III, IV and the skills check-off exam in semester I and II with an average of 80% in order to progress. The final course grade is determined by adding all other assignments to the 80% benchmark average.
5. An **incomplete (I)** will be given for the course if these benchmarks are not met.
6. Complete all nursing courses in sequence as outlined in the degree plan with a grade of **C (75%)** or above, and meet all course objectives as specified in the syllabi.

Withdrawal

Southwest Texas Junior College Associate of Applied Science in Nursing Program reserves the right to request withdrawal of any student whose health, attendance, conduct, personal qualities, or scholastic records indicate that it would be inadvisable for the student to continue.

A student considering withdrawal from a nursing course(s) should submit their request in writing, make an appointment with their course Faculty of Record, Program Director, and Faculty Advisor. All reasonable effort must be made to complete the course as designated since withdrawal from a course will mean that the student must wait a year to re-enroll in the program or seek admission to another nursing program.

If withdrawal is necessary, it is important for the student to check their transcript in one month following withdrawal to assure that they have a legitimate "W" as the grade on their transcript.

Re-admission Process

Completion of all nursing courses must occur within a three-year interval from the point of initial application to the Associate Degree Nursing program. This time interval may vary, depending on when the student leaves the program initially. The student is readmitted to the course/semester in

which they failed, withdrew, or had a break in enrollment. A student is readmitted only one time to the program, except in the case of extenuating circumstances, if the student withdrew with passing grades. Following a second **D, F, or I,** during the program, a student is ineligible for readmission. A student seeking readmission to the SWTJC-ADN program must meet the following requirements:

1. Complete a Readmission Application.
2. Complete a Readmission interview.
3. Provide current BLS certification, health insurance, immunizations, criminal background clearance, and drug screen information.
4. Provide proof of physical, release letter from the physician, and/or diagnostic tests as recommended or required to return to class/clinical after illness, injury, surgery, or pregnancy. The physician must indicate that the student has no restrictions.
5. The student **must** meet requirements to demonstrate competency in previously completed nursing courses as specified by the faculty members and director of the ADN program.
6. Consideration is based on the following:
    A. Former faculty team recommendation.
    B. Overall conduct in the program.
    C. Academic grade average and clinical evaluation.
    D. Reason(s) for failure, if applicable.
    E. Resolution of outside extenuating circumstances, if applicable.
    F. Completion of remedial work with an 80% as specified in writing.

Notification of Readmission

Students seeking readmission will be notified via e-mail regarding their acceptance status. Students that are granted readmission are required to meet with the Student Success Counselor and/or ADN Director during the first week of school to identify a success plan. Failure to meet with the Student Success Counselor and/or ADN Director will result in forfeiture of readmittance to the program.

Faculty members will work closely with the readmitted student to help them achieve success. It is highly recommended the readmitted student schedule time with faculty members to review course content prior to examinations especially at the beginning of each semester.

Transfer Student Admission Procedure

Students who have successfully completed nursing courses at other accredited concept-based curriculum schools are evaluated on an individual basis by the director and faculty members of the ADN program to determine their entry level. The following requirements apply to students that wish to transfer to SWTJC-ADN:

1. Before applying to the SWTJC ADN program, applicant must have completed requirements for admission to Southwest Texas Junior College.
2. Complete a Transfer Application.
3. The transfer student must furnish a copy of each nursing course syllabus with course description to the ADN director so each course can be evaluated.
4. A written recommendation from the Dean/Director of their previous nursing program is required. Transfer students must not currently be on suspension or academic probation from another college or university.
5. Complete a Transfer interview.
6. Provide current BLS certification, health insurance, immunizations, criminal background clearance, and drug screen information.
7. Nursing courses completed more than 2 years prior to the time of application are not transferable and will need to be repeated at SWTJC.
8. Completing the last semester of the SWTJC ADN program is necessary to meet the requirements for graduation.

XVI. PERFORMANCE STANDARDS

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

Functional Ability	Standard	Examples of Required Activities
Observation	Ability to actively participate in all demonstrations, laboratory exercises, and clinical experiences in the professional program component and to assess him/her for examination, diagnosis, and treatment. Such observation and information usually requires functional use of visual, auditory, and somatic sensations.	• Visually discriminating incremental reading on syringes • Sphygmomanometers and other various medical equipment • Visually discriminating between different colored objects • Discriminating between auditory stimuli • Perform a comprehensive assessment on patients
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective patient care activities	• Move within confined spaces such as treatment room or operating suite • Assist with turning and lifting patients • Administer CPR
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	• Pick up and grasp small objects with fingers such as insulin syringe, pills • Perform tracheotomy suctioning, insert urinary catheter
Physical Endurance	Physical stamina sufficient to remain continuously on task for up to a 12- hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient care activities	• Walk/stand for extended periods of time; turn, position, and transfer patients. • Manually resuscitate patients in emergency situations
Physical Strength	Physical strength sufficient to perform full range of required patient care activities	• Push and pull 250 pounds • Lift/move heavy objects from 35 – 50 pounds

Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities	• Move around in work area and treatment areas. • Position oneself in the environment to render care without obstructing the position of other team members or equipment
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient health care needs	• Hear normal speaking level sounds • Hear auscultatory sounds • Hear auditory alarms (monitors, fire alarms, call, bells) • Hear cries for help
Visual	Normal or corrected visual ability sufficient for accurate observation and performance of nursing care	• See objects up to 20 feet away • Visual acuity to read calibrations on 1 ml syringe • Assess skin color (cyanosis, pallor)
Tactile	Tactile ability sufficient for physical monitoring and assessment of health care needs	• Feel vibrations (pulses) • Detect temperature changes • Palpate veins for cannulation
Smell	Olfactory ability sufficient to detect significant environmental and patient odors	• Detect odors from patient (foul smelling drainage, alcohol breath) • Detect smoke
Emotional/ Behavioral Professional Attitudes and Interpersonal Skills	Emotional stability and appropriate behavior sufficient to assume responsibility / accountability for actions Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, co- workers to achieve a positive and safe work environment. Follow instructions and safety protocols Honesty and integrity beyond reproach	• Establish rapport with patients, instructors and colleagues. • Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own • Deliver nursing care regardless of patient's race, ethnicity, age, gender, religion, sexual orientation or diagnosis • Conduct themselves in a composed, respectful manner in all situations and with all persons • Work with teams and workgroups • Establish and maintain therapeutic boundaries • Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation • Demonstrate prompt and safe completion of all patient care responsibilities • Adapt rapidly to changing environment/stress • Exhibit ethical behaviors and exercise good Judgment

Communication	Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team, including non-verbal communication, such as interpretation of facial expressions, affect and body language	• Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in health care team discussions of patient care • Elicit and record information about health history, current health state and responses to treatment from patients or family members • Convey information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner • Recognize and report critical patient information to other caregivers
Cognitive/ Quantitative Abilities	Reading comprehension skills and mathematical ability sufficient to understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis	• Calculate appropriate medication dosage given specific patient parameters • Analyze and synthesize data and develop an appropriate plan of care • Collect data, prioritize needs and anticipate reactions • Transfer knowledge from one situation to another • Accurately process information on medication container, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals
Conceptual/Spatial Abilities	Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships	• Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths etc.
Clinical Reasoning	Ability to reason across time about a patient's changing condition and/or changes in the clinician's understanding	• Evaluate patient or instrument responses, synthesize data, draw sound conclusions
Flexibility	Adapt to Nursing Department course scheduling policy	• Available to work the hours of an assigned schedule which could include any shift and day of the week

XVII. GENERAL COMPLIANCE INFORMATION

Policy and Procedure Changes

All policies and procedures are subject to change by the ADN faculty members and/or Director as deemed necessary. Students will be notified of policy changes in writing and will be required to sign the related notification. A copy of the signed notification will be placed in the student's file.

Student Employment

Any activity associated with gainful employment must not interfere with classroom or clinical requirements. Students are encouraged to work no more than 24 clock hours per week in order to maintain academic success.

Textbooks and Supplies

Students are expected to have the designated e-books, textbooks, and supplies before the first day of class to adequately prepare for class assignments as listed in the course syllabus. ADN e-books, textbooks and supplies are available at the campus bookstore for the convenience of the student. Students will receive a list of required e-books, textbooks, and supplies for the next semester upon request. If the student wishes to purchase a bound book, to have a textbook in addition to the e-books, the student may do so.

Computer Policy

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

Electronic Communication Devices

The use of electronic communication devices will be placed on silent in the designated area in the classroom. If any electronic device is used during any testing situation, it will be considered an act of academic dishonesty and the student will receive an automatic "0" on the examination or assignment. Cell phone use in the clinical setting must follow hospital policy. If a faculty member or a nurse reports inappropriate use of cellphone or other electronic device, penalties will be assessed. While meeting with faculty, the device must be set to silent mode. Students may use cellphones during allotted time provided as scheduled breaks for class or clinical experience. For family emergencies, contact the ADN faculty of record at the number provided in the course syllabus.

E-mail Access

Faculty members must have access to each student around the clock via an electronic device and/or e-mail address. Students may utilize the computers on campus to check their e-mail accounts. **E-mail accounts should be checked daily for new messages, grades, or assignments.** The IT Help Desk is available for assistance in accessing your SWTJC e-mail account and can be reached at 830-591-7323. Most class information is sent via Canvas. Since e-mail storage capacity is limited, it is important for the student to read messages and delete them as soon as possible to provide space for incoming messages.

