

SOUTH PLAINS COLLEGE-REESE
VOCATIONAL NURSING PROGRAM
COURSE SYLLABUS

COURSE TITLE: VNSG 1402:4:2:7 Applied Nursing Skills I

PRE-REQUISITE: Approval of Program Director

SEMESTER/YEAR: Spring 2014

INSTRUCTOR: Ms. Robertson, RN, Ms. Lightner, RN, BSN

OFFICE: Room 529 (Ms. Robertson), Room 504 (Ms. Lightner)

OFFICE HOURS: Posted on each office door.

OFFICE PHONE: 716-4620 (Ms. Robertson), 716-4680 (Ms. Lightner)

COURSE DESCRIPTION: This course is an introduction to and application of primary nursing skills. An emphasis is given on utilization of the nursing process and related scientific principles.

COURSE LEARNING GOALS:

1. The student will describe the underlying principles of selected nursing skills and their relationship to client health status; demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.
2. The student will demonstrate accurate dosage calculation; discuss the principles of medication administration safety; and identify the elements of accurate documentation of medication administration.

I. GENERAL COURSE INFORMATION

A. **TEXTBOOKS**

1. Burton and Ludwig, Fundamentals of Nursing Care, Concepts, Connections & Skills, FA Davis, ISBN:13:978-0-8036-1970-8
2. Burton and Ludwig, Fundamentals of Nursing Care, Concepts, Connections & Skills, (Study Guide), FA Davis ISBN: 13: 978-0-8036-2203-6
3. Deglan & Vallerand, Davis's Drug Guide, 13th Ed., Davis ISBN #0-8036-2310-0
4. Curren, Math for Meds: Dosages and Solutions, 10th Ed., Delmar ISBN# 978-1-4283-1095-7
5. Woodrow, Essentials of Pharmacology for Health Occupations, 6th Ed., Thomson, ISBN # 978-1-4354-8033-9.
6. Woodrow, Essentials of Pharmacology for Health Occupations, Study Guide, 6th Ed., Thomson ISBN #978-1-4354-8037-7.
7. Deglan & Vallerand, Nurse's Med Desk, 13th Ed., Davis ISBN# 0-8036-2329-1.

B. **Class Attendance Policy**

There are no excused absences in the Vocational Nursing Program. Roll is taken for each class. A student who is not present when roll is checked is "absent." A student must sign in for each class; if a student fails to sign in, the student is marked "absent." Students are not allowed to disrupt the class for tardiness. A student may come into the classroom following a break.

A student who misses more than 3 classes in this course cannot meet course objectives and must withdraw from the VNP with a "F".

Skills Lab: In the event an absence should occur during a **skills check off lab**, the student is required to make the lab up. A video tape may be submitted by the student for either instructor to review or an appointment must be made at the instructor's convenience.

- C. **Skills Lab:** When participating in a skills check off lab, you must adhere to the clinical dress code. If you have long hair, it must be pulled back or put up in a ponytail. Your fingernails must be cut short and without polish. You cannot wear jewelry, such as earrings, tongue bars, nose rings, brow rings, or necklaces. (You may wear your wedding rings).
- D. **BSCCL:** This is a Basic Skills Clinical Competency Lab and is performed after the Final Exam. It is a **pass/fail lab**. The student will demonstrate a sterile skill and a non-sterile skill and be videoed under the supervision of an instructor. The student will have three (3) opportunities to pass, if unable to be successful, the student will not be able to meet the objectives of the Vocational Nursing Program and will withdraw from the program and a grade of a "F" is recorded.

During the skills check off, you will be given 3 opportunities to complete the task. If you do not do it correctly upon the first attempt, then you will re-schedule and try again. **After the third failure, you will be withdrawn from the Vocational Nursing Program** with a "F". (Your third attempt will also be recorded on video and will be observed by an instructor).

E. GRADING POLICY:

The grading scale for this course is the same as for all other vocational nursing courses:

"A"—90-100
"B"—80-89.9
"C"—75-79.9
"D"—70-74.9
"F"—69 and below

In the interest of consistency, all grades will be calculated as follows:

Unit exams will not be rounded up or down; i.e., 79.4 = 79

The Final exam grade will not be posted.

