

**SOUTHWEST TEXAS JUNIOR COLLEGE
2401 GARNER FIELD ROAD
UVALDE, TEXAS 78801
(830) 278-4401**

ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE

LVN TO RN TRANSITION PROGRAM



**STUDENT HANDBOOK
2011-2013**

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Introduction/Welcome

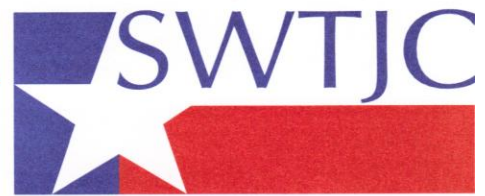
The Southwest Texas Junior College Associate of Applied Science Nursing Program Student Handbook has been compiled by the faculty to provide guidelines for students enrolled in the Associate of Applied Science in Nursing program (ADN). The purpose of this handbook is to identify policies and procedures specific to this program. This handbook is to be used as a supplement to the SWTJC Student Handbook and serves to bridge the overriding 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 will be included in the course syllabus.

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

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

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

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



Dear Students:

Welcome to Southwest Texas Junior College Registered Nursing Program. We are pleased that you have chosen to be a part of our college history. Advancing your professional goals is important to you, your family and the community and we are happy to be a part of that endeavor. As Administrators at this college we believe that our nursing curriculum will provide many and varied opportunities to increase your knowledge and skills. We are proud to provide a newly remodeled building for classes with state of the art equipment including simulation models. Our library has current resources including an information system that provides full text for 1,792 nursing and medical journals at your disposal, thus the availability to the most current information in the health services community.

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

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

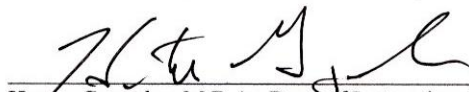
After you have had sufficient time in the program, we would welcome an opportunity to have evaluations and suggestions that could enhance our program and better serve your needs.

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

Sincerely,



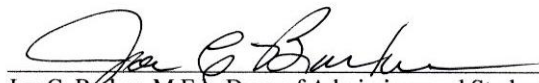
Ismael Sosa, PhD., President of the College



Hector Gonzales, M.B.A., Dean of Instructional Services



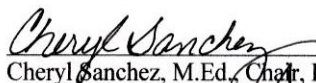
Blaine Bennett, PhD., Dean of Institutional Advancement & Technology



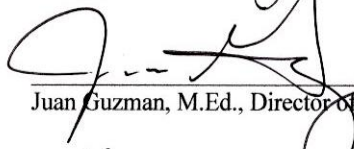
Joe C. Barker, M.Ed., Dean of Admissions and Student Services



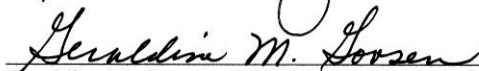
Dick Whipple, M.S.E.E., Director of Curriculum & Instruction



Cheryl Sanchez, M.Ed., Chair, Health & Human Services



Juan Guzman, M.Ed., Director of Technical Education



Geraldine M. Goosen, APRN, PhD., Director of A.D.N. Program

I. Mission of the College and Philosophy of Nursing

Mission of the College

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

Philosophy of Nursing

The Southwest Texas Junior College nursing faculty believe that nursing education must be current, dynamic and futuristic in preparing students for the nursing needs of people in a changing health care delivery system. Teaching and learning are viewed as interactive and require the ability of nursing faculty to recognize that students enter nursing education from a variety of cultures and with a variety of educational and life experiences. The faculty is committed to assisting students to achieve excellence and reach their full potential in professional life. The curriculum transitions the vocational nurse for entry into practice as a registered nurse.

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

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

Nursing faculty view the *registered nurse* as a key member of a multidisciplinary health team. The registered nurse has dependent, independent and interdisciplinary responsibilities to deliver caring quality nursing care 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, the continuum of wellness to illness in order 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

Philosophy of Nursing, continued

educative in nature with the consistent steps of assessment, planning, implementation and evaluation to effectively meet the needs of the patient/client. Completion of this educational experience must be viewed as the beginning of a continual learning responsibility-which is the hallmark of a professional.

The nursing faculty envision the teaching-learning process as interactive and progressive in nature. Prerequisite courses are viewed as the foundation for nursing education. Since each nursing student enters the program with various cultural and life experiences, it is important for the student to articulate learning modes and actively participate in learning experiences. Both formal and informal environments selected for learning should reflect organization, careful planning, clearly stated goals and objectives, and structured learning activities. Clinical experiences must be linked to current didactic instruction to enhance the learning and retention process. 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. 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 inquires with confidence and accuracy. Faculty members strive for program excellence through continuing assessment of the program and utilization of assessment findings for improvement. The goal of the nursing program is to assist nursing students to achieve their full potential through assimilation of knowledge, judgment, skill and values of the professional nurse.

II. Conceptual Framework

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

Caring requires the interactiveness and involvement with other individuals. It includes the following attributes of human behavior as described by Sr. Simone Roach: 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.

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 Thinking Skills Numerous definitions can be used to clarify the broad aspects of critical thinking skills, but in simple terms, critical thinking helps us to decide what really matters and what is important. 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, discriminating between good and bad arguments, and seeking to justify those facts and values that result in credible beliefs and actions.

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

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

Conceptual Framework, continued

Resource material for concepts has dramatically increased over the last decade in both nursing and medical literature.

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

III. Program Objectives/Outcomes

Upon completion of the LVN to RN transition 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 Nurse Examiners for the State of Texas in a variety of health care settings.
2. Utilize critical thinking, evidence-based practice and cultural diversity knowledge and skill when 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 life style 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 registered nurse through self-evaluation, peer review and continued education.
8. Continue to develop as an accountable and responsible member of the nursing profession.

IV. Differentiated Essential Competencies for Graduates of Texas Nursing Programs

Texas Board of Nursing 2010

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

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

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

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

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

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

There may seem to be redundancy in the competencies within the DECs but the redundancy is intentional. The document was designed so that sections related to a specific competency or educational level could be

Differentiated Essential Competencies for Graduates of Texas Nursing Programs, continued