Student Records

Academic and health information for each ADN student is maintained in the ADN Office. Copies of health information required by clinical facilities and the Texas Board of Nursing will be provided to the clinical facility upon request and with permission from the student. Records will be kept in a locked, secure room and within a locked, fireproof file cabinet located in the Witt Building at the Uvalde Campus. Students will be required to sign designated documents during orientation that indicate the students' understanding and compliance with sharing of personal information to clinical agencies.

Student Rights, Responsibilities, and Conduct

The SWTJC ADN program believes in the concept of freedom of choice that creates the educational and cultural conditions for the full development of students and members of the community. It is the right of students to retain their individualism, personal freedom, autonomy and dignity, while respecting the rights of others. SWTJC has specific guidelines regarding student rights, responsibilities and conduct which can be viewed in the catalog at **http://www.swtjc.edu/academics/catalog-and-schedule/index.html**

Financial Assistance

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

Library Resource

The Southwest Texas Junior College Library is an excellent resource for information nursing students may need to complete assignments during the time they are in the Associate of Applied Science in Nursing Program and when they have enrolled in advanced nursing programs to achieve their professional goals. Data that must be obtained to complete requirements are available via

internet, thus providing accessibility to resources at the student's home. Special resources such as Nursing Library Guides, Evidence-based Nursing Practice, and CINAHL are only a few of the resources specific to nursing that can provide guidance for writing professional papers and nursing care plans. Steps that must be taken to gain access to numerous resources is provided to students during the orientation period and a copy of the handouts provided is included in Appendix A.

Late Assignments

Guidelines and due dates for each assignment are provided in course syllabi. Students are expected to meet these requirements as part of the learning process as well as demonstration of professionalism. Faculty believe that behaviors and attitudes displayed toward all assignments is reflective of behaviors and attitudes students will display in clinical settings with patients. Therefore, late assignments are graded as follows:

- One (1) day late will result in the loss of 10 points from original grade.
- Two (2) days late will result in the loss of 20 points from original grade.
- Three (3) days late will result in the loss of 30 points from original grade.
- Four (4) days late will result in a zero (0) for the assignment.

Students who believe they have a valid reason for missing an assignment due date must communicate with the Faculty of Record *prior* to the actual due date.

Probation

A student who is negligent or fails to improve after verbal and/or written notification of unsatisfactory performance will be placed on probation. Students placed on clinical probation may be withdrawn from the program if unsafe or unprofessional clinical practice continues without improvement.

"Probation" is implemented for students who are not meeting the course objectives, required 80% average on examinations, concept based clinical activities, clinical evaluations, have unsatisfactory/unsafe performance in the clinical experience, and/or violate college policies listed in the Southwest Texas Junior College Student Handbook and/or the Associate of Applied Science in Nursing Student Handbook.

A student who is on probation is required to meet with the Student Success Counselor and/or faculty member to develop a Student Success Plan for academic improvement. Success activities must be followed, and the student is required to meet criteria as identified by the Student Success Counselor and/or faculty members as outlined in the Student Success Plan. The student will be evaluated on a regular basis to determine if success activities are being met. The student will remain on probation until the end of the semester or as otherwise stated in the letter provided to the student from the Faculty of Record and/or the Director of the ADN program. Failure to improve and/or to meet success activities or course requirements may result in withdrawal from the ADN program.

Dress Code

All ADN students and faculty members are representing SWTJC and the ADN program so appearance and attire should be neat, clean and appropriate. The ADN students and faculty members will maintain a professional, well-groomed appearance while attending classes, clinical assignments, conferences and external functions. **Denim jeans are not appropriate attire when visiting outside facilities but can be worn in the classroom and skills lab.** Hair must be clean, well groomed, and in a conservative style with no fad designs or colors. Men must have a conservative, neat haircut and essentially clean shaven with well-groomed beards and mustaches. Regular dental care and oral hygiene will be maintained to present a pleasant, professional appearance. Jewelry should be worn in moderation. Body piercing and tattoos must be covered, and cosmetics applied in moderation.

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

1. Appearance and Hygiene: Appearance should be neat, clean and appropriate. Uniforms and lab coats must be freshly laundered, wrinkle-free, and fit properly.
2. Hair: Hair must be clean, well groomed, and in a conservative style so that it does not interfere with patient care. Hair must be worn up and must not extend below the collar, and away from the face. No fad designs or colors will be accepted. Men must have a conservative, neat haircut off the collar.
3. Shaving: Men should be clean-shaven with well-groomed beards and mustaches.
4. Hands and Nails: Hands are to be washed before and after every patient contact. Handwashing is required to prevent the spread of infection. Nails must be trimmed short (no longer than ¼ inch) and kept clean. **Artificial nails, nail wraps, decorations, nail jewelry or other artificial additions to natural nails is not allowed. Nail polish is not worn in the clinical/simulation setting by students or faculty members.**
5. Oral Hygiene: Regular dental care and oral hygiene will be maintained to present a pleasant, professional appearance. It is important that patients not be offended by unpleasant odors such as halitosis.
6. Jewelry: Jewelry is not part of the uniform. A wedding band may be worn to the clinical/ simulation area. Jewelry may pose a safety hazard and should be removed before entering the clinical/simulation setting. **Engagement rings are not allowed in the clinical/ simulation area** therefore they must be removed before entering the facility. If wedding band and engagement ring are bonded, **both** must be removed. Only one pair of stud earrings, without dangling components, are allowed to maintain compliance with hospital and ADN policy. No visible body piercing is allowed in the clinical/simulation area other than one pair of stud earrings.
7. Tattoos: Visible tattoos are not allowed in the clinical/simulation area. The visible tattoos must be covered by clothing, regardless of the ambient temperature.
8. Cosmetics: Make-up is to be worn in moderation. No scented lotions, perfume, cologne, or after-shave will be worn, as it may be offensive to patients. Unscented deodorants are recommended due to patient allergies.
9. The ADN program insignia patch must be permanently attached **(not glued, stapled, pinned, or taped)** to the student's uniform top and lab coat in the designated area. The

insignia must be attached mid-way between the top shoulder seam and the bend of the elbow on the left arm of the lab coat. The insignia for the uniform top must be placed on the left sleeve, mid-way between the hem of the sleeve and the shoulder seam.

10. A lab coat with the ADN program insignia patch must be worn over appropriate casual clothing to obtain patient information that may be required from the hospital to complete an assignment. Again, **denim jeans are not appropriate attire when visiting the clinical facilities.**
11. Requirements for clinical attire are applicable to the simulation lab since this lab is an extension of clinical facilities.
12. If the weather is especially cold and the student is not comfortable in the standard uniform, a solid white, long sleeved turtleneck or crew neck shirt may be worn **under** the uniform top. Long underwear tops and/or bottoms may be worn if desired since these pieces of clothing will not be visible. If this is not sufficient warmth, the lab coat may be worn as described above. **Jackets and sweaters are not permitted to be worn over the uniform. White lab coat only.**

Attire for Skills Lab: Student will wear their Skills Lab T-shirt (I heart Nursing) with either scrub bottoms or jeans. Appearance should be neat, clean and appropriate. Clothing must be freshly laundered, wrinkle-free, and fit properly. All other guidelines as listed above for clinical/simulation must also be followed for Skills Lab.

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

Video Conferencing

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

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

the classroom. Instructional Aides will report all classroom misconduct to the Faculty of Record and disciplinary actions will be taken.

Testing Overview –

Testing includes all pre-ticket exams, unit examinations, as well as the mid-term exams, final exams in didactic and clinical courses. The final exams may not exceed 100 questions. All unit exams will utilize a portion of Next Generation NCLEX-RN (NGN) style questions. The NGN exam uses case study real world type of questions to reflect critical decisions nurses have to make in a variety of healthcare settings. It focuses on interactions between nurse and client, the client's needs and expected outcomes. https://www.ncsbn.org/next-generation-nclex.htm

A. The complexity of the exam items will be commensurate with the academic level in which the student is currently enrolled (Semester I, Semester II, Semester III, or Semester IV). All levels will include application questions with the percentage increasing at each level to reflect NextGen NCLEX format.

B. Each exam will consist of multiple choice (MC) and multiple response (MR) questions. The number of MR questions will increase in increments of three (3) for each semester: Semester I, three (3); Semester II, six (6); Semester III, nine (9); and Semester IV, twelve (12). Multiple response questions will be divided evenly between concepts unless otherwise agreed on by faculty teaching content and creating exams. Exams may also include other types of alternative questions (ex. Bow Tie, Drop Down, Drag and Drop, Matching and Fill in the Blank).

C. A test blueprint, generated by the faculty presenting the corresponding concept, will be made available for each exam. Students receive blueprints 72 hours prior to the scheduled date and time of the exam. (Refer to Appendix A for a sample, information, and instructions for the blueprint.)

D. The Faculty of Record will complete a statistical review of the exam after all the students have completed the exam to identify questions with less than 50% correct responses. Questions deemed problematic will be eliminated from the exam by notifying the Faculty of Record who will make the appropriate notation and grade change on each student exam.

E. Scoring Models for exam questions:

   a. 0/1 scoring rule is the classic rule that traditionally has been used for multiple choice items. Earn 1 point for endorsing each correct response and 0 points for each incorrect response.
   b. +/- scoring rule points are earned by identifying and selecting the correct options. Earn 1 point for endorsing each correct response and subtract 1 point for each incorrect response. This method is applied to multi-point items where the students are free to select as many or few options that apply for the item (e.g., select all that apply, multiple response items). The total score for a multi-point item is the sum of all positive and negative points.
   c. Rationale scoring rule is applied for items assessing paired information: concepts that require justification through rationale. To demonstrate full understanding of the concept, correct options for both pieces of the paired information must be selected to receive the point. For further details please refer to the Next Generation NCLEX News Summer 2021 issue. https://www.ncsbn.org/ngn-resources.htm

F. Finalized grades for each exam will be posted within 72 hours after all students have completed the exam.

I. Testing Environment

A. Students must put backpacks, purses, and any other personal items at the front of the classroom or other designated area during testing.

