PREFACE

This student handbook contains general policies for all nursing students in LSCS, but also contains information specifically tailored for LSC-North Harris students. Students attending other colleges in the district should consult handbooks distributed by their specific program.

This Handbook is to be used in conjunction with the Catalog and the syllabus for each course. Every effort is made to keep the information current, however, policy and procedural changes may be made at any time. It is the responsibility of the student to keep up to date through theory and clinical instructors and online sources.

AMERICANS WITH DISABILITIES (ADA) STATEMENT

It is the policy of LSCS Colleges to comply with requirements of the Americans with Disabilities Act (ADA) to provide reasonable accommodations unless such action shall pose an undue burden or would result in a fundamental alteration of programs of the district.

Individuals requesting assistance under the letter or spirit of ADA should contact the College ADA Coordinator at LSC-North Harris.

ACADEMIC ACCOUNTABILITY

Although participation and sharing of experience is an integral part of the Nursing Program, responsibility for learning rests with the individual student.

Academic Integrity guidelines designate certain learning experiences where the student will neither solicit, accept, nor give help on exams. At all times the student will honor his/her responsibility not to take credit for work that is not his/her own. See Statement of Academic Integrity in this Handbook.

EQUAL OPPORTUNITY STATEMENT

The Lone Star College System is committed to the principle of equal opportunity in education and employment. The System does not discriminate against individuals on the basis of race, color, gender, religion, disability, age, veteran status, nationality, sexual orientation, or ethnicity in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, and other System or College administered programs and activities.

Inquiries concerning the system’s policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to the Office of Human Resources, 832.813.6646. The Vice Chancellor for Human Resources is designated as the system’s Equal Opportunity Officer and Title IX Coordinator. Inquiries about the laws and about compliance may also be directed to the Assistant Secretary for Civil Rights, U.S. Department of Education.
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The nursing faculty at LSC-North Harris is committed to the stated mission, purpose and philosophy of the institution and to the concept of quality education to meet community needs through the preparation of individuals to function at a variety of levels of nursing practice.

**MISSION STATEMENT OF THE NURSING PROGRAM**

The mission of the nursing program at LSC-North Harris is to provide a quality education to prepare competent, caring, ethical members of the health care team in a dynamic health care environment. We believe the community college provides an ideal, accessible setting for nursing education where students of all educational and cultural backgrounds may achieve their goals.

The philosophy for the nursing program is founded upon fundamental concepts of the individual, health, health care, the health care client, the community, the educational process, nursing education and the practice of nursing.

**PHILOSOPHY OF NURSING EDUCATION**

The nursing faculty supports the following beliefs:

**INDIVIDUAL**

Each individual, client or student, is a holistic and social being who is in constant interaction with the environment. Each person has inherent worth and dignity and is unique in her/his capabilities, beliefs and interests. As a social being, the individual is part of a culture, family and community. The behavior of each individual is directed toward meeting needs, beginning with those essential to life, and progressing toward creative self-realization.

**HEALTH**

Health is a continuum of wellness across the life span. It is reflected by continuous mutual interaction and adaptation within the internal and external environments. Each individual determines the self-definition of health as she/he progresses toward optimum potential throughout the life cycle (growth, development and maturation) from conception, through aging and death. Personal decisions made by the individual and groups influence the state of health.

**HEALTH CARE**

Health care is a basic right of all individuals which should not be affected by the lack of fiscal resources. Health care is directed toward providing the client information and support for health promotion, providing care and/or support to prevent or cure illness, and restoring and maintaining physiological and psychosocial integrity. The delivery of health care may be preventative, restorative or palliative. Health care is deliverable in a variety of settings including acute care, rehabilitative, clinics, schools, ambulatory settings, nursing homes and long-term acute care settings.

**HEALTH CARE CLIENT**

Health care clients may be the individual, her/his family and those of significance to them. Health care clients are diverse individuals of all ages and ethnicities. Each individual has the following rights: access to basic health care in the community, treatment with respect for the dignity and worth of the individual, and the right and responsibility to make decisions concerning health.

**COMMUNITY**

LSCS serves the community of northern Harris and Montgomery counties at multiple college sites including LSC-North Harris, by providing access to quality education for a diverse population. By developing partnerships with health care agencies in the community, the nursing program participates in the provision of health care services for the clients and families in various locations in the area.
EDUCATIONAL PROCESS
The educational process is individualized, flexible, collaborative, and relevant. Progressively complex learning tasks build upon previous knowledge and experience and further serve as a motivational force for continued learning. Learning is a life-long process which results in an evolution in thinking, values and behavior. The process of learning should take place in an atmosphere which encourages intellectual curiosity, creativity and the capacity for self-direction. Learning becomes more effective when the learner is an active participant in the setting of goals, evaluation of learning experiences and evaluation of competency. Students are responsible for their own learning, demonstrating preparation and actively seeking knowledge as partners in learning. The student in the Associate Degree Nursing program is a reflection of the diverse student body at LSC-North Harris.

The student body is diverse in age, gender, race and ethnicity, socioeconomic status, capabilities and human condition. The nursing faculty seeks to meet the ongoing challenge of student diversity by continually improving programs and student access; by providing contemporary learning resources and tools; and by using creative teaching strategies and innovative technologies as part of the educational journey.