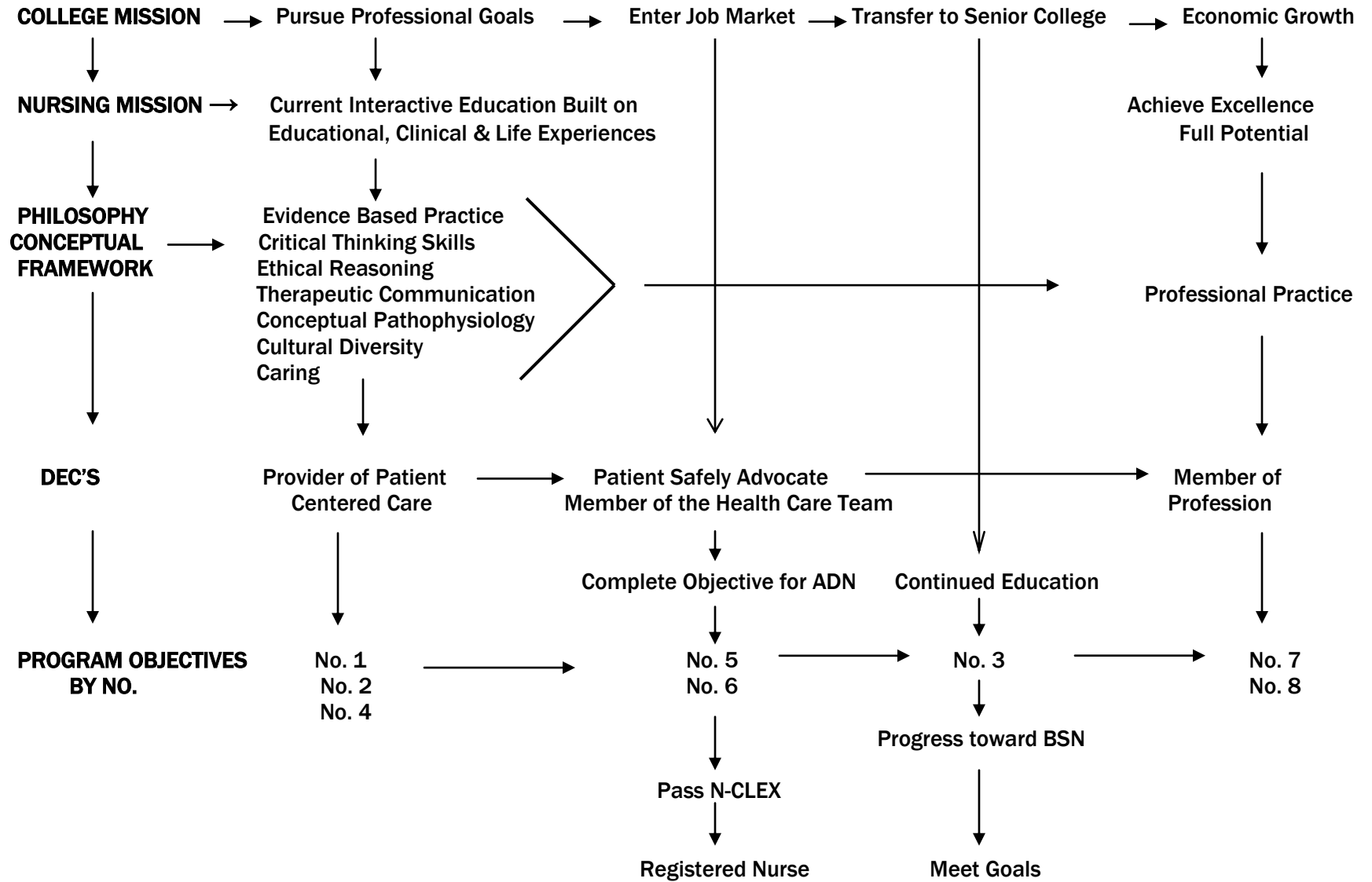
separated and could stand alone from the larger document. Most competencies build across educational levels and yet some of the competencies are the same across levels. For example, a general high level of safety is expected across all levels of nursing practice.

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

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

In addition to the DEC's being used for curriculum development, the DEC's may also be used in the practice area to assist employers in developing orientation and internship programs, establishing career ladders, determining entry level competencies, determining job descriptions, and reviewing and revising policies and procedures.

V. PROGRESSION OF CONCEPTS



Southwest Texas Junior College
Associate of Applied Science Degree in Nursing
LVN to RN Transition
Faculty & Clinical Site Information

PHONE NUMBERS: **Director: Dr. Geraldine M. Goosen**
 Office.....(830) 591- 4163
 Fax.....(830) 591-2909

Uvalde A.D.N. Nursing Faculty Offices:

Ms. Sharon Robinson, Administrative Assistant.....(830) 591-7386
Ms. Jeanene M. Burns, MSN, BSN, RN.....(830) 591-4172
Ms. Melissa Fondren, RN, MSN, CNS-P.....(830) 719-3996
Mrs. Joan Garcia, MSN, RN.....(830) 352-3066
Mrs. Patricia Garcia,, RN, MSN.....(830) 591-7386
Mr. Andre Gouws, PhD, Pharm. D.....(830) 769-5246
Mr. David Vasquez, MSN, RN.....(210) 219-5959

Hospitals

Dimmitt County Memorial Hospital.....(830) 876-2424
Fort Duncan Regional Medical Center.....(830) 773-5321
Medina Regional Hospital.....(830) 741-4677
San Antonio State Hospital.....(210) 531-7775
Uvalde Memorial Hospital.....(830) 278-6251
Val Verde Regional Medical Center.....(830) 775-8566

Clinics

Community Health Development, Inc.....(830) 278-5604
Family Care Clinic.....(830) 774-4094
Shannon Clinic/Vista Verde Medical Plaza.....(830) 768-5437
United Medical Center Del Rio.....(830) 774-5534
United Medical Center Eagle Pass.....(830) 773-5380
Yeled Shalom Pediatric Clinic.....(830) 773-9449

Mental Health Centers

Cedar Hills Geriatric Center.....(830) 597-5445
UMH Cross Roads Program for Senior Adults.....(830) 278-8144
Hill Country Community MHMR Center.....(830) 278-2501
Camino Real MHMR.....(830) 374-5854

Physician Office

Dr. Daniel Chartrand, MD.....(830) 775-8513
Dr. Ricardo De Los Santos.....(830) 773-1103
Dr. Gerardo Enriquez.....(830) 374-3118
Dr. Roy A. Guerrero, MD.....(830) 278-1692
Dr. Eliezer Hernandez.....(830) 773-9449

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

VI. Code of Ethics for Nurses with Interpretive Statements

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

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

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2001.

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

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

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

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

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

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

VIII. ADMISSION POLICIES AND PROCEDURES

This program is designed to take LVN graduates through didactic and clinical experiences to complete Associate of Applied Science in Nursing Degree requirements necessary to become a registered nurse. This transition program will prepare graduates to practice in a complex and ever-changing health care environment. Preparation for practice is evidence-based theoretical knowledge followed by structured, supervised clinical practice. The proposed educational process develops students as active participants and fosters a safe, collaborative and interactive educational environment.

The professional standards of care in nursing provide the foundation for the development of critical thinking skills, ethical reasoning and therapeutic communication skills. The designated curriculum integrated with global issues and medical concepts, assures that graduates will be able to actively participate in society as educated, culturally and socially responsible individuals. Functioning within a multidisciplinary health care team requires the ability to adapt to diverse situations and demonstrate compassion in traditional and non-traditional health care environments across the life span.

The program leads to an Associate of Applied Science in Nursing Degree and must be completed within two years from when the student enters the program. The program begins with the first summer session and includes two summer sessions, plus the fall and following spring semesters. If the student fails a course during the first year of admission to the program, they must enroll in the failed course or courses the following year to complete all program requirements within a two-year interval. Upon successful completion of the program, the graduate is eligible to apply for a date to complete the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Admission Requirements

Due to the complexity of the admission process, there are essentially two phases that must be completed. To be considered for admission to the Associate of Applied Science in Nursing Degree (AASN), LVN to RN Transition Program, the applicant must first complete Phase One that includes the following:

1. Fulfill admission requirements of and be admitted to Southwest Texas Junior College.
2. Hold a valid/current license to practice vocational nursing in the State of Texas (must submit proof of licensure).
3. Take and pass Accuplacer or THEA as required by the college or be exempt. Basic mathematics competency must be met as required by the college. If exempt due to an alternate test, you must provide documentation of acceptable scores. This applies to ACT, SAT, TAKS, or COMPASS.
4. Complete or be enrolled in prerequisite courses identified in the degree plan and have information on file in the AASN office prior to March 1st, if the applicant plans to attend nursing classes during the first summer session.
5. Complete all designated prerequisite courses with a grade of C or above before starting nursing courses unless otherwise directed by SWTJC admission counselors or the director of the nursing program.
6. Have a cumulative GPA of 2.5 or better on a 4.0 scale. Consideration will be given to science and English grades. Science courses taken more than five years prior to program application will be evaluated on an individual basis and may need to be repeated. Beginning in the Spring 2011, all applicants are required to take the pathophysiology course, which is listed as a pre-requisite course. Depending on individual criteria presented by the applicant, such as grades achieved and age of science courses, faculty may require that Anatomy & Physiology I and/or II as well as microbiology be repeated prior to taking the pathophysiology course.