All exams taken during this course will be averaged for you **FINAL LETTER GRADE** which is posted on Blackboard.

F. EXAMINATION POLICY:

1. See Lecture/Exam Schedule.
2. Presentation of material includes class lectures, discussion, handouts, videos, and powerpoint.
3. Grades are recorded on Blackboard that calculates the average of grades.
4. Course grade will be determined by unit exams (60%) and the comprehensive final exam (40%).
5. **BSCCL** is a **pass/fail lab**. The student will be videoed and will have three (3) opportunities to pass the BSCCL. If a third time is needed and is failed, the student will not be able to meet the objectives of the Vocational Nursing Program and will withdraw from the program.
6. Each student should know current course averages for all classes.
7. Students must earn a "C" or better in this class for progression.
8. Students have the opportunity to review all grades as they are recorded. Should the student have any questions about a specific grade or specific test question, the student must discuss this with the instructor within 48 hours of notification of grade assignment. Once the 48 hours have passed without the student questioning the grade or question, **the assigned grade is final and may not be challenged at the end of the course. The final may not be reviewed.**

Unit Exams	60%
Skills Final	<u>40%</u>
	100%

Please refer to your SVN handbook for additional comments about grades.

MISSED EXAMS/MAKEUP WORK:

Students are expected to take all examinations for each nursing course. There are NO makeup exams for this course. Since the final exam is comprehensive (meaning that it covers the entire course), the final exam will be the missed exam FOR THE MISSED EXAM ONLY. If any additional exams are missed, a grade of “0” will be recorded.

NO exams will be given prior to the originally scheduled exam. Please do not ask.

Attention: All cell phones must be turned off during class. If a cell phone rings during an exam, that student’s test will end immediately with a “0” recorded for the test grade, even if the student was answering the last question. There is no makeup for this grade.
For Test Security, no hats, cap, backpacks or purses are permitted in the classroom during exams. No drinks or food may be brought into the classroom during an exam. Bottled drinks with a screw top lid may be brought into the classroom during lecture only.

Competencies are defined as effective demonstration of basic nursing skills, knowledge, and judgment as taught and demonstrated in the nursing lab and classroom.

The student's performance of the competencies will demonstrate and describe the desired outcome of learning at the conclusion of the nursing skills course.

All students are required to demonstrate the mastered competency skills prior to performing the skills in the clinical setting. Should the student NOT be successful, the student will be withdrawn from Applied Nursing Skills I and Clinical 1260. (Refer to Student Handbook – Clinical Guidelines Laboratory Experiences.)

G. ASSIGNMENT POLICY:

Come to class prepared each day. Students are responsible for reading the assigned material before coming to class. Reading the assignment prepares the student to form a basis on which to effectively listen, and participate actively in class discussion. Participating and listening will contribute to the student's cumulative learning process. Written assignments will consist of study questions.

H. ADDITIONAL INFORMATION:

1. **DO NOT write on test papers unless otherwise informed.**
2. Excessive talking in class will not be allowed; the student may be asked to leave, with an absence given for the day.
3. The Clinical Simulation Laboratory is provided to enhance the learning experience. It is the student's responsibility to keep the lab clean and tidy at all times. If it is necessary to utilize the lab after hours, arrangements must be made with the faculty.
4. Classroom rules also apply to the laboratory classes.
5. Radios will not be allowed in the classroom at any time.
6. All cell phones should be turned off during class. Should a cell phone go off during an exam, that student’s test will end right there with a “50” recorded for this test grade. This “50” will remain as part of the student’s average and cannot be changed as for a missed exam grade.

I. METHODS OF INSTRUCTION:

Lecture/Discussion	Charts and Posters
Required Readings	Lab Demonstrations/Return Demos
Reference Readings	Unit Examinations and Pop Tests
Audio/Visuals	Written Assignments and Study Questions

II. COURSE OBJECTIVE:

This course meets the Differentiated Essential Competencies (DECS) as:

1. Member of a Profession
2. Provider of Patient Centered Care
3. Patient Safety Advocate
4. Member of the Health Care team