B. All student workspaces must be free of drinks, food, clutter, and any personal items.

C. Cellular (cell) phones and any other electronic devices, including digital and smart watches, brought into the classroom must be turned OFF during testing and stored with personal items or in other designated area. Any use of personal electronic devices during a testing situation will be considered an act of academic dishonesty and the student will receive an automatic score of zero ("0") on the exam.

D. Students are expected to remain silent during exams and focus only on their own exam. Any students who are talking, looking at other's work or computer, or are otherwise being disruptive, will be asked to leave the testing area and will receive appropriate reprimand. After completing the exam students are to log out of CANVAS and exist the classroom. No students are allowed to return to the classroom until everyone is done with the exam.

II. Test Administration

All exams in the courses will be administered with testing software to maintain security. After the exam, an answer key will be posted. The answer key will be posted only after all the students have tested and will be monitored by the faculty or administrative assistant. No cell phones will be allowed in the area where the key is posted.

III. Test Review

A. The Missildine Exam Diagnostics Tool (EDT) will be utilized for all students failing to achieve a minimum standard of 80% on any exam. Use of the tool will enhance student self-awareness and performance.

B. Students scoring 75% - 79.9% are required to meet with local faculty to complete the Missildine EDT and review the exam. Students scoring below 75% are required to meet with the Student Success Counselor to complete the Missildine EDT and review the exam. The student will then follow-up with the faculty or Success Counselor until 80% or greater is achieved on two successive exams. If the Success Counselor is unavailable for an extended period, local faculty will assume the task of meeting with and reviewing the exam with any student scoring below 80%.

C. Any student found to be making copies or taking pictures of exam content will receive a zero for the current exam and will be reported to director and division chair.

D. Students will be allowed to review the exam after the key is posted. Any student may review their completed exam(s) at any time by making an appointment with the Success Counselor or local faculty. Exam review must be done in a timely manner and as soon as possible to enhance the student's learning.

Posting of Grades

All examination and other course activity grades will be posted in the grade book provided in Canvas. Finalized examination grades will be posted within 72 hours of all students completing the exam.

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

Academic Integrity

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

Academic integrity is highly valued in our campus community. Academic integrity directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at Southwest Texas Junior College. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor of record.

Academic Dishonesty

Academic dishonesty, including plagiarism, will result in a grade of **zero** on the work or examination in question. The second infraction will result in a failing grade in the course and will be reported to the Vice President of Academic Affairs, Dean of Applied Sciences and Workforce Education, and the Allied Health and Human Service Division Chair by the Director of the ADN Program.
The Associate of Applied Science in Nursing Program follows the Discipline Policies as set forth in the SWTJC Student Handbook. A copy of the SWTJC Student Handbook is available to all students on the college website at http://www.swtjc.com.

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

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

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

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

“Scholastic Dishonesty”

“Scholastic dishonesty” shall include, but not be limited to, cheating, plagiarism, and collusion. “Cheating” shall include, but shall not be limited to:

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

XVIII. CLASS PREPARATION TIME – HOW MUCH IS ENOUGH?

"How much time is enough" must be followed with a concern about "how do I plan?" There are as many theories, beliefs, and myths, floating around about class preparation time as there are students and faculty members. The important factor is to establish a pattern in your daily schedule and stay with that time factor. **A commonly heard rule of thumb is 1 clock hours of preparation for every two-clock hours of lab.** In this program, lab refers to skills lab, simulation lab, and direct patient care clinical facility. Preparation for lab or clinical would include care plan development and completion of assignments the faculty members have required. **For classroom preparation, a minimum of 3 hours preparation time must be spent for every one-clock hour of class.** Following is a table for each semester that is keyed directly to the courses you are enrolled in and the ***minimum*** amount of time needed to adequately prepare to achieve success in this program. If you are not successful with the time in the chart, then more time may be required for you to progress in the program. Utilization of this block of time will assist you to prepare a realistic time schedule on a weekly or daily basis. Keeping a schedule on a calendar or electronic device is necessary. Planning and keeping a time schedule is a positive step toward achieving your professional goals and will help you and/or significant others to understand the number of hours that must be devoted to the learning process.

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

Study and Class Time per Week for Nursing Courses

Semester	Class Hrs/Wk	Lab Clock Hrs/Week	Clinical/Sim Clock Hrs/Week	Study Time	Total Hours per Week	Total Hours per day
1st Fall	8		4/4	28 hours	44 clock hrs	6.3
2nd Spring	5	4	6/6	23 hours	44 clock hrs	6.3
Summer I	4		12/0	18 hours	24 clock hrs	3.4
3rd Fall	5		12/6	24 hours	47 clock hrs	6.7
4th Spring	5		12/6	24 hours	47 clock hrs	6.7

XIX. CLASSROOM AND CLINICAL EXPECTATIONS

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

Student Expectations for the Learning Process –

AASN students in each course are expected to:

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

Recognize the value of recommended learning resources to build knowledge and skill for nursing and take full advantage as specified in the syllabus.

Class/Clinical Schedule

At the beginning of each semester, a class and clinical schedule will be provided to the student. Every effort will be made to maintain that schedule; however, the schedule of classes and clinical may need to be altered due to faculty availability, preceptor availability and/or patient availability and acuity. The routine schedule of classes conducted by Southwest Texas Junior College may need to be altered to meet the classroom, simulation lab, video-conferencing, and clinical requirements for the ADN students. In the last two semesters, clinical experiences will be dependent upon the schedule for preceptors. Simulation will be scheduled during the week. Depending on clinical experience, faculty availability, and preceptor availability, it may be necessary to have some evening and nighttime clinical experiences. During the second year, students are expected to work the same schedule as their assigned preceptor, including weekends. To complement hospital and simulation experience, numerous clinics, physician offices, geriatric centers, home health agencies, and Mental Health facilities may be included in the clinical schedule to provide experience necessary to meet the clinical objectives.

Students will rotate through various clinical sites to provide diverse experiences. **Program and course objectives must be met to achieve graduation requirements.** Due to frequent change in patient census and acuity, students may be required to travel to other cities to meet clinical objectives. Such assignments will be at the discretion of the clinical faculty and transportation method and expense will be the responsibility of the student unless otherwise provided by the

college. Travel time to and from each facility will not be included in the accumulation of clock hours necessary to meet the semester hour requirements.

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

Attendance

ADN students follow the SWTJC attendance policy for campus/didactic courses and are expected to physically attend all classes in which they are enrolled and are responsible for the subsequent completion of all work missed because of an absence. Students may choose to log into class on Zoom but will be counted absent when not physically in a classroom. Any class work missed because of an absence and not subsequently completed may affect the grade of the student regardless of the reason for the absence. The manner in which make-up work for absences is administered is left to the professional discretion of the individual faculty member. Students who fail to comply with attendance requirements as specified in the course syllabus will be reported to the Vice-President for Academic Affairs for excessive absences. The Faculty of Record may request withdrawal of a student from a class when the total number of absences exceeds SWTJC criteria for "Excessive Absences". The SWTJC definition of "**Excessive Absences**" is the total number of absences exceeding the equivalent of two weeks of class meetings in a course; specifically, (a) six absences from a class that meets three times per week, (b) four absences from a class that meets two times per week, and (c) two absences from a class that meets once per week. **Absences may be further complicated when the student fails to make the appropriate contact with faculty member regarding the reason for absence**. All didactic and clinical courses require attendance to be in compliance with the college and accrediting agencies. Due to the nature of the purpose and outcomes of this program, it is imperative that all effort be exerted to remain healthy and implement every effort to maintain classroom, simulation, and clinical expectations. Regardless of the reason, missing content that is not remediated in some manner may result in future inability to administer prudent nursing care to a patient under your responsibility as a registered nurse.

Student Absence

It is the responsibility of the student to contact the **faculty of record** by **phone call** or **text message** for each course when they become aware that an absence is imminent. In situations wherein the student has a possible or future absence, faculty of record may be notified by email. **If absence is in a clinical course, the local clinical faculty as well as the faculty of record must be notified**

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

Content covered in class, simulation or clinical experience is difficult to duplicate and must be arranged with the faculty member responsible for the area of absence and the faculty of record for the course. Since the student is responsible for class preparation and the events in class that may be a compilation of discussion, case studies, videos, and/or group activities, it will be extremely difficult for the student to make up the loss of collaborative experience due to an absence. One absence is allowed per course before action is implemented according to the college handbook, ADN handbook, and/or course syllabus. There are no partial absences. However, it is important to attend even part of the class or clinical to obtain as much information as possible that is planned and presented by faculty and/or peers. As previously stated above, students may choose to log into class on Zoom but will be counted absent when not physically in a classroom.

It is imperative the student understands that notifying the faculty members regarding an absence or tardiness does not excuse the student from the absence or tardy event. Notification is necessary to ensure proper documentation of the event is obtained.

