# Nursing 226 - Clinical Simulation IV – 42464 | Fall 2024

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## Professor Information

Instructor John Miller, MN, BSN, ADN, CNE, CHSE

Prefer to be addressed as John

Office Location 13.150

Office Phone 253.566.5263

E-Mail Address Use Canvas email only @tacomacc.edu

Office Hours Wed, Thurs 1200-1300

Preferred Method of Communication Voice, text, email

First Day of Class 9.25.24

Last Day of Class 12.5.24

Date of Final Exam none

**Canvas Class Direct Link:**  <https://tacomacc.instructure.com/courses/2451961>

Please set Canvas so that it sends you a message when I make a comment on your work. To do this, go to Canvas>Account>Notifications>Course Activities>Submission Comments. Click on the check mark for immediate notification to your home email or text, depending on what you prefer. You may also want to take a look at the other possible notifications and see what you would like to receive.

## General Class Information

***NURS 226 - Clinical Simulation IV***

Credits: 2

Item number: 42464

Section: 2

### Course Modality

Lab (Web-Enhanced)

### Schedule and Location

Class Dates and Times: 9.26.24- 12.5.24, 0800-1150

Class Location: 13.330

### Catalog Description

This course provides continued learning opportunities through simulated practice of nursing care delivery. It includes in select patient/client scenarios across the lifespan in a simulation lab setting, using application of concepts in coordination with other courses in the program.

### Prerequisites

NURS 103 with a minimum grade of C; and

NURS 124 with a minimum grade of C; and

NURS 155 with a minimum grade of C; and

NURS 193 with a minimum grade of C; and

PHIL 201 with a minimum grade of C.

### Textbooks & Supplemental Materials

1. Lippincott Concept Solution ebook Package including vSim and Docucare

 (If you need technical assistance at Wolters Kluwer, please call 1.844.797.9973)

2. American Nurses Association (2021). Nursing: Scope and Standards of Practice (4th ed.). (Hardcopy or eBook).

### Technology Required

This is a web-enhanced course meaning that our course materials are available online via Canvas. You will need regular access to a computer and internet. Some assignments can be completed on your phone, but others will be easier if done from a desktop, laptop, or tablet. If you need support using technology or learning how to use Canvas, please visit the Information Commons in Building 16 on the first floor at the end of the hallway or call the student helpline at 253.566.5176.

The associate degree Nursing program utilizes multiple technology resources to support student success to include electronic textbooks and media as well as an online Learning Management System (LMS). The student is expected to use an electronic device to access materials and assignments during this program and should purchase one if not already owned.

If you have an outside financial funding source, contact them to see if the cost of an electronic device is covered under your funding.

If you do not own a computer or your personal computer does not meet the minimum requirements for online work, there are multiple areas on Campus dedicated to computer use, with staff willing to assist you, e.g. Information Commons and the Library. The student should also ensure he/she has access to off-campus computers and the Internet in order to successfully participate in the nursing program. County public libraries have computers for use normally free of charge (except for printing).

The library may be able to let you check out a laptop on a short term basis. Here is the web link for their services: <https://tacomacc.libcal.com/equipment?lid=12845>

The minimal technical requirements for program work are:

Browsers:

1. Internet Explorer; Safari; Firefox; or Google Chrome. The latest version of these browsers available should be used.

Software:

1. Word processing software or Microsoft Office to include at a minimum Microsoft Word, Power Point and Excel. TCC offers free Microsoft products for its actively enrolled students. You can install this by logging into your TCC Campus email, select settings in the top right corner and select Office 365. Click on the software link under install software.
2. Adobe Reader DC: This free program allows you to read documents in the portable documents format (.pdf). If you do not have Adobe Reader DC, you can download it for free here: <http://get.adobe.com/reader/>

## Learning Outcomes

### Course Learning Outcomes

This class is intentionally designed to meet these learning outcomes. If at any point during the quarter you think you are not on track to meet outcomes, please communicate with your instructor.