This course does this through the following objectives

objectives	Method of instruction And Evaluation	1	2	3	4
A. Relate current knowledge into advanced nursing studies	Lecture, PP demonstration Audio/ Visual, Examination	x		x	
B. Use basic nursing skills and knowledge to meet individualized Patient needs	Lecture PP Demonstration, Audio/ Visual Examination		x		
C. Employ plans for intelligent safe nursing care of the patient within the Holistic Nursing concept	Lecture, PP demonstration Audio/ Visual, Examination		x		x
D. Identify the patient as a unique individual who needs assistance during illness regardless of age or degree of infirmity.	Lecture, PP demonstration Audio/ Visual, Examination		x	x	
E. Display good interpersonal relationships between nurse and patient; nurse and co-workers, and nurse and family	Lecture, PP demonstration Audio/ Visual, Examination	x	x	x	x
F. Consider the common needs of the patient and the Vocational Nurse's responsibility for the patient's environment, safety and well-being.	Lecture, PP demonstration Audio/ Visual, Examination	x	x		
G. Recognize the importance of observation and communication regarding patient and co-worker interactions and charting. Assemble information using the Nursing Process as a nursing assessment of each patient.	Lecture, PP demonstration Audio/ Visual, Examination	x			x
H. Demonstrate principles of asepsis.	Lecture, PP demonstration Audio/ Visual, Examination	x		x	
I. Demonstrate knowledge of basic interventions to support the patient and family during life stages, including death and dying.	Lecture, PP demonstration Audio/ Visual, Examination	x		x	x
J. Demonstrate methods for promoting safety in the work environment.	Lecture, PP demonstration Audio/ Visual, Examination	x		x	

(C-1, C-2, C-3, C-4, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-16, F-1, F-2, F-3, F-4, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17)

III. SKILLS OBJECTIVES

Upon successful completion of the advanced skills lab, the student will be able to

- A. Utilize terminology for the skills.
- B. Explain reasons for the skill.
- C. Identify appropriate equipment needed for the skill.
- D. Identify, assess and evaluate the patient's response to the procedure.
- E. Discuss the necessity for patient/family education regarding the specific skill.

IV. COURSE OUTLINE

MEDICAL TERMINOLOGY

Medical Terminology is incorporated in the eleven unit exams.

Throughout the Skills Course, the student should be able to:

- 1. Correctly use the abbreviations, prefixes, suffixes, verbs, adjectives, and words in the following listing.
- 2. Break down a list of medical words and identify the meaning of each word in the list through structural analysis.

NURSING BASICS

UNIT 3

The Nursing Process and Decision Making

Following completion of this chapter, the student should be able to:

1. Define key terms associated with the nursing process and decision making.
2. Discuss ways in which critical thinking is used in nursing.
3. List the steps of the nursing process.
4. Contrast subjective and objective data.
5. Explain how to conduct a nursing interview.
6. List techniques used to gather data during a physical assessment.
7. Explain how NANDA-1 nursing diagnoses are listed.
8. Compare one-part, two-part, and three-part nursing diagnoses.
9. Differentiate between long-term and short-term goals.
10. Explain how to write correct outcomes statements.
11. Compare types of nursing interventions.
12. Explain the importance of individualized nursing interventions.
13. List initial intervention steps.
14. List types of nursing care plans.
15. Explain the process for writing a student care plan.
16. Discuss the use of concept maps to plan care.

Documentation

Following completion of this chapter, the student should be able to:

1. Define key terms associated with documentation.
2. Explain four purposes of written documentation.
3. Discuss confidentiality of patient records.
4. Summarize 12 guidelines for documentation.
5. Compare source-oriented and problem-oriented documentation systems.
6. List the common sections of a source-oriented documentation system.
7. Compare PIE charting and SOAPIER charting formats.
8. Contrast charting by exception and focus charting.
9. Explain how narrative charting is different from all other formats.
10. List the advantages and disadvantages of computerized charting.

Loss, Grief, and Dying

Following completion of this chapter, the student should be able to:

1. Define key terms related to loss, death, and grief.
2. Explain the differences between curative care, palliative care, and hospice care.
3. Describe the function of each of the following documents: durable power of attorney, living will, do-not-resuscitate order.
4. Explain the traditional five stages of grief.
5. List at least five symptoms indicating end-stage disease.
6. Describe at least four beneficial effects of dehydration at the end of life.
7. Identify comments the patient might make indicating that he or she desires to discuss a terminal condition.