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

ABSENCE – DIDACTIC

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

ABSENCE - EXAMS

In case of an absence, students must notify the faculty of record, by **phone call or text message**, prior to the class**. A student who does not take an exam at the scheduled time and fails to arrange for postponement of the exam in advance receives a grade of "0" for that exam, except in extreme circumstances.**

ABSENCE - CLINICAL

Students are expected to attend **all** scheduled days of clinical experience. Should a student be unable to attend a clinical session he/she must notify the assigned unit, clinical faculty, and preceptor, **phone call** at **least two hours prior to reporting time**. Due to variations in schedules at clinical agencies, nursing faculty member will inform students of required reporting times, as well as notification methods for each area of assignment. Failure of the student to notify the clinical faculty of absences will be followed with a written clinical warning that will be placed in the student's record. Absences from clinical areas are extremely difficult to make up and must be arranged in advance if possible. The student is responsible to schedule a **"make-up" clinical day** if they are unable to attend their normally scheduled rotation. Excessive absences in clinical is the total number of absences exceeding the equivalent of two weeks of clinical meetings in a course; specifically, (a) six absences from clinical that meets three times per week, (b) four absences from clinical that meets two times per week, and (c) two absences from clinical that meets once per week. Make up for clinical absence will be at the discretion of the faculty of record. The student will receive a zero "0" as their grade until the make-up day is completed and for any additional absences beyond.

Tardy – Clinical and Classroom

Tardiness is defined as arriving **5** minutes after the scheduled class or clinical starting time. **Three episodes of tardiness will be equal to one full absence from class or clinical**. Due to variations in schedules at clinical agencies, clinical faculty and preceptors will inform students of required arrival time for each area of assignment. A student arriving in the clinical area more than **5 minutes** late will be managed according to the discretion of the clinical faculty and/or preceptor. The decision may be that the student is not allowed to stay and will be given an absence and/or a clinical warning. Evaluation criteria for that day will be a "0".

Class/Clinical Cancellation

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

Maintaining Civility in the Classroom/Skills Lab/Simulation Lab/Clinical

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

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

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

PROCEDURE to be FOLLOWED for CLASSROOM/SKILLS LAB/ SIMULATION LAB/CLINICAL MISCONDUCT/DISRUPTION:

Documentation of misconduct/disruption will be recorded on the Incident Report form (see appendix C) and filed in the student's record. The following procedure will be followed for each course.

1st Incident—Faculty will speak with the student privately about his/her inappropriate behavior. If the behavior is so extreme that it demands an immediate response the student will be confronted in class. The incident will be documented as a verbal warning.

2nd Incident—Faculty will again speak with the student in private and prepare a written Incident Report with the student's response.

3rd Incident—Faculty will refer the student immediately to the ADN Director and/or Division Chair. Written summary of student expectations will be documented and placed in the student's record and followed throughout the remainder of the semester.

Further occurrences of misconduct may result in removal from the program without opportunity to return.

XX. CLINICAL ROTATIONS AND GUIDELINES

HIPAA Regulations

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

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

Clinical Setting

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

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

Clinical Scheduling

Students will be scheduled to attend clinical sites selected by the faculty members. Students in their third and fourth semesters are expected to schedule their clinical days on the days their assigned preceptor is scheduled to work. The number of clinical hours for each semester will depend on the semester credit hours awarded to the clinical course. Following appropriate negotiation with the clinical agency, an affiliation agreement will be signed by administrators from the agency and Southwest Texas Junior College. Students and faculty members will abide by the specifications stated in the agreement. A grid depicting the student assignments for the semester will be provided

at the beginning of the semester. Clinical days will not be assigned during the week of final examinations for the Fall and Spring semesters.

Clinical Orientation and Environmental Assessment

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

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

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

Clinical Preparation

Each clinical experience requires preparation time related to individual assignments given by the clinical faculty member /preceptor. The student must be prepared with information specified in the clinical syllabus or as provided by the clinical faculty or preceptor. This information must be presented to the clinical faculty/preceptor at the beginning of the clinical experience. This plan of care may be based on assessment data from the patient and information obtained from the chart before the clinical experience. The care plan format may vary slightly with each course. Guidelines for completing the document will be provided by the faculty of record in the course syllabus.

Clinical Breaks and Lunches

Thirty-minute breaks and lunches will be assigned by the clinical faculty in concert with the preceptors and/or nurses assigned to the patients. Since there are limited clinical experiences to meet objectives, it may be necessary to postpone a break or meal until a particular learning event is completed. If the student has a physical condition that requires strict, regular meals, the faculty of record must be informed of the issue to prevent detrimental effects of delayed meals. The student may not leave the clinical campus for lunch breaks when in the acute care setting. The acute care

setting is defined as hospital rotations in Medical-Surgical Units, Intensive Care Units, Emergency Departments, and Obstetrical/Women's Centers.

Clinical Pre-Conference and Post-Conference

Students will be attending pre-conference and post-conference during the clinical assignment. This group learning experience is an integral part of the clinical experience and has been the hallmark of Associate Degree Nursing programs since their inception. Students are expected to play an active role in the clinical conferences, share information, be supportive of peers, and otherwise contribute to this reciprocal learning opportunity. The clinical conference will afford the student the opportunity to enhance critical thinking and decision-making. Students will report to the designated location at the designated time as identified in the course syllabus.

PRE-CONFERENCE

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

POST-CONFERENCE

Post-conference will take place immediately following the clinical experience when possible. This session serves the purposes of 1) analyzing the clinical experience, 2) clarifying relationships between theory and practice, 3) developing generalizations and guidelines in providing nursing care, 4) identifying and clarifying affective components of the learning experience, 5) reinforcing the learning process. During the semesters when preceptors are utilized, a brief post-conference can be planned between the student and preceptor. The faculty of record will plan a weekly post-conference during these same semesters, where all students at the same geographic site will meet at a specified time and place.

Special Conferences and Seminars

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

Medication Administration

SWTJC ADN students have the unique privilege of administering medications to patients during clinical experiences upon successful completion of the medication calculation exam and demonstration of medication administration competencies. The medication calculation exam will be scheduled every semester (II, III, and IV) before clinical begins. Due to the serious nature of this nursing function, students must pass the exam with an 80%. Strict adherence to this Medication Administration Policy is expected from students, faculty members, and preceptors.

1. The student must come to the clinical experience prepared to administer all medications for assigned patients.
2. The student will review each medication with the faculty member or preceptor prior to administration. This includes the purpose, action, dosage, side effects, half-life, contraindications, values required prior to administration (ex. vital signs or particular lab values), and Six Rights of Medication Administration.
3. Faculty member or preceptor must be present when administrating medications to the patient.
4. Faculty member will work closely with the preceptor and/or nurse assigned to patients with which students will be working in order to establish guidelines, expectations for students, and clinical objectives related to medication administration.
5. Steps 1-4 must be followed *every time* a student is assigned to administer *any* medication, including intravenous (IV) fluids.
6. If the student is unprepared and/or unable to discuss the medications knowledgably with the faculty member or preceptor, they will forfeit the opportunity to administer medications for that day. This will also be reflected on the student's clinical evaluation for that day/week.
7. The student will comply with the facility policy concerning high-risk medications and work closely with the faculty member or preceptor.
8. Students will not administer narcotics, or any other Drug Enforcement Agency (DEA) scheduled medications at any time via any route or for any reason.
9. Should a situation appear to be unsafe for the student to administer medications to certain patients or groups of patients, the clinical faculty member or preceptor will inform the student and the student will not administer medications in that situation. This will not reflect negatively on the student's clinical evaluation for that day/week.
10. Any student action regarding medication administration deemed unsafe or reckless by faculty member or preceptor will result in counseling with the student. The AASN Program Director will be notified, and any further action will be determined as appropriate to the situation.

Physician Orders

Under no circumstances will the student nurse receive, transcribe, or relay verbal or telephone physician orders. Availability to computer information and participation in patient documentation vary throughout clinical experiences and may at times be limited. Clinical faculty member and preceptor will then provide opportunities for the student to write out information and have discussion regarding the data recorded in the patient chart that may be pertinent to student learning.

Documentation on Patient Records

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

Maintaining Clinical Records

It is necessary for students to maintain a record of experiences, including implementation of skills required to administer nursing care, and to identify how each clinical objective has been met throughout the nursing educational experience. A summary of this information is placed in an individual portfolio to demonstrate to future employers that the student has achieved a level of learning required to practice as a professional nurse following successful completion of NCLEX-RN. The SWTJC ADN Program faculty have selected Typhon Group Student Tracking System for this purpose. This electronic tracking system includes a comprehensive skills log and report, a fully featured evaluation and survey component for assessments, management of student rotation scheduling, electronic student portfolios, student and preceptor biographic data, clinical site database, curriculum mapping, and secure document management. Faculty members regularly review the electronic patient care summaries entered by students during their clinical rotations.

STUDENT RESTRICTIONS

Student restrictions or inability to complete expected clinical tasks must be discussed in advance with the Director of the Associate of Applied Science in Nursing Program. Plans to handle such restrictions must be prepared in writing and presented to the administration of the clinical agency during the planning stages for the course. Should a student have a change of health status (including but not limited to pregnancy and/or delivery, surgery, flu, new onset of seizures, or new diagnosis of diabetes), a medical clearance from their healthcare provider is required prior to resuming class, lab, simulation or clinical. It is the student's responsibility to gather the necessary documentation and submit it in a timely manner.

