

2009-2010

NURSING STUDENT HANDBOOK



Grossmont College

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I _____ HAVE READ AND AGREE TO
ADHERE TO THE POLICIES AND PROCEDURES SET FORTH IN THE 2008/2009 NURSING
STUDENT HANDBOOK.

_____ SIGNATURE

_____ PRINT NAME

_____ DATE

If you have any questions regarding the policies in the handbook before signing this form, please make an appointment with the Associate Dean of Nursing.

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SECTION I: VISION AND EDUCATIONAL PHILOSOPHY OF GROSSMONT COLLEGE

The founders of the Grossmont-Cuyamaca Community College District believed that a Community College should provide experiences which will greatly broaden the students' educational opportunities and strengthen society's democratic institutions. This continues to be a significant mission of the community college system in California.

The Grossmont–Cuyamaca District together with Grossmont College and the Grossmont College Nursing Program are committed to the vision of “Student Success through Educational Excellence.”

The philosophy of the nursing department is consistent with the mission of Grossmont Community College. The Mission of the College, found in the ***Grossmont College 2009-10 Catalog***, states that Grossmont College is committed to “providing educational leadership through learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and global society.” Grossmont College offers the following programs: instructional programs composed of transfer courses, vocational and career education courses, general education and developmental courses. Student services programs include: academic and vocational support services and personal support services, co-curricular activities, and community education programs for continuing education. To fulfill its mission, Grossmont College pursues the following values:

- **Promotes student success through educational excellence:** excellence in teaching and learning is at the heart of what Grossmont College believes.
- **Seeks and sustains high quality staff:** the faculty is viewed as the cornerstone of the institution and is essential for the learner's success.
- **Provides access:** the highest quality education is available for all students seeking a post-secondary experience.
- **Promotes and Value Diversity:** the educational institution has a responsibility to prepare students to become responsible contributing members of society. Learners of all ages and different backgrounds and experiences are welcomed.
- **Promotes an environment conducive to building harmonious relationships:** people perform at their highest potential when they feel valued, are part of the institution, and know their contributions are acknowledged and appreciated.
- **Maintains and engages in community relationships:** the college engages in a close relationship with the community and assumes a strategic role in helping build a better community within our sphere of influence.
- **Promotes standards of accountability:** accepting responsibility for actions and engaging in effective planning to achieve the college mission is central to efficiency in college operations.

• **Nursing Programs History/Overview**

The first two-year RN students entered the Grossmont College Nursing Program in the fall of 1967. This class of 16 graduated in June of 1969. An LVN-RN Transition Program began in the summer of 1981 and graduated a class of 33 in 1982. Currently, the Two Year RN Program admits 40 students twice a year (Fall and Spring semesters) while the LVN-RN Transition Program admits 30-40 students each spring semester. The Weekend/Evening RN Program and the Accelerated ADN Program are both grant-funded. They each admit 30-40 students in each cohort.

The Nursing Programs are approved by the California Board of Registered Nursing (BRN). The most recent approval visit by the BRN was in April, 2009. The Program received continued approval for another eight years from the BRN. The Nursing Program is also accredited by the National League for Nursing Accrediting Commission (NLNAC) for five years as of Fall, 2008.

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◆ **SECTION II: NURSING PROGRAM'S MISSION STATEMENT, PHILOSOPHY, PHILOSOPHY OF EDUCATION, AND CURRICULUM FRAMEWORK**

The College's mission and principles are reflected in the mission statement and philosophy of the Nursing Program.

The Nursing Program's Mission Statement:

The mission of the Grossmont College Nursing Program is to educate qualified students to earn an associate of science degree, to successfully pass the NCLEX-RN, and to integrate the knowledge, skills, values, and attitudes essential for entry level nursing practice. Through educational excellence, the nursing programs challenge diverse students to develop sound clinical judgment in an environment that facilitates educational mobility, personal growth, and a pattern of lifelong learning. The Program's primary role is to foster and facilitate the development of nurses who are prepared to provide care in a variety of health care settings to a diverse community in a dynamic evolving health care environment.

The Nursing Program's Philosophy:

The philosophy of the Grossmont College Associate Degree Nursing Program is based on the nursing metaparadigm of the person, environment, health, and nursing (Fawcett, 1984). It also includes the sub-concepts of Knowing, Doing, and Caring. The concepts and sub-concepts are defined as follows.

- **Person:**

The faculty views the PERSON as an individual, a family (significant others), or a community. In the broadest sense, the person is the recipient of nursing care, whether as an individual, family or community. We view the person holistically as a complex physiological and psychosocial being. The psychosocial components interact continuously with the highly interrelated body systems that are the physiological component. We believe that while each person is unique and dynamic, all people share similar hierarchical human needs and develop in identifiable stages throughout their life cycle. This development of person throughout the lifecycle is dynamic and interactive because people, as social beings, both affect and are affected by an internal and external environment.

- **Environment:**

The faculty defines the ENVIRONMENT as the sum of all internal and external factors affecting the health of a person. People maintain or attain health by adapting to environmental and developmental changes across the lifespan. We believe the environment is utilized by the nurse to enhance the patient's health and well being. The nurse interacts simultaneously with many patients from diverse cultural backgrounds and across a variety of environments.

- **Health:**

The faculty supports the World Health Organization's definition of HEALTH as "the state of physical, mental, and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 1948). Health has biological, psychosocial, and environmental facets. People have the right to aspire to an optimal level of health, as well as to maximize the status of their health. Health is a condition in which all functions of the mind and body are appropriately active in attaining individual potential and achieving desired self-actualization.

- **Nursing and Nurse:**

NURSING is defined as "the diagnosis and treatment of human responses to actual and/or potential health problems) (ANA, 1980, p. 1). The nursing faculty at Grossmont College views these human responses as unmet or potentially unmet needs. Nursing activities include the utilization of critical thinking, clinical judgment, and caring in the application of the nursing process in the giving of direct physical and emotional support, as well as the provision of anticipatory guidance and teaching. The nursing process clarifies the dependent, independent, and collaborative functions of nursing.

The faculty believes that nursing is an art, science, and a dynamic profession in which relationships between nurses and those cared for are essential. The faculty believes the role of the NURSE is one of service, practiced in an ever-changing scope of settings that includes, but is not limited to, acute care, ambulatory care, community-based sites, and the home. It is an applied profession that encompasses the elements of Knowing, Doing and Caring elements providing for them both a focus and a framework.

Knowing includes not only nursing knowledge and concepts, but incorporates all applicable areas of physical and social sciences, communication theory, technology, and nursing sciences. A firm knowledge base is essential to use the nursing process. *Doing* (manual, intellectual, and interpersonal skills) are used to implement the care prescribed by knowledge and the nursing process. *Caring* encompasses both the ability to understand self and others and the willingness to consistently place the welfare of the patient first. We believe that nursing provides an environment that supports individuality, cultural diversity, mutual respect, and dignity for all patients across their life-span while supporting a dignified dying process.

We additionally believe it is essential that the nurse frame the elements of Knowing, Doing, and Caring in ethical practice and state regulations. Ethical practice is defined by the *American Nurses Association Code of Ethics for Nurse* (ANA, revised 2001). The scope of practice and responsibilities for registered nurses is set out in the Nursing Practice Act (NPA) located in the *California Business and Professions Code* (Board of Registered Nursing, 2006).

Associate Degree Nurse

Within the totality of nursing practice, "the Associate Degree nurse is an accountable, adaptable generalist who is prepared to successfully take the NCLEX-RN and function as a Registered Nurse in diverse care settings. As Registered Nurses Associate Degree Nurse graduates are members of the community of nursing, collaborating with the patient, significant

support person(s), and other members of the health care team to assist the client to achieve positive outcomes.” (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs – 2004).

The ADN graduate carries out the complementary and interrelated nursing practice roles of provider care, manager of care, and member within the discipline of nursing (NLN). The curriculum uses the nursing process to fulfill the roles of nursing practice. These assumptions, as well as the core competencies of the National League for Nursing (NLN, 2004), guide the education of the associate degree nurse. The NLN core competencies are integrated into the three roles of the nursing practice: provider of care, manager of care, and member within the discipline of nursing.

The provider of care includes the following assumptions:

1. Utilizes critical thinking and clinical judgment in the application of the nursing process to patient care;
2. Assesses the patient for relevant data.
3. Assesses needs of the patient and significant others from a developmental and cultural perspective;
4. Selects appropriate nursing diagnosis through the analysis of data.
5. Establishes patient centered expected outcomes.
6. Incorporates growth and development when implementing caring nursing interventions.
7. Meets the patients’ basic needs to maximize their level of wellness or to support a peaceful and dignified death using evidence based practice.
8. Provides patient education for a diverse population in promoting wellness or restoring health.
9. Utilizes therapeutic communication skills when interacting with patient, significant others and community.
10. Evaluates nursing care and makes to adjustments to assist patients to meet needs and outcomes.
11. Communicates effectively verbally, non-verbally, and in writing or through information technology.
12. Functions in a variety of roles and settings.
13. Demonstrates caring behavior in providing safe care in diverse settings.

The manager of care includes the following assumptions:

1. Makes decisions regarding priorities of nursing care.
2. Delegates some aspects of nursing care and guides other personnel.
3. Manages time and resources efficiently and effectively.
4. Seeks assistance when needed.
5. Collaborates with health team members to provide safe individualized care.
6. Demonstrate accountability of all interactions in the health care environment.
7. Assumes the role of patient advocate.

The member within the discipline of nursing includes the following assumptions:

1. Practices within the scope of the Nurse Practice Act and standards of professional organizations.
2. Practices within parameters of individual knowledge and experience.
3. Using constructivism criticism for improving nursing practice.
4. Practices within the ethical and legal frameworks to guide nursing practice and promotes standards of nursing practice.
5. Recognizes the importance of continued life long learning and participating in professional nursing organizations to enhance knowledge base.
6. Recognizes the importance of nursing research.

PHILOSOPHY OF EDUCATION

The faculty believes that education is a process through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is individualistic and proceeds in a simple to complex manner and is influenced by the level of development and motivation of the learner. Learning is most meaningful when it relates to the pursuit of an individual's own goals (Knowles, Holton & Swanson, 2005). Students are treated as individuals with unique qualities and learning needs. Faculty respects the diversity of the students and the communities that we serve. The faculty's role is to facilitate the learning process by creating a climate in which optimal learning becomes possible. Students should be appropriately challenged to stimulate inquiry, critical thinking, and synthesis of knowledge. The faculty strives to provide a supportive and challenging learning environment using a variety of instructional strategies to facilitate critical thinking and problem solving.

The teaching-learning process is reciprocal and interactive, with faculty and students sharing the collaborative enterprise of learning, inquiry, teaching, and evaluation. These skills enable our graduates to make decisions and take actions that are consistent with ethical practice, nursing practice standards, and licensing laws. Faculty recognizes its obligation to the community to prepare our students to provide safe quality-nursing care.

CURRICULUM FRAMEWORK

The schema (Figure 1 Nursing Department Curriculum Framework) depicts the 5 domains of the curriculum framework. The domains include person, health, nursing, environment, and learning. The core concepts are integrated within each course and are progressively developed in depth and complexity throughout the curriculum.

Figure 1 Nursing Department Curriculum Framework



PERSON	ENVIRONMENT	HEALTH	NURSING	LEARNING
<ul style="list-style-type: none"> • Individuals • Families (significant others) • Communities • Physiological • Psychosocial 	<ul style="list-style-type: none"> • Internal Factors • External Factors • Diverse Practice • Diverse Settings 	<ul style="list-style-type: none"> • Holistic needs • Continuum • Lifespan 	<ul style="list-style-type: none"> • Process • Roles • Knowing • Doing • Caring • Critical thinking • Professional Standards 	<ul style="list-style-type: none"> • Continuous • Personal Growth • Lifelong • Knowledge, Skills, Values & Attitudes • Professional Judgment

The nursing curriculum framework depicts holistic, integrated, and multi-dimensional concepts that encompass the domains of persons, environment, health, nursing and learning.