The nursing faculty acts as facilitators and role models in each learning situation. The nursing faculty encourages students to be accountable for their learning recognizing that learning empowers students and in turn affects all aspects of their lives.

NURSING EDUCATION
The nursing faculty is committed to a quality multiple entry-exit program that provides distinctive levels of preparation with clearly differentiated outcomes and competencies within an interconnected system of nursing education. The products of all levels of nursing education are valued, with each level being an integral component of the health care team. The nursing program strives to build on each student’s prior experience by providing programs of study for:

1. entry into the profession
2. articulation through the nursing levels for licensed vocational nurses and paramedics
3. continuing education for nurses

Nursing education prepares students for a practice discipline. It synthesizes knowledge from the biological, physical, behavioral and social sciences; incorporates critical thinking, psychomotor and psychosocial skills; and empowers students to develop the knowledge and skills necessary to become competent, caring, ethical members of the multidisciplinary health care team who practice within a legal framework of professional standards.

Nursing education must be proactive in the changing health care environment and provide opportunities for students to anticipate and prepare for new roles and practice settings. Educational experiences are planned in diverse health care settings in order for graduates to function in health care agencies in local communities. The nursing faculty serves as professional role models of the profession. Nursing faculty encourage students to strive for excellence. Nursing faculty utilizes current educational and practice-based resources in the design and development of teaching/learning strategies to facilitate the education of students with a diversity of learning needs and styles.

NURSING PRACTICE
Nursing is a unique profession requiring critical thinking in arriving at client-centered solutions. Nursing utilizes a problem-solving process, a caring relationship, and commitment to continuing education and professionalism in practice. Nursing synthesizes knowledge from the arts and sciences into a theoretical base for the provision of individualized, holistic health care for clients and families in a variety of settings within the community. Nurses collaborate with the client, significant others, support persons and members of the multidisciplinary health care team to empower the client and/or family to make informed decisions, prevent illness and restore and maintain their optimal level of function. Each graduate of the associate degree nursing program assumes increasing levels of accountability and responsibility in practice, demonstrating competencies in the roles of provider of care, coordinator of care and member of the profession.
The conceptual framework utilizes two central themes as the basis for developing the nursing educational program: (1) health care consumer, and (2) the practice of nursing. In addition, there are several concepts which are unifying threads throughout the curriculum.

**HEALTH CARE CONSUMER**

- **BASIC NEEDS**
  An individual's behavior is a result of striving toward meeting needs, beginning with those essential to life and progressing toward creative self-realization. Needs are communicated through a wide variety of behaviors. Nursing needs to be knowledgeable about various behavior patterns in society to develop an understanding of individuals and assist them in maintaining health and coping with illness and other crises.

- **DEVELOPMENT ACROSS THE LIFE SPAN**
  The developmental process is a continuous, lifelong progression through definable stages that begin with conception and end with death. Human development is the outcome of the individual's response to a variety of intrinsic and extrinsic forces: biological, psychological, social and environmental. Nursing practice as it relates to the developmental process focuses upon an identification of the stages of the human life cycle to promote the factors that permit attainment of the individual's optimal potential.

- **SOCIAL ORGANIZATION**
  The individual, the family, and the community are interacting with components of the social structure. Nursing practice utilizes a broad biological and behavioral science background, as well as an awareness of diverse cultural influences, as a prerequisite for the nursing focus on the individual, the family, and the community.

- **HEALTH**
  As the individual interacts and responds to the internal and external environment, varying degrees of health are experienced. The wellness continuum is a symbolic representation of the varying degrees of health experienced by the individual, the family and the community through time and space. The changing status of health, on a continuum, is influenced by both the maintenance and promotion of wellness and the alleviation of illness. The nurse relates the totality of a person's life to those factors affecting health maintenance. A broad range of biological, psychological and social factors are considered in helping a person formulate programs for health maintenance.

**PRACTICE OF NURSING**

- **NURSING ROLE DEVELOPMENT**
  A role can be defined as a cluster of those functions a person performs when occupying a specific position within a particular social context. In response to a dynamic society, nursing is continually redefining nursing roles to provide more individual and comprehensive health care. Nursing roles identified by the State Board’s Differentiated Entry Level Competencies are Provider of Care, Coordinator of Care, and Member of the Profession. Standards of care for each level of nursing as well as competency statements guide the nurse in fulfilling the roles of Provider of Care, Coordinator of Care, and Member of the Profession.
The graduate nurse demonstrates competencies in these roles, depending on the educational level completed, for example:

- The Certified Nursing Assistant practices in structured settings and provides basic nursing care under the direct supervision of a licensed nurse.
- The Licensed Vocational Nurse is an accountable member of the health care team and collaborates in providing basic preventative, therapeutic, and rehabilitative measures for clients of all ages and cultural backgrounds in a variety of structured settings.
- The Associate Degree Nurse is an accountable member of the health care team, providing preventative, therapeutic, and rehabilitative measures for clients and families of all ages and cultural backgrounds, coordinating care for a group of clients and families through use of the problem solving process, and supervising other health care providers in a variety of community based settings.
- The Baccalaureate of Science Nurse is an accountable member of the health care team, developing and applying nursing research and theory, implementing comprehensive nursing care for a variety of clients in various settings, coordinating care for individuals, families, aggregates and communities, and supervising other health care workers.