XXI. MINIMUM SAFE STANDARDS IN THE CLINICAL AREA

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

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

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

UNSAFE NURSING PRACTICE

The Southwest Texas Junior College Associate Degree Nursing Program identifies the patient safety need as a basic health need and defines the Safety Need as the need for protection from stressors in the external environment which could cause harm. These stressors are further identified as physical, biological and emotional. The faculty believe that in every nursing action the primary concern of the nurse is the safety of the patient and all other individuals involved. Therefore, safety is emphasized throughout the program. Unsafe clinical practice shall be deemed to be behaviors demonstrated by the student which threaten or violate the physical, biological or emotional safety of the patient(s) assigned to his/her care. Unsafe and negligent clinical behaviors will not be tolerated.

The following examples serve as guides to these unsafe behaviors but are not to be considered all inclusive.

Physical Safety
Unsafe behaviors: inappropriate use of side rails, wheelchairs, other mechanical equipment; lack of proper protection of the patient which potentiates falls, lacerations, burns, etc.; performs nursing actions not yet authorized, lack of preparation for clinical day; fails to seek help when needed.

Biological Safety
Unsafe behaviors: fails to recognize violations in aseptic technique, violates "6 rights" in medication administration, comes to clinical unwell, performs nursing actions without appropriate supervision, fail to seek help when needed.

Emotional Safety
Unsafe behaviors: threatens or makes patient fearful; provides patient with inappropriate or incorrect information, performs nursing actions without appropriate supervision, fail to seek help when needed, demonstrates unstable emotional behaviors.

Unprofessional Practice
Unprofessional practice (include but are not limited to): Verbal and non-verbal language, actions or voice inflections which compromise rapport or working relations with patients, family members, staff or physicians, may potentially compromise contracted agreements and/or working relations with clinical affiliates or constitute violations of ethical/legal standards.

XXII. STUDENT EVALUATION POLICIES

Grading System

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

Letter Grade	Numeric Grade	Grade Points	Interpretation
A	89.50 – 100	4.0	Excellent
B	79.50 – 89.49	3.0	Good
C	74.50 – 79.49	2.0	Satisfactory
D	65.50 – 74.49	1.0	Unable to progress
F	65.49 – and below	0	Failing

Minimum Grade

Students must achieve an average benchmark of 80% on unit exams, including the mid-term exams, final exams, pre-ticket exams, and post-lecture exams in all didactic courses. The student will meet with the Student Success Counselor and/or faculty to review any exam where a minimum of 80% is not achieved. The Student Success Counselor and/or faculty will work with the student to develop individualized written recommendations to promote success. The final course grade in didactic courses is determined by adding all other assignments to the examination average once the 80% average benchmark is established.

In the clinical courses, a combined average of 80% on clinical evaluations and/or concept based clinical activities (CBCA) in the clinical courses is required. Student must also successfully complete the medication calculation exam in semester II, III, IV semester and skills check-off exam in semester I and II with an average of 80%. The final course grade is determined by adding all other assignments to the 80% benchmark average.

A minimum grade of 75% (course grade of "C") must be attained in the composite grade to progress to the next level. Each course syllabus identifies the percentage weight for each exam, written assignment, skills check-off, and oral presentation. Examination structure will be determined by each individual faculty member with content taken from course objectives, unit objectives and test blueprints.

If the student is not able to achieve benchmarks in the ADN program, a notice of an incomplete ("I") grade will be submitted to the registrar by the faculty of record. The student will have one year to successfully complete the course and change the incomplete ("I") grade to a passing grade.

Student conferences and evaluations

Student conferences, for the purpose of formative and summative clinical evaluations, will be scheduled at mid-term and at the end of each semester by the clinical faculty of record for each clinical course in collaboration with the faculty member located at each clinical site. Conferences and evaluations may be performed at any time deemed necessary by the faculty members, at which time the student will meet with the faculty member in a formal conference to review strengths and performance deficits. A Student Success Plan (academic or clinical) will be provided to the student and signed by both the student and instructor.

A Student Success Plan for didactic courses will be developed and guided by the Student Success Counselor and/or faculty member to correct the performance deficit. If at any time the student does not comply with the terms outlined in the Student Success Plan, the student may be placed on probation or withdrawn from the program. When a Student Success Plan for a clinical course is required the faculty of record, clinical faculty, and program director will develop and guide the plan to correct the deficit(s). A follow up evaluation will be completed monthly to provide summary data at the end of the semester.

Student Success Counselor

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

The focus on student success will begin at orientation and proceed as needed with frequent assessments for advancement and improvement in the learning process. Students scoring below 75% on unit exams, including mid-term, are required to meet with the Student Success Counselor. Success counseling will include examination review and analysis using the Missildine Test Evaluation review program, counseling, mentoring opportunities, and other individual help sessions designed to assist the student. Educational resources such as computer assisted instruction modules, learning enhancement and focused examinations, and additional instructional materials will be used. As students progress through the curriculum, faculty members track student performance in the academic and clinical setting. When areas of improvement are identified, the Student Success Counselor, in collaboration with the faculty member, will work with the student during scheduled intervals. Students will be required to sign a Student Success Contract, attend scheduled sessions with the Student Success Counselor and/or faculty member, and implement the individualized Student Success Plan. After repeated sessions with the Student Success Counselor, collaboration between the Faculty of Record and the Student Success Counselor may result in additional learning activities for that student prior to the next examination. These planned activities may be in the form of written requirements, referral to the counseling center, or private and/or group sessions with faculty members. The student, faculty member, and Student Success

Counselor will work in collaboration to assess, plan, implement, and evaluate factors that will promote progression in the program and improve the student's future academic success.

Course, Clinical and Faculty Evaluations

Students are strongly encouraged to evaluate specific courses, faculty of record, clinical facilities, clinical instructors, preceptors, and the ADN program. Constructive student feedback is important to improve the curriculum and clinical instruction. Student evaluations and successful completion of the program are two key elements used to evaluate the existing program and determine changes that need to be made. At the end of Spring semester, information from student evaluations will be compiled and analyzed by the faculty members to determine changes that need to be made in identified courses.

ATI Requirements

All students will follow the evaluation program designed by ATI as selected by the faculty members. Cost of this service is included in student fees for each semester. SWTJC ADN integrates a variety of ATI tutorials, practice assessments, and proctored assessments throughout the curriculum. The purpose of ATI is to facilitate student learning, support assessment of student mastery of content, and help prepare students for the NCLEX-RN examination. The SWTJC ADN ATI Integration Plan is developed and revised as needed to be closely associated with content in each course throughout the program. The integration plan and instructions for completion of ATI assignments are outlined in each course syllabus.

Faculty members believe that content mastery predicts NCLEX-RN success and that the ATI products are valuable tools to aid in content mastery and prepare for NCLEX-RN success and future nursing practice. ***Consistent*** use of ATI resources throughout the nursing curriculum will provide students the benefit of assessing their own knowledge and customizing further review of content areas.

Students are expected to complete ATI assignments, including tutorials, practice assessments and proctored assessments, as specified in nursing course syllabi.

ATI Proctored assessment scores are based on the achievement of levels of proficiency, which are indicated by ATI and are available on the ATI website. Specific cut scores for each exam will be provided in course syllabi. In selected courses, Proctored ATI assessments scores, will comprise a component of the course grade equivalent to one examination. In those courses where there is more than one Proctored ATI assessment, all Proctored assessments will be averaged and will count for a total of one exam grade.

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

Students scoring at or above Level 3 on first attempt will receive a grade of 100%^
Students scoring at or above Level 2 on first attempt will receive a grade of 89%

Students scoring at or above Level 1 on first attempt will receive a grade of 79%*
Students scoring below a Level 1 on first attempt will receive a grade of 75%*

^ Student will not be awarded any grade higher than 100%, regardless of number of incentive points earned. Please see table below for Incentive Points

*Student will be required to complete remediation as prescribed by the faculty of record and must take the Proctored Assessment Re-take.

Students are given one opportunity to retest** and are scored as follows:
Students scoring at or above Level 3 on second attempt will receive a grade of 90%
Students scoring at or above Level 2 on second attempt will receive a grade of 80%
Students scoring at or above Level 1 on second attempt will receive a grade of 75%
Students scoring below a Level 1 on second attempt will receive a grade of 70%

**If student scores lower on second attempt, higher grade will be retained.

Table 1: Required and Recommended Remediation and Incentive Points

Level Achieved on Initial Proctored Exam	**Remediation/Retesting**	**Incentive Points for Each Exam^**
Level 3	ATI Focused Review *recommended*	➢ 2 Points for Practice Exam A Focused Review ➢ 2 Points for Practice Exam B Focused Review ➢ 1 Point for Remediation after Initial Proctored Exam ^ *Student will not be awarded any grade higher than 100%, regardless of number of incentive points earned.*
Level 2	ATI Focused Review *highly recommended*	
Level 1 **AND** Below Level 1	ATI Focused Review *strongly recommended* **Retake Required**	

Incentive points will be added to the individual assessment grade, not to the overall ATI Exam average.

Scores for proficiency levels vary for each assessment in the RN Content Mastery Series. ATI establishes each assessment score based on the NCLEX-RN Test Plans and through the National Standard Setting Study. Table 1 is a guideline to help the student remediate and improve their performance. ATI proctored assessments are meant to facilitate student learning and contribute to student mastery of content. **As an additional incentive, points for completion of each Focused Review and Remediation will be added to the individual proctored exam scores as indicated in Table 1. Points are added prior to averaging ATI Exam scores**.

THE ATI RN COMPREHENSIVE PREDICTOR

This assessment is very important and is based on all the previous ATI Proctored assessments. Preparation for this exam begin with the very first ATI proctored assessment in semester one.