Safety

Following completion of this chapter, the student should be able to:

1. Describe six factors that contribute to an unsafe patient environment.
2. Identify requirements for use of restraints and release of restraints.
3. Explain the acronyms RACE and PASS.
4. Determine actions to take when a patient is unresponsive.
5. Explain how lack of rest and substance use or abuse can contribute to unsafe patient care.

6. Describe ways to protect yourself from radiation hazards.
7. Discuss safe handling of chemicals and gases.
8. Explain ways to protect yourself from biological hazards.

Medical Asepsis and Infection Control

Following completion of this chapter, the student should be able to:

1. Define key terms related to medical asepsis and infection control.
2. Illustrate the chain of infection.
3. Explain factors that decrease the body's defenses.
4. Differentiate between the use of standard precautions and transmission-based precautions.
5. Compare medical and surgical asepsis.
6. Detail the use of standard precautions.
7. Compare the purposes and types of transmission-based precautions.
8. Explain ways to meet the emotional needs of patients who are isolated due to communicable disease.

Personal Care

Following completion of this chapter, the student should be able to:

1. Define key terms associated with personal care.
2. Categorize personal care tasks performed at particular times during the day.
3. Describe the benefits of bathing patients, both for the patient and for the nurse.
4. Explain factors to consider when planning patient care and bathing.
5. List three categories of personal care.
6. Identify types of baths and their purposes.
7. Contrast back massage with applying lotion to the back.
8. Discuss key aspects of providing oral care to unconscious and conscious patients.
9. Describe assessments to make during oral care, hair care, and nail care.
10. Identify ways to minimize noise, odors, and clutter in the patient's environment.
11. Differentiate between open, closed, and surgical beds.
12. Describe nursing responsibilities when making occupied and unoccupied beds.

Moving and Positioning Patients

Following completion of this chapter, the student should be able to:

1. Define key terms associated with moving and positioning patients.
2. Describe the effects of immobility on seven body systems.
3. List nursing measures to prevent complications of immobility for these body systems.
4. Discuss the importance of positioning patients correctly and performing frequent position changes.
5. Describe devices available to increase safety and ease of transferring patients.
6. List guidelines for performing a manual patient transfer.
7. Summarize the importance of assisting a patient to dangle prior to transfer or ambulation.

Vital Signs

Following completion of this chapter, the student should be able to:

1. Define key terms associated with assessment of the six vital signs.
2. Describe the six vital signs, their significance, and their normal ranges.
3. Identify times when vital signs should be assessed.
4. Summarize the guidelines for vital sign assessment.
5. Outline the four circulatory qualities and how they determine blood pressure.
6. Relate at least six factors that affect blood pressure, temperature, pulse, and respiration.
7. Contrast the effects of hypertension and hypotension on the body.
8. Describe how and where to assess peripheral pulses.
9. Distinguish how the body regulates each vital sign.
10. Describe how to assess pain.

Applying Heat and Cold

Following completion of this chapter, the student should be able to:

1. Define key terms related to applying heat and cold.
2. Contrast the physiological effects of local heat and cold applications.
3. Identify at least four uses for heat therapy.
4. Explain how application of heat can support healing.
5. Detail the nursing assessments to make prior to, during, and after application of heat therapy.
6. Describe three uses for cold therapy.
7. Compare the methods of heat and cold application.
8. Summarize the nursing assessments pertinent to cold applications.
9. Teach a patient how to make a simple cold pack using only a washcloth and a zip-type plastic bag.

Physical Assessment

Following completion of this chapter, the student should be able to:

1. Define key terms associated with physical assessment.
2. Describe three purposes of physical assessment.
3. Differentiate between a comprehensive health assessment, a focused assessment, and an initial head-to-toe shift assessment.
4. Summarize the six techniques used for physical assessment.
5. Distinguish the different components to be examined during an initial head-to-toe shift assessment.
6. Relate each component of assessment to its associated body system(s).
7. Explain the significance of abnormal assessment findings.
8. Describe adaptations in assessment techniques that are necessary due to the age of the patient.
9. Perform an initial head-to-toe shift assessment.
10. Document the results of any initial head-to-toe assessment.