7. Have official college level academic transcripts from all colleges attended on file in the SWTJC Admission and Records Office and in the nursing office by March 1st.
8. Submit 3 letters of reference by March 1st. Forms are attached to the application forms. (Prefer one reference from an RN and/or direct nursing supervisor).
9. Complete an interview with the assigned faculty advisor prior to April 1st.
10. Successfully complete three examinations by the Assessment Technologies Institute (ATI) evaluation by April 1st. In addition to the TEAS V examination, which is viewed as a major consideration for admission, two additional tests must be taken. One examination focuses on knowledge obtained during enrollment in the vocational program. This test is referred to as the LVN Step Exam and will be administered through the RN Program by the Administrative Assistant. The second examination focuses on knowledge of basic Anatomy and Physiology principles. This test is referred to as the Anatomy & Physiology Assessment exam and will also be administered through the RN Program by the Administrative Assistant. Any test taken during the vocational program will not satisfy this requirement since the test for vocational nursing students and registered nursing students are different. Payment instructions and scheduling for the three examinations are included in this admission packet. The examinations will be scheduled and administered through the Administrative Assistant of the Associate Degree Nursing Program.
11. Complete and return the “Application for Admission” form.

To be eligible for the Phase One requirements for admission, the above criteria must be met. In addition, a point system will be completed based on data received from each applicant. A minimum score of 7 must be achieved to successfully complete this portion of the admission process. This point system will be reviewed during the interview process to assure accuracy.

POINT SYSTEM FOR APPLICANTS

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

1. A point will be given for each of the required general education courses in the curriculum completed with a grade of “C” or better. Points will not be given for science courses if they are older than 5 years.
Points _____.
2. Two points will be given if the applicant is a resident of Uvalde, Real, or Zavala County. One point will be given if the applicant resides in Dimmit, Edwards, Frio, Kinney, LaSalle, Maverick, Medina and/or Val Verde County. **Points _____.**
3. A point will be given if the applicant has been on the SWTJC President’s List; SWTJC Dean’s List, member of PTK or can show evidence of academic recognition from other colleges or universities attended. **Points _____.**
4. A point will be given if the applicant receives a grade of “A” on the first attempt of Anatomy & Physiology I or II. **Points _____.**
5. A point will be given if the applicant receives a grade of “A” on the first attempt of Nursing Pathophysiology.
6. A point will be given if at least 10 semester credit hours have been successfully completed at SWTJC. **Points _____.**
7. Points will be given based on cumulative GPA; two points will be given for cumulative GPA between 3.5 and 4.0; one point will be given for cumulative GPA between 3.0 and 3.49.
Points _____.

8. One point will be given if the applicant has had clinical experience between graduation from the Vocational Program and application to the AAS Nursing Program. **Points** _____.
9. Two points will be given if the clinical experience has been in an acute care setting. **Points** _____.
10. A point will be given if the applicant has not had to repeat a general education course within the past 5 years. **Points** _____.

Total Points: _____

All of the requirements listed above must be received in a timely manner. Required information obtained after April 15th will not be accepted and the applicant will be placed on a list for the following year. Applicants meeting requirements after comprehensive review and consideration by the nursing faculty will be notified by phone or e-mail to progress to Phase Two of the Admission Requirements.

Admission Requirements for Phase Two:

To complete the Phase Two of admission, the applicant must provide the following documents:

1. Current CPR certification from the American Heart Association class “C” for Health Care Providers. Completion within one month of the beginning of classes is strongly recommended.
2. Evidence of mental and physical health as documented in a physician examination completed within 30 days of application to the program (form provided with the application form).
3. Evidence of all immunizations or acceptable titer levels, in writing, as required by the Texas Department of Health (measles, mumps, rubella, tetanus (Tdap), diphtheria, varicella, and hepatitis “B”).
4. Current written evidence of negative tuberculin screen or negative chest x-ray.
5. Negative drug urine screen documented within 30 days of application to the school of nursing.
6. Purchase of the approved school uniform, logo, lab coat and laboratory supplies as required.
7. Health insurance coverage prior to the beginning of clinical experiences. Such insurance must be maintained for the duration of enrollment in the nursing program. A break in enrollment of health insurance will result in the student’s inability to attend required clinical experience. Evidence of health insurance must be in your file by June 1st of the current year.
8. Basic computer skills must be evidenced by a course grade or ability to demonstrate computer competence.
9. A background investigation is required for **all** SWTJC Nursing Students prior to final admission into the nursing program. The Joint Commission on Accreditation of Healthcare Organizations (JCAHO), which accredits healthcare facilities in the United States, enforced background screening on September, 2004 and has set requirements mandating that students in healthcare fields must now complete the same background check as hospital employees. A direction sheet is included in the admission packet to guide the applicant to achievement of the background check. Each student is responsible for payment of the background check which is approximately \$50.00. The profile information that you obtain must be sent directly to the AASN office. All application profiles must be completed and filed by May 1st.
10. It is required that the student have a computer and continuous access to the Internet.
11. Students are required to carry liability insurance throughout the program. The fee for this insurance is included in registration fees.

12. The Texas Board of Nursing has identified certain circumstances that may render a potential candidate ineligible for licensure as a registered nurse. The BON provides individuals with the opportunity to petition for a Declaratory Order as to their eligibility in accordance with Article 301.257 of the Nursing Practice Act. The BON website, www.bon.state.tx.us, contains eligibility questions and the declaratory order. In addition, each applicant must review the following documents in the BON Rules and Regulations:
- 213.27** Good Professional Conduct
 - 213.28** Licensure of Persons with Criminal Offenses
 - 213.29** Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters
 - 213.30** Declaratory Order of Eligibility for Licensure
- To review this information on-line, go to www.bon.state.tx.us. From the homepage, scroll down to “Nursing Law and Rules”. Then right click on “Rules and Regulations”. From that page, right click “BON Rules and Regulations”. This will lead you to a page entitled “Texas Administrative Code”. Scroll down this page to Chapter 213 and right click.
13. If you are required to answer “yes” to any of the following questions, please submit a request for a Declaratory Order Petition to the Board of Nursing for the State of Texas (**Depending on your individual circumstance, processing your petition may take 6 to 24 months, or longer, after you provide all required documentation**):
- A. Have you been convicted, placed on community supervision whether or not adjudged guilty, sentenced to serve jail or prison time or granted pre-trial diversion, or plead guilty, no contest or nolo contendere to any crime in any state, territory or country, or received a court order whether or not a sentence was imposed, including any pending criminal charges or unresolved arrest whether or not on appeal (excluding minor Class C traffic violation)? This includes expunged offenses and deferred adjudications with or without a finding of guilt. **Please note that DUI’s (driving under the influence), DWI’s (driving while intoxicated), and PI’s (public intoxication) must be reported and are not considered minor traffic violations. One time minor in possession (MIP) or minor in consumption (MIC) does not need to be disclosed; therefore, you may answer “No.” If you have two or more MIPs or MICs, you must answer “Yes.” You may answer “NO” if you have previously disclosed a criminal matter otherwise responsive to this question is a renewal and/or licensure form.**
 - B. In the past 5 years, have you been diagnosed with or treated or hospitalized for schizophrenia or other psychotic disorders, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder? (You may answer “no” if you have completed and/or are in compliance with TPAPN for mental illness).
 - C. In the past 5 years, have you been addicted or treated for the use of alcohol or any other drug? (You may answer “no” if you have completed and/or are in compliance with TPAPN).

You must begin the Declaratory Order Petition immediately if you answered any of the above with “yes”. Waiting until your last semester or after graduation could delay taking the licensing examination by two or more years.

14. Students must demonstrate English proficiency as an admission requirement. This may be achieved by:
- a. Attending all 4 high school years of one of the 50 United States, or
 - b. Taking the Test of English as a Foreign Language Test (TOEFL) and scoring a minimum Internet Score of 100 or a computer-based TOFEL score of 250 or a paper/pencil test score of 600.
 - c. TOEFL results are only valid up to two years from the testing date.
 - d. Scores will not be considered if they are more than two years old.
 - e. TOFEL Test score reports must be sent directly to the Nursing Program Director from the testing center.
 - f. Information about the TOEFL may be obtained from the web site: www.est.org/toefl or by calling 1-800-468-6335.
 - g. All applicants will be evaluated for reading ability and may be requested to complete a reading program that leads to the ability to read and comprehend at the college level. Weaver Reading Proficiency is the current program that identified students must complete during their summer registration in the nursing program.