The main purpose of the ATI RN Comprehensive Predictor (CP) assessment is to measure a student's readiness for the NCLEX-RN® exam. The CP provides a numeric indication of the

likelihood of passing the NCLEX-RN at the student's current level of readiness. Each student's individual score, expressed as a percent correct, is associated with a predicted probability of passing the NCLEX-RN exam on the first attempt. Therefore, the higher the score achieved, the higher the predicted probability of passing NCLEX-RN.

The CP assessment will be given before the end of the 4th semester. The expected score for the CP assessment is a minimum of 72.7%, which is equivalent to a 93% probability of passing the NCLEX-RN. This score is benchmarked as "passing". If the benchmark is not achieved on the first attempt of the CP assessment, the student must complete and submit the CP Focus Review.

The student is then required to take an additional CP assessment to achieve the benchmark score. These scores have a direct effect on the progression towards the ATI Green Light status and the release of the Affidavit of Graduation (AOG) to the Texas the Board of Nursing (BON).

1. Students who score a 75% on their first or second attempt of the CP assessment are required to complete their Virtual ATI NCLEX Review and achieve Green Light status. Virtual ATI NCLEX Review progress will be monitored on a weekly basis. The AOG will be submitted by the ADN Director upon completion of the overall program objectives at the end of the 4th semester. Approximately 7 days after the AOG is released the BON will email the Authorization to Test (ATT). After receiving the ATT make sure to schedule the NCLEX-RN immediately. Please refer to Graduation Requirements

2. Students who score a 72.7% – 74.9% on their first or second attempt of the CP assessment are required to complete their Virtual ATI NCLEX Review and achieve Green Light status. Virtual ATI NCLEX Review progress will be monitored on a weekly basis. Extra testing and review material will be provided to enhance the student's testing skills, nursing knowledge, and success of passing the NCLEX-RN on the first attempt. Fifty percentage of the extra material must be completed before the AOG is released. The student will complete the remaining part of the review while he/she waits for the ATT and test date. Please refer to Graduation Requirements.

3. Students who score below a 72.7% on their first or second attempt of the CP assessment are required to complete their Virtual ATI NCLEX Review, achieve Green Light status, and complete one hundred percent of the extra supplemental review before their AOG is submitted by the ADN Director. Virtual ATI NCLEX Review progress will be monitored on a weekly basis. The extra testing and review material are meant to enhance the student's testing skills, nursing knowledge, and success of passing the NCLEX-RN on the first attempt. The students will work closely with faculty members and director to achieve a successful outcome. Please refer to Graduation Requirements.

XXIII. STUDENT ACTIVITIES

SWTJC STUDENT NURSES' ASSOCATION

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

TEXAS STUDENT NURSES ASSOCIATION

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

NATIONAL STUDENT NURSES ASSOCIATION

The NSNA mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession. The NSNA is dedicated to fostering the professional development of nursing students. With 60,000 members nationwide, NSNA is the voice of the future of the nursing profession. NSNA offers two meetings annually where nursing students are informed about nursing and healthcare trends and legislative issues that impact the nursing profession.

NSNA leadership qualifies for NSNA Honor Society. The goal of the Honor Society is to prepare future nurse leaders. As students transition to graduate nurses, they will be prepared to participate in shared governance where they begin their nursing career as well as in professional nursing and community organizations. The Honor Society recognizes NSNA members who participate in leadership activities at the school chapter, state association and NSNA nationally. **Examples of leadership activities include but not limited to: active member of a school, state, and/or national nursing association; board of directors; chair or member of a nursing committee/team; SNA project/activity involvement; Project InTouch Recruiter; state or national delegate or annual meeting representative; resolution author; candidate for office; or other leadership involvement as deemed appropriate by the SNA.**

ALPHA DELTA NU NURSING HONOR SOCIETY

This is the ONLY honor society for Associate Degree Nursing students. As part of the induction process, students take part in implementing service-learning projects that directly impact the health of their communities. They gain the opportunity to submit a poster abstract for the Organization of Associate Degree Nurses (OADN) Annual Convention highlighting the impact of their projects. This experience provides students with essential presentation and leadership skills in front of a national audience. In addition, student members who have demonstrated exceptional leadership and service are eligible for the Alpha Delta Nu Scholarships. This is an incredible opportunity for ADN students to include this recognition as they advance in their professional journey.

CAMPUS ACTIVITIES

Nursing students are encouraged to participate in campus activities throughout the year. Even though the nursing curriculum requires rigor, participation in college activities promote personal growth. Examples include Grilling with the President, campus blood drives, and Christmas at the college.

COMMUNITY ACTIVITIES

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

STUDENT PARTICIPATION IN CURRICULUM AND PROGRAM GOVERNANCE

POLICY

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

PURPOSE

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

PROCEDURE

The following steps provide guidelines for student participation:

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

XXIV. SUBSTANCE ABUSE and CRIMINAL INCIDENT POLICY

Substance Abuse Policy

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

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

DRUG TESTING PROCEDURE

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

1. If the student denies being under the influence of unauthorized substances, a request for a drug screening will be initiated. If the student refuses to consent to drug screening, the student will be dismissed from the program **immediately**.
2. All students enrolled in the ADN program are required to consent to and complete random drug screenings as requested by the ADN Director at student's expense.
3. The ADN Program Director will institute a request for drug screen and provide verbal and written instructions for the testing procedure, including time frames for the test.
4. The student will not attend clinical rotations with pending drug screen test results.
5. The drug screen findings will be interpreted by the designated testing center within 24-48 hours.
6. The results of the drug screen test will be sent to the ADN program. The results of the test will be kept in a confidential, locked file. Results of the test will be released to college officials on a need-to-know basis only. Records may be released only to the student or the decision-maker in a lawsuit, grievance or other legal proceeding that may arise as a result of the positive drug test.
7. All positive drug screen tests will be reviewed by an independent Medical Review Officer. During the review process the student will have the opportunity to:
    - Explain the cause of the positive drug screen test.
    - Provide the name of the physician authorizing any prescription medication. The Medical Review Officer will contact the attending physician for verification.

CONSEQUENCES OF POSITIVE DRUG TEST

When a positive drug screen occurs due to the use of illegal drugs or unauthorized use of prescription drugs, the student will be counseled by the program director and the Vice President for Academic Affairs. Depending on the outcome of the initial counseling session, the student may be suspended for a minimum of one year (12 consecutive months from the date of the beginning of the suspension) from the program. If the Vice President for Academic Affairs approves continuation in the ADN Program, the Chief Nursing Officer of the clinical site will be notified of the positive drug urine screen. The positive drug test results will be shared with the Vice President of Student Services for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program.

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

Criminal Incident

Student has 24 hours to notify the ADN Program Director of a criminal incident that occurs after the admission background check is completed. (See Licensure Eligibility section). Failure to notify ADN Program Director will lead to a written Incident Report. Upon notification of criminal incident ADN Program Director will notify the appropriate individuals which may include SWTJC Administration, clinical agencies, and the Texas Board of Nursing as deemed necessary. A decision will be made as to whether student can continue in the ADN program. Any criminal incident that results in criminal charges that are not aligned with the clinical agency standards, the professional or ethical standards for the ADN program, SWTJC, or requires a Declaratory Order by the Texas Board of Nursing will result in immediate suspension until further investigation.

PROHIBITED CONDUCT

In accordance with the SWTJC Student Handbook, the following behaviors are strictly prohibited

1. The use, possession, control, manufacture, transmission, or sale of a drug or narcotic, as those terms are defined by the Texas Controlled Substances Act, or other prohibited substances described in FLBD, unless under the direction of a physician.
2. The use, possession, control, manufacture, transmission, or sale of paraphernalia related to any prohibited substance.
3. The use, possession, control, manufacture, transmission, or sale of alcohol or other intoxicating beverage without the permission of the College District.

4. Possession or use of tobacco products on College District premises without authorization.
5. Possession, distribution, sale, or use of firearms or other prohibited weapons without prior approval.

A student shall be subject to discipline, including suspension, in accordance with FM and FMA if the student violates this policy:

1. While on College District premises.
2. While attending a College District activity, or
3. While elsewhere if the behavior adversely affects the educational environment or otherwise interferes with the College District's operations or objectives.

For more information, please visit https://www.swtjc.edu/campus-life/handbooks/index.html

XXIV. GRIEVANCE PROCESS

Student Complaints

Student complaints regarding discipline and sexual harassment are covered by separate procedures. (See FMA, FFDA, and FLD in SWTJC Policy Manual at https://pol.tasb.org/Home/Index/1174. Links provided below.) The purpose of this policy is to secure at the first possible level prompt and equitable resolution of student complaints, including those alleging discrimination on the basis of race, religion, color, sex, national origin, age, or disability.
https://pol.tasb.org/Policy/Download/1174?filename=FMA(LOCAL).pdf
https://pol.tasb.org/Policy/Download/1174?filename=FFDA(LOCAL).pdf
https://pol.tasb.org/Policy/Download/1174?filename=FLD(LOCAL).pdf

PROBLEM – SOLVING PROCEDURE
Following problem identification by the faculty or preceptor and subsequent discussion regarding the issue, the following guidelines will be followed:

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

Level II: If the student did not receive the relief requested at the Level I conference, the student has ten college business days to request a conference with the Vice-President for Academic Affairs or Vice-President of Student Services, who shall schedule and hold a conference within ten college business days. Prior to or at the conference, the student shall submit a written complaint that includes a statement of the compliant with any supporting evidence, the solution sought, the student's signature, and the date of the Level I conference.

Level III: If the student did not receive the relief requested at the Level II conference, the student has ten college business days to request with the college President or designee, who shall schedule and hold a conference within ten college business days. Prior to or at the conference, the student shall submit the written statement required at Level II and include the date and with whom the Level II conference was held.