Upon satisfactory completion of the course, students will be able to:

**Safety & Quality Improvement**

1. Anticipate and take corrective action pertaining to actual and potential patient/client safety issues. **PLO:** 2, 3
2. Apply principles of safety in all simulated scenarios. **PLO:** 3

**Patient Centered Care**

1. Apply the concepts presented in prior and current nursing courses to the care of the patient/client in a simulated setting. **PLO:** 1, 2
2. Demonstrate acquired skills in simulated patient/client scenarios across the lifespan. **PLO:** 3
3. Provide health education as required by simulated scenarios. **PLO:** 3, 4

**Professionalism & Leadership**

1. Maintain professional appearance and demeanor during simulated patient/client interactions. **PLO:** 2
2. Evaluate care provided by self and others. **PLO:** 3, 4

**Teamwork & Collaboration**

1. Apply principles of professional communication and behavior. **PLO:** 2, 4
2. Collaborate effectively with all participants in simulated scenarios. **PLO:** 4

**Clinical Judgment/Evidence Based Practice**

1. Apply the nursing process to provide safe and effective care for patients/clients across the lifespan in a simulated setting. **PLO:** 1, 3
2. Demonstrate clinical judgment in making or evaluating decisions for patient/client care. **PLO:** 3

**Informatics & Technology**

1. Document as appropriate to the situation in patient/client health record. **PLO:** 4
2. Safely and correctly demonstrate the use of all healthcare equipment as required by the scenario. **PLO:** 3

|  |
| --- |
| **CONCEPT** |
| BehaviorCellular RegulationCognitionCollaborationEliminationImmunityLegalManaging careMetabolismMood and affectNeuroprotectionNutritionStress and CopingViolence1. Assessment
2. Communication
3. Safety
 |

Care Mapping is to be done in this course in preparation for simulations.

1. Design thorough care maps upon completion of VSims for all concepts and nursing diagnoses learned to this point in the program
2. Observers of simulation will practice with blank boxes
3. Observers of simulations will match interventions to problems

### Nursing Program Learning Outcomes

Upon successful completion of the program the student will be able to:

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1. Provide patient-centered care for diverse groups in the community across the lifespan in a manner that is holistic, caring, and demonstrates advocacy (ICD).
2. Demonstrate professionalism in the following ways:
3. Demonstrate skill in organization, prioritization, collaboration, delegation, and supervision.
4. Function ethically and legally within the standards and competencies of local, state, and national regulatory agencies and professional organizations.
5. Demonstrate commitment to lifelong learning.
6. Demonstrate humility by participation in evaluation, self-care, and self-reflection.
7. Utilize quality improvement processes including responsible use of resources (COK, RES).
8. Demonstrate competency in core nursing principles by being able to:
9. Be prepared to pass the NCLEX and be employable as an entry-level generalist RN.
10. Apply strong critical thinking and clinical judgment skills using evidence-based practice to make clinical decisions.
11. Efficiently use nursing processes for care delivery.
12. Demonstrate basic competency in nursing skills.
13. Apply safety principles and national safety standards.
14. Effectively use healthcare related information and technology (COK, CRT, IIT).
15. Communicate effectively with individuals and groups in a respectful, professional manner, using both verbal and written formats (COM).

### Degree Learning Outcomes

Upon successful completion of the degree, the student will be able to:

1. Core of Knowledge (COK): Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences, and Social Sciences) or, as applicable, specific professional/technical content, and program-level content and apply this knowledge to academic endeavors.
2. Communication (COM): Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
3. Critical Thinking & Problem Solving (CRT): Compare, analyze, and evaluate information and ideas to solve problems.
4. Information & Information Technology (IIT): Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for academic or, as applicable, specific professional/technical applications.
5. Intercultural Collaboration & Diversity (ICD): Demonstrate successful application of an interdependent, diverse, and multicultural worldview through collaborative engagement.
6. Responsibility & Ethics (RES): Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

## TCC Student Policies

TCC works hard to create a vibrant learning culture where you can succeed. Please refer to the [college-wide standards and policies](https://www.tacomacc.edu/about/policies/tcc-classroom-standards) that support this important work. Some of these policies include Religious Accommodations, Withdraw/Retakes, and the Student Code of Conduct.

## Class Policies

**Etiquette for Classroom and Student Conduct**

Admission to Tacoma Community College carries with it the expectation that the student will conduct himself/herself as a responsible member of the academic community and observe the principles of mutual respect, personal and academic integrity, and civility.