PERSON

The person can be an individual, family (significant others), or community that participates in a therapeutic relationship with the nurse. The recipient of nursing care is referred to as the patient.

A person is a patient when there is a need for nursing therapeutic interventions that address holistically complex physiological and psychosocial needs.

ENVIRONMENT

The environment includes all internal and external facts that affect the health of a person.

Patients maintain or attain health by adapting to environmental and developmental changes across the lifespan. The nurse uses therapeutic interventions to enhance the environment to improve the patient's health and well being. The nurse provides care to persons from diverse cultural backgrounds and in a variety of environments.

HEALTH

Health is not merely an absence of disease but occurs across the lifespan in varying degrees of wellness and illness from health to death. Health has physiological, psychosocial, and environmental facets. Nurses and patients collaborate in promoting the patient's individual potential and achieving desired needs.

NURSING

Nurses assist patients with their actual or potential health needs by the application of the nursing process. The nursing process is at the center of the Knowing, Doing and Caring of nursing. Nurses use critical thinking, clinical judgment, and caring in giving direct physical and emotional support, as well as the provision of anticipatory guidance and teaching. Nurses are members of a discipline by framing their practice according to the Code of Ethics and Standards of Practice. Nurses practice in an ever-changing scope of settings to provide and manage care.

LEARNING

Teaching and learning are interactive, multidimensional processes through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is an individualistic, dynamic, continuous, and lifelong process. Learning integrates knowledge and experience with professional responsibility and accountability for nursing decisions and

actions using appropriate ethical, professional, and legal standards. Learning to be a registered nurse involves an educational process that teaches knowledge, skills, values, and attitudes and socializes students into the nursing profession.

♦ **SECTION III: NURSING PROGRAM'S**
EDUCATIONAL OUTCOMES
(EXPECTATIONS OF THE GRADUATE)

Upon completion of the program, the Grossmont College Associate Degree Nursing graduate will demonstrate the following roles of the Associate Degree Nurse.

PROVIDER OF CARE:

The graduate has current knowledge in nursing concepts, principles, processes, and skills necessary to make decisions for competent and caring nursing practice in various health care settings by:

- A. Utilizing critical thinking and clinical judgment in the application of the nursing process.
- B. Assessing the patient for relevant data.
- C. Incorporating growth and development when implementing caring nursing interventions.
- D. Meeting the patient's basic needs to maximize their level of wellness or to support a peaceful and dignified death.
- E. Providing patient education for a diverse population in promoting wellness or restoring health.
- F. Communicating effectively verbally, non-verbally, and in writing or through information technology.
- G. Utilizing therapeutic communication skills when interacting with patients.

MANAGER OF CARE:

The graduate possesses the knowledge and skills necessary for:

- A. Making decisions regarding priorities of nursing care.
- B. Delegating some aspects of nursing care and guiding other personnel.
- C. Managing time and resources efficiently and effectively.
- D. Seeking assistance when needed.
- E. Collaborating with health team members regarding patient needs and outcomes.

MEMBER WITHIN THE DISCIPLINE OF NURSING:

The graduate has acquired the knowledge for professional growth, continuous learning and self-development by:

- A. Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.
- B. Utilizing resources for life-long learning and self-development.
- C. Using constructive criticism for improving nursing practice.
- D. Recognizing the importance of nursing research.

- E. Recognizing the importance of and participating in professional nursing organizations.
- F. Practicing within parameters of individual knowledge and experience.

References:

American Nurses Association (1980). *Social Policy Statement*. Washington, DC: ANA Publications.

American Nurses Association (2001). *Code of Ethics for Nurses with Interpretive Statements*. Washington, DC: ANA Publications.

California Board of Registered Nursing (2006). *The Nursing Practice Act, California Business and Professions Code*. Sacramento: California Board of Registered Nursing; or retrieved from www.rn.ca.gov.

Fawcett, J. (1984). The metaparadigm of nursing: Present status and future refinements. *Image*. 16; 84-87.

Knowles, M., Holton, E., & Swanson, R. A. (2005). *The Adult Learner, 6th ed.* New York: Butterworth-Heinemann.

The National League for Nursing's Council of Associate Degree Nursing (2000). *Educational Competencies for Graduates of Associate Degree Nursing Programs*. New York: National League for Nursing.

SECTION IV: HIGHLIGHTS OF THE LEGAL ACCOUNTABILITY OF NURSING HIGHLIGHTS

- **California Nurse Practice Act: Practice of Nursing Defined**

In the *Business and Professions Code of California*, The California *Nursing Practice Act* Article 2 (Scope of Regulation), section 2725 (Legislative intent; Practice of Nursing defined) states:

“In amending this section at the 1973-74 session, the Legislature recognizes that nursing is a dynamic field, the practice of which is continually evolving to include more sophisticated patient care activities. It is the intent of the Legislature in amending this section at the 1973-74 sessions to provide clear legal authority for function and procedures that have common acceptance and usage. It is the legislative intent also to recognize the existence of overlapping functions between physicians and registered nurses and to permit additional sharing of functions within organized health care systems that provide for collaboration between physicians and registered nurses. These licensed health care systems include, but are not limited to, health facilities licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code, clinics, home health agencies, physicians offices, and public or community health services.

The practice of nursing within the meaning of this chapter includes those functions, including basic health care, that helps people cope with difficulties in daily living that are associated with their actual or potential health or illness problems or the treatment thereof, and that require a substantial amount of scientific knowledge or technical skill, including all of the following:

- (1) Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures.
- (2) Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.
- (3) The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries.
- (4) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and (A) determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics; and (B) implementation, based on observed abnormalities, of appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures.” (*Nursing Practice Act*, 2004 edition; retrieved from www.rn.ca.gov) [See *Nursing Practice Act* for specific information regarding standardized procedures]

- **California Board of Registered Nursing Standards of Competent Performance**

A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows:

1. Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
2. Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
3. Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
4. Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated and effectively supervises nursing care being given by subordinates.
 - Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.
6. Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities, which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided. (California Code of Regulations, Title 16, Chap. 14, sec. 1443.5; retrieved from www.rn.ca.gov)

- **California Board of Registered of Nursing Guidelines on Substance Abuse (REVISED POLICY)**

TO: NURSING SCHOOL ADMINISTRATORS, FACILITY AND STUDENTS

FROM: BOARD OF REGISTERED NURSING

SUBJECT: GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE AND EMOTIONAL ILLNESS

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness, the California Board of Registered Nursing recognizes:

- a) That these are diseases and should be treated as such;
- b) That personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;

- c) That nursing students who develop these diseases can be helped to recover;
- d) That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- e) That confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral. Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

- **Application for Licensure Examination: National Council Licensure Examination for Registered Nurses – NCLEX-RN**

In order to qualify for the state board licensure exam, students must have completed the Associate Degree. For the LVN-RN 30-unit option: see Section, "30 Unit Option." It is the responsibility of the student to meet the degree requirements. The Evaluation Division of Admissions and Records will evaluate each nursing student's transcript to determine eligibility for graduation. Students with advanced placement standing must be sure they have met the requirements and that transfer credits are adequate. The California Board of Registered Nursing provides an online application for the National Council Licensure Examination (NCLEX-RN) at the BRN website, www.rn.ca.gov.

Eligible students will receive a class prior to graduation on the application process and the proper completion of the application forms.

Temporary License or Interim Permit: effective Monday, August 10, 2009, The Board of Registered Nursing (BRN) will not issue a Temporary License or Interim Permit until the processing of fingerprints is completed by the Department of Justice and the Federal Bureau of Investigation and have notified the BRN of the results. This will result in no Temporary Licenses or Interim Permits being issued at the counter, unless the processing of fingerprints has been completed.

- **California Board of Registered Nursing (BRN) Policy on Denial of Licensure**

The California Board of Registered Nursing protects the public by screening applicants for licensure in order to identify potentially unsafe practitioners. The law provides for denial of

licensure for crimes or acts, which are substantially related to registered nurse qualifications, functions, or duties. A crime or act meets the criterion if, to a substantial degree, it evidences present or potential unfitness to perform nursing functions in a manner consistent with the public health, safety or welfare. See regulations at the BRN website, www.rn.ca.gov. Minor parking violations are not considered.

If a student in this Program has been convicted of a misdemeanor or felony crime, or had a nursing license disciplined, he/she is urged to meet with the Associate Dean of Nursing for **confidential** advisement and planning for licensure application.

SECTION V: ETHICAL STANDARDS AND PROFESSIONALISM

The Grossmont College Nursing Program is governed by standards of conduct set forth by the profession through the Nursing Practice Act: Rules and Regulations issued by the California Board of Registered Nursing and the American Nurses' Association (ANA) Code of Ethics. Information from these and other sources follows.

As a faculty, we believe that nurses, as well as student nurses, must not only maintain competency and professional commitment, but also assume responsibility and accountability for nursing judgments and actions.

- **American Nurses' Association Code of Ethics, July 2001**

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems.

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

SECTION VI: ACADEMIC POLICIES OF GROSSMONT COLLEGE AND THE NURSING DEPARTMENT

• Academic Fraud:

The nursing profession demands the highest moral and ethical standards. All students at Grossmont College are expected to comply with the institution's high standards of academic integrity and avoid instances of dishonesty at all times. Such acts of dishonesty include cheating, plagiarism, fraud, false citations or data, and/or the fraudulent use of Internet resources.

Academic fraud is a serious violation of the Student Code of Conduct, as published in the ***Grossmont College Catalog***. Academic fraud includes, but is not limited to the following situations:

Plagiarism is using someone else's ideas or work without proper or complete acknowledgement. Plagiarism encompasses many things and is by far the most common manifestation of Academic fraud. For example, copying a passage straight from a book into a paper without quoting or explicitly citing the source is plagiarism. In addition, completely rewording someone else's work or ideas and using it as one's own is also plagiarism. It is very important that students properly acknowledge all ideas, work, and even distinctive wording that are not their own. Students unsure of how or when to properly acknowledge sources are encouraged to consult their instructor.

Plagiarism on the Internet: Purchasing research papers on the internet and submitting them as your own constitutes a gross case of plagiarism. Cutting and pasting from a website without putting the text being used in quotation marks and/or without properly citing the sources also constitutes plagiarism.

Cheating is copying of any test or quiz question or problem, or work done in a class that is not the student's own work. It also includes giving or receiving unauthorized assistance during an examination whether it was intentional or not. Obtaining or distributing unauthorized information about an exam before it is given is also cheating, as is using inappropriate or unallowable sources of information during an exam.

False Data is a fabrication or alternation of data to deliberately mislead. Examples include but are not limited to: falsifying vital signs, altering the medical record.

Intentional Deception is the submission of false documentation (absence excuse, proof of attendance, etc.) or falsifying any official college record. A student who misrepresents facts in order to obtain exemptions from course requirements has committed an act of intentional deception and may be subject to disciplinary action.

Students who engage in academic fraud will be subject to authorized penalties at the discretion of the instructor of record in the class. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment to a failing grade in the course. The instructor may also summarily suspend the student for the class meeting when the infraction occurred as well as the following class meeting. In addition, academic fraud can result in a suspension or expulsion as stipulated by the District's Student Disciplinary Procedures administered by the Vice President of Student Services and Assistant Dean of Student Affairs.

SECTION VII: ADMISSION, CLASSROOM AND CLINICAL POLICIES

▪ Non-discrimination Policy

The Grossmont-Cuyamaca Community College District and the School of Nursing do not discriminate on the basis of race, religion, creed, color, nationality, gender, age, sexual orientation, marital status, or physical or mental disability, or because he or she is perceived to have one or more of these characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

▪ Prerequisite Classes

- **Recency of Prerequisites:** Anatomy, Physiology and Microbiology must be taken before applying to the nursing program. Science recency is determined from the date of the last science course taken. The last science course (Anatomy, Physiology, or Microbiology) must be taken within 5 years of application to the nursing program. Student transcripts that have science recency greater than 5 years may be asked to repeat Physiology if there has not already been a repeated science course.
- **Lab Requirements:** A laboratory component must be taken in Microbiology, and in either Anatomy and/or Physiology.
- **Repeating Prerequisites:** In compliance with the Community College State Chancellor's Office ruling, a student may repeat only one (1) science prerequisite course to improve GPA or recency.
- **All other prerequisite eligibility requirements remain the same.**
- **Required GPA:** A cumulative GPA (Grade Point Average) of 2.5 or greater must be attained in order to apply to the Nursing Program.