Level IV: If the student did not receive the relief requested at the Level III conference, the student has ten college business days to submit to the college President a written request to place the matter on the College Board agenda.

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

The Board's consideration shall be based on the complaint records developed at the administrative reviews and the Board shall receive no new evidence. Each side shall be entitled to make oral arguments based on the compliant record within the time restrictions established by the Board.

XXVI. PREPARATION FOR GRADUATION /LICENSURE

Nurse Pinning Ceremony

A nursing pinning ceremony is a symbolic welcoming of newly graduated nurses into the nursing profession. A pinning ceremony for the ADN program will be held at the Uvalde campus after Spring Break to acknowledge students in their preparation to graduate. Students will be responsible for purchasing their individual SWTJC nursing pin for use during the pinning ceremony. The planning of the ceremony will be the responsibility of the graduating class as a whole with guidance from the ADN program.

Graduation Photograph

Students are required to participate in the graduation photo during their last semester. The photograph will be electronically sent to each of the students. The class is responsible for purchasing a graduation plaque, which contains the graduation photograph and student names. This plaque will be on display at the main campus in Uvalde.

Graduation Requirements

All ADN program requirements must be completed before the student will meet graduation requirements. These requirements include

1. If the student has received letters summarizing counseling sessions, all issues must be addressed before the student's final grade will be recorded.
2. If the director of the ADN program approved transfer courses from other colleges or universities, a letter indicating acceptance of such courses must be provided to the College Registrar prior to graduation.
3. If the student entered the ADN program as an LVN, an Advanced Placement Form must be submitted to the College Registrar prior to graduation.
4. Completion of ATI Comprehensive Predictor and ATI NCLEX Review.
5. All courses within the ADN Program must be completed with an average benchmark of 80% on exams, this includes mid-term exams, final exams, pre-ticket exams, and post-lecture exams in all didactic courses. In the clinical courses, a combined average benchmark of 80% on clinical evaluations and/or concept based clinical activities (CBCA) is required. All program and course objectives must be satisfactorily completed.
6. Student must successfully complete the medication calculation exam in semester II, III, IV semester and the skills check-off exam in semester I and II with an average of 80%.
7. The final course grade is determined by adding all other assignments to the 80% benchmark average.
8. Complete all nursing courses in sequence as outlined in the degree plan with a grade of **C (75%)** or above.

Student is responsible for submitting the Application for Graduation and associated fees to the SWTJC Admissions Office by the deadline set forth by SWTJC. Student can purchase their cap and gown from the bookstore located on the SWTJC campus.

Graduates are encouraged to participate in the SWTJC graduation ceremonies where they will receive their diploma.

Texas Board of Nursing Examination Application

Student shall submit the Texas Board of Nursing Initial Licensure Application for Texas NCLEX-RN® Examination Candidates ninety (90) days prior to graduation. All current information must be submitted along with the required fees to process the student's information. The application can be found on the Texas Board of Nursing (BON) website. Please see link below. www.bon.state.tx.us/applications_graduates_and_nclex_examinations.asp.

The name registered with the Texas Board of Nursing must match the name as listed on your identification card to avoid issues while taking the required examinations to obtain the registered nursing license both with the BON and Pearson Vue. To verify the acceptable types of identification you may access the Pearson VUE NCLEX-RN booklet at http://www.pearsonvue.com/nclex/.

Testing accommodations for candidates with special needs must be made with the authorization of the BON and the National Council of State Boards of Nursing (NCSBN) before submitting the Texas Board of Nursing Initial Licensure Application for Texas NCLEX – RN Examination Candidates.

ELIGIBILITY INFORMATION

1. Texas Nursing Jurisprudence Examination – You must pass the Texas Nursing Jurisprudence examination before the BON will issue the authorization to test (ATT). Once you have submitted the application for examination the BON has fifteen (15) business days to process your information. It is recommended that you review the Nursing Practice Act and the BON Rules and Regulations on their website. You may also take the online jurisprudence prep course. After the fifteen (15) business days, you can complete the online nursing jurisprudence exam. The examination takes a maximum of two hours to complete.
2. Criminal Background Check – Upon submission of the application for examination, the BON will perform another criminal background check to ensure no new activities have occurred since the initial criminal background check upon acceptance. If a new occurrence has been identified, you will be contacted by the BON.
3. Register to Take the NCLEX – Thirty (30) days prior to graduation, you will register with Pearson Vue to take the NCLEX-RN and pay the associated fees. The name registered with Pearson Vue must be the same name used to submit the application for examination with the BON.

Please visit the BON website at http://www.bon.texas.gov/exam-eligibility.asp to take the Jurisprudence exam and to register to take the NCLEX – RN.

Virtual-ATI NCLEX-RN Review (Refer to Appendix C)

The Virtual-ATI NCLEX-RN review is an innovative, online partnership that provides a 12-week access to interactive online review resources to prepare nursing graduates for NCLEX-RN® success. The Virtual-ATI NCLEX-RN Review program complements our concept-based curriculums to provide a comprehensive review focusing on mastery of content and concepts to prepare the graduate to NCLEX-RN® readiness.

The review directly aligns with the current NCLEX-RN® test plan and takes place in an online setting that provides access to a variety of on-demand resources including online learning activities, NCLEX® test taking strategies, content-based case studies, concept maps, NCLEX® subscale-specific quiz questions, and alternate item format quiz questions that are all accessible by computer and tablet devices.

Progression through the Virtual-ATI NCLEX-RN review is determined by the graduate's participation and performance in the review. When graduates successfully complete all of the Virtual-ATI NCLEX-RN review modules and educator-directed remediation on the ATI website, they will assign a Virtual-ATI non-proctored predictor.

Students who meet the benchmark score will be notified of their 'Green Light' status indicating they are ready to take the NCLEX-RN. ATI will also notify the ADN director of the student's 'Green Light' Status. Students who score below the benchmark on the non-proctored predictor will be given a remediation and a re-evaluation assessment prior to a repeat predictor. This process will be repeated as needed with a maximum of three attempts to pass the non-proctored predictor.

Updates to Virtual-ATI include:

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

Approval to Take NCLEX-RN

Following successful completion of all program requirements, graduation requirements, and any required remediation the graduate has been assigned, the ADN Program Director will submit an Affidavit of Graduation (AOG) to the Texas Board of Nursing to verify that the graduate is prepared to take the NCLEX-RN examination.

If the graduate has not completed the assigned remediation or achieved their 'Green Lighted' status, if applicable, by the end of August, the program director will review progress and may require additional review of nursing content before the AOG will be sent to the BON.

The BON has fourteen (14) business days to process the AOG once received. When the AOG has been processed, all BON fees received, jurisprudence examination completed, and criminal background check updated to ensure there are no new activities on the graduate's record, the Authorization to Test (ATT) will be sent to the graduate.

Once the ATT has been received, graduate will then be eligible to schedule the NCLEX-RN examination with Pearson VUE. Graduate will need to choose the date and testing center location in which they plan to test. It is recommended the NCLEX-RN be taken within two weeks of receiving the ATT.

The BON has accepted a policy that limits the amount of time a nursing graduate has to successfully complete NCLEX-RN. If a nursing graduate does not successfully complete NCLEX-RN within four years of graduation, the graduate must re-enroll in a nursing program.

XXVII. COVID-19: Course Interventions & Precautions

1. SWTJC and FDRMC/UMH/VVRMC/MRH/DRM have implemented the CDC guidelines and recommendations to prevent the spread of Covid-19. Student training on guidelines will be provided by the SWTJC Faculty, local hospital nurse educator, and local infection control nurse. https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control.html

2. SWTJC ADN partners with multiple clinical facilities which establishes their own Covid-19 guidelines. The student will need to comply with those requirements to attend clinicals. Our Clinical partners recommend or require the student to get vaccinated. Some facilities may require COVID-19 testing for those not vaccinated. For those that are vaccinated, please make sure to keep your documentation readily available when attending clinical.

3. All lab activities: simulation, assessment skills, skills checkoffs, and clinical debriefings may require PPE (Personal Protective Equipment) whenever social distancing is not possible. Students and faculty will practice distancing of six feet at all times when applicable and practical. The very nature of nursing requires close proximity for various aspects of care and assessment, therefore training also requires nearness.

4. The student will self-screen using the following CDC (Center for Disease Control and Prevention) website https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html prior to reporting to clinical or lab. The student experiencing signs and symptoms of COVID-19 must contact the clinical/lab faculty and stay home.

5. Temperature checks and COVID-19 screening questions will be done for everyone before entering the lab. CDC guidelines will be followed should a student or faculty present with a fever or other symptoms; student or faculty will be asked to go home. https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html

6. Should a student become infected with COVID-19 the clinical or lab make-up hours will be accommodated as per faculty, facility, and student's availability once the student is cleared to return to class. The faculty and student will coordinate make-up hours as needed throughout the semester. The clinical or lab experiences are based on progression. The student progress through the curriculum according to the outlined degree plan.

7. If a student has attended clinical or lab and becomes COVID-19 positive, the student must inform the clinical/lab faculty immediately. The student and faculty will share this information with the director and identify contacts who have been exposed. The CDC guidelines will be followed at all times.

The Florence Nightingale Pledge

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

SOUTHWEST TEXAS JUNIOR COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN NURSING

Student Handbook Signature Sheet

Please read each statement below and initial each statement in the space indicated. Provide your name, signature, and the date at the end of the form.