Notification of Selected Applicants

Selected applicants will be sent notification of their acceptance in writing, via e-mail or by phone. Several applicants who are not selected will be placed on an alternate list if they agree to do so. In the event of cancellations, eligible applicants will be moved up the list and these candidates will be notified as soon as possible. The alternate list will be maintained until the program begins in June. Students who are selected for the AASN program will be required to attend an orientation session at the time and date notified in the confirmation letter. Failure to attend will result in forfeiture of space in the program.

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

SOUTHWEST TEXAS JUNIOR COLLEGE
Associate of Applied Science in Nursing Degree
LVN to RN Transition Program

Licensure Eligibility

Application cannot be accepted without signature

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

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

Licensure Eligibility

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

Y N

1. Have you been arrested, convicted, placed on community supervision whether or not adjudicated guilty, sentenced to serve jail or prison time or granted pre-trial diversion, or plead guilty, no contest or nolo contendere to any crime in any state, territory or country, or received a court order whether or not a sentence was imposed, including any pending criminal charges or resolved arrests whether or not on appeal (excluding minor Class C traffic violations)? This includes expunged offenses and deferred adjudications with or without a finding of guilt.

Please note that driving under the influence (DUI), public intoxication (PI) must be reported and are not considered minor traffic violations. One time minor in possession (MIP) or minor in consumption (MIC) does not need to be disclosed; therefore, you may answer “No”. If you have previously disclosed a criminal matter otherwise responsive to this question in a renewal and/or licensure form.

2. Do you have any criminal charges pending, including unresolved arrests?

3. **Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate held by you now previously, or ever fined, censured, reprimanded or otherwise disciplined you?**

4. Within the past five years, have you been addicted to and/or treated for the use of alcohol or any other drug?

5. Within the past five years have you been diagnosed with, treated, or hospitalized for schizophrenia and/or psychotic bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

If your response is **yes** to any of these questions, you are to strongly encouraged to submit a petition for “Declaratory Order” to the Board of Nurse Examiners prior to enrollment or within the first semester of the program. For information or guidance in this process to determine eligibility for licensure by examination, contact the Board of Nurse Examiners at 305-7400 or go to the web site: www.bne.state.tx. The “Declaratory Order” form can be accessed at [ftp://www.bne.state.tx.us/DOAPP.pdf](http://www.bne.state.tx.us/DOAPP.pdf).

Student’s Signature

Date

IX. TUITION AND FEES

Tuition and course fees for students enrolled in the nursing program will be the same as for enrollment in the college. In addition, nursing students also need supplies, equipment, physical testing and immunizations as required by SWTJC and the clinical facilities. If you have questions regarding general tuition, please refer to a current SWTJC Catalog. As time goes along, there may be changes or additional requirements designated by clinical experience sites. Fees shown below are approximated to give you a range of financial needs for this program:

<u>Tuition</u> (per SCH)	<u>In-District</u>	<u>Out-of District</u>	<u>In-District</u> <u>Off Campus</u>	<u>Out-of District</u> <u>Off - Campus</u>	<u>Non-Resident Del Rio/Eagle Pass</u>	
SSI	399.00	588.00	423.00	612.00	724.50	612.00
SSII	399.00	588.00	423.00	612.00	724.50	612.00
Fall	798.00	1176.00	846.00	1224.00	1449.00	1224.00
Spring	864.50	1274.00	916.50	1 326.00	1569.75	1326.00
Total	\$2460.50	\$3626.00	\$2608.50	\$3774.00	\$4467.75	\$3774.00

Summer Semesters:

1. Entrance ATI Examination	\$25.00
2. LVN Step Examination	\$18.00
3. Anatomy & Physiology Assessment Examination	\$18.00
4. Criminal Background Check	\$49.50
5. Required Physical Examination	\$80-100.00
6. Immunizations (Hepatitis B series)	\$80.00
7. Drug Screen	\$60.00
8. Uniforms (ordered through nursing department)	\$150.00
9. White shoes, scrubs	\$100.00
10. White Lab Coat	\$30.00
11. School Patch (available at bookstore)	\$5.00
12. Textbooks	\$300.00
13. Nursing Equipment (stethoscope, bandage scissors, hemostats, penlight, calculator, watch with second hand)	\$150.00
14. Liability Insurance	\$24.00
15. Post-course ATI examination	\$134.00
Total	\$1243.50

Fall Semester:

1. Post-course ATI examination	\$109.00
2. SNA Dues	\$100.00
3. Textbooks	\$300.00
4. Allied Health Surcharge	\$300.00
Total	\$809.00

Spring Semester:

1. Post-course ATI Examination & Final Assessment	\$359.00
2. Textbooks	\$300.00
3. Licensure application	\$140.00
4. NCLEX Fee	\$200.00
5. Passport Photo for License	\$25.00
6. Graduation Cap, Gown, Tassel, & Diploma	\$50.00
7. Class Pin	\$100.00
8. Allied Health Surcharge	\$300.00
Total	\$1474.00

Approximate total (without tuition)

\$3,526.50

X. STUDENT PROGRESSION/WITHDRAWAL/ READMISSION & TRANSFER POLICIES

Progression

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

1. Abide by the Rules, Regulations, and Procedures outlined in the Associate of Applied Science Degree Nursing Student Handbook.
2. Complete all nursing courses in sequence as outlined in the degree plan with a grade of **C=75%** or better and meet all clinical objectives as specified in the course syllabus. For each didactic nursing course, the student must achieve an average grade of **80%** or above on examinations, including the mid-term and final examination. After it is determined that the student has achieved 80% on the examinations, other class assignments will be calculated to determine the final grade. The student must maintain a cumulative GPA of 2.5 or greater to progress to the next semester.
3. To pass each course the student must achieve an average of 80 on all course examinations including the mid-term and/or final. This examination average will be calculated before all other course requirements are averaged. If an average of 80 is not achieved, the student cannot progress.
4. Complete all college support courses designated as prerequisites to a nursing course with a grade of C or better.
5. Once enrolled in the nursing program, a student who receives a D, F, or W in a nursing course or drops a nursing course, must, if eligible, re-enroll in that course before enrolling in a subsequent nursing course.
6. A student will be readmitted only one time to the program. Following a second D, F, or break in enrollment during the program, a student is ineligible for readmission.
7. Consideration for readmission will be on an individual basis and as space permits. A student not enrolled in a nursing course for one or more semesters will be required to demonstrate competency in previously completed nursing courses prior to readmission by means of an examination.
8. Have declared a Registered Nursing major with the office of admissions by completing the Declaration of Major Field of Student Form.
9. If a course description in the college catalog states that a course must be taken concurrently with another course, those courses may not be taken independently of one another. If a student fails or withdraws from a co-requisite course, they must withdraw from the other co-requisite course as well.
10. An incomplete grade will need to be completed within one semester. Progression in the nursing program will be detained due to the scheduling of classes.
11. After admission to the program, the student has two years to complete the graduation requirements.
12. Throughout the program, students will be recommended to work no more than 24 clock hours per week. If academic status is compromised, it will be recommended that the student decrease their working hours.
13. Any activity associated with gainful employment must not interfere with classroom or clinical requirements.

Withdrawal

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

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.

Readmission Process

Completion of all nursing courses must occur within a two-year interval from the point of initial application to an Associate of Applied Science Nursing Degree program to completion of all requirements. A student seeking readmission to the SWTJC-AASN program must meet the following requirements:

1. Readmission is dependent upon availability of class openings.
2. Complete a new admission packet, meeting all current admission/progression requirements.
3. Provide current physical, immunization, criminal background and drug screen information.
4. Provide proof of physical examination, release letter from the physician and/or diagnostic tests as recommended or required to return to class/clinical after illness, injury, surgery, or pregnancy.
5. Failure to successfully complete any nursing course or withdrawal from a nursing course with a failing average will require complete readmission to the nursing program.
6. A failure or an incomplete grade in one of the co-requisite courses will require withdrawal of both courses and subsequent readmission to both courses when the student is given permission to re-take the courses in question. Additional information regarding failure or an incomplete grade can be found in the course syllabus.
7. Readmission can occur only one time for a classroom or theory course and one time for a clinical course. Failure of a second nursing classroom course or clinical course will result in ineligibility for readmission.
8. If a student has been readmitted following a nursing course failure and subsequently withdraws from a nursing course because of extenuating circumstances, the student may be readmitted if in a passing status at the time of withdrawal. If the student seeks readmission, it will be necessary to complete the application procedure and meet admission requirements that are in place at the time admission to the program is sought.
9. Consideration for readmission of former students is based on the following:
 - A. Former faculty team recommendation.
 - B. Academic grade average and clinical evaluation.
 - C. Reason(s) for failure if applicable.
 - D. Resolution of outside extenuating circumstances if applicable.
 - E. Completion of remedial work and/or completion of co-requisite.