▪ TEAS: Pre-Enrollment Test

Effective January, 2007, legislation mandates that all applicants for California nursing programs must pass a general knowledge entrance exam prior to beginning the nursing program. Test of Essential Academic Skills (TEAS) developed by ATI (Assessment Technology Institute) has been approved by the state to be the entrance exam. ***The applicant must pass the TEAS with a "Composite Score" of 67% or greater.*** The score will be valid regardless of where the TEAS test is taken. A copy of the TEAS results can be submitted at any time (with the application, while on the wait list) to the Nursing Office.

There are no recency requirements for the TEAS results. The student may repeat the TEAS once with the appropriate remediation. Effective January 01, 2009, the Nursing Program will no longer be able to accept a passing TEAS score beyond 2 attempts. If the applicant has taken the TEAS more than two times with a failing score, the applicant is ineligible for the Nursing Program at Grossmont College. Students' scores received after January 01, 2009 that indicate more than 2 attempts will be notified of their ineligibility. See TEAS Remediation Policy (below).

If the student is re-entering the Nursing Program and has not previously taken the TEAS exam, the applicant must pass the TEAS with a “Composite Score” of 67% or greater to be considered for re-entry. This policy applies to students that entered the program in fall, 2007, and thereafter.

✓ **TEAS Remediation Policy**

Due to recent information obtained by the State Chancellor’s office, the Nursing Program has modified part of the Test of Essential Academic Skills Policy and is strictly enforcing the existing policy regarding remediation, effective October 15, 2008. If you have failed once, proof of remediation is required within one year of the unsuccessful test date. (See Remediation Options below). Second test scores submitted to the Nursing Program without proof of remediation will not be accepted. If remediation is required for the first TEAS test taken, you must wait 30 days before taking the second TEAS test if you are completing self-remediation.

Remediation Options:

For students who achieve 45% - 67% in the Math, English, or Reading Comprehension TEAS, you may self-remediate prior to retaking the TEAS. If a score of less than 67% in the Science section is achieved, you may also self-remediate. Self-remediation consists of completing a TEAS practice test with a passing score. TEAS practice exams can be purchased from the ATI website. Students may also take the prescribed remediation listed below.

For those who achieve less than 45% in the Math, English, or Reading Comprehension sections of the TEAS, the student must complete one of the following two options within one year of your test date;

1. Course completion based upon the students individual remediation requirements.
 - a. Math – Math 88 or Math 89 with a ‘C’ or better.
 - b. English or Reading Comprehension – English 90 or 90R with a ‘C’ or better.

OR

2. Complete a TEAS review course at Southwestern College. Upon completion of the class, submit proof of completion to the Grossmont School of Nursing.

▪ **Work Experience Requirement for LVN to RN Applicants**

Effective July 15, 2009, all LVN to RN Transition applicants must have a minimum of 1 year of full-time work or part-time experience as an LVN within 3 months of being accepted into the program. Part time is a minimum of 20 hrs per week. A letter from the applicant's employer must be submitted by September 30th in order to be eligible for the following spring semester.

▪ Registration

Students must be officially registered for the required nursing courses prior to the first day of class. Students will not be allowed in the clinical area if they are not officially registered and do not have current immunizations and TB clearance, CPR certification, malpractice insurance, background check and drug screen, and verification of the required HIPAA and Standard Precautions passing scores. These requirements are contractual with the healthcare facilities.

▪ Entry and Ongoing Requirements (CPR Requirements, Liability Insurance, Emergency Contact Information, etc.)

***Note:** All requirements must be submitted to the nursing office before the first day of the start of the semester. Failure to comply will result in a drop from the nursing program. It is the student's responsibility to submit all documents, and subsequent renewals/updates to the nursing office. The nursing office will not be providing reminders.

- ✓ **CPR Requirements:** Students are required to have a current American Heart Association Basic Life Support (BLS) for **Health Care Providers** card. A copy of the CPR card must be submitted to the Nursing Office. CPR certification must be maintained while a student in the Nursing Program. It is the student's responsibility to submit copies of CPR renewal to the nursing program. The student cannot practice in the clinical setting without a current CPR card on file at all times.

On-line CPR classes are acceptable if the course has an online portion **and** a skills validation portion at an authorized American Heart Association Training Center.

- ✓ **Malpractice Insurance:** Students are also required to have current malpractice insurance and a copy must be submitted to the Nursing Office. It is the student's responsibility to submit copies of malpractice insurance renewal to the nursing program. The student cannot practice in the clinical setting without current malpractice insurance coverage on file at all times. The **minimum** coverage for professional liability is \$1,000,000/occurrence and \$3,000,000/general aggregate.
- ✓ **Background Checks and Drug Screen:** As of the Fall 2006 semester, students are required to undergo a background check and/or a urine drug screening test before starting the nursing program or being placed at a clinical site. The cost of the background check and drug screen are assumed by the student. [See separate section in this **Student Handbook**, "Background Checks and Drug Screen."]

Please note: Rady Children's Hospital requires an annual background check and drug screen.

- ✓ **Physical and Dental Exams:** A physical exam is acceptable if completed within 6 months prior to the first day of class. A dental exam is acceptable if completed within 12 months prior to the first day of class. The forms are available from the Nursing website, <http://www.grossmont.edu/nursing> , under "Student Forms."

Please note: depending on which clinical facility that the student is assigned, students may be required to obtain a yearly physical.

- ✓ **Changes to Personal Information:** All students are required to submit changes of personal information [name, address, telephone number, email address, etc.] to each of the following: the Nursing Department, the instructors as well as Admissions and Records.
- ✓ **Emergency Contact Number:** It is the responsibility of the student to submit an up-to-date phone number and emergency contact number to the Nursing Office. Students are required to submit any changes to their phone number or emergency contact number to the Nursing Office, as well as to Admission and Records.
- ✓ **E-mail:** All students are required to have an email address. The College can provide a student with an email account if necessary. Students are required to submit their email addresses and any subsequent changes to the nursing office and to their instructors. All communications from the Nursing Department will only be conducted by email. Email changes must also be done in *WebConnect/WebAdvisor*.
- ✓ **LVN Students:**
 - LVN to RN students are responsible for providing and maintaining a current LVN license. This is a requirement for attending clinical and failure to do so will count as a clinical absence.
 - Malpractice insurance: when applying for malpractice insurance the LVN to RN student must have both LVN and Student RN malpractice coverage. Typically, this dual coverage is available on the same policy.

● **Standard Precautions and HIPAA Requirements**

Each student must complete the HIPAA content & quiz and the Standard/Universal Precautions computer simulation prior to the first day of clinical in the ***student's first and third semesters*** (that is, once a year) or upon re-admission to the Nursing Program.

For the ***Standard Precautions*** computer simulation, students must submit to the classroom or clinical instructor a computer generated print out verifying passing with a minimum score of 80%. See lab instructions in each syllabus for specific details of the Standard Precautions computer simulation. The computer program is available in the Learning Resource Center's Tech Mall and in the Health Science computer lab.

Per the agreement with the San Diego Nursing Consortium, every student will complete the UCSD ***HIPAA*** tutorial each year to comply with the HIPAA requirements. The UCSD HIPAA tutorial is available at: health.ucsd.edu/compliance/hipaa/shtml. Under the heading, "Health Information Privacy and Security Self Study Training Modules," open the "HIPAA Privacy – Education for Healthcare Providers." The student must view the tutorial, then complete with the student's name [the acknowledgement or "certificate" page], print the "certificate"/the last page, sign the print out, and submit it to the Nursing Office or the class/clinical instructor.

• Immunizations

The Nursing Department requires documentation of immunity/seropositivity for polio, measles, mumps, rubella, diphtheria, tetanus, and Hepatitis B. Current tuberculin test results and a varicella titer must be on file before entering the Nursing Program. The form is available from the Nursing website, <http://www.grossmont.edu/nursing>, under "Student Forms." A low cost immunization program is available for most of these immunizations through the Grossmont College Student Health Services Department (644-7192, Room 114).

Each student must clear all testing results and required reports through Grossmont Health Services prior to submitting these documents to the Nursing Program Office.

▪ TB Clearance Requirements

General Policies

- ◆ Entering Students: Each student must submit documentation of a PPD skin test. Effective spring 2009, all entering Health Professions students will be required to complete the 2-step PPD process.
- Current Students: Current students also submit documentation of a repeat PPD or questionnaire ***each year***, i.e. within one year from the date of the previous PPD or questionnaire. If any current student allows the PPD result to lapse past the 1 year expiration date on file, the student must also complete the 2-step PPD process.
- It is the student's responsibility to submit copies of the PPD skin test results to the nursing program. The TB Questionnaire is available in the Health Service Office. The student will be denied access to a clinical setting if a current PPD skin test or TB Questionnaire is not on file in the Nursing Office at all times.
- BCG vaccination: Applicants who have received BCG vaccination must have a PPD skin test unless the student has documentation of a positive PPD skin test.
- Allergy/Adverse Reactions to Mantoux Tuberculin Skin Test: If you have had adverse reactions to TB testing and are being asked to have the 2-step PPD process, you may have the QuantiFERON® TB test.
- PPD and pregnancy: per the Centers for Disease Control (CDC) guidelines (April 2005), the PPD is considered safe and valid throughout pregnancy. The PPD is not contraindicated during pregnancy. PPD testing remains a requirement for the Nursing Program unless one of the above criteria is met. Quantiferon-TB Gold Blood Test has not been evaluated for use during pregnancy.
- **A TB form submitted to the Nursing Office without an authorized signature and stamp from the Health Services office (644-7192, Room 114) is incomplete and will not be accepted.**

Mantoux Tuberculin Skin Test Policy (effective Spring, 2009)

You must clear all testing results and required reports through Grossmont Health Services (644-7192, Room 114) prior to submitting these documents to the Nursing Program Office.

- **If you have had adverse reactions to TB testing and are being asked to have the 2-step PPD process, you may have the QuantiFERON® TB test.**
- If you have **never** had a TB test OR if it has been **over 12 months** of since receiving a negative TB test;
 1. A baseline “Two-Step” Mantoux Test (PPD) is required for all new students regardless of prior BCG inoculation.
 2. After baseline testing, all health care students must have an annual Mantoux Test. If the interval between testing is greater than 12 months, the Two-Step will be repeated.
- If you have a documented negative TB test **within 12 months** of entering the program;
 1. A “One-Step” is required ONLY if a negative Mantoux Test result is documented within the previous 12 months. Date done and proof of this past testing, is required. Prior “Two-Step” baseline testing will be accepted only if done no more than 3 months prior to enrollment.
 2. After baseline testing, all health care students must have an annual Mantoux Test. If the interval between testing is greater than 12 months, the Two-Step will be repeated.
- If do **NOT** have documentation for a negative TB test done within 12 months of entering the program;
 1. If documentation is not available, a repeat baseline Two-Step” Mantoux Test (PPD) is required. There is no danger in having these tests repeated.
 2. After baseline testing, all health care students must have an annual Mantoux Test. If the interval between testing is greater than 12 months, the Two-Step will be repeated
- If you have previously had a **positive** Mantoux (PPD) test;
 1. All new students with a previously positive Mantoux must provide the following documentation: 1) the reported induration measured in mm and 2) one chest radiograph to exclude a diagnosis of TB disease. After this baseline chest radiograph is performed and the result is documented, repeat radiographs are not needed unless symptoms or signs of TB disease develop or a clinician recommends a repeat chest radiograph OR 3) have a BAMT (blood assay for M. tuberculosis). If the latter, proof of testing with a complete report which provides an interpretation of the test result and indicates the concentration of interferon-gamma. If the BAMT results are “inconclusive” or “positive”, a report of a negative chest x-ray is to be provided.