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

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

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

4. _____ I have read and understand the progression, withdrawal, and readmission policies as stated in the ADN Student Handbook.

5. _____ I agree to abide by the dress code as stated in the ADN Student Handbook.

6. _____ I have read and agree to the "Substance Abuse Policy."

7. _____ I have read and understand the Texas Board of Nursing eligibility questions that are provided in the ADN Student Handbook.

8. _____ I agree to criminal background checks. I will immediately notify the AASN Program Director, in writing, of any subsequent changes in criminal history that occur after admission into the nursing program.

9. _____ I have read and agree to adhere to the ADN Classroom and Clinical Attendance, Absence, and Tardiness Policy as outlined in the ADN Student Handbook. I understand in the event of an absence that I am responsible to contact the Faculty of Record by phone call or text message for each course when I become aware that an absence is imminent.

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

11. _____ I have read and understand that points will be deducted each day an assignment is turned in late. On the fourth day, the assignment will result in a grade of zero.

12. _____ I have read and understand that I am responsible for any travel related expenses incurred to obtain required clinical experiences.

13. _____ I have read and understand that any changes in health status related to illness, injury, surgery, or pregnancy requires a medical clearance from a U.S. physician prior to resuming class, lab, simulation or clinical.

14. _____ I have read and understand the use of electronic communication devices, such as cell phones, pagers, smart watches, cameras, etc., are not allowed in the classroom. If any electronic device is used during any testing situation, it will be considered an act of academic dishonesty and the student will receive an automatic "0" on the examination or assignment.

15. _____ I have read and agree with the COVID-19 requirements.

16. _____ I have read and understand Instructional Aides are to be respected and that they will report all classroom misconduct to the Faculty of Record and disciplinary actions will be taken.

17. _____ I have read and understand the ATI Requirements and the Virtual ATI NCLEX/Green Light process.

Printed Name: _____

Signature: _____

Date: _____

SOUTHWEST TEXAS JUNIOR COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
RELEASE FORMS

PERSONAL AND HEALTH INFORMATION RELEASE FORM

I, _____, authorize Southwest Texas Junior College Associate Degree Nursing Program to release all personal and health information and documentation to affiliated clinical agencies as it pertains to my clinical rotations and clinical experiences. Information to be released includes, but is not limited to, current Basic Cardiac Life Support certification, evidence of mental and physical health, evidence of all immunizations or acceptable titer levels, evidence of negative TB screen or chest x-ray, evidence of health insurance, evidence of negative drug urine screen, and evidence of background check clearance.

_____ _____

Student's Name (Printed) Date

_____ _____

Student's Signature Date

APPENDIX A

Southwest Texas Junior College
Associate Degree Nursing Program
Incident Report Form

BACKGROUND INFORMATION:

Date:	Reported by:
Student Name:	Location of Incident:
Date of Incident:	Regarding:
Course:	
Faculty of Record:	Others Involved:

INCIDENT (check all that apply & describe briefly):

	Timeliness:
	Absenteeism:
	Professionalism:
	Preparation:
	Uniform:
	Grooming/Appearance:
	Supplies:
	Other:

ACTION(s) TAKEN:

	Student marked tardy in Canvas
	Student marked absent in Canvas
	Student sent home & marked absent in Canvas
	Reported to ADN Program Director via:
	Reported to Course Faculty of Record via:
	Verbal warning to the student
	Identified need to make plan for improvement
	Made plan for improvement with student
	Other:

NARRATIVE (optional):

_____ _____

Name of person completing form Date

_____ _____

Student Signature Date

APPENDIX B

LIBRARY GUIDELINES:

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

1. Every patron has the right to study or read undisturbed; likewise, he has the responsibility to refrain from infringing on the right of others to study undisturbed.
2. Every patron has the right to borrow circulating library materials; likewise, he has the responsibility to assure others the opportunity to use those materials by returning them promptly.
3. Every patron has the right to use the public facilities of the library; likewise, he has the responsibility to maintain those facilities in the same condition in which they were made available to him.
4. Every patron has the right to be treated with courtesy; likewise, he has the responsibility to extend the same courtesy to other patrons, library personnel and guests of the library.

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

The staff is not responsible for young children brought to the Library. They need to be closely supervised by the adult who brings them and to follow all Library rules. Children who are too young to be students of SWTJC are not allowed to use the computers.
Theft of materials from the Library is punishable by dismissal from SWTJC and possible prosecution in a court of law.

COMPUTER USE IN THE LIBRARY

The main goal in our libraries, with regard to computer usage, is to assist students in searching for information on periodical databases and the Internet. We also provide word processing, spreadsheets, presentation programs, etc. as an extra service. Students needing extensive assistance in using these programs should go to other labs.
Students needing computers with CD burner, zip drives, sound, or to use special programs should request these services at the sign-in counter.

1. Students must sign-in with an ID. Access will be on a first-come first-serve basis with SWTJC and RGC students and faculty having priority.
2. Please limit your use to 30 minutes if others are waiting.
3. Limit of 1 person per computer.
4. Computers are for educational use such as research, word processing, presentation programs, spreadsheets, etc. E-mail is acceptable. Games, chatting, messaging, or entertainment websites **ARE NOT ALLOWED**.
5. Viewing materials that may be offensive to others is unacceptable.
6. A printing charge of $.05 per page is charged, color copies are $.50 per page.
7. Installation of unauthorized programs is not permitted. Ask at the sign-in desk.
8. Computer sign-in will cease 15 minutes before the library closes.
9. Minors are not allowed to use the computers unless a parent is with them at all times.

CHECK OUT POLICY

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

Reference books and periodicals are not checked out of the library. Copiers are provided if information needs to be copied. Some faculty reserve materials are also designated as 'library use only' if the professor so desires. Items placed on Reserve should not replace materials that students need to purchase because of copyright restrictions.
The fine for late books is $.20 per day with a maximum of $5 per book. Fines are charged for holidays. A fine for overnight books and interlibrary loan books is $1.00 per day with a maximum of $10 per item. All fines must be paid before other books may be checked out. If a book is lost, a replacement fee plus a $3 processing fee is charged. College grades and transcripts will be withheld until fines and lost books are cleared.

ID CARDS

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

REFERENCE/INFORMATION SERVICES

Reference service is provided in all three libraries for those needing assistance in finding the information they need. Links to library and outside sources are accessible from the library web page. If you need help, email library@swtjc.cc.tx.us or call 830-591-7367.
Information literacy forms the basis for lifelong learning. All SWTJC Libraries offer instruction in the library so the student can:

1. Determine the extent of information needed.
2. Access the needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Incorporate selected information into one's knowledge base.
5. Use information effectively to accomplish a specific purpose.
6. Understand copyright issues and what plagiarism means.

Short Library orientation tours of about 15 minutes are available when requested or needed at all campuses. These provide an overview of library services and policies. Ask about them at the circulation desk.
Course-related instruction sessions are available at all campuses to specific classes for specific subjects. Faculty members are asked to schedule these sessions with at least a 2-day advance notice so facilities, equipment, and personnel will be available.

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

Library Guide

General Instruction

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

ONLINE PERIODICAL DATABASE

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

DATABASES:

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

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

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

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

LIBRARY CATALOG

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

Books	You can find a good selection of literature and literary criticism in our book collection. A book can provide detailed background and in-depth historical information about any given topic.

Reference	This covers encyclopedias, atlases, and other resources that are referred to Books for specific information. Go to these for definitions, shorter explanations, historical and biographical sketches.

Citing Resources:

Landmark Citation Machine: link to MLA and APA resources:

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

APPENDEX C

Virtual-ATI® NCLEX® Review Mile Marker Guidelines

The Virtual-ATI NCLEX Review Mile Markers serve as a guide over a 12-week period and provide an overview of the percentage of the review completed associated with the content areas and the general guidelines for weekly review.

PRE-GRADUATION

Virtual-ATI Module	General Guidelines
Mile Marker: Beginning Review	
• Virtual-ATI Orientation and Review Resources • NCLEX Strategies • Begin Fundamentals	Week 1
Mile Marker: 25% Stage	
• Fundamentals	Week 2
• Pharmacology	Week 3
Mile Marker: 50% Stage	
• Medical-Surgical	Week 4
• Medical-Surgical	Week 5
Mile Marker: 75%	
• Maternal Newborn • Nursing Care of Children	Week 6
• Mental Health	Week 7
Mile Marker: 100%	
• Leadership • Comprehensive Practice and Remediation • Virtual-ATI Predictor • Post-Predictor Review	Week 8
Mile Marker: Green Light Achieved	
Download Post-Review Study Guide to stay prepared for NCLEX. **Test for NCLEX within 3 weeks.**	Weeks 9 to 12
Green Light Expired	
The Virtual-ATI Green Light expires **3 weeks** from the date the Green Light was achieved. Graduates should test for NCLEX within 3 weeks of receiving the Green Light.	

The above recommendations are general guidelines only. ATI cannot guarantee the set schedule. Progression in Virtual-ATI is determined by individual graduate participation, performance, and active engagement in the review. Active engagement/participation in Virtual-ATI includes communicating with the Educator, taking assigned assessments, and completing assigned remediation activities and focused reviews under the direction of the Educator.

Virtual-ATI will be accessible until the graduate passes NCLEX, up to a maximum of 12 weeks. As the end of the review approaches, graduates should download the Post-Review Study Guide Resources to continue to review and stay connected to content through their NCLEX date. Graduates may purchase an additional 12-week access for a discounted rate, if desired. Repurchasing the review will provide continued Educator support to build knowledge and testing confidence for the NCLEX exam.