The [Code of Student Conduct](https://www.tacomacc.edu/about/policies/code-of-student-conduct) establishes rules governing academic and social conduct of students, including due process rights. Violations of the Code may result in dismissal from class for the day and/or referral to the Student Conduct Administrator for sanctions. All other program policies can be found in the Nursing program student handbook.

## Class Procedures

 **Simulation Procedure 3.24  (\*1,2)**

1. Preparation prior to class
	1. Complete the study guides and virtual simulations. The study guides include
		1. Medications and intravenous fluids from each case
		2. Abnormal diagnostics from each case in the electronic medical record
		3. Skills and procedures from each case
		4. Complications and medical diagnoses from each case
	2. Review the learner objectives, learner brief, and patient overview for each of the patients.
	3. Preview the electronic medical record for each of the patients, available 2 weeks prior to class.
	4. Review skill procedures identified in the study guides and electronic medical record.
2. **Wash hands upon entering the Simulation Lab. Wears uniform with name badge visible.**
3. **Prebrief in class** (50 minutes)
	1. Clarify study guide and virtual simulation preparation questions.
	2. Prepare for the simulated experience by starting IV fluids and inserting tubes that are in the Learner Brief. Use only fluids with the patient's name on them. Use Guardrail Fluids for fluid selection. Do not use basic infusion on Alaris pumps. Redo the IV dressing if needed. Attach telemetry leads.
	3. Write priorities on the whiteboard for the team and professor to review.
	4. RNs review case checklist of expected outcomes for planning.
	5. Practice skills as needed.
	6. Create a safe learning environment.
	7. Clarify expectations and rules of conduct.
	8. Orient to the learning environment.
	9. Discuss background information or preparation materials.
4. **Simulation** (20 minutes)
	1. **Two simulations are completed each day.  The RN’s change after the first simulation.**
	2. **Daily Assignments**
		1. Refer to the schedule of patients and roles for each day.
	3. **Patient RN for each of the patients**
		1. If mentioned in the Learner Brief report, may start oxygen and insert any tubes prior to starting simulation.
		2. Assesses and intervenes with the assigned patient in a timely manner.
		3. Verbalizes each action to the patient.
		4. Communicates to the Charge RN. Does not communicate with the provider.
		5. Completes a focused assessment with priority interventions promptly provided.
		6. Administers medications and fluids.
		7. Inserts tubes needed.
	4. **Charge RN for the one patient and one Patient RN**
		1. Puts a plan of care with priorities on the whiteboard with the Patient RN’s input.
		2. Read the Learner Brief report from a tablet.
		3. Provides assistance to the RN needing the most help based on prioritization of all three patients.
		4. Completes the SBAR form before contacting the provider. The SBAR form should be printed or completed on an electronic device.
		5. Communicates information from the Patient RN to the provider.
	5. **Manikin Operator Who Portrays Patient**
		1. Operates manikin in the Control Room with assistance from the Simulation Technician.
		2. Coaching is provided by the professor.
		3. Acts out the patient’s specific medical problem and personal characteristics learned in previous classes, study guide, and personal experience.
	6. Provider
		1. Communicates with the Charge RN.
		2. Requests a completed SBAR.
		3. Issues new orders.
		4. Anticipates what the provider would communicate in the scenario.
		5. Operates the cameras.
		6. Coaching is provided by the professor.
5. **Simulation End**

Redoing some of the simulation may be necessary for better outcomes, based on Kolb's Theory of Experiential Learning.

1. **After Simulation is Completed**
	1. Remove all medical equipment supplies used.
	2. Close IV pump doors.
	3. Arrange manikin and equipment as before the simulation.
2. **Debrief (Guided Reflection)** (40 minutes)
	1. All members of class must contribute their peer feedback to the debrief discussion after each simulation. Feedback should include:
		1. One commendation
		2. One suggestion for growth
	2. The professor will only start, clarify, and facilitate the discussion based on the expected interventions for the scenario and using best practices for debriefing.
3. **Break**
4. **Change Roles.**
5. **Complete second simulation. (20 minutes)**
6. **Debrief (40 minutes)**
7. **After Simulation is Completed**
	1. Remove all medical equipment supplies used.
	2. Save tubing and large IV bags for reuse, returning them to the supply area.
	3. Close IV pump doors.
	4. Arrange manikin and equipment as before the simulation.
8. **Documentation for all Patients (50 minutes)**
	1. The Patient RN completes the documentation and any revision with assistance from the Charge RN, before the end of class.
	2. The Professor will provide feedback on whether revision is needed before the end of class. Points will be assigned at the end of class.