Continuation Process

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

Transfer Student Admission Procedure

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

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

LIBRARY RESOURCE

The Southwest Texas Library is an excellent resource for information nursing students may need to complete assignments during the year that students are in the Associate Degree Nursing Program and when they have enrolled in advanced nursing programs that takes graduates to achieve their professional goals. Data that must be obtained to complete requirements are available via internet. Steps that must be taken to gain access to numerous resources is provided to students during the orientation period and a copy of the handouts provided is included in Appendix A.

XI. Performance Standards

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

Categories of Essential Functions	Definition	Example of Technical Standard
Observation	Ability to participate actively in all demonstrations, laboratory exercise and clinical experience in the professional program component and to assess and comprehend the condition of all clients assigned to him/her for examination, diagnosis, and treatment. Such observation and information usually requires functional use of visual, auditory, and somatic sensations.	Visually discriminating incremental readings on syringes, sphygmomanometers and medical equipment. Visually discriminating between different colored objects. Discriminating between auditory stimuli. Perform a comprehensive assessment on patients.
Communication	Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students, clients, families and members of the healthcare team. Ability to read English and interpret without assistance.	Patient teaching. End of shift reports. Documentation in legal record charts. Medication records. Transcribe doctor's orders from chart, interpret, and implement. Testing within the ADN program without assistance to read and interpret. Collaborates with members of healthcare team.
Motor	Sufficient motor ability to execute the movement and skills required for safe and effective care and emergency treatment.	Standing for long periods of time up to 8 to 10 hrs/day. Lifting up to 30 lbs. Performing one person and two person transfers. Turning, log rolling and ambulating another person. Manipulating equipment. Performing patient care procedures with finger and manual dexterity (i.e., starting IVs, phlebotomy, dressing changes, catheterization).
Intellectual	Ability to collect, interpret and integrate information and make decisions. Ability to read and interpret the English language without assistance. Critical thinking ability sufficient for clinical decision making	Transcribe orders from chart, interpret the orders and intervene. Display critical thinking abilities in planning patient care-analyze data, formulate nursing diagnosis, and prioritize care.

<p>Behavioral and Social Attributes</p>	<p>Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of good judgment, the prompt completion of all academic and patient care responsibilities and the development of mature, sensitive, and effective relationship with clients and other members of the healthcare team. Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical settings with patients. Possess compassion, integrity, concern for others, and motivation. Possess the ability to demonstrate professional behaviors and a strong work ethic.</p>	<p>Utilize intellectual abilities. Exercise good judgment and complete tasks within required time limits. Demonstrate the emotional health required for full utilization of intellectual abilities and exercise of good judgment. Show integrity, concern for others, interpersonal skills, interest and motivation.</p>
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XII. General Compliance Information

Noncompliance with Program Policies

Noncompliance with AASN program policies and procedures or clinical affiliation policies and procedures may be grounds for dismissal from the program. Students will receive a written copy of policies and procedures within the student handbook or the course syllabus and will be expected to follow these program policies.

Policy and Procedure Changes

All policies are subject to change by the AASN program faculty as deemed necessary. Students will be notified of changes in writing and will be required to sign the notification, and a copy will be placed in the student file.

Probation

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

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

Student Rights, Responsibilities and Conduct

The SWTJC nursing program believes in the concept of freedom of choice that creates the educational and cultural conditions for the full development of students and members of the community. It is the right of students to retain their individualism, personal freedom, autonomy and dignity, while respecting the rights of others. SWTJC has specific guidelines regarding student rights, responsibilities and conduct. (See 2007-2009 College Catalog online @<http://www.swtjc.net>).

Dress Code

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

Clinical Attire: The nursing student will maintain a professional, well-groomed appearance during all clinical rotations.

1. Appearance and hygiene: All nursing students are representing SWTJC and the ADN program; uniforms and lab coats must be freshly laundered, neat, and fit properly.
2. Hair: Hair must be clean, well groomed, and in a conservative style so that it does not interfere with patient care. Hair must be worn up and off the collar, and away from the face. No fad designs or colors will be accepted. Men must have a conservative haircut and off the collar.
3. Hands and Nails: Hands are to be washed before and after every patient contact, and is required to prevent the spread of infection. Nails must be trimmed short (no longer than ¼ inch) and kept clean. Artificial nails, nail wraps, decorations, nail jewelry or other artificial additions to natural nails will not be allowed. Nail polish will not be worn in the clinical setting by students or faculty.
4. 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 cigarette smoke or halitosis.
5. Jewelry: Jewelry is not part of the uniform. A wedding band and matching engagement ring and a wristwatch may be worn to the clinical area. Jewelry may pose a safety hazard and should be removed before entering the clinical setting. Only one pair of stud earrings is allowed to maintain compliance with hospital and Associate Degree Nursing policy. No visible body piercing is allowed in clinical other than one pair of stud earrings.
6. Tattoos: Visible tattoos are not allowed in the clinical area, the skills lab, or the simulation lab.
7. Cosmetics: Make-up is to be worn in moderation. No perfume, cologne, or after-shave will be worn, as it may be offensive to patients. Unscented deodorants are required due to patient allergies.
8. Shaving: Male students must shave facial hair daily. Beards and mustaches should be well groomed.
9. The nursing school insignia patch must be permanently attached (**not glued, stapled, pinned or taped**) to the student's uniform top and lab coat in the designated area. The insignia must be attached mid-way between the top shoulder seam and the bend of the elbow on the left arm of the lab coat. The insignia for the uniform top must be placed on the left sleeve, mid-way between the hem of the sleeve and the shoulder seam.
10. A lab coat with the school logo must be worn to obtain patient information from the hospital to complete the required care plan. Again, denim jeans are not appropriate attire when visiting the clinical facilities. Requirements for clinical attire are applicable to the simulation lab since this lab is an extension of clinical facilities.
11. If the weather is especially cold and the student is not comfortable in the standard uniform, a solid white, cotton, long sleeved turtleneck or crew neck shirt can be worn under the uniform top. Long underwear tops and/or bottoms can be worn if desired since these pieces of clothing will not be visible. If this is not sufficient warmth, the lab coat can be worn. Colored sweaters and jackets are not acceptable attire.

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

Textbooks and Supplies

Nursing books and supplies are available at the SWTJC bookstore. Students will receive a list of required books and supplies for the next semester upon request. If the student wishes to purchase books from previous students or on the internet, they must inform the Administrative Assistant well in advance of the book order placement. The bookstore is available for the convenience of the students and should not be required to lose funds on excessive books that are ordered and then not purchased by students. All students are expected to have the designated textbook before the first day of class to adequately prepare for class assignments as designated in the course syllabus.

Financial Assistance

Financial aid and counseling is available. Refer to "Financial Assistance" in the SWTJC College Catalogue @ <http://www.swtjc.net>.

Electronic Communication Devices

The use of electronic communication devices, such as cell phones, pagers, PDAs, cameras, etc., are not allowed in any learning setting. All such devices are to be left in the student's vehicle or locker and not be brought to the classroom or clinical area. While meeting with faculty, the device must be set to silent mode. **The student must not answer the phone during class, skills lab, simulation lab, or clinical experience.** If any electronic device is used during any testing situation, it will be considered an act of academic dishonesty. During scheduled breaks for class or clinical experience, the student may return calls as needed. For family emergencies, contact the SWTJC faculty at 830-591-4163.