Surgical Asepsis

Following completion of this chapter, the student should be able to:

1. Define key terms associated with surgical asepsis.
2. Differentiate between medical asepsis and surgical asepsis.
3. Explain the necessity of developing a sterile conscience.
4. Identify guidelines for using sterile technique while opening sterile supplies, setting up and adding items to the sterile field, opening sterile packs, and working with a sterile field.

Diagnostic Tests

Following completion of this chapter, the student should be able to:

1. Correctly use key terms associated with diagnostic tests.
2. Explain the nurse's role and responsibilities in relation to diagnostic tests.
3. Explain all the components of a complete blood cell count, including a white count differential.
4. Relate the normal adult ranges of complete blood cell count components.
5. Identify the normal findings of a urinalysis.
6. Name at least two tests that evaluate renal function.
7. Name three diagnostic tests that would be useful in evaluating liver function.
8. Differentiate between esophagogastroduodenoscopy, barium enema, and colonoscopy, and between magnetic resonance imaging and computed tomography, including purposes and preparations for each.
9. Explain the purpose of a lumbar puncture and how to position a patient for the procedure.
10. Prioritize the post procedure nursing actions to be performed after a femoral arteriogram.
11. Relate the purposes of a glucose tolerance test, intravenous pyelogram, and bone marrow aspiration.

Wound Care

Following completion of this chapter, the student should be able to:

1. Define key terms related to wound care.
2. Contrast contusion, abrasion, puncture, penetrating, and laceration wounds.
3. Identify risk factors for pressure ulcers.
4. Outline nursing interventions to prevent pressure ulcers.
5. Compare first, second, and third intention wound closures.
6. Explain how different factors affect wound healing.
7. Discuss wound treatments and the nursing responsibilities for each.
8. Accurately assess a wound and wound drainage.
9. Describe types of dressings and their uses.
10. Identify information to document concerning wounds.

Musculoskeletal Care

Following completion of this chapter, the student should be able to:

1. Describe common musculoskeletal conditions that result in limited mobility.
2. Differentiate between indications for use of x-rays, CT scans, and MRIs to diagnose musculoskeletal conditions.
3. List six types of immobilizing devices used for musculoskeletal disorders.
4. Describe nursing care of patients with musculoskeletal conditions, including casts, traction, joint replacement, and amputation.
5. Discuss guidelines for patients using assistive devices for ambulation.
6. Describe the steps necessary to develop a plan of care for a patient with impaired mobility related to a musculoskeletal condition.

Respiratory Care

Following completion of this chapter, the student should be able to:

1. Define key terms associated with respiratory care.
2. Explain the mechanics of inhalation and exhalation.
3. Explain the changes in physiological regulation of respiration in patients with chronic lung disease.
4. Explain nursing interventions to use for patients with impaired oxygenation.
5. Discuss safety measures to enforce when the patient is receiving supplemental oxygen.
6. Identify types of oxygen sources and delivery devices used for supplemental oxygen.
7. List tips for conservation of energy for patients with chronic lung disease.

Bowel Elimination and Care

Following completion of this chapter, the student should be able to:

1. Explain how different factors affect bowel elimination.
2. List independent nursing interventions to promote bowel elimination.
3. Accurately assess bowel elimination problems.
4. Contrast different types of enemas.
5. List signs and symptoms of vagal stimulation.
6. Prioritize nursing actions to perform when vagal stimulation is suspected.
7. Explain how to obtain stool specimens for culture and sensitivity and for ova and parasites, and how to test for occult blood.
8. Discuss ostomy care and patient teaching regarding care.

Urinary Elimination and Care

Following completion of this chapter, the student should be able to:

1. Define key terms related to urinary elimination.
2. Describe normal and abnormal urine output.
3. Discuss characteristics of normal urine and the significance of abnormal characteristics.

4. Explain the causes and complications of urinary retention.
5. List the types of urinary incontinence.
6. Describe nursing interventions to help manage incontinence.
7. Discuss methods of assessing urine.
8. List the steps for collecting a 24-hour urine sample.
9. Identify purposes, types, and sizes of urinary catheters.
10. Discuss the care of patients with an indwelling urinary catheter.