2. Students with a previously positive Mantoux must have an annual symptom check and evaluation in the Student Health Service.

□ Mantoux Conversion

1. If a test result becomes positive (induration \geq 10mm) after previously being negative, neither student nor faculty may be on campus or attend class until cleared by a negative chest x-ray report is submitted to the Grossmont Student Health Service.
2. Medical evaluation for possible treatment of LTBI is required for those individuals with a known recent Mantoux conversion.

▪ **Refusal to obtain immunizations, titers or TB requirements**

If the student refuses to comply with the any or all requirements or if the student has contraindication(s) to a required immunization, then

1. the student must sign a Waiver Form indicating the specific immunization(s) or titers or test that is being voluntarily refused and the rationale for the refusal [form available in the Nursing Office and on the nursing web page at www.grossmont.edu/nursing.]
2. the student will indicate on the Waiver Form that he/she understands that the Program will make reasonable efforts to secure alternative clinical experiences for the student ***but these experiences may not be available.***
3. **Note:** Lack of available clinical experiences may prevent the student from completing the Nursing Program.
4. The required immunizations/titers and tests are: MMR injections or titer (Measles, Mumps, Rubella); Hepatitis B series or titer; Varicella (proof of positivity, injection, or titer); Tetanus/diphtheria (Td) injection. The students should consult his/her healthcare provider regarding possible side-effects/contraindications to these immunizations and skin test.

▪ **When the student accepts but does not attend the Nursing Program**

If an applicant accepts admission to the Nursing Program and then decides not to attend/begin the Program, the applicant must submit written notification no later than one calendar month **before** the class begins. The applicant can postpone entry one time into the Nursing Program and still remain on the waiting list. Email messages, phone and voice mail messages will not be accepted.

The Associate Dean of Nursing can make exceptions to this policy but only in unusual and extraordinary circumstances. The applicant needs to notify the Nursing Department as soon as possible if an unusual circumstance occurs in order to maintain the applicant's status on the waiting list.

If the applicant accepts admission but does not attend the beginning of class [per the College attendance policy] and does not give proper notification, that applicant will lose the position on the waiting list. If in the future this individual wishes to attend the Nursing Program, this person

must complete the entire Admissions process to the Nursing Program and will be placed at the end of the waiting list.

- **Alternates and Admission to the Nursing Program**

Program applicants that accept their seat as an “alternate” and continue attending either 120 or 110 for the first 4 weeks will be invited into the next offering of the 2-year ADN or LVN to RN Transition Program no matter their place on the wait list.

- **Transcript Evaluation by the Counseling Department**

All students are to have an appointment with the Counseling Department at the beginning of the Nursing Program (1st semester) for an evaluation of their General Education and Nursing Major requirements. If there are questions or deficiencies, the student has enough time to enroll in the needed classes to graduate. A copy of the evaluation must be submitted to the nursing office by the student by November 1st or June 1st [depending on the student’s date of entry].

- **Classroom Attendance and Conduct**

1. Theory absences per semester may not be greater than the number of hours the class meets per week.
2. Should theory absences exceed the number of hours the class meets per week, the lead instructor and/or teaching team will meet to consider dropping the student from the class.
3. Repeated tardiness is disruptive to the class and interferes with learning. A student who has been tardy three times will receive a classroom absence.
4. Cell phones and pagers must be set to “Vibrate” mode. If expecting an emergency message, please discuss this issue with the instructor prior to class.
5. Tape recorders can only be used with the approval of the individual instructor.
6. The College’s “Student Code of Conduct” will be observed.

- **Clinical/Campus Laboratory Attendance**

Clinical/campus lab provides opportunities for students to demonstrate progress and be evaluated. Absences limit these opportunities. Therefore, the following policies are in effect.

1. The student must attend all clinical/campus lab sessions. If absence is excused and unavoidable, and appropriate make up experiences are available, the student may arrange with the instructor for a make-up experience.
2. The instructor and/or the teaching team will evaluate any absence beyond one. The decision to grant make-up will be based on the student’s ability/opportunity to meet the objectives of the course.
3. Excessive absences may result in a student not meeting the clinical objectives, which in turn constitutes failure of the nursing course. The student is then subject to the re-entry policy.

4. Should makeup of equivalent clinical experience be approved and available, it must be completed by the date stipulated by the faculty.
5. A student who is late for the clinical laboratory may be sent home and this will constitute a clinical absence.
6. A student who is evaluated as being unprepared for that day's clinical assignment may be sent home by the instructor and this will be considered a clinical absence. This may also cause the entry of an unsatisfactory grade on the student's *Clinical Evaluation Performance Form*.
7. If the student is ill on the prelab day or on a clinical day and are unable to report to the laboratory facility where assigned, the student is responsible for notifying the clinical instructor and agency in accordance with the policies established during hospital orientation.
8. For patient and staff safety, students should not come to clinical when sick. The clinical instructor has an obligation to send the student home and to discuss clinical make-up at a later date.
9. If the clinical instructor is late, the students must make every reasonable effort to contact the clinical instructor (e.g. through cell phone or pager). Students must not participate in patient care if the instructor is not present. If the clinical instructor has not arrived within 30 minutes from the start of the usual clinical time and cannot be reached, the students must:
 - a. leave a message with the Nursing Office (619-644-7301);
 - b. write a list of the students who attended clinical;
 - c. leave the clinical site after informing the clinical site personnel.

If the instructor will be late but will be attending clinical, the students must remain at the clinical site but may not participate in patient care until the instructor is present.

Grading and Tests

General Information:

California Education Code Section 76224 (a) states: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be a grade determined by the faculty member(s) of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."

The teaching team at the beginning of the course/semester will identify methods of evaluating student performance. These methods may include:

1. Computer assisted instruction.
2. Simulated clinical experiences.
3. Objective quizzes and tests.
4. Online proctored and non-proctored exams developed by ATI (American Technologies Institute) – see section in this *Nursing Student Handbook*
5. Critical skills performance as identified on the *Weekly Student Clinical Performance Evaluation Form*. Evaluation may be scheduled at the college laboratory and/or clinical facility utilized for laboratory experience.
6. Planned and incidental observations of nursing assessment, problem identification, care plan development, implementation and evaluation of nursing care.

7. Written assignments as stated in the course syllabus or discussed at the beginning of the course.
8. Self-evaluations of clinical performance based on competencies for the course.
9. Written and verbal feedback in student/instructor conferences.
10. Student presentations/collaborative learning assignments.

Course Grades

- The final course grade will be awarded based on meeting all of the following requirements:
 1. Achieve 73% or better (75% for students entering August, 2008 or later) of the total possible points accumulated from all written work and examinations, and
 2. Achieve 73% average or better (75% for students entering August, 2008 or later) from the major examinations as designated in each course syllabi.
 3. The average will be calculated by adding the percentages earned on each exam and dividing by the total number of the exams
 - a. points will not be used when calculating the average exam score in meeting this criterion,
 4. Satisfactory clinical performance, including non-graded written assignments and pre-lab preparation, and
 5. Completion of all required community service hours.
 6. NURS 235 (Precepted Patient Care Management): Students must take the HESI Comprehensive Exam as a course requirement for this class. For students scoring a minimum of 850, your course grade will be determined according to the standard grading scale in the student handbook. For any student scoring below 850, the highest grade you will be receiving for this course is a "C".
- Letter grades are determined by the following percentages:

(Students entering before August, 2008)	(Students entering August, 2008 or later)
A = 90-100%	A = 90-100%
B = 80-89%	B = 80-89%
C = 73-79%	C = 75-79%
D = less than 73%	D = less than 75%

*Note: there will be no rounding of scores when determining the final course grade. (Example: A score of 79.8 will be recorded as a "C")

- **Additional notes (Grading):**

- a. Both clinical and classroom aspects of each course must be passed. Failure in the clinical or the classroom part of any course results in re-taking the entire course as the Board of Registered Nursing requires that classroom and clinical courses are concurrent.

- b. Contracting for course grades and extra credit assignments for points are not permitted.
- c. All graded and non-graded assignments must be satisfactorily completed in order to pass the course. The student may fail the course if all of the assignments are not completed. Refer to the policy, "Standards for Written Work," for additional information.
- d. The nursing program does not use + or – in the grading of nursing courses.

Pharmacology Policy:

Rationale: To ensure patient safety, nursing students must have adequate pharmacologic knowledge in order to administer medications in the clinical area.

1: Pharmacology 118 and 119 are corequisites for NURS 110 and 120.

2: if the student fails any Nursing course including Pharmacology, the student exits the Program and schedules an Exit Interview with the Associate Dean of Nursing.

3: Alternates may take NU 118. If accepted into the Nursing Program, they will be allowed to continue in NU 118 and 119. If no seat becomes available in NU 110 or 120, the alternate will be required to stop attending Pharmacology and will administratively dropped.

Accommodations for Students with Disabilities:

Students with disabilities who may need accommodations in any class are encouraged to notify the instructor and contact Disabled Student Services & Programs (DSP&S) **early in the semester** so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 11D or by phone at (619) 644-7119 (TTY for deaf).

Community Service Requirement

Each student is required to complete 4 hours of community service per semester. Any student not completing the required community service hours will fail the final course of the semester (ie, if NU222 is taken the second 8 weeks, that is the course that will be failed). Community service may be completed during the winter break prior to a spring course offering. The community service can be in any service area (does not need to be related to the medical field). However, it should not be volunteer work that is done in association with your child's school or organization. Any community service that is not medically related must be approved by your instructor. The Community Service Requirement policy will appear in all nursing syllabi. A community service form must be completed and turned in to your instructor prior to or by the end of the semester. (Form can be found on the Grossmont College nursing website under "Student Forms" at www.grossmont.edu/nursing).

Mandatory Tutoring/Remediation

The faculty will post course grades within one week after an examination. When a student's score on any single exam is <75%, it is the student's responsibility to discuss the test score with the nursing instructor and to attend tutoring as scheduled per each individual course. The instructor will develop an individualized remediation plan for the student.

Examination Review

Each course will conduct examination review. Courses, which have a comprehensive final exam, will have test review done before the final examination. Courses, which do not have a comprehensive final exam, may have exam review done either during the semester or at the end of the semester. Students will be presented their Scantron test for the examination review while the instructor will review any question that was marked wrong on a student's individual Scantron.

Examination Makeup

Students are required to attend all course examinations. If a student does not attend and does not notify the instructor of the absence, the lead instructor and/or teaching team will evaluate the reason for the absence and the opportunity for examination make-up. If the lead instructor and/or teaching team allow an examination to be made up, the examination will be scheduled in the Testing Center. If a student misses an examination and does not notify the instructor, examination make up may not be provided. Instructors are not required to provide make-up tests or to provide instructional materials from missed classes.

Confidentiality of Student Information and Grades

In accordance with state regulations and College policy, no information can be released except with the permission of the student. Course grades, clinical rotations, and any other document with students' names cannot be posted for public viewing. Course grades can be individually retrieved online through the individual course's BlackBoard site. Clinical rotations and other course information may be distributed through BlackBoard or through email.

No personal information, including the student's enrollment, can be released over the phone or in person by any faculty or staff person except with the student's prior permission. This includes disclosure of information to student's parent, spouses, family members, employers, etc.

If confidentiality is a particular concern for the student, the student is strongly encouraged to discuss this issue with the faculty and staff. Campus Security can also be a valuable resource for students who have confidentiality and safety concerns.

Challenge Exams/Credit By Examination

All nursing courses may be challenged by examination and must be enrolled in the Nursing Program. In order to challenge a course, the student must be currently enrolled in the Nursing Program. Applicants considering this option should review, in addition to this document, the college Credit by Examination Policy in the *College Catalog* and *Class Schedule*

The student interested in taking a challenge exam will complete the following procedures:

1. **First**, meet with the Associate Dean of Nursing to discuss advanced placement options, eligibility for the challenge exams, and challenge procedures **before the course begins**.