**Provider Of Care**

- Nurses of all educational backgrounds provide preventative, therapeutic, and rehabilitative measures for clients in a variety of settings.
- Nurses use critical thinking to make appropriate nursing decisions, based on a specific knowledge base, experience, competencies, attitudes, and standards. Nurses incorporate knowledge from nursing literature and advancing technology to provide relevant and safe nursing care.
- The nursing process is an organized, systematic method to assess health needs, plan, administer, and evaluate care given to individuals or groups in various settings.
- Nursing requires effective use of communication skills to function in interviewing, teaching/learning, and counseling situations.
- Communication of empathy, respect and care facilitate effective delivery of nursing care.

**Coordinator Of Care**

- Nurses organize and facilitate the delivery of comprehensive services to clients.
- Collaboration with the client, significant others, and members of the multidisciplinary health care team is essential to nursing care.
- Nursing services are provided in a variety of health care settings. Because disease is only one aspect of the wellness continuum, problems of health promotion, maintenance, and restoration are encountered in many different settings (home, community, school, work, recreation, and institutions). The nursing education program is designed to provide exposure to a variety of disciplines and clinical experiences in diversified settings to enhance the learner's understanding of man and his environment.

**Member Of The Profession**

- As increasing scientific and technological progress and social change result in consumer demands for more comprehensive health care, nursing must respond by redefining and expanding nursing roles to meet the needs of a dynamic, diverse, and multicultural society.
- Responsibilities of the nurse should include: commitment to the profession through active participation in those political and professional organizations designed to promote the development and practice of nursing, accountability and responsibility in nursing practice, legal and ethical nursing practice, and assurance of high standards in the practice of nursing.
Other organizing concepts incorporated throughout the nursing curriculum are:

- **The Teaching/Learning Process For The Adult Learner**
  Learning is an active process that utilizes the thinking and perceiving abilities and knowledge previously acquired to gain new knowledge in explaining events, facilitating change, and solving problems. Nursing utilizes learning theories in conjunction with a broad scientific foundation to promote the development of critical thinking and the synthesis of learning. Through partnership in learning, both students and faculty are active participants in the learning process. In addition, the content flows from simple to complex.

- **The Development Of The Nursing Role**
  Through a multiple entry - exit program (MEEP), the nursing program addresses the needs of the adult learner in the community. The nursing programs provide the following: entry through tech-prep with preparatory courses in local high schools, preparation as a certified nurse assistant through the continuing education department, entry into the LVN program at various sites, entry into the ADN program with an elective to take the LVN licensing exam, a transition for currently licensed LVN's and Paramedics into the ADN program, courses to prepare for a higher degree at local universities, a transition for ADN graduates into the baccalaureate program available at the University Center at the Montgomery College site, and continuing education courses at various sites. Each component of the nursing program has been designed to promote a seamless educational journey which encourages and expedites mobility between the levels of nursing.

- **The Decision Making Process**
  Decision making, the end product of the problem solving process, is utilized to fulfill needs and reach goals. The decision making process, in addition to being a part of the nursing process, is an inherent aspect of daily living. Critical thinking is essential to the decision making process in nursing, incorporating information from a specific knowledge base, experience, competencies, attitudes, and standards. Decisions are also based on knowledge from research and advancing technology.

- **The Communication Process**
  Communication is the means through which social interaction and learning take place. It is the process by which ideas, attitudes, and knowledge are transmitted and received. Nursing requires effective use of communication skills to function in interviewing, teaching-learning, and counseling situations.

- **The Process of Health Promotion**
  The promotion of health is an integral component of nursing practice. This includes promotion, maintenance, and restoration of optimal health.

- **The Process of Developing a Caring Relationship**
  A caring relationship between nurses, clients, and their families begins with self-awareness on the part of the nurse. The nurse must then recognize the other person's worth, dignity, and frame of reference, within the diversity of experience, lifestyle, and culture. The nurse-client relationship progresses to the giving of self while providing competent nursing care to clients and their families. A caring relationship develops as the nurse becomes empathetic and responds to the needs of the individual, family, and group. Interaction with clients in a humanistic, empathetic manner is the artistic activity of caring in nursing.
Multiple Entry-Exit Program (MEEP) Options Flowchart

Tech Prep

CNA

LVN

PARAMEDIC CERTIFICATE/MILITARY ACE EVALUATION OF LVN OR PARAMEDIC EQUIVALENT

ADN PREREQUISITES

ADN

CNA

MEEP Elective

ADN GRADUATE

NCLEX-PN/WORK

ADN TRANSITION

ADN TRANSITION

PARAMEDIC TRANSITION

NCLEX-PN WORK

ADN GRADUATE

NCLEX-PN/WORK

BSN PREREQUISITES

BSN/WORK

MASTERS & ADVANCED PRACTICE
At the completion of the Associate Degree Nursing program at LSCS, the graduate will be able to:

1. Provide individualized health care, based on the nursing process and a commitment to caring, to culturally diverse clients and families across the life span and wellness-illness continuum.
   a. Determine the health status and health needs of clients and their families based upon interpretation of health data, incorporating biological, psychological, social, and spiritual needs.
   b. Formulate goals and plan of care for clients and their families based on a multidisciplinary problem solving approach.
   c. Implement the plan of care within legal and ethical parameters and demonstrate caring behavior to assist clients and their families to meet health care needs.
   d. Participate with the individual client and family members in the evaluation of the individual's progress toward meeting identified goals and responses to therapeutic interventions.
   e. Use clinical data, current literature, critical thinking, and accountability as a basis for decision making in nursing practice.
   f. Provide for the care of multiple clients and their families in a variety of structured settings either through direct care or assignment and/or delegation of care to other members of the health care team.