Care of the Surgical Patient

Following completion of this chapter, the student should be able to:

1. Define key terms related to care of the surgical patient.
2. Differentiate between types of surgery by purpose, degree of urgency, and degree of risk.
3. Identify factors that increase the risks of surgery and anesthesia.
4. Describe the process of informed consent.
5. Explain the purpose of various preoperative laboratory tests.
6. Specify the important components of preoperative patient teaching.
7. Explain the various purposes of preoperative medications.
8. Explain the purpose for and the various data included on a preoperative checklist.
9. Compare the various roles and responsibilities of operative personnel.
10. Explain nursing procedures that may take place in the operating room and their rationales.
11. Prioritize nursing care during immediate postoperative and post anesthesia care.
12. Describe the admission process of a postsurgical patient on the hospital unit.
13. Accurately describe the assessment of the postsurgical patient on the hospital unit.
14. Identify potential postsurgical complications, with emphasis on prevention and intervention.

SCANS COMPETENCIES

- C-1 **TIME** – Selects goal – relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS AND FACILITIES** – Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients / Customers – works to satisfy customer's expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women of diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and correct malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATION SKILLS

BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading – Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing – Communicates thoughts, ideas, information, and messages in writing and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic – Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening – Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking – Organizes ideas and communicates orally.

THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking – Generates new ideas.
- F-8 Decision-Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye – Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility – Exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management – Assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty – Chooses ethical courses of action.

**SOUTH PLAINS COLLEGE
REESE CENTER CAMPUS GUIDELINES**

CHILDREN ON CAMPUS

Many of the students attending classes at South Plains College are also parents who value the opportunity to participate in higher education. Sometimes students are faced with the decision of whether to remain at home with their children, bring children with them to class, or be absent from class. The following guidelines address concerns for the safety of children on campus and provide for an environment conducive to learning:

1. **Students are not allowed to bring children to class** and will be asked to leave in the interest of providing an environment conducive for **all** students enrolled in the class. Students are responsible for adherence to the attendance requirements set forth by the instructor in the course syllabus.
2. **Children may not be left unattended.** In order to provide for the safety of children on campus, parents or other guardians are responsible for supervising children while utilizing services or conducting business on campus.
3. **Disruptive children will not be allowed to interfere with college business.** Parents or other guardians are responsible for supervising and controlling the behavior of children they have brought on campus.

AMERICANS WITH DISABILITIES ACT STATEMENT

“Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Special Service Office early in the semester so that appropriate arrangements may be made.” In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in Rooms 809 and 811, Reese Center Building 8, 885-3048, Extension 4654.

DIVERSITY STATEMENT*

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model as it should and can be.

*Developed by the Title III Summer 2001 participants as part of the training opportunity, May-June 2001, South Plains College.

GENERAL SAFETY ON CAMPUS

South Plains College recognizes the importance of safety on campus. The protection of persons and property is a responsibility which we all share. Personal safety begins with the individual. The following guidelines are intended to assist you in protecting yourself and to encourage practices that contribute to a safe environment for our campus community.

- Never leave your personal property unsecured or unattended.
- Look around and be aware of your surroundings when you enter and exit a building.
- Whenever possible, avoid walking alone, particularly after dark. Walk to your vehicle with other class members.
- Contact Campus Police, or the Office of the Provost to report all crimes, accidents, or unsafe conditions.

FOOD AND DRINK IN CLASSROOMS

It is the policy of South Plains College not to permit food or drink in the classrooms or laboratories. Since many students and instructors arrive at the Reese Center directly from work, individual instructors **MAY** permit food or drinks in classrooms as long as trash and drink containers are properly disposed of prior to leaving the classroom.

SMOKING

The use of any **TOBACCO** products **INSIDE** South Plains College buildings or in proximity to any entrance is **NOT** permitted.

FIREARMS

FIREARMS of any kind are **PROHIBITED** on South Plains College property **EXCEPT** by authorized law enforcement personnel.

In case of emergency, contact the following numbers, but DO NOT leave a voice mail message:

Emergency.....	911	Evening Attendant.....	2919
Reese Center.....	885-3048	Counseling.....	4605 or 4606
SPC Police.....	893-5705	Associate Dean of Student Services.....	4666 or 4600
Sheriff's Office.....	767-1441		