- Note: the student cannot be enrolled in the course that they are planning to challenge. The student should allow sufficient time to complete the challenge process. In the event that the student does not successfully complete the challenge process, the student must enroll in the desired course.
 - For eligible candidates, course Syllabus/Syllabi will be provided. An instructor will be assigned to administer the challenge exam. The student must pay the registration fees for the course prior to administration of the challenge exam.
 - Students who receive a failing grade in a nursing course may not challenge the course to re-enter the Nursing Program. The Re-Entry policy must be followed.
 - If the student receives a failing grade in any part of the challenge exam, the student is allowed to petition to re-enter then wait for an available seat as with all other re-entry students.
 - A failure in a challenge exam is counted as a course failure.
 - Students are reminded that whatever grade is earned on the challenge exam (including a failing grade) is entered on the permanent college transcript.
2. The challenge examination for each nursing course except NURS 235 will consist of three components:
 - a. The student takes a multiple-choice written exam of course content and must obtain at least 75% to pass.
 - b. The student must pass a math calculation exam with a grade of 100%.
 - i. Each will be 10 questions and not multiple-choice. Students will be required to show their work.
 - ii. Each exam will be allotted 30 minutes. Simple 4 function calculators may be used. Cell phones, Palm Pilots, or advanced calculators may not be used.
 - iii. The questions will reflect medication calculations that students in that semester will be required to perform.
 - iv. The teaching teams will develop the questions for each semester.
 - v. If a student fails to place the answer with the correct units (example: ml/hr, units/hr, etc.), this question will be counted as incorrect.
 - c. Demonstrate competency in the skills required in the syllabus/syllabi for the challenged course. A nursing faculty member who teaches the challenged course will evaluate these skills. The clinical evaluation may be given in the practice laboratory or in the clinical setting at the discretion of the instructor.
 3. NURS 235 cannot be challenged. Students must enroll and complete NURS 235 in order to receive credit. See the NURS 235 for more details.
 4. Upon acceptance, present evidence of satisfactory physical and dental health, required immunizations/titers, TB clearance, current CPR certification and current medical malpractice insurance, background check and drug screen.

• Standards for Written Work

Style and Format

Based on the standard at major institutions offering upper division work in nursing, the Grossmont College Nursing Program requires American Psychological Association (APA) format for all written work.

Late Work

Assigned written work will be due on dates specified by the instructor. This work must be submitted before class or clinical begins. Partially completed work will not be accepted. If written work is not handed in on time, 10% of the total points possible will be deducted for each day late (e.g., 3 days late means 30 percent will be deducted). A late assignment over a two-day weekend will also incur a 10% reduction of the total points possible. Points are assigned at the discretion of the lead instructor and/or the teaching team.

If events occur which prevent the student from handing work in on time, special permission for submitting an assignment late may be requested. This request must be submitted in writing to the lead instructor before the due date stating the reason for the extension and the amount of additional time requested to complete the assignment.

If a student is unable to come to class the day work is due, it is the student's responsibility to contact the instructor according to that instructor's designated manner of communication and make arrangements for submission of the work. Individual instructors may notify students of other means for handling late papers. The policy for handling pass-fail paperwork will be discussed by each course's lead instructor and/or teaching team. Late pass-fail papers may not be accepted.

- **Policy On Incomplete Grades**

In accordance with the College's policy, an instructor may award an Incomplete ("I") grade for an incomplete due to unforeseen emergency or unusual circumstances. The student must contact the lead instructor and/or teaching team **and** complete the College's form for an Incomplete Grade. If the student is granted an "incomplete" for a course, the instructor must complete the proper form for an "Incomplete Grade" available in Admissions and Records. The student must submit a plan for completion of course requirements for review by the lead instructor and/or teaching team. A deadline is set for completion of the course requirements. If the "Incomplete" is not completed within the designated time period, the student is awarded a failing grade for the incomplete course. Please refer to the *Grossmont College Catalog* for further information on incomplete grades.

Note: an "Incomplete" cannot be granted because the student is failing the course.

- **Modification of Major**

The student can request that the Nursing Program evaluate classes taken somewhere other than Grossmont College for acceptance in fulfillment of the Nursing Major. This is called a Modification of Major (MOM). For instance, a possible applicant took Anatomy at a community college in Oregon and received a "B" grade. If approved by the Nursing Program for an MOM, that anatomy course will substitute for the anatomy requirement at Grossmont College.

Modifications of Major (MOM) can only be done for courses required in the major [for example, A&P, microbiology, pharmacology, communication]. The course descriptions must

be similar for the required course and the requested course. [Course descriptions should be provided with the MOM request.] The course must be taken at an accredited college. International transcripts must first be approved by the Admissions and Records Evaluation Section at Grossmont College before an MOM from another country can be granted.

Important Notes: an MOM approval does NOT mean that these courses will then fulfill the General Education (G.E.) requirements for graduation. MOM cannot be granted for the General Education requirements, including exercise science.

- **Credit for Previous Coursework: LVN to RN Students (only)**

Upon successful completion of NU 211, each Transition student will receive 13 units of credit for previous courses. The grades that the student earned in Fundamentals, Pediatrics and Obstetrical Nursing courses in LVN school will be same grades recorded on the official transcript from Grossmont College. If the student was a corpsman that challenged and successfully passed the LVN boards, then the average of their grades in NU 110, 203 And 211 will be used as the grade for all three courses (Fundamentals, Pediatrics and Obstetrical Nursing) on the official transcript from Grossmont College. The 13 units of credit will affect the student's Grade Point Average (GPA).

Standards for Clinical Performance

- **Drug Calculations Exam**

Rationale for testing: Because the faculty at Grossmont College considers patient safety to be of the utmost priority, each student will be required to:

1. All students will take a math exam each semester. Single Subject students must pass the math exam for the semester in which they are enrolled. Students will be allowed three (3) attempts. If failure on the 3rd attempt occurs, the student will need to withdraw from the program and will receive a failing grade in the course. If the student does not attend a scheduled exam, this absence will be considered a failed exam.
2. Readmission depends on space available and successful completion of a drug calculation challenge exam.
3. The first exam should occur within the first two weeks of the semester. The second and third exams will occur at weeks 3 and 4 to allow for tutoring. Individual teaching teams may adjust the schedule according to need. The first exam will be taken in the campus classroom. Second and third exams may be taken in the testing center or campus classroom.
4. All students must pass with a grade of 100%.
5. Students who do not pass the exam must seek tutoring from faculty and/or the math department and/or the computerized software available in the health sciences lab.
6. Exam format:
 - a. Each will be 10 questions and not multiple choice. Students will be required to show their work.
 - b. Each exam will be allotted 30 minutes. Simple 4 function calculators may be used. Cell phones, Palm Pilots, or advanced calculators may not be used.
 - c. The questions will reflect medication calculations that students in that semester will

perform.

d. The teaching teams will develop the questions for each semester.

e. If a student fails to place the answer with the correct units (example: ml/hr, units/hr, etc.), this question will be counted as incorrect.

7. Pass medications only with direct instructor supervision if they have not yet successfully completed the math exam. Direct supervision includes review of the 5 rights, review of drug action and nursing considerations, drug dose calculations when necessary, rate of administration when necessary, relevant labs when necessary and administration of the medication to the patient with the instructor present.

Sample Drug Calculation:

Ordered: Administer 1250 units of heparin per hour

Drug label: Heparin 25,000 units in 500 mL of D5W

The nurse would set the pump at how many mL/hr?

▪ **Computer Codes:**

Computer codes issued to each student by the facility are confidential. Students may **not** use their employee computer codes while acting as nursing students unless mandated by hospital policy. Misuse of their employee computer codes while nursing students, will result in dismissal from the Nursing Program.

▪ **Work Schedules and Child Care:**

The Nursing Program requires a great commitment of time and energy on the part of the student. If it is absolutely necessary for the student to work during the Program, the student is expected to arrange the working schedule so that no interference with his/her responsibility to any facet of the Nursing Program occurs. It is recommended that work hours not be scheduled immediately prior to attendance in the clinical laboratory. Since most childcare centers refuse ill children, we advise you to arrange alternatives for your child's periods of illness before the semester begins.

▪ **Transportation:**

Reliable transportation is required. It is virtually impossible to attend the Nursing Program without the use of an automobile due to the many hospitals and ambulatory agencies used for clinical experiences. Carpools may be used. However, clinical experiences cannot be arranged to accommodate several students riding together.

▪ **Clinical Flexibility**

Students in the Nursing Program are expected to assume responsibility for and have some degree of flexibility in their schedules. If clinical facilities are not available during the assigned laboratory hours, the clinical schedule may be altered. Selected experiences may require student availability at other than regularly scheduled clinical times. These experiences will be discussed as early as possible.

▪ **Pre-Lab Preparation:**

Beginning in the first semester of the Two Year Nursing Program, Weekend-Evening Program, the Transition Program, and the Accelerated ADN Program, students are expected to complete pre-clinical research at the assigned clinical facility. No nursing care may be provided at this time.

Direct patient care can only be provided during a scheduled clinical laboratory when an instructor or preceptor is present. The school picture identification badge, uniform and/or street clothes with a lab coat are required.

Students attending the clinical laboratory who are judged by the instructor as unable to provide safe patient care because of lack of clinical preparation will not be permitted to provide patient care and may be asked to leave the clinical setting. Such action will constitute a clinical absence.

▪ **Level of Preparedness:**

Students will only be expected to perform care and skills for which they have been prepared in the classroom. If assigned to an unfamiliar activity, it is the responsibility of the student to bring to the attention of the instructor or preceptor areas of care and skill for which they have not been formally prepared or previously supervised. Additionally, if a student is required to perform a skill they are not familiar with, they are required to review the facility's policy and procedure manuals before performing any procedure.

• **Student Assignments:**

Students may be assigned to care for patients with communicable diseases such as AIDS, and hepatitis. Student immunizations must be current. Every student is taught Standard Precautions, which include safety measures to avoid contact with/spread of infectious organisms.

• **Student Responsibilities for Clinical Evaluation**

Each student is responsible for:

1. Reviewing the clinical objectives and clinical outcomes in the course syllabus.
2. Following the instructions on the front of the *Clinical Evaluation Form*.
3. Providing self-evaluations of their performance in a timely, thoughtful, complete and succinct manner.
4. Collaborating with the instructor when they are having difficulty meeting clinical objectives or when improvement is needed.

• **Clinical Assignments:**

Students are placed in clinical groups based upon their educational needs. Students are not placed in clinical groups based upon geographic proximity to home. The faculty formulates the make-up of clinical groups. Prior to posting of the clinical rotations and assignments, students with clinical placement problems or extenuating circumstances may write a letter to the lead

instructor and/or teaching team describing the circumstances and the consideration/changes that the student is requesting.

Every effort will be made to avoid placement of students for clinical experience in the same facility/clinical area in which they are employed. In addition, efforts will be made to avoid placing students in clinical areas in which family members are employed. Students who are related family members also will not be placed in the same clinical group. If a student is inadvertently scheduled in the same facility/clinical area in which they are employed or where a family member is employed, the student should immediately report this situation to the lead instructor and/or teaching team. At the discretion of the teaching team, the student may be transferred to another facility/clinical area.

• **DRESS CODE FOR CLASS, CLINICAL, & LABORATORY**

- **Classroom, skills lab, and pre-lab: All students to adhere to the current pre-lab dress code, i.e., students must be professionally dressed (casual business attire) or be in their GC uniform in class. No other scrubs will be allowed. No jeans.**
- **Clinical and during clinical simulation: GC Nursing students will wear GC scrubs at all times.**
- **The following Dress Code Guidelines are in effect during class, skills lab, prelab, clinical and clinical simulations:**

Uniform: A specific dye-lot uniform (Hunter Green) embroidered with "Grossmont College School of Nursing" in gold letters shall be ordered from Dove Uniforms. Uniform style is limited to selected school choice. White tee shirts may be worn under the green scrub top. A good idea would be to have at least two tops for clinical shifts.