2. Use communication techniques effectively with clients, families, and health care team members.

3. Develop and implement teaching plans for clients and their families concerning promotion, maintenance and restoration of health.

4. Coordinate human and material resources for the provision of care for clients and families, in collaboration with clients, families, and other health care professionals.
   a. Refer clients and their families to appropriate sources of assistance when necessary to meet health needs.
   b. Function within the organizational framework of various structured health care settings.
   c. Establish priorities for nursing care for a group of clients.

5. Contribute to the improvement of nursing practice by serving as a role model and by adhering to high legal, ethical and professional standards.
   a. Assume accountability and responsibility for the quality of nursing care provided to clients and families.
   b. Act as an advocate to promote the provision of quality health care for clients and their families.
   c. Participate in activities that promote the development and practice of nursing.

6. Assume responsibility for personal and professional growth to enhance knowledge and skills for self and others through participation in continuing education activities.
LONE STAR COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING PROGRAM
ENTRY LEVEL COMPETENCIES OF TEXAS GRADUATES

A. Provider of Care:
   1. Determine the health status and health needs of clients* based upon interpretation of health data and preventive health practices in collaboration with clients*, their families and interdisciplinary health care team members.
   2. Formulate goals/outcomes and plan of care based on nursing diagnoses in collaboration with clients*, their families and interdisciplinary health care team members.
   3. Implement plan of care within legal and ethical parameters, including scope of practice, in collaboration with the client* and interdisciplinary health care team to assist client* in meeting health care needs.
   4. Develop and implement teaching plans for clients* concerning promotion, maintenance, and restoration of health.
   5. Evaluate clients'* responses and outcomes to therapeutic interventions.
   6. Provide for the care of multiple clients* either through direct care or assignment and/or delegation of care to other members of the health care team.
   7. Use critical thinking approach to analyze clinical data and current literature as a basis for decision making in nursing practice.

B. Coordinator of Care:
   1. Coordinate human and material resources for the provision of care for clients* and families.
   2. Collaborate with clients*, families and the interdisciplinary health care team for the planning and delivery of care.
   3. Refer clients* and families to resources that facilitate continuity of care.
   4. Function within the organizational framework of various health care settings.

C. Member of a Profession:
   1. Assume accountability and responsibility for the quality of nursing care provided to clients* and families.
   2. Act as an advocate to promote the provision of quality health care for clients*.
   3. Participate in activities that promote the development and practice of professional nursing.

*VN – Client = individual
ADN – Client = individual and family

Reference: Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Sept 2002
LONE STAR COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING

LEVEL ONE COMPETENCIES

At the completion of the Nursing I and II courses, the student will be able to:

1. Provide individualized health care, based on the nursing process and a commitment to caring, to culturally diverse clients across the life span and wellness-illness continuum.
   a. Determine the health status and health needs of individual clients based upon interpretation of health data, incorporating biological, psychological, social, and spiritual needs.
   b. Formulate goals and plan of care for individual clients based on a multidisciplinary problem solving approach.
   c. Implement the plan of care within legal and ethical parameters and demonstrate caring behavior to assist individual clients to meet health care needs.
   d. Participate with the individual client in the evaluation of the individual's progress toward meeting identified goals and responses to therapeutic interventions.
   e. Use clinical data, current literature, critical thinking, and accountability as a basis for decision making in nursing practice.
   f. Provide for the care of individual clients in a variety of structured settings either through direct care and/or delegation of care to Certified Nursing Assistants.

2. Use basic therapeutic communication techniques effectively with clients, families, and health care team members.

3. Implement established teaching plans for clients concerning promotion, maintenance and restoration of health.

4. Use human and material resources for the provision of care for clients, in collaboration with clients, families, and other health care professionals.
   a. Identify appropriate sources of assistance when necessary to meet health needs.
   b. Function within the organizational framework of various structured health care settings.
   c. Establish priorities for nursing care for an individual client.

5. Contribute to the improvement of nursing practice by serving as a role model and by adhering to high legal, ethical and professional standards.
   a. Assume accountability and responsibility for the quality of nursing care provided to clients.
   b. Assume accountability and responsibility for own learning activities.