Computer Policy

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

E-Mail Access

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

Student Records

Academic and health information for each nursing student is maintained in the AASN program office. Copies of health information required by clinical facilities and the Texas Board of Nursing will be provided to the clinical facility upon request and with permission from the student. Records will be kept in a locked, secure room and within a locked, fireproof file cabinet located in the Witt Building.

XIII. CLASS PREPARATION TME - HOW MUCH IS ENOUGH?

How much time is enough must be followed with a concern about “how do I plan?” There are as many theories, beliefs, and myths, floating around about class preparation time as there are students and faculty. The important factor is to establish a pattern in your daily schedule and stay with that time factor if at all possible. A commonly heard rule of thumb is 2 clock hours for every one-clock hour of lab. For classroom preparation, a minimum of 3 hours preparation time must be spent for every one-clock hour of class. Preparation for lab or clinical would include care plan development and completion of assignments the faculty have required. Following is a table for each semester that is keyed to the courses you are enrolled in and the minimum amount of time needed to adequately prepare to achieve success in this program. Visualization of this block of time will assist you to prepare a realistic time schedule on a weekly or daily basis. 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.

Calculated Study and Class Time per Week

Semester	Class	Lab	Clinical	Study	Total Hours per Week	Total Hours per day
1st Summer	12.4	10		57.2	79.6 clock hrs	11.4
2nd Summer	12.4		10	57.2	79.6 clock hrs	11.4
3rd Fall	6	8	20	70	104 clock hrs	14.9
4th Spring	7	8	18	73	106 clock hrs	15.2

XIV. CLASSROOM AND CLINICAL ATTENDANCE, ABSENCE AND TARDINESS POLICY

Attendance

Nursing students follow the SWTJC attendance policy for campus/didactic courses and are expected to be present for all class meetings of the courses for which they are registered. Students who cease to attend class for a period of three class hours or the equivalent, or in accordance with the course syllabus have accumulated excessive absences, will be reported to the Dean of Instructional Services for Excessive Absences. All class and clinical rotation courses require attendance in order to be in compliance with the accrediting agencies.

It is the responsibility of the student to contact the faculty of record for each course when they become aware that an absence is eminent. Acceptable reasons for absence are, but not limited to personal illness, death in the immediate family, religious holy days, Military or legal obligations, or school trips.

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 group activities, it will be extremely difficult for the student to make up the loss of experience due to an absence. Make up for absence will be met as specified by the faculty teaching the class and the faculty of record. One course or clinical absence is allowed per course before action included in the college handbook, nursing handbook or course syllabus is implemented. There are no partial absences. If the student misses part of the class due to tardiness or leaving class early, one absence will be recorded. However, it is important to attend even part of the class or clinical to obtain specific information that is planned and presented.

Students who miss more than the allowed absences will be unable to continue in the program. Students have the option of withdrawing from the program in the Registrar's office by the official drop date or receiving course grades of "F" on the final grade reports.

Lecture

Students are expected to attend all classes and are responsible for all announcements and course content. Faculty are conscientious about announcing information via e-mail when possible but also utilize class time to make specific announcements regarding course information. Obtaining such information is the responsibility of the student.

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 at **least one** hour prior to reporting time. Clinical faculty and the preceptor assigned to the student must also be notified at least one hour prior to reporting time. Due to variations in schedules at clinical agencies, faculty will inform students of required notification times, as well as notification methods for each area of assignment. Failure to notify the clinical faculty of absences will be grounds for a clinical warning or possible dismissal from the Nursing Program. Absence from clinical areas are equally as difficult to make up and must be arranged in advance if possible. Make up for clinical absence will be met as specified by the clinical faculty,

preceptor and the faculty of record. The student is responsible to schedule a “make-up” clinical day if they are unable to attend their normally scheduled rotation, not to **exceed one missed** clinical day. The student will receive a zero “0” as their grade for any additional absences.

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

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

Tardy – Clinical and Classroom

Tardiness is defined as arriving 15 minutes after the scheduled class starting time. Due to variations in schedules at clinical agencies, clinical faculty and preceptors will inform students of required arrival time for each area of assignment. **Three (3) tardies will equal one (1) clinical/classroom absence.** A student arriving in the clinical area more than **thirty (30) minutes** late will be managed according to the discretion of the faculty and/or preceptor. The decision may be that the student is not allowed to stay and will be given an absence and/or a clinical warning. Evaluation criteria for that day will be a “0”.

Class/Clinical Schedule

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

Clinical sites will be rotated to give the students a variety of experiences with consideration to proximity when feasible. Due to patient census and acuity, students may be required to travel to other cities to meet clinical objectives. Such assignments will be the discretion of the faculty and transportation method and expense will be the responsibility of the student unless otherwise provided by the college. Travel time to and from each facility will not be included in the accumulation of clock hours necessary to meet the semester hour requirements.

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

Maintaining Civility in the Classroom

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

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

Activated cellular phones and pagers, challenges to faculty authority, demands for special treatment, frequent episodes of leaving and then returning to the class, eating or drinking in the classroom, excessive tardiness, leaving the lecture early, making offensive remarks, missing deadlines, prolonged chattering, reading newspapers during class, computer use for material other than designated classroom material, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, and overt inattentiveness are examples of inappropriate classroom behavior.

Procedure to be followed for classroom misconduct:

- 1st**. Incident—Faculty will speak with the student privately about his/her inappropriate behavior after class. The student will be confronted in class if the behavior is so extreme that it demands an immediate response.
- 2nd**. Incident—Faculty will again speak with the student in private and prepare a written document with the student's response. This will be placed in the student file.
- 3rd**. Incident—Faculty will refer the student immediately to the Department Chairperson and/or the Dean of Instruction. Written summary of student expectations will be placed in the student file and followed throughout the remainder of the program. Further incidence of misconduct may result in removal from the program without opportunity to return.

XV. 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	90 – 100	4.0	Excellent
B	80 – 99	3.0	Good
C	75 – 79	2.0	Satisfactory
D	66 – 74	1.0	Unable to progress
F	65 – and below	0	Failing

MINIMUM GRADE

Students must achieve an average of 80% on course examinations including the mid-term and final examination in all nursing courses. If 80% is not achieved, the student will not be able to progress in the nursing program and the grade for the course will not exceed the average received on examinations. When quizzes, case studies, and written individual and/or group assignments are compiled and added to the examination grade, a minimum grade of 75% (a passing course grade of “C” or higher) must be attained in that composite grade to progress to the next level. The percentage weight for each exam, quiz, and written and/or oral presentation varies by course and is identified in each course syllabus. Examination structure will also be determined by each individual faculty member with content taken from course objectives, unit objectives and test blueprints.

ATI REQUIREMENTS

All students will follow the evaluation program designed by the ATI as selected by the faculty. Cost of this service is included in tuition fees for each semester. Examinations include practice examinations the student completes on their own time and proctored examinations that will be scheduled and administered by the faculty. Practice examinations for each area of study must be completed prior to administration of the proctored examination. Upon completion of each practice examination, the student will bring the grade sheet that is provided when the examination is finished. The examinations can be repeated and are beneficial after the student has completed remediation that addresses the areas of weakness. The final score sheets submitted to the faculty will be averaged and be counted as one test grade for the course. Therefore, the students’ goal should be the achievement of greater than 80% since the practice examination scores will be averaged along with other examinations given by the faculty for the course.

The benchmark for proctored exams will be at 80 percent or above. This level must be achieved to allow the student to progress forward in the program. Every effort will be made to administer the proctored examination before the comprehensive course examination to allow the student an opportunity to determine their academic achievements for each course in which they are enrolled.

AT-RISK STUDENT REQUIREMENTS

Southwest Texas Junior College is currently participating in an At-Risk Student Tracking and Intervention Project Participation and Intervention Plan in conjunction with several other colleges in the State of Texas. The program is lead by Stephen F. Austin State University and has specific criteria that must be implemented over a two-year interval. The Project Director is Dr. Glenda C. Walker at Stephen F. Austin State University. Ms. Jeanene Burns, MSN will coordinate activities associated with At-Risk requirements for Southwest Texas Junior College in collaboration with other faculty and the Administrative Assistant. Students are tested and evaluated to determine reading level and knowledge in the area of anatomy and physiology, pathophysiology, assessment skills, blood gases, disease processes, nursing process and care plans, nutrition, pharmacology, obstetrics, pediatrics, peri-operative care and psychology.