\*1. Adapted from The Healthcare Simulation Standards of Best Practice™, INACSL.org,https://www.inacsl.org/healthcare-simulation-standards

\*2. Kolb's Learning Styles and Experiential Learning Cycle, Saul McLeod, Simply Psychology, 2017,<https://www.simplypsychology.org/learning-kolb.html>

### Classroom Concerns/Disputes

If you have questions or concerns about this class, please talk to your instructor. If they are unable to resolve your concerns, you may set up an appointment to talk to Jill Edwards, Associate Dean for Nursing, by emailing JEdwards@tacomacc.edu. Jill Edwards can assist with information about additional steps, if needed.

If you think that your final grade has been given in error, please see the final grade grievance procedure below.

### Final Grade Grievance and Appeal Process

Students who believe they have received a final course grade that has been awarded improperly or in an arbitrary or capricious manner may grieve or appeal the grade. Details of the process are located at the following link:

<https://www.tacomacc.edu/about/policies/student-grievance-procedure-other>

More information can be found in the Nursing program student handbook.

### Academic Dishonesty

### TCC Students are expected to be honest and forthright in their academic endeavors. Academic​ dishonesty is inconsistent with the values and mission of Tacoma Community College. Various forms of academic dishonesty are violations of the Code of Student Conduct and include the following:

1. Cheating
2. Plagiarism
3. [Enabling a breach of academic integrity](https://www.tacomacc.edu/about/policies/academic-integrity#enabling)
4. [Alteration of grading or testing conditions](https://www.tacomacc.edu/about/policies/academic-integrity#alteration)
5. [Unauthorized use of materials or content](https://www.tacomacc.edu/about/policies/academic-integrity#unauthorized)
6. [Unauthorized assistance](https://www.tacomacc.edu/about/policies/academic-integrity#ai)
7. [Fabrication and Falsification](https://www.tacomacc.edu/about/policies/academic-integrity#fabrification)
8. [Failure to adhere to ethical standards](https://www.tacomacc.edu/about/policies/academic-integrity#failure)
9. [Sabotage](https://www.tacomacc.edu/about/policies/academic-integrity#sabotage)

Creating a culture of academic integrity is critical to students' success. Alleged violations of academic integrity shall be handled in a manner that reflects Tacoma Community College’s commitment to impartial, consistent, and equitable implementation of policies. Sanctions for acts of academic dishonesty in this course are at the discretion of the instructor but may include:

1. A zero for the assignment​
2. A lower overall course grade​
3. A failing grade for the course​
4. [Removal from the program​](https://www.tacomacc.edu/about/policies/academic-integrity#alteration)

See the Nursing Student Handbook for more information. The TCC policy on Academic integrity can be found at: <https://www.tacomacc.edu/about/policies/academic-integrity>

### Attendance

Nursing skills and simulation participation are essential to student success in the nursing program. However they are time consuming and require preparation and planning by the instructor and the student. If a student misses a class day in this course, it may be impossible to make up the experience. As a result, the student may receive a lower or even a failing grade due to being unable to meet the course learning outcomes. As such, neither the instructor nor any nursing program faculty or staff will give permission for absences from lab or simulation experiences for routine reasons. Routine reasons commonly include but are not limited to:

1. Car maintenance
2. Picking up extra shifts or hours at work
3. Routine medical or dental exams
4. Vacation
5. Orientation or start to a new job
6. Attendance at events
7. Instructor or advisor conferences

The nursing student is expected to prioritize personal, work and school requirements appropriately. The instructor and the nursing department are under no obligation to make up any missed simulation opportunities, especially if the student is not in communication with the instructor.