6. Assume responsibility for personal and professional growth to enhance knowledge and skills for self through participation in nursing education activities.
LONE STAR COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING

VOCATIONAL NURSING EXIT OUTCOMES

At the completion of the MEEP exit option (Multiple Entry Exit Program), the graduate will be able to:

1. Provide nursing care for clients in structured health care settings who are experiencing common, well-defined health problems with predictable outcomes. This care is based on utilization of the nursing process and a commitment to caring for culturally diverse clients across the life span and wellness - illness continuum.
   a. Assist in the determination of the health status and health needs of clients based upon interpretation of health-related data, incorporating biological, psychological, social, cultural, spiritual and overt learning needs; in collaboration with clients, their families, and other members of the health care team.
   b. Assist in the formulation of goals and a plan of care for the client to determine nursing priorities and to plan nursing care accordingly; in collaboration with the health care team to develop nursing care plans, preventative and long-term health goals/plans.
   c. Implement the plan of care within legal and ethical parameters in a non-discriminatory and non-judgmental manner in collaboration with the health care team.
   d. Support the implementation of nursing care by applying a working knowledge of client’s rights, protecting the rights and dignity of the client and respecting the rights of others to have their own value system.
   e. Assist in the evaluation of the individual client’s responses to nursing interventions and evaluation of established long-short term client goals.
   f. Use the problem-solving approach as the basis for decision making in practice, based on application of scientific principles, clinical data and acceptance of accountability of care.
   g. Provide direct basic are to assigned multiple clients in structured settings.

2. Apply communication techniques effectively with clients, families, and health care team members.
   a. Communicate significant findings to the health team, reporting and recording objective and subjective (as related by client) results of nursing actions.
   b. Recognize and communicate ethical and legal concerns through established channels of communication.

3. Contribute to the development and implementation of a teaching plan for clients with common health care problems.

4. Assist in the coordination of human and material resources for the provision of care for assigned clients.
   a. Participate in discussions relating to the evaluation of client care with health team.
   b. Aid in identifying others who can assist in client care.
   c. Participate in the identification of client needs for referral to appropriate sources of assistance, communicate these needs to family and appropriate members of the health team.
   d. Participate in activities that support the organizational framework of structured health care settings.
   e. Implement established cost containment measures in direct client care.

5. Actively promote the improvement of nursing practice by serving as a positive role model and by adhering to high legal, ethical, and professional standards.
LONE STAR COLLEGE SYSTEM

ADN PROGRAMS: LEVEL 2 COMPETENCIES

The second level of the ADN program addresses a variety of basic skills and competencies. These competencies include those identified by SCANS (the Secretary’s Commission on Achieving Necessary Skills) as basic skills for all college students, Core Competencies identified by LSCS as important for students within the college district, and DELC (Differentiated Entry Level Competencies), which delineate the competencies of VN, ADN and BSN graduates. The following is a list of the competencies addressed in these courses.

BASIC SKILLS READING:
- Locating, understanding and interpreting information presented in the textbook, nursing journals, and reference books.
- Reading information in client charts in order to gather data.

WRITING:
- Written assignments involve researching a topic, organizing ideas, and critiquing and analyzing data for a paper.
- Using language correctly, organizing information, and presenting it in a format appropriate to the audience, material presented, and purpose of the paper.
- Documenting resources, using correct grammar, spelling and punctuation.
- Documenting nursing care on client charts within the clinical setting.
- Submitting nursing care plans.

MATH:
- Applying mathematic principles to medication calculations.
- Demonstrating competency on separate math exams.
- Calculating dosages and amounts of medications correctly in the clinical setting.

SPEAKING:
- Presenting in post conference at the end of each clinical day.
- Communicating professionally with clients, families, and members of the health care team.
- Utilizing therapeutic communication techniques with clients with alterations in mood and thought patterns and their families in community mental health facilities.

LISTENING:
- Listening to information presented by other health professionals in the clinical setting.
- Listening attentively to clients and their families, and responding appropriately.

THINKING SKILLS ORGANIZING INFORMATION:
- Organizing and synthesizing information from a variety of resources, including lectures, textbooks, professional journals, computer programs, videotapes, and material available on the Internet.

KNOWING HOW TO LEARN:
- Organizing ideas and information, and analyzing data from a variety of resources, in order to apply the information to the clinical setting.
- Applying skills of memorization, comprehension, and application.

REASONING:
- Addressing current issues in health care, generating new ideas, and making decisions based on understanding information gathered throughout the semester.
- Generating solutions and/or alternatives to problems based on understanding the issues addressed.
CRITICAL THINKING:
- Taking data available, clustering related information, applying it to the client situation, and making inferences and decisions.
- Thinking beyond the usual limits and making decisions based on new ideas and solutions.

PERSONAL QUALITIES RESPONSIBILITY:
- Attending all classroom, laboratory and clinical activities.
- Completing written assignments, participating in group collaborative activities and discussions, and presenting effective oral presentations.
- Monitoring own performance based on feedback from exams, verbal and written feedback from instructors related to mastery of objectives, and self evaluation of progress.
- Completing written, oral, and clinical assignments in a timely manner.

SOCIAL SKILLS:
- Collaborating with groups on assignments, requiring understanding, cooperation, and adaptability.
- Working responsibly and collegially as members of the health care team.

SELF-MANAGEMENT:
- Exhibiting self-control and mature behavior, contributing positively to group assignments.
- Managing responsibilities within own personal life as well as those related to school and work.
- Utilizing college resources for stress reduction and counseling to manage personal crises or difficulties.