Hair: Neat in appearance. Long hair is to be worn up off the shoulders or tied back with an inconspicuous holder. Must not come in contact with the front of the uniform or with patients.

Jewelry: One set of simple, inconspicuous stud or post earrings are acceptable. No dangling earrings or hoops. No ornate rings, multiple chain necklaces or bracelets. Watches with a second hand or digital second indicator are mandatory. Piercing of any other visible body part except ears is not acceptable and must be removed for clinical.

Tattoos Tattoos may not be visible while performing clinical assignments and prelab.

Shoes: Clean, all white, low-top, closed toe and heel and preferably rubber-soled.

Sweaters: White only. Cardigan or lab coat acceptable. Hunter green warm-up jackets are allowed.

Nails: Nail extenders are not allowed while providing patient care.

Hosiery: White or tan nylons for women; all-white socks are permissible for pants.

Name Badge: The official Grossmont College student picture identification card must be worn on the uniform and during prelab at all times.

Pre-lab: During pre-lab (patient assignment research) students must be dressed neatly with a lab coat, Grossmont College picture identification badge, and a Grossmont College Patch attached to the left arm of the lab coat. (The Nursing Program patch is available at campus bookstore.)

NOTE: Professional appearance is mandatory.

The Dress Code must be consistent with the dress code of the hospital to which the student is assigned. Modifications of the Dress Code may be made for certain clinical rotations based on the dress policy of the facility utilized. The clinical instructor will discuss such changes. Students questioning the appropriateness of clinical attire should consult with their clinical instructor prior to purchase/wearing. Students will be sent home if infractions of the dress code occur. This will result in a clinical absence.

- **Patient Confidentiality**

Students are expected to act as professionals with the utmost respect for patient confidentiality as an ethical principle but also in accordance with HIPAA (Health Insurance Portability and Accountability) regulations. This means that discussion of patients' problems in public places such as cafeterias and elevators, and any discussion of a patient's problems with fellow students are inappropriate. Discussion of such problems with the student's own family members must be done with discretion. Students will be required to sign a confidentiality form. Each student will be familiar with HIPAA regulations as they apply to patient care and confidentiality.

No cameras or cell phones are permitted in patient care areas. They can be stored with personal possessions outside of patient care areas. If the student is expecting an important phone call, that student should discuss this matter with the clinical instructor and, possibly, with the charge nurse of the floor/unit.

- **Medication Error Protocol**

Definition: Medication error occurs in clinical or would have occurred if the instructor had not intervened.

Procedure:

1. Patient physiologic stability is assessed and assured.
2. Primary nurse is notified.
3. Appropriate documentation and agency medication error policy implemented.

Paperwork for a medication error:

1. The student must record the medication error on the weekly student evaluation tool.
2. The instructor and the student will together analyze why the error occurred. The instructor will make recommendations for remediation. The student will receive an Unsatisfactory on the weekly *Clinical Evaluation Form*. The student must address in the weekly *Clinical Evaluation Form* specifically what occurred and measures to prevent reoccurrence.
3. If the error is severe resulting in patient harm, the student may be suspended for two days with an immediate referral to the Associate Dean of Nursing and the Dean of Student Services.

- **Required Skills List**

Each course has a "Required Skills Checkoff List" based on the individual course's clinical student outcomes. These are located in each course syllabus. It is the student's responsibility

to complete the following required skills during the course in the hospital clinical areas. They must be done to competence by the end of the rotation. Please note that these skills must be performed with supervision. Return the form *to the clinical instructor* at the end of the course.

- **Use of Weekly Clinical Evaluation Form**

Students and faculty document and evaluate clinical performance on the *Weekly Clinical Evaluation Form*. *Weekly Clinical Evaluation Form* is the same for all courses with a clinical component and has a format which follows the nursing process and addresses the National League for Nursing (NLN) Core Competencies for Associate Degree Nursing.

The student will complete this weekly clinical performance self-evaluation form. Students are required to hand in their weekly evaluation as designated in each course. After reviewing the course's Clinical Student Outcomes, the student writes brief summary notes and evaluative statements about her/his own clinical performance in the categories of Provider of Care, Manager of Care, and Member within a Discipline in the "Student Self-Evaluation" column. The category of Provider of Care includes Assessment, Nursing Diagnosis, Planning, Implementation, and Evaluation. (See example, next page.)

[The student is to address how they performed relative to the competencies, not what they did for the day. The student's notes are not a repetition of a Nursing Care Plan or a discussion of a patient. This is a self-evaluation process.]

At the end of each week's notes the student must rate their clinical performance using the Clinical Performance Grading Scale [see scale below].

Students are required to hand in their weekly evaluation as designated in each course.

1. After receiving the student's completed remarks, each week the instructor writes anecdotal remarks addressing the student's clinical performance. The instructor makes comments and suggests areas of improvement and correspondingly rates the student using the performance code. [see scale below]
2. Clinical instructors evaluate student's weekly performance of each competency through use of a performance code. The weekly performance code is:

S = (Satisfactory) Clinical Performance is safe; adequately demonstrates expected behaviors; applies nursing process at course level consistent with clinical criteria; demonstrates critical thinking; functions within a defined timeframe; requires only occasional supportive cues.

NI = (Needs Improvement) Clinical performance is not consistent in meeting clinical criteria; essential information and background knowledge is deficient; reluctant to initiate learning experiences; does not demonstrate critical thinking; requires prolonged time and/or frequent continuous verbal and/or physical cues.

U = (Unsatisfactory) Clinical performance is unsafe or inadequate. Unable to demonstrate expected behaviors; does not apply nursing process and/or theory at expected course level; requires continuous verbal and physical cues.

Note: If the student and instructor ratings are not the same, the instructor will address areas of concern in the comments section.

3. If a student receives a NI or a U on a weekly evaluation, a remediation plan shall be developed, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. Please refer to the "Remediation Policies" in the Nursing Student Handbook. Remediation plans may include referral to the practice lab, referral to the computer lab etc. If remediation is required, the student must provide proof to the instructor that remediation has occurred. Subsequent weeks after remediation has taken place, the instructor will reevaluate the area of concern. The instructor will then address in the *Weekly Clinical Evaluation Form* whether the student has mastered the area of concern.
4. The clinical instructor will return the completed form to the student in a timely manner. The student will read the instructor comments and sign the form. The student is provided with a copy for their records. The student signature is acknowledgement of having read the completed form and received a copy of the evaluation.
5. The original document is kept by the faculty and referred to when the "Final Student Clinical Performance Evaluation" form is completed. All weekly evaluations and the "Final Student Clinical Performance Evaluation" form are submitted to the nursing office once the course is completed. These evaluations are kept in the students' files.
6. If a student is not meeting the clinical objectives of the course, it is the instructor's decision if the student will participate in observational experiences or specialty areas during the clinical rotation.

WEEKLY CLINICAL EVALUATION FORM

NAME: Nancy NurseCOURSE: NURS 245SEMESTER: Spring 2009WEEK #: 3FOCUS OF CLINICAL: Cardiopulmonary nursingCLINICAL FACILITY: Goodfellows Hospital

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION	INSTRUCTOR COMMENTS
I. PROVIDER OF CARE: Utilizes critical thinking and clinical judgment in application of the nursing process. A. Assessment: 1. Recognizes significant assessment data 2. Performs assessments appropriate to the course (list) 3. Anticipates complications. 4. Detects change in client's condition 5. Analyzes lab values and diagnostic tests	Noticed that pt not using I.S. properly. Kept close tabs on hourly output since pt has ^ BUN, creat Assessments: lung, head-to-toe, wound	Good job of relating lab values to pt care
B. Diagnosis: 1. Formulates NANDA nursing diagnoses 2. Prioritizes nursing diagnoses.	I think I have the 3-part N.D. down!	You do! But be sure your N.I. are individualized
C. Planning: 1. Develops nursing interventions and outcomes. 2. Prioritizes care for the day	Learned in pre-lab pt only speaks Spanish so brought phrases c me	Great!
D. Implementation: 1. Implements plan of care appropriately 2. Performs skills appropriate to the course (list) 3. Applies theory to the bedside 4. Provides safe, efficient nursing care 5. Documents correctly 6. Encourages the client to be involved in care 7. Employs therapeutic communication. 8. Utilizes evidence-based practice	Taught I.S. use in Spanish!!! Did my first "no-touch" dsg change s fainting. It was fine. Skills: dsg change, IVPB, sq	You seemed confident during the IVPB taking change. Remember not to aspirate before giving heparin.. Why???
E. Evaluation: 1. Continuously evaluates client's condition and response to treatments 2. Modifies nursing care plan as needed 3. Evaluates effectiveness of client teaching.	Lungs remained clear + output > 30 cc/h. I did okay for my first day.	I agree
II. MANAGER OF CARE: Demonstrates ability to manage care in clinical setting for assigned patients. 1. Provides care for required number of clients 2. Seeks assistance and delegating as necessary. 3. Keeps staff and instructor informed 4. Serves as a client advocate. 5. Practices cost effectiveness. 6. Follows the institution policy and procedures	There is no way I feel ready to handle > 1 pt.	This was a particularly challenging pt. Most will be easier.
II. MEMBER WITHIN A DISCIPLINE: A. Demonstrates professional responsibility by: 1. clinical preparedness and promptness 2. adherence to course clinical guidelines 3. adherence to dress codes and conduct codes 4. adherence to ethical and legal standards 5. communicating professionally with others 6. supporting peers and staff 7. utilizing resources for self-development 8. identifying own strengths and weaknesses weekly	Forgot to tell RN when I left the floor for break. Helped partner bathe her pt.	I'm sure you won't forget again

OVERALL CLINICAL RATING BY STUDENT (must be completed): S (S,NI, U) Student Signature Nancy Nurse

• Additional Student Comments and /or Areas of Concern:

Date 8/30/09OVERALL CLINICAL RATING BY INSTRUCTOR: S (S, NI, U)** Instructor Signature Tess Grossmont

• Additional Instructor Comments and/or Areas of Concern:

Date 9/1/09*Be prepared to tell me next week why we don't aspirate or massage when giving sq heparin*

**Remediation Plan: If a student has received a NI (Needs Improvement) or grade of U (Unsatisfactory) on any evaluation, a remediation plan shall be developed, outlining requirements designed to assist the student to overcome identified deficiencies.

- **Final Student Clinical Performance Evaluation Form**

At the end of each clinical experience, the student's clinical instructor will prepare a **Final Student Clinical Performance Evaluation** form. The clinical instructor assigns a Final Clinical Grade of Satisfactory, Unsatisfactory, or Incomplete. The definitions of these clinical grades are:

S = Satisfactory	Clinical performance is safe; adequately demonstrates expected behaviors; applies nursing process and theory at course level consistent with clinical criteria; utilizes critical thinking; functions within a defined timeframe; requires only occasional supportive cues.
U = Unsatisfactory	Clinical performance is unsafe or inadequate. Unable to demonstrate expected behaviors; unable to apply nursing process and/or theory at expected course level; requires continuous verbal and physical cues. Depending on the nursing course, the student cannot progress in the Nursing Program. NOTE: In order to pass the course, the student must pass clinical .
I = Incomplete	The student has not completed either all of the academic/classroom or all of the clinical requirements for this nursing course. Per College policy, the instructor and the student must complete an "Incomplete Grade" form. The student must satisfactorily complete the course requirements within the specified time period. [See further discussion of "Incomplete" grades elsewhere in the Nursing Student Handbook .]

Depending on the nursing course, the student cannot progress in the Nursing Program with "Unsatisfactory" or "Incomplete" on the **Final Student Clinical Performance Evaluation** form. Note: in order to pass the course, the student must receive a "Satisfactory" in the **Final Student Clinical Performance Evaluation** form. The student will receive a copy of the **Final Student Clinical Performance Evaluation** form. The original copy of the completed form will be in the student's file.