Students identified with weaknesses will be required to participate in additional learning experiences and meet certain levels of achievement before they will progress to the next semester. The Missildine Exam Diagnostic Tool will be utilized to evaluate difficulties that individual students may have with test taking. Progress in test taking will be assessed throughout the program of studies to determine the level of improvement. All students have been informed of this important activity which will require additional time to progress through the designated program of study and the additional At-Risk Requirements. The requirements will begin with a reading program during the summer semesters with the reading achievement at the college level. The purpose if this program is to identify weaknesses in the applicant and plan specific programs to assist the student to achieve success in their nursing goals. Progress in the program will be followed closely by faculty and the administrative assistant and reported to designated individuals at Stephen F. Austin State University College of Nursing. All data will be analyzed and reported to participating colleges following the two-year interval. Success of the activities will be evaluated to determine the remedial programs that will continue in the program to assist students.

FACULTY NOTIFICATION OF STUDENT ABSENCE

Students must notify the faculty of record prior to the exam in case of absence. A student, who does not take an exam at the scheduled time and fails to arrange for postponement of the exam in advance, receives a grade of “0” for that exam. The “0” grade will be averaged with the student’s other exam grades for the course grade. Makeup examinations will be scheduled at the discretion of the faculty of record.

Students must be present when scheduled to present an assignment in class, even when it is a group presentation. If prior arrangements have not been made with the faculty of record and their peers, a grade of “0” will be given for that activity. All individual, group, written or oral presentations will have grading sheets with specific points that will determine the final grade for the assignment. A student absent without permission from a final examination is graded an “0” for the exam.

STUDENT EXPECTATIONS FOR THE LEARNING PROCESS

Nursing students in each course are expected to:

- Use recommended learning activities to prepare for class and clinical.
- Be interactive in the learning process.
- Contribute to learning based on their diverse backgrounds.
- Identify their own specific class/clinical learning needs.
- Devote full attention to learning and practice opportunities in class and clinical.
- The student is responsible for material from prerequisite courses.

POSTING OF EXAMINATION AND FINAL GRADES

Examination grades will be available from the faculty of record one week following the examination date. All grades will be posted in the grade book provided in the portal. Students will be followed by the faculty in keeping with requirements for the At-Risk project. The Missildine Test Evaluation will be utilized for review activities. Students may request review of a specific examination with the faculty of record within two weeks following the examination date.

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

Final grades will be posted by the course faculty of record in the portal grade book. Conference time between the faculty and student regarding questioning of the grade will be scheduled according to faculty availability. Failure of the students to maintain compliance with the above regulations will result in counseling and continued non-compliance will lead to dismissal from the program.

Student Conferences and Evaluations

Student conferences and evaluations will be scheduled at mid-term and at the end of the each semester for those students that are not having routine evaluations according to the At-Risk guidelines. Conferences and evaluations may be performed at anytime deemed necessary by the instructor. Students will meet with the instructors in a formal conference to review strengths and performance deficits. A written report will be provided to the student and will be signed by both the student and the instructor. A remediation contract including deadlines for completion will be developed to correct the deficit. If at any time the student does not comply with the terms outlined in the conference report, the student may be placed on probation or withdrawn from the program. A weekly evaluation will be completed to provide summary data at the end of the semester.

Course, Clinical and Faculty Evaluations

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

Comprehensive Examinations

Each didactic course will require a comprehensive examination in keeping with the requirements for Southwest Texas Junior College. An examination blue print will be available to the student prior to the scheduled examination date. In addition, a comprehensive, proctored examination by ATI is required for course completion in addition to remedial work that may be required based on the achievement score designated by the faculty.

Academic Integrity

Academic integrity is an essential component of professional behavior for students in the AASN program. Students are expected to possess a sense of responsible professional behavior and accountability for their actions. Development of behaviors that contribute to desirable professional employment is a learning component of the program.

Academic Dishonesty

The AASN program follows the college's Discipline Policies as set forth in the SWTJC Student Handbook. A copy of the SWTJC Student Handbook is available to all students on the college website @ <http://www.swtjc.net>.

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

Definition:

Academic dishonesty includes but is not limited to the following:

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

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

XVI. STUDENT ACTIVITIES

SWTJC STUDENT NURSING ORGANIZATION

The student body members will be given the opportunity to organize their group for the purpose of conducting business and activities throughout the year. Representatives needed to participate in certain nursing school activities will be elected by the group to serve for the period of the calendar year.

CAMPUS ACTIVITIES

Nursing students will be encouraged to participate in campus activities throughout the year. Phi Theta Kappa (PTK) is one example of a campus group in which qualified students should participate.

COMMUNITY ACTIVITIES

As occasions arise, the 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 would appreciate their participation in-group festivities for the patients. These notifications will be provided by the faculty.

TEXAS STUDENT NURSES ASSOCIATION

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

STUDENT PARTICIPATION IN CURRICULUM AND PROGRAM GOVERNANCE

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

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

Board of Nursing, the Texas Board of Higher Education Coordinating Board, the Department of Labor and the National League for Nursing are significant learning experiences for the students.

PROCEDURE: The following steps provide guidelines for student participation:

1. Three weeks after the first day of class, the student body will be asked to democratically select two student representatives to be present in nursing faculty meetings and committee meetings.
2. An additional student will serve as alternate in the event that one of the fully designated students cannot be present at a meeting or responsibility.
3. Student representatives will have two full votes in democratic issues.
4. Faculty meetings and committee meetings will be scheduled for the calendar year at a date and time that students can attend without hardship.
5. The agenda for each faculty meeting will include a time for student representatives to discuss class issues.
6. Student representatives will summarize meeting achievements and e-mail the student body specific information that is pertinent. If needed, a class meeting can be called to provide discussion and input from all students.
7. At the end of the first semester, the student body will have the opportunity to verify that the two selected students and one alternate are representing them.
8. If the student body so designates, new students can be voted upon to replace one or all of the designees.
9. Student representatives will not be present during the discussion of individual student issues related to grade achievement or disciplinary factors.

XVII. Substance Abuse Policy

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

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

Drug Testing Procedure

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

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

Consequences of Positive Drug Test

Where a positive drug screen occurs, the student will be immediately suspended for a minimum of one year (12 continuous months from the date of the beginning of the suspension) from the program. The positive drug test results will be shared with the Dean of Student Services for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program.

Positive Drug Screen Prior to Admission to the Program

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

XVIII. CLINICAL ROTATIONS AND GUIDELINES

Clinical Setting

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

CLINICAL SCHEDULING

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

CLINICAL ORIENTATION and ENVIRONMENTAL ASSESSMENT

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

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

The clinical practicum will begin with an orientation to the facility, to include policy and procedures. Each clinical site rotation will require that the student have knowledge of the location of special emergency equipment i.e. crash cart and emergency exits. We will review the expected student role and behavior, as well as the dual communication to clinical personnel of the required student objectives. The professional nurse role is one of proactive seeking of learning experience and we will make every effort to facilitate this.

CLINICAL PREPARATION-CARE PLANS

Each clinical experience requires preparation time related to individual assignments given by the faculty/preceptors. An individualized patient care plan must be prepared before the assigned clinical experience and presented to the faculty member/preceptor at the beginning of the clinical experience. This care plan is based on assessment data from the patient and information obtained from the chart before the clinical experience. The student must develop a minimum of three physiological nursing diagnoses and one psycho-socio-cultural nursing diagnosis for each care plan developed. The care plan format may vary slightly with each course and guidelines for completing the document will be provided by the faculty of record. The final care plan must be submitted to the faculty of record at a time designated and should reflect the degree of completion, including evaluation as identified. The care plan will be reviewed during the clinical experience and any changes required by the faculty/preceptor will be completed in a timely manner. The basic care plan format will be available on line.