INTEGRITY/HONESTY:
- Exhibiting ethical conduct by not plagiarizing the work of others, by presenting accurate information, and by working collaboratively with others.
- Developing a foundation of integrity and honesty in one’s personal life and student activities.

WORKPLACE COMPETENCIES MANAGING RESOURCES:
- Organizing and effectively managing own time, outside of class around work/home schedules, to meet the requirements of the course, complete assignments and participate in assigned activities.
- Completing assignments within a timely manner, including management of nursing care within the time allowed for clinical activities.
- Organizing own material resources in meeting the demands of home, work and school.
- Identifying resources available to the health care team in meeting client needs.
- Delegating to other health care workers and recognizing own responsibility in determining if that care is provided adequately.
- Managing resources so that care is provided safely and cost efficiently.

PARTICIPATING AS A MEMBER OF A TEAM:
- Participating as members of a team within the course and then as members of the health care team.
- Demonstrating the ability to work collegially and responsibly to accomplish assigned tasks.

TEACHING OTHERS NEW SKILLS:
- Implementing established teaching plans with clients who have identified health problems and learning needs.
- Presenting client situations in post conferences.

EXERCISING LEADERSHIP:
- Taking a leadership role in presenting information gathered.
- Taking a leadership role when delegating to others in the clinical setting.

MULTICULTURAL COMPETENCIES:
- Applying concepts from previous courses about different cultural groups.
- Administering nursing care to clients with varying cultural and ethnic backgrounds.
• Demonstrating respect for all co-workers, clients and their families.
• Recognizing cultural diversity, bridging any barriers that exist in providing care and in working together.

UNDERSTANDING SYSTEMS:
• Understanding systems of human information processing, biological systems as they relate to the health of the individual, and systems related to health care delivery.
• Working in a variety of health care facilities and seeing the interactions and relationships between these systems.

UNDERSTANDING TECHNOLOGIES:
• Word processing and accessing databases.
• Attending open computer labs to work with computer programs related to information being studied, to review software designated for each unit, to practice computerized test banks, and to tutor self in different areas.
• Selecting and utilizing appropriate technologies available in the clinical setting, such as the IV pumps, the vital sign equipment, computerized charting and data systems, and medication administration systems.
• Accessing web based classrooms to complete assignments and supplements to traditional classroom presentation. Computer based examinations are now the norm.
LONE STAR COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING
COMPETENCIES OF NEW GRADUATES

_____________________________________________________

Source: Texas Board of Nursing Differentiated Entry Level Competencies (DELC) for Graduates of Texas Nursing Programs

Provider of Care

1. Determine the health status and health needs of clients* based upon interpretation of health data & preventive health practices in collaboration with clients*, their families, and interdisciplinary health care team members.

   A.) Five steps of a systematic process, which includes assessment, analysis, planning, implementation and evaluation.
   B.) Classification system for nursing diagnoses (e.g.) North American Nursing Diagnoses Association).
   C.) Structured and unstructured data collection tools and techniques for assessment of clients.*
   D.) Characteristics, concepts, and processes related to clients,* including anatomy and physiology; physical and psychosocial growth and development; pathophysiology and psychopathology; ethical reasoning; and cultural and spiritual beliefs and practices related to health, illness, birth, death and dying.
   E.) Characteristics, concepts, and processes related to disease transmission, risk factors, preventive health practices and their implications for selected populations and community resources.
   F.) Medical diagnoses, pharmacotherapeutics and other therapies and treatments.
   G.) Introduction to established theories, models and approaches that guide nursing practice.
   H.) Characteristics, concepts and processes related to families, including family development, structure and function; family communication patterns; and decision-making structures.
   I.) Technologic applications.
   J.) Introduction to complex and multi-system healthcare problems.
   K.) Political, economic and societal forces affecting the health of individuals and families.

2. Formulate goals / outcomes and plan of care based on nursing diagnoses in collaboration with clients,* their families and interdisciplinary health care team members.


* VN Program: Client = Individual
* Diploma and ADN Programs: Client = Individual and Family
* BSN Program: Client = Individual, Family and Groups
B.) Techniques of written, verbal, and nonverbal communication including information technologies.
C.) Principles of disease prevention, health promotion, education and rehabilitation for clients.*
D.) Clinical practice guidelines as a basis of interventions to support client* throughout their life span including end-of-life care.
E.) Collaborative aspects of the relationship between the nursing plan of care, the therapeutic regimen, the plan of interdisciplinary health care team members, and cost factors.
F.) A systematic approach for setting priorities and strategies for coordinating plan of care.