Medical illness or medical and family emergencies are often unanticipated/unforeseen and absence as a result of these is considered on a case-by-case basis. A student who misses simulation experiences due to unforeseen circumstances may not be able to meet the course learning outcomes and may receive a lower or failing course grade.

## Graded Items

### Assessment Structure

Nursing Program Common Assignments are designed to evaluate student learning, achievement of course outcomes and effectiveness of teaching strategies in the nursing program. All sections of a course will complete the same common assignments regardless of the instructor assigned.

|  |  |
| --- | --- |
| *Assignment* | *Percentageof grade* |
| Study guides and virtual simulations preparation | 25 |
| Documentation in the electronic medical record  | 15 |
| Final instructor evaluation of simulation performance:The student must achieve a minimum score of 79% and a 3 (or higher) in allcategories to pass the simulation. | 60 |
| Total  | 100 |
| Completion of all assignments are required to finish the course and receive a grade. |  |

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### Evaluation Criteria & Grading Standards

The course grade is determined by a point system. The criteria for grade determination will be based on the following:

**GRADE GPA COURSE PERCENTAGE (%)**

A 4.0 95 - 100

A- 3.7 92 - 94

B+ 3.3 90 - 91

B 3.0 87 - 89

B- 2.7 85 - 86

C+ 2.3 82 - 84

C 2.0 79 - 81 (minimal passing grade allowed)

D 1.0 74 - 78

E 0.0 73 or below

The simulation course grade is determined by a weighted point system and corresponding letter grade. Peer Evaluation is a critical component of this course.

The criteria for evaluation of successful course performance will be based on the following:

1. The Simulation Evaluation Tool will be calculated as 60% of the overall grade
2. All written assignments will be combined to equal 40% of the overall grade
3. Achievement of a score of 2 (unacceptable) in ANY section of the final CET/SET will result in course failure regardless of the overall grade in the course.

The course instructor may also have grading expectations for pre-simulation preparation or written work at his/her discretion. The instructor will provide further guidance for meeting these, which may contribute to the overall final course grade decision. An unsatisfactory grade or failing to meet course outcomes will result in course failure and the need to repeat the course again (if eligible).

The nursing program is a sequenced program of study. A student must successfully complete all classes at each level before progression to the next level is permitted. More detailed information about course progression may be found in the Nursing Student Handbook.

While faculty permission is not required, a completed add/drop form must be submitted to Registration and Records to complete drops from the 11th instructional day through the 55th calendar day of the quarter. The instructor must sign the form or [send] an e-mail [to Registration] acknowledging the withdrawal. If the instructor is not available, a signature from a full-time advisor in the Advising Center is an acceptable substitute.

More information on withdrawing from courses can be found here: <https://www.tacomacc.edu/academics-programs/academic-support/enrollmentservices/enrollment/drop_and_withdraw_classes>

### Professionalism and the Role of the Registered Nurse (RN)

The American Nurses Association states that the values, and ethical and professional behavior of a nurse are nonnegotiable, and RNs are obligated to practice and uphold those precepts at all times. To prepare the student nurse for the professional and ethical practice as a RN, all students will be continuously evaluated by means of a standardized Professional Behaviors Rubric while participating in the nursing program. The Professional Behaviors Rubric counts for 5% of the total course grade.

While expectations will vary between first year and second year courses, any student who falls below the acceptable standard of professional behavior in any course at any time (e.g. meeting 2 or more criteria in the unacceptable section of professional behavior) may receive a lower end of course grade, course failure, or even program removal regardless of current progress or academic standing in the course. The course instructor will have discretion for the evaluation.

Each nursing program level has Program Assessment Points embedded into them. These are common assessments that are incorporated into the course regardless of section, instructor, format, or quarter.

### Graded Item Submission Guidelines

 Assignments are to be submitted in the requested locations, Canvas, VSim virtual simulation, or Docucare electronic medical record, by the required due dates and times.

### Late Work Policy

Late work may not be accepted, except for valid reasons such as illness. Students should request extensions before the deadlines. Credit may be reduced.

## Student Resources

TCC has multiple free resources available to promote student success. The nursing faculty know that challenges inside and outside of school can impact achievement in coursework. The program highly encourages all students to access any and all resources.