CLINICAL PRE- AND POST-CONFERENCE

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

PRE-CONFERENCE

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

POST-CONFERENCE

Post-conference will take place immediately following the clinical experience. This session will allow for 1) analyzing the clinical experience, 2) clarifying relationship between theory and practice, 3) developing generalizations and guidelines in providing nursing care, 4) identifying and clarifying affective components of the learning experience, 5) keeping the focus on the patient, 6) reinforcing the learning process.

SPECIAL CONFERENCES AND SEMINARS

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

CLINICAL BREAKS AND LUNCHESES

Breaks and lunches will be assigned by the clinical faculty in concert with the 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 some learning event is completed. If the student has a physical condition that requires strict, regular meals, the faculty of record must be informed of the issue to prevent detrimental effects of delayed meals.

MEDICATION ADMINISTRATION

Medications will be administered on the clinical units under the supervision of faculty of record or designated preceptors. When a situation appears to be unsafe for the student to administer medications to certain patients or groups of patients, the faculty will inform the student of such arrangements. The student must come to clinical prepared to administer all medications for assigned patients. This includes the ability to discuss the planned action, proper dosage, mode of administration, side effects, half-life and contraindications with the faculty member or preceptor prior to giving the medication.

PHYSICIAN ORDERS

After proper orientation to the documentation and ordering system for the agency, students will be given the opportunity to transcribe physician orders under the supervision of the faculty and/or preceptor. All safety issues for appropriate transcription must be followed to avoid error. If doubt arises regarding the ability to read the writing or understanding an unclear order, faculty, preceptor, and student must seek the assistance of the team leader or nurse manager of the unit when appropriate. Availability to computer information and participation in patient documentation may vary in certain hospitals. Faculty and preceptors will then provide opportunities for the student to write out information and have discussion regarding the data recorded in the patient chart that may be pertinent to student learning.

MAINTAINING CLINICAL RECORDS

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

STUDENT RESTRICTIONS

Student restrictions or inability to complete expected clinical tasks must be discussed in advance with the Director of the Associate Degree Nursing Program. Plans to handle such restrictions must be prepared in writing and presented to the administration of the agency during the planning stages for the course.

XIX. MINIMUM SAFE STANDARDS IN THE CLINICAL AREA

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

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

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

XX. GRIEVANCE PROCESS

Student Complaints

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

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

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

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

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

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

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

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

XXI. SIMULATION GUIDELINES

Simulation Lab

Introduction

Simulation experiences have been found to be effective and result in increased knowledge in nursing education. Studies show that students involved in active learning obtained through simulation retain knowledge longer, report more self-confidence and express a higher level of satisfaction with the learning experience (Johnson, 1999). Simulation helps students to develop and practice decision-making skills, learn and correct their mistakes, decrease the level of performance anxiety and increase self-confidence, critically analyze their actions.

Simulation Lab Regulations

Imperative rules to be adhered to which will assure a positive, safe, and productive learning experience will include the following:

- No food or drinks in the simulation lab at any time.
- Hands must be washed on entry to the simulation lab.
- ***Gloves must*** be worn for hands on use with the simulation mannequins.
- No pens, pencils, or markers near the mannequins.
- Student uniforms are to be worn as this is considered part of the clinical experience. Simulation lab is part of the clinical experience attendance and required hours will be credited to the clinical time.
- No cell phones in use during the simulation lab activities.
- No cell phones in use during any evaluation or during written exams.
- Do not remove any lab equipment or supplies from the simulation lab.
- Behaviors and communications in the simulation are to be positive reinforcement to learning.
- All information in the debriefing session is confidential.
- Refer to course syllabus for reading and other assignments for simulation activities which must be done before the lab activity.
- Simulation is one form of evaluation of the student's skill competency.

Simulation Lab Planning

The simulation lab will afford the opportunity for nursing students to acquire skills and knowledge in a non-threatening environment. This will facilitate the learning process by imitating and practicing nursing interventions, skills, clinical decision making, and critical thinking. Simulation labs will be scheduled and placed on the clinical lab schedule in the syllabus. Following is a list of activities that will be incorporated in the high, medium or low fidelity clinical scenarios:

- Critical thinking
- Blood Administration

- Health Assessment
- Insertion of Peripheral IV's
- Simulation in health assessment
- Simulation in emergencies, i.e. crash cart, trauma
- Simulation in critical care,
- Simulation in patient education
- Simulation in obstetrics
- Simulation in care of the newborn
- Simulation in care of the dying patient
- Simulation in communication, leadership and teams
- Simulation in use of special equipment

XXII. PREPARATION FOR GRADUATION

COMPLETION OF COURSES

All course requirements must be completed before the student can progress to the next semester or plan to take the NCLEX-RN. If students have received letters summarizing counseling sessions, all issues must be addressed before the student can move forward in the program.

ATI COMPREHENSIVE EXAMINATION

Practice examinations and proctored examinations must be completed as recommended by the faculty. After completion of one proctored examination, a remedial program must be completed before the second proctored examination is given. If completion criteria are not achieved, the faculty will work with the student until a successful score is accomplished.

COMPLETION OF ALL BOARD OF NURSING DOCUMENTS

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

GRADUATION REQUIREMENTS

Successful completion of all courses and completion of the required ATI evaluations and remedial work will lead to completion of graduation requirements and submission of credentials to the Texas State Board of Nursing to verify that the student is prepared to take the N-CLEX examination to become a registered nurse.

All registered nursing graduates must successfully complete a jurisprudence examination given by the Texas Board of Nursing before they will be allowed to take the RN-CLEX. This test will be taken at the expense of the student. Information will be provided to the student as it is made available to the Director and Faculty for the program.

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

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

SWTJC Graduates will be eligible to take the NCLEX-RN after achieving the benchmark score designated by ATI and faculty on the Virtual ATI Program. These examinations are computerized and standardized nationally and graduates are guided through the program in a systematic manner.

Graduates will schedule the examination through the Pearson testing centers after receiving the Authorization to Test (ATT) and submission of an affidavit to the BON by the program director.

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

The Florence Nightingale Pledge

I solemnly **pledge** myself before God and presence of this assembly;

To pass my life in purity and to practice my profession faithfully,

I will abstain from whatever is deleterious and mischievous
and will not take or knowingly administer any harmful drug.

I will do all in my power to maintain and elevate the standard of my profession
and will hold in confidence all personal matters committed to my keeping
and family affairs coming to my knowledge in the practice of my calling.

With loyalty will I endeavor to aid the physician in his work,
and devote myself to the welfare of those committed to my care.

SOUTHWEST TEXAS JUNIOR COLLEGE ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE PROGRAM

Student Handbook Signature Sheet

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

1. _____ I have read and agree to comply with the student policies and procedures as outlined in the Student Handbook. I also agree to comply with the course requirements as listed in the course syllabus and all SWTJC program policies.
2. _____ I understand that based on my regularly assigned duties, I may be exposed to blood, body fluids, or tissues. I will, at all times, use the appropriate personal protective equipment required. Appropriate protection may include the use of gloves, gowns, masks, face shields, eye protection, mouthpieces, resuscitation bags, and other protective equipment. Failure to use the available personal protective equipment may result in disciplinary action.
3. _____ I have been informed about inherent health/safety hazards in the health care field and release SWTJC from any liability for such hazards.
4. _____ I have read and agree to the "Substance Abuse Administrative Policy."
5. _____ I agree to criminal background checks. I will immediately notify the nursing school, in writing, of any subsequent changes in criminal history that occur after admission into the nursing program.
6. _____ I will complete all class and clinical requirements and will submit signed documentation to the nursing program as required.
7. I have read and understand the Texas Board of Nurse Examiners eligibility questions that are provided in the Student Handbook.

Printed Name: _____

Signature: _____

Date: _____

APPENDIX A

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.net

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

Citing Resources:

Landmark Citation Machine: link to MLA and APA resources:

Reference Desk 830-591-7367, library@swtjc.cc.tx.us