G.) Strategies for collaborative discharge planning.
H.) Principles of humanities & natural, social, and behavioral sciences applied to the care planning for clients.*

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<tr>
<th>3. Implement plan of care within legal and ethical parameters, including scope of practice, in collaboration with the client and interdisciplinary health care team to assist client* in meeting health care needs.</th>
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<td>A.) Health practices and behaviors of clients* related to developmental level, gender, cultures, belief systems, and the environment.</td>
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<td>B.) Modes of therapeutic communication and collaboration including conflict resolution and negotiation.</td>
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<td>C.) Rights and responsibilities of clients* related to health care.</td>
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<td>D.) Physiological and psychosocial (spiritual, cultural, gender, developmental level, financial) aspects of nursing interventions.</td>
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<td>E.) Principles and factors that contribute to the maintenance or restoration of health.</td>
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<td>F.) Principles and rationale underlying the use, administration, and interaction of pharmacotherapeutic agents, including intravenous medications.</td>
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<td>G.) Management of the client’s* environment.</td>
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<td>I.) Code of ethics and framework for ethical decision-making.</td>
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<td>J.) Legal parameters of professional nursing practice and health care.</td>
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<tr>
<td>K.) Interdisciplinary resources and organizational relationships.</td>
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<td>L.) Issues and factors impacting confidentiality.</td>
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<tr>
<td>M.) Nursing procedures and skills to implement plan of care.</td>
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<td>N.) Decision-making, problem solving and critical thinking processes.</td>
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4. Develop and implement teaching plans for clients* concerning promotion, maintenance, and restoration of health.

A.) Developmental stages and socio/cultural variables affecting the teaching/learning process.
B.) Principles, methods, strategies and outcomes of learning and teaching.
C.) Knowledge of community resources related to teaching/learning.

5. Evaluate clients’* responses and outcomes to therapeutic interventions.

A.) Methods for evaluating clients’ responses to interventions and client outcomes.
B.) Common methods to evaluate health care processes.
C.) Performance improvement concepts.

6. Provide for the care of multiple clients* either through direct care or assignment and/or delegation of care to other members of the health care team.

A.) Standards of Care; Standards of Practice.
B.) Characteristics, trends and issues of health care delivery.
C.) Principles for determining priorities and organization of nursing care.
D.) Principles of delegation, supervision, collaboration including delegation rules from Texas Nursing Practice Act.
E.) Principles of decision making.

7. Use a critical thinking approach to analyze clinical data and current literature as a basis for decision-making in nursing practice.

A.) A conceptual framework of nursing practice as a means of planning care and solving clinical problems.
B.) Critical thinking and decision-making processes.
C.) Application of current literature and/or interpreted research findings in improving client* care.

Coordinator of Care

1. Coordinate human and material resources for the provision of care for clients* and families.

A.) Principles of organizing and managing resources.

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B.) Principles of management, decision making, assertiveness, communication, motivation, time management, delegation, and principles of change.
C.) Group process as a means of achieving and evaluating goals.
D.) Cultural differences and major needs of vulnerable clients*.
E.) Major current issues affecting public / government / private health care services, programs, and costs.
F.) Local human and material resources.
G.) Current systems for managing client* information.

2. **Collaborate with clients*, families and the interdisciplinary health care team for the planning and delivery of care.**

A) Structure, function, and interdisciplinary relationships within the health care system
B) Patterns and modes of effective communication and collaboration including conflict resolution and negotiation
C) Principles of team management & leadership
D) Legal/ethical processes related to healthcare.

3. **Refer clients* and families to resources that facilitate continuity of care.**

A.) Institutional and community resources including agencies/services and health care providers.
B.) Roles of family and significant others in response to alteration in health status.
C.) Referral processes.
D.) Issues and trends in health care delivery.

4. **Function within the organizational framework of various health care settings.**

A.) Organizational mission, vision, and values as a framework for management.
B.) Types of organizational frameworks of various health care settings.
C.) Methods for promoting safety in the work environment consistent with current Federal/State/local regulations and guidelines.
D.) RN’s role in risk management.
E.) Key issues related to budgetary constraints impacting the use of resources.

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F.) Basic principles of management and communication within an organization.
G.) Relationships among members of the interdisciplinary health care team.
H.) Individual and group responses to organizational change.
I.) Strategies for initiating and facilitating change within the work setting.

**Member of the Profession**

1. **Assume accountability and responsibility for the quality of nursing care provided to clients***.
   
   B.) Standards of nursing practice and care.
   C.) Legal parameters of nursing practice including the Texas Nursing Practice Act.
   D.) Issues affecting the RN role and the delivery of client*** care.
   E.) Career development options for professional development.
   F.) Self-evaluation, staff evaluation and peer evaluation processes.
   G.) Methods for the development of policies / procedures.
   H.) Communication techniques and management skills to maintain professional boundaries.
   I.) Basic principles of performance improvement and outcome measurement.

2. **Act as an advocate to promote the provision of quality health care for clients***.
   
   A.) Current issues and legal principles relating to safeguarding client*** rights.
   B.) Roles of the nurse as client*** advocate.
   C.) Role of organizational committees, peer review committee, nursing organizations, and community groups involved with improving the quality of health care for clients***.
   D.) Role/responsibility for public safety and welfare.