[Form: next page]

GROSSMONT COLLEGE SCHOOL OF NURSING
FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name: _____ Course: NURS _____

Semester/Year: _____ Site: _____

Instructor's Name: _____ Instructor's Signature: _____

Final Clinical Grade: _____ [See "Definition of Clinical Grades" below]

Absent Dates/Hours: _____ Make-up Dates/Hours: _____

Final Instructor Comments and/or Recommendations for Improvement **: _____

Student's Signature*

Date Signed by Student

* A student's signature indicates that the student has read the evaluation and has received a copy of the evaluation.

** **Recommendations for Improvement:** If a student has received a grade of U (Unsatisfactory) for the course or has received an "S" for the course but still has significant Area(s) for Improvement, a remediation plan shall be documented on this form suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies.

Definition of Clinical Grades:

S = Satisfactory **Clinical performance** is safe; adequately demonstrates expected behaviors; applies nursing process and theory at course level consistent with clinical criteria; utilizes critical thinking; functions within a defined timeframe; requires only occasional supportive cues.

U = Unsatisfactory **Clinical performance** is unsafe or inadequate. Unable to demonstrate expected behaviors; unable to apply nursing process and/or theory at expected course level; requires continuous verbal and physical cues. Depending on the nursing course, the student cannot progress in the Nursing Program. **NOTE:** In order to pass the course, the student must pass **clinical**.

I = Incomplete The student has not completed either all of the academic/classroom or all of the clinical requirements for this nursing course. Per College policy, the instructor and the student must complete an "Incomplete Grade" form. The student must satisfactorily complete the course requirements within the specified time period.

Criteria for Passing Clinical:

By the end of the course, the student must:

1. Achieve a satisfactory (S) grade on the final clinical evaluation.
2. Attend **all** laboratory sessions. NOTE: If absence is excused and unavoidable, and appropriate make-up experiences are available, student may arrange with the instructor for an appropriate make-up experience.

NOTE: In order to pass the course, the student must pass **clinical**.

Routing: Page 1 – Student File; Page 2 – Student; Page 3 – Next Instructor

SECTION VIII: Remediation Policies

If a student has received a grade of U (unsatisfactory) or NI (Needs Improvement) on any weekly evaluation, a remediation plan shall be developed, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. [Note: The Remediation Policy follows the Weekly Clinical Evaluation Form and the Final Student Clinical Performance Evaluation forms.] The following is a list of possible additional campus referrals that the instructor may utilize for remediation

- | | |
|------------------------------|--------------------------------|
| a. English Dept | e. EOPS |
| b. Math Dept | f. Financial Aid |
| c. Counseling | g. Learning Resource Center |
| d. Disabled Student Services | h. Health Science Computer Lab |

▪ **Remediation Policy (Academic, Skills, Critical Thinking)**

Academic

1. Lead instructor informs any student who scores 75% or less on any exam that they must meet for remediation.
2. Lead instructor reviews exam individually with the student and decide together on appropriate remediation.
3. Options
 - a. Must attend tutoring with lead teacher
 - b. Assign reading assignments from NCLEX-RN Review book
 - c. Assign additional readings and have student turn in synopsis
 - d. Assign case studies or NCLEX questions from Evolve website
 - e. Other: _____
4. Remediation must be completed within 7 days
5. Remediation plan and successful completion is to be documented on letter/form in student file.

Skills

1. Clinical instructor notifies lead teacher of problem.
2. Clinical instructor and lead teacher meet together with student to discuss problem and develop appropriate remediation plan
3. Options:
 - a. Student to remediate in skills lab. Lead teacher to contact skills lab RN tutor and see if tutor is available to remediate student. If so, student is to schedule remediation session with tutor within specified time frame. Lead teacher is to follow up with skills tutor re: results of session and report successful completion to clinical instructor.
 - b. If student is unable to remediate with skills lab tutor, lead teacher is to remediate student (during office hours), requesting needed supplies from Pat Murray. Lead teacher then reports successful remediation to clinical instructor.

- c. Student may remediate during clinical, if skill deficiency is one that can be better practiced there (i.e. student is to do 5 successful glucometer tests under supervision by clinical instructor).
 - d. Other: _____
4. Remediation must be completed within 7 days
 5. Remediation plan and successful completion is to be documented on weekly self-eval forms.

Critical Thinking

1. Clinical instructor and lead teacher discuss basis for problem (organization, prioritizing, recognizing significant assessment data, etc.)
2. Both teachers (if appropriate) meet with student to discuss problem and develop appropriate remediation plan.
3. Options:
 - a. METI scenario, either as paper exercise or using simulation manikin.
 - b. Provide case studies with questions for student to work through.
 - c. Provide additional worksheets pertaining to area of weakness (i.e. math calculations) and meet with student one-on-one to discuss answers.
 - d. Other: _____
4. Remediation must be completed within 7 days.
5. Remediation plan and successful completion is to be documented on weekly self-evaluation forms or letter/ form in student file.

Remediation Plan

Date: _____
Student: _____
Faculty: _____
Course: _____
Deadline date of remediation plan: _____

Description of problem(s):

Remediation: _____ To be completed by (date): _____

Other comments: _____

Possible consequences: _____

Signatures:

Student _____ Date _____
Faculty _____ Date _____
Faculty _____ Date _____

Outcome

Proof of completion: _____

Signatures:

Student _____ Date _____
Faculty _____ Date _____

SECTION IX: DEPARTMENT STRUCTURE AND STUDENT INPUT

A value deeply rooted in the Grossmont College Nursing Programs is the right and responsibility of the individual student to evaluate his/her learning needs and provide feedback to the faculty attempting to meet those needs. Student feedback is solicited throughout the nursing courses. The faculty welcomes student input and utilizes it as they strive to provide excellence in nursing education.

Opportunities for Student Feedback

Opportunities for student feedback are available to students throughout the nursing program. Students are invited to serve on Nursing Program Committees to give their opinions and suggestions. A student representative and an alternate are selected from each semester will be requested to serve on Nursing Program committees. The students are active participants on these committees.

Students formally evaluate each course with a written evaluation. Areas to be evaluated include texts, instruction and instructional methods, course content, clinical facilities, and clinical experience. Course evaluations are anonymous. These evaluations are sent to Institutional Research where the data is analyzed and student comments are typed. During finals week of the graduating year, each senior student is requested to complete a evaluation of the entire nursing program. Program evaluations are anonymous and submitted electronically to Institutional Research. Results are tabulated and a typed report of comments is prepared. Following the submission of final grades, the results of the final Program and individual course evaluations are circulated among the faculty for review. Recommendations for curricular changes based on student feedback are presented to the Curriculum Committee for consideration as needed.

Program and Course Evaluation Policy

The following steps are used in the processing of all course and program evaluations:

1. The student is required to complete the classroom and clinical evaluation 1 week prior to the final exam. All evaluations are to be submitted electronically and are available for each course on Blackboard under Course Documents. The evaluations are anonymous.
2. The Associate Dean of Nursing will review all evaluations once returned from Institutional Research.
3. The Associate Dean of Nursing will identify trends from all data collected and discuss findings with faculty.
4. If the problem(s) identified relate to the program as a whole, the issue(s) will be referred to the curriculum committee. At this level a decision will be made if an ad hoc committee needs to be formed or if the problem(s) calls for all curriculum/faculty members.

SECTION X: DISCIPLINARY POLICIES

- **Dismissal Policy/Procedure**

1. A student may be subject to dismissal from the Nursing Program based on but not limited to, the following:
 - a. Unsafe clinical practice:

Examples of unsafe practice may include (but are limited to) the following:

 - 1) Failure to display stable mental, physical or emotional behavior(s) which may affect the well being of others.
 - 2) Failure to follow through on a required remediation plan.
 - 3) Acts of omission/commission in the care of patients, such as (but are not limited to): physical, mental or emotional harm, and medication error(s).
 - 4) Lack of verbal and/or psychomotor skills necessary for carrying out safe nursing skills.
 - 5) Attempting activities without adequate orientation or theoretical preparation or appropriate supervision/assistance.
 - 6) Any pattern of behavior that endangers a patient's, staff member's, peer's or instructor's safety.
 - b. Serious violation of professional, legal, or ethical conduct:

Examples of violations may include (but are not limited to) the following:

 - 1) Dishonesty
 - 2) Falsification of patient records
 - 3) Interpersonal behaviors with agency staff, co-workers, peers, or faculty which result in miscommunications, disruption of patient care and/or unit functioning.
 - 4) Failure to maintain patient confidentiality according to HIPAA regulations.
 - 5) Academic Fraud.
 - 6) Any violation of the "Student Code of Conduct" as outlined in the College Catalog.
2. The instructor will communicate the problem area(s) to the teaching team and the Associate Dean of Nursing. Documentation will include a description of the behavior and the status of the patient, if appropriate. The student also may provide written input for review.
3. If the student is dismissed, the student will have an opportunity to meet with the Associate Dean of Nursing and the faculty member involved to share his/her perception of the problem.
4. The lead instructor and/or the teaching team and Associate Dean of Nursing will then confer and will present recommendations to the student both verbally and in writing.
5. If it is the consensus of the Associate Dean of Nursing and the teaching team that a dismissal is appropriate, the student will be informed verbally and in writing.
6. If the student is not allowed to progress in the nursing program, the student will schedule an exit interview with the Associate Dean of Nursing to discuss options.
7. Following the exit interview, the student will receive a written copy of the exit interview.
8. Consideration for readmission will be based upon the degree of the infraction and/or to which remediation has been accomplished. It is the responsibility of the student to submit

written evidence of how he/she has addressed the problem areas and recommendations for remediation. The Student Progression Committee will evaluate the data submitted and determine whether the applicant will be considered for readmission.

9. All applicants eligible for readmission will be ranked and placed in the reentry applicant pool.
10. Readmission will be on a space-available basis.
11. * Please note: If a student leaves the Program as “not in good standing,” they may not be eligible for readmission. “Not in good standing” is defined as any violation of academic integrity and/or, professional misconduct, and/or any violation of the Student Code of Conduct as listed in the College Catalog.

- **Course Failure**

A student is subject to a course failure in any of the following circumstances:

- a. Failure to obtain an average of 75% on all exams.
- b. A theory grade less than 75% for the course.
- c. Unsatisfactory clinical performance on the final clinical evaluation.
- d. A clinical failure results in a course failure despite the grade achieved in theory.
- e. Lack of completion of all required community service hours or graded/nongraded assignments.
- f. Students receiving a course failure must exit the Program and schedule an Exit Interview with Associate Dean of Nursing.

SECTION XI: HEALTH AND SAFETY POLICIES

Students must be able to function fully in the clinical area in order to participate in the Nursing Program. Students needing accommodations may share their needs with the Associate Dean of Nursing or the Faculty Member in the course in which they are registered. Students who become ill during the Program need to submit a letter from their physician outlining their restrictions. Every effort will be made to accommodate restrictions. The Grossmont College Nursing Program will follow the physical requirements of the registered nurses policies at the local health care facilities in deciding upon unusual accommodations. Once a student's physical restrictions have been lifted, it is the student's responsibility to provide a written statement from their physician to the Nursing Office and clinical instructor.

- **Pregnancy Policy**

The student may remain active in the Nursing Program with written physician's clearance as long as she is able to meet the weekly laboratory objectives and her attendance record remains satisfactory.

Antepartum

1. The student should notify the clinical instructor as soon as pregnancy is determined, as some clinical experiences may need to be eliminated for her safety.
2. A written physician's clearance is to be submitted to the Associate Dean of Nursing and a copy to the clinical instructor within the first trimester of pregnancy. Thereafter, it is the student's responsibility to notify both the Associate Dean of Nursing and the clinical

instructor if problems arise that could limit the student's ability to safely meet clinical objectives.

Postpartum

The student must present a written physician's clearance to the designated Associate Dean of Nursing and a copy to the clinical instructor prior to returning to the clinical laboratory.