During this quarter, you may encounter a need that goes beyond this class that affects your academic performance. We are here to help you be successful. You have access to great resources on campus and people ready to support you. Login to Canvas and access the [Student Resources](https://tacomacc.instructure.com/courses/1687752) course to learn about some of these excellent resources.

Some of the key resources are:

1. Advising and Counseling, Building 7
2. Reading & Study Skills Center, Building 7
3. Library/Media Services, Building 7
4. Writing and Tutoring Center, Building 7
5. eLearning/Information Commons, Building 16
6. Math Advising Resource Center (MARC), Building 19

**Access and Accommodations:** If you have a disability or health condition and have not yet established services, please contact the Access Services office at access@tacomacc.edu or by submitting the “[New Student Application](https://sierra.accessiblelearning.com/s-TacomaCC/ApplicationStudent.aspx)” located on their webpage to begin the process required to establish accommodations. Please refer to their [TCC Access Services Website](https://www.tacomacc.edu/academics-programs/academic-support/access-services/access_services) for more information. Please note that accommodations are not retroactive, which means that they begin the day that your accommodation letter is sent to your instructor, so please work with Access Services accordingly. Letters must be updated each quarter.

**Armed Services Veterans:** We recognize that at times a Veteran could have special circumstances that may interfere with functioning in the classroom or have disabilities that could be a problem. The student is encouraged to communicate in advance, if possible, to the instructor any of these special circumstances. If you need or desire specific auxiliary assistance, please feel free to contact Access Services office in Building 7 (253) 460-4437.

There are also many resources available to the veteran on campus. The Veterans Services Coordinator can be reached at 253-566-5033. The Veterans Navigator can be reached at 253-566-5364. The Veteran Affairs office is located in Bldg. 14 adjacent to the Financial Aid office, 253-566-5081. The Veterans Corps staff member is located in Bldg. 14 adjacent to the Financial Aid office, 253-566-5364.

Below is a link to a web page with more information specific to the needs of veterans on campus:

<https://www.tacomacc.edu/help/imaveteran>

**Reasonable Accommodations for Religion/Conscience:** Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the quarter and should follow the procedures listed in the [Leave for Faith & Conscience policy webpage](https://www.tacomacc.edu/about/policies/leave-for-faith-and-conscience).

## Safety

We care about the safety of our campus and community and all of us are needed in order to create a safe and secure learning environment. Please review the full list of safety resources available to you, which are listed on our [TCC Ready website](https://www.tacomacc.edu/tcc-life/campus-services/tcc_ready). Additionally, please watch [this brief video](https://vimeo.com/99287407) to familiarize yourself with our general safety practices. Please **program the Public Safety number into your cell phone (253-566-5111)** or 5111 from any campus phone (If this number is inoperable due to an emergency, dial **253-495-4146**) and [sign up for TCC Alerts!](https://www.tacomacc.edu/tcc-life/campus-services/campus-safety) to receive emergency notifications to your cell phone.

TCC continues to follow safety protocols based on guidance from public health agencies. We encourage you to wear a mask, but mask-wearing is not required. Washing hands is also a reliable way to keep you healthy. If you are feeling unwell or experiencing Covid-like symptoms, please stay home and alert your instructor. If you test positive for Covid, please follow the TCC flowchart that provides instructions about what actions to take. TCC is committed to protecting the health and safety of the campus community. By participating in this course, you agree to abide by TCC’s ongoing safety protocols.”

Flowchart:

<https://tacomacc.edu/_attachments/covid-19/CovidFlowChart_may10.pdf>

Covid-19 FAQs and TCC Info:
<https://tacomacc.edu/covid-19/index>

**TITLE IX**

All faculty and staff share in the responsibility to create a safe learning environment for all students and for the campus as a whole. As members of the campus community, all faculty and staff (other than those designated as confidential reporters) are designated as responsible employees and therefore have the duty to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If a student would prefer to share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, contact Stephen Smith, Executive Director of Human Resources, EEO Officer, and Title IX Coordinator. Building 14—253.566.5055

More information is available at <https://www.tacomacc.edu/about/policies/sexual-harassment-protection-and-title-ix>