For complete DELC, refer to: [ftp://www.bon.state.tx.us/del-comp.pdf](ftp://www.bon.state.tx.us/del-comp.pdf)

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LONE STAR COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING PROGRAM

STUDENT ACCOUNTABILITY FOR MEETING REQUIREMENTS OF THE DEGREE PLAN

The LSCS Associate Degree Nursing Program requires 72 semester hours completed in order to receive the Associate of Applied Science Degree. Thirty-one hours of general academics and related courses are required and 41 hours of nursing courses in the integrated basic nursing program. It is the responsibility of the student to be certain that prerequisite and co-requisite courses are completed as prescribed in the degree plan. Nursing faculty/counselor and the program director are available throughout the semester and during every registration period to advise students on required course work. It is the responsibility of the student to review the individual degree plan/advising profile with a nursing counselor EACH SEMESTER. Failure to review the degree plan on a regular basis could jeopardize progression to the next nursing course or delay the granting of the AAS degree. The student cannot sit for the state licensing exam or receive a permit for work until all required courses for the degree are completed and grades are officially processed by the College System.

ELECTIVE COURSE REQUIREMENT

A three hour elective in the area of fine arts or the humanities is required to complete the degree plan. The student should validate the choice of an elective with a nursing counselor before enrolling in the course.

Please refer to the college catalog for Degree Plan.
Refer to Progression Requirements

TEXAS BOARD OF NURSING DECLARATORY ORDERS

The Texas Board of Nursing (TBON) may refuse to admit persons to its licensure examination, may refuse to issue a license or certificate of registration, or may refuse to issue a temporary permit to any individual with a lack of fitness to practice by reason of mental or physical health or intemperate use of alcohol or drugs that could result in injury to clients or the public. The Board may also refuse to grant licensure to any individual with a history of a conviction. An individual enrolled or planning to enroll in a basic nursing program who has reason to believe that she/he is ineligible may petition the Texas Board of Nursing for a declaratory order as to eligibility. Failure to request a declaratory order at least 12 months prior to graduation could result in a delay in taking the NCLEX –National Council Licensure examination. This delay will adversely affect your ability to gain employment.

If you have a situation that may require declaratory orders, please refer to the Texas Nursing Practice Act and/or contact the Texas Board of Nursing at www.bon.state.tx.us.

A drug screen may be required by ADN program and by any clinical facility. Fees will be at student’s expense.

ADN and VN students will be held accountable to the Unprofessional Conduct Rule 217.12 of the Texas Nursing Practice Act.

CRIMINAL BACKGROUND CHECKS:

As a part of the admissions process, all nursing students will undergo a criminal background check. Students will be “conditionally” admitted to the ADN program until the criminal background check is deemed “negative” and all immunizations are complete, including the Hepatitis B series and a current PPD or other approved tuberculosis screening test. The Texas Board of Nursing requires an additional criminal background check as part of the licensure process. The cost of all criminal background checks are the responsibility of the student.

Students engaging in criminal behaviors (felonies or misdemeanors) and/or substance abuse situations that place them in opposition to the legal system between admission and completion of the program MUST report these circumstances to the Program Director as soon as they occur. The clinical affiliate institutions
have varying grounds/issues that would lead to a student being denied access to an institution because of adverse behaviors revealed on a criminal background check or drug screen. Students who have been involved in situations negatively impacting their satisfactory (clear) background check status may have jeopardized the ability of the nursing program to assign them to clinical facilities to meet clinical objectives. Such students may be unable to continue in the program if access to clinical affiliates is denied.

LONE STAR COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING

TEXAS BOARD OF NURSING REQUIREMENTS FOR LICENSURE

LVN LICENSURE (per MEEP)

Students who complete the summer electives and the academic courses in the integrated ADN degree plan will have an opportunity to apply to the Texas Board of Nursing to take the NCLEX-PN licensing examination and obtain a license to practice as an LVN. Please refer to www.bon.state.tx.us. Students must have completed fifty percent of course work at a college in the Lone Star College system to be eligible.

In addition, applicants who have been convicted of a felony, a misdemeanor, have intemperate use of drugs or alcohol, or have been treated for a psychiatric occurrence will need to contact the Board in advance to determine if they will be eligible to take the exam. Please see the following pages of instructions to applicants for information relating to licensure eligibility. For further clarification, please contact the Board at (512) 305-7400.

ELIGIBILITY FOR NCLEX-PN AND LVN LICENSURE

The Texas Board of Nursing has a content/clinical/contact hour requirement which must be met prior to application for licensure in Texas as an LVN and for taking the NCLEX-PN. In 1996, the Associate Degree Nursing program at Lone Star College System (then NHMCCD) received approval to offer a vocational nursing elective exit option. This is called a MEEP-- Multiple Entry Exit Program. Students who successfully complete the integrated ADN degree plan through Nursing II and the two summer electives are eligible to apply for LVN licensure and take the NCLEX-PN.

Students are also eligible to take the NCLEX-PN and apply for LVN licensure in two other ways. Another option is available for ADN graduates who have not successfully passed the NCLEX-RN after the first attempt and who meet the clinical/theory content hours requirement. These graduate nurses would then be able to take the NCLEX-PN, and if successful apply for LVN licensure. The graduate has only one year, after the first NCLEX-RN failure, in which to apply for and pass the NCLEX-PN.

Please consult with the director of the Associate Degree Nursing program for advising related to LVN licensure and the NCLEX-PN. Additional eligibility requirements for becoming an LVN are listed in information provided by the Texas Board of Nursing. Please see Declaratory Orders on previous page.

RN LICENSURE

Refer to Texas Board of Nursing website for best current information.