• **Post –Surgery/Extended Illness Policy**

1. The student must submit a written physician's or primary care provider's clearance to the designated Associate Dean of Nursing and a copy to the clinical instructor for clinical lab attendance.
2. The student must be able to meet the clinical objectives to remain in good standing in the Program. The lead instructor and/or teaching team, with student input, will determine whether imposed medical restrictions allow accomplishment of clinical objectives.
3. The Attendance Policy of the Program will apply unless judged inappropriate to the individual case by nursing faculty review.
4. The student should refer to the Leave of Absence Policy in the ***College Catalog*** if necessary.

• **Report of Injury/Exposure to Infection**

Students need to immediately report any clinical or classroom injuries or exposure to infections to their nursing instructor or the supervising nurse. Clinical or classroom injuries or exposure to infections/bloodborne pathogens are covered under the Program's Workman's Compensation policy so the necessary forms and referrals must be made. The nursing instructor will advise the student how to proceed for prompt treatment and the completion of the necessary forms. If an injury is life threatening or urgent, seek medical treatment first.

• **Flu (H1N1) District Reporting Policy (effective May, 2009)**

- If a student has been ill or absent with flu-like symptoms, the instructor will contact the Nursing Office with the name of the individual for tracking. Please inform students that if they are confirmed to be ill, ***they should not return to your class until they have a doctor's note that is presented to the Nursing Office indicating that they are "clear" of illness.***
- If students in class complain of flu-like symptoms, the instructor will refer them to the campus Health Services area (located in the administrative area, building 10, next to the Counseling Office) (619) 644-7192).
- Everyone should be washing their hands frequently and also using alcohol-based hand sanitizer when soap and water are not available.
- Students will talk with faculty about how they will make up course work and complete their courses given their absences.

- **Other Safety Information**

- Affiliating agencies may require additional testing, i.e., drug screening. An annual drug screen and background check is required for clinical at Rady Children's Hospital.
- Students are responsible for notifying the clinical instructor of any change in their health status which may impact their own and/or patient safety.
- Splash goggles: Students are required to purchase a pair of splash goggles and have them available for use in all clinical areas.
- Flu Shot declination: students who refuse to the annual shot/ flu shot declination will be required to wear a mask during clinical rotations at Rady Children's Hospital during flu season.

SECTION XII: STUDENT SERVICES

• **NURSING DEPARTMENT OFFICES AND CONTACT INFORMATION:** The Nursing Office is located in Room 340C (Health Professions). Phone: 619-644-7301; FAX: 619-644-7904. The Nursing classrooms and laboratories are located in the Science and Technology building (300 North). Faculty offices and phone numbers are as follows:

Gottschalk, Diane	644-7885	354	Oertel, Tom	644-7429	354
Helland, Diane	644-7428	300B2	Sullivan, Sharon	644-7452	300B2
Jordan, Laurie	644-7041	342C	Tendal, Nancy	644-7350	300B4
London, Linda	644-7450	342B	Vanlandingham, Laurel	644-7042	342C
Maloy, Lisa	644-7099	300B3	Yaddow, Debbie,	644-7301	340A
Mattas, Cheryl	644-7096	300B3	Associate Dean of Nursing		
Ngo, Angela	644-7319	342D	Zozuk, Joy	644-7049	300B2

• **NURSING SKILLS LAB:** The Nursing Skills Lab is located in Room 355A. A regular tutoring schedule is posted. Students with special requests for tutoring should notify the lead instructor.

• **HEALTH PROFESSIONS LAB:** The Health Professions Technicians [Pat Murray (644-7316) and Dan Lopez (644-7309)] are located in Room 329A..

• **HEALTH PROFESSIONS COMPUTER CENTER:** Is available to all health professions students. A variety of computer programs are available including the NCLEX-RN simulation. Call 644-7316 or 644-7309.

• **CALIFORNIA NURSING STUDENTS' ASSOCIATION (CNSA):** The Nursing Program has an active chapter of CNSA, which is affiliated with the National Student Nurses' Association. The club sponsors many activities and services that contribute to the professional development of nursing students. Please see the advisor or one of the club officers for information about joining CNSA.

• **COUNSELING CENTER:** 644-7208 [Lynn Gardner or Peggy Shepard]. The Counseling Center is staffed with professional counselors trained to assist with education and career planning and personal counseling.

• **STUDENT HEALTH SERVICES:** 644-7192, Room 114. The Health Services Office coordinates matters concerning student insurance, illness assessments and treatment, health counseling, first aid, vision and hearing screening, substance abuse and eating disorder counseling, health screenings, immunizations, laboratory testing including HIV tests and blood pressure monitoring.

• **LEARNING AND TECHNOLOGY RESOURCE CENTER:** 644-7361. The Learning and Technology Resource Center (LTRC) is the large building in the center of the campus. It is organized into the Library, the Reserve Reading Room, the TECH Mall, the Media Desk, and the Tutoring Center. Any registered student can use any of the many services. The TECH Mall has 160+ computers and the entire library offers wireless Internet access. The student can view audiovisual materials at the Media Center on the second floor. Librarians can assist

with research papers and general questions. For more information on the library and the TECH Mall as well as library hours, etc., go to www.grossmont.edu/techmall.

Grossmont College Library hours for fall 2009

	Mon-Thu	Friday	Saturday	Sunday
Library	8:00-8:00	8:00-3:00	Closed	Closed
Tech Mall	8:00-9:00	8:00-3:00	Closed	Closed

• **REGISTRATION FOR USE OF TECH MALL COMPUTERS**

Each semester, the student must register at the Tech Mall information desk for use of the computers and other services in the Tech Mall. In order to register, the student must bring proof of registration and **a course syllabus** for the course(s) they are currently in. The Tech Mall staff will give a registration/"Add" card after they see the proof of registration and the syllabus.

- **TUTORING CENTER**: 644-7387. The Tutoring Center is located on the second floor of the Learning and Technology Resource Center. Currently enrolled students may use the Tutoring Center. Academic tutoring is available at no cost.
- **DISABLED STUDENT SERVICES**: 644-7112. The Disabled Student Services department provides services for students who have mobility, visual or hearing impairments; who need speech assistance; or who need assessment, remediation and individualized tutoring due to a diagnosed learning disability. Also available are special spelling and writing skills classes, test taking assistance, and registration assistance.
- **FINANCIAL AID**: 644-7129. Students may apply for financial aid in the form of grants, scholarships, loans and work study. Applications for financial aid are available in the Financial Aid Office. Scholarship opportunities are posted in the Financial Aid Office, n Room 355.
- **VETERANS AFFAIRS OFFICE**: 644-7165. The Veteran's Affairs Office serves the needs of veterans who qualify for educational benefits.
- **ASSOCIATED STUDENTS OF GROSSMONT COLLEGE (ASGC)**: 644-7604. The ASGC Government Program offers students opportunities in self-government as well as a general means for campus involvement and problem-solving on an intra- and inter-campus basis.

Many other services are available on campus. Please refer to the *Grossmont College Catalog*, the *Grossmont Student Handbook*, the Counseling Office, your instructor or the Associate Dean of Nursing for additional assistance. We are here to help you succeed in achieving your career goals.

SECTION XIII: GENERAL ADMINISTRATIVE POLICIES

- **Student Records/Files**

Nursing student records are kept in the Nursing department Office. At least a one week notice must be provided to the nursing secretary prior to receiving a copy of the record. A photocopy of parts of the record may also be requested.

- **Changes to Email, Emergency Contacts, etc.**

Student must update any changes in name, address, phone number, email addresses, and emergency contacts as soon as possible through the campus's online system **WebConnect/WebAdvisor** (<http://www.gcccd.edu/online/wa-redirect.asp>), and also to the Nursing Office. All students must provide an emergency contact number to the Nursing Office and must keep this number up to date.

- **Externships/Student Work Experience**

Work experiences/externships provide opportunities to gain additional clinical experience in medical-surgical and post-partum areas, by working in a paid or unpaid status under direct supervision of a clinical preceptor. Placement in a facility for work experience is determined by the hiring facility. A faculty liaison provides guidance through review of objectives, consultation with the preceptor and periodic meetings with the student. Work experience/externship opportunities may be limited due to facility constraints, lack of preceptors or faculty scheduling conflicts.

Requirements for externships:

1. Students who have completed the first year (two semesters) of the nursing program
2. Students must be in good academic standing in order to continue their externship. If a student requires more supervision than is designated in a work experience, the student may not be able to participate in a work experience/externship program.
3. ***Before starting extern shifts***, the student must
 - a. attend an orientation meeting about externships,
 - b. have an identified faculty advisor, and
 - c. have a clinical schedule approved by both the faculty advisor and the extern's preceptor/clinical supervisor.
4. Specialty areas: A work experience/externship in a specialty area such as psychiatric-mental health, emergency department, intensive care units and other critical area areas will only be considered on an individual basis. Students requesting placement in a specialty area must submit a written request with rationale and specific clinical objectives to the Associate Dean of Nursing who will direct it to the appropriate work experience faculty for consideration.

5. Work experience/extern hours must be completed within the semester in which the student is registered. (That is, the student extern may not complete clinical hours after Final Exam Week.)
6. The student may be assigned more than one preceptor during the work experience/externship.

- **Gift Policy**

Gifts from students to faculty are discouraged.

- **Transfer Policy/Advanced Placement**

Opportunities exist for transfer from accredited baccalaureate, diploma, or associate degree schools of registered nursing into either the Registered Nursing or LVN to RN Transition Program at Grossmont College. The nursing faculty and the designated Associate Dean of Nursing or his/her designee will evaluate previous coursework and determine its equivalency to related coursework at Grossmont College. Students seeking transfer should review, in addition to this document, the college Transfer Policy in the Grossmont College Catalog.

Advanced placement in the nursing curriculum is on a space available basis. Application for advanced placement must be received in the Nursing Office by DECEMBER 1 or MAY 1 preceding the semester into which the applicant seeks admission. The transfer applicant must also submit a "letter in good standing" on official letterhead from an instructor or Director at the previous Nursing Program.

The Advanced Placement application form may be obtained from the Nursing Department office. If advanced placement is determined appropriate for the applicant, the applicant will:

1. Complete a math calculations exam first with a pass rate of 100%.
2. Demonstrate competent performance of selected skills representative of prior qualifying nursing courses.
3. Upon acceptance, present evidence of satisfactory physical and dental health, required immunizations/titers, negative tuberculosis test or negative chest x-ray, current CPR certification and current medical malpractice insurance.

See "Algorithm for Transfer into the Nursing Program."

- **Nursing Program Re-Entry Policy**

1. A student must petition for Reentry into the Nursing Program if the student:
 - Received a failing grade in any course in the Nursing Major, including Pharmacology;
 - Received a failing grade in clinical performance;
 - Elected to receive a "W"/Withdraw from any course in the Nursing Major **for any reason**.
 - If the student left due to an illness, injury or childbirth, please refer to the "Pregnancy Policy" and the "Post-Surgery/Extended Illness Policy" in the **Nursing Student Handbook** for other re-entry requirements.

- Note: if the student is discharged from the Nursing Program for unprofessional conduct or a violation of legal or ethical standards set forth by the Program, then re-entry may not be possible.

2. Limitations to Re-entry:

- Re-entry is neither automatic nor guaranteed. A student who has been dismissed as a result of unsatisfactory clinical performance will require special consideration.
- Re-entry will be considered on a “space-available basis.”
- Re-entry is evaluated on an individual basis.
- Each student will be considered for re-entry only **one time** to complete the Nursing Curriculum. Special consideration may be given in extraordinary circumstances. [See “Pharmacology Course” for additional details.]
- Re-entry is into the program that the student exited from. Re-entry or Re-entry by movement between programs [e.g. from Generic to Weekend/Evening] is not permitted.
- Student must be on the “Re-entry List” so that there is no more than **a three year absence**. The “Re-entry List” is explained below.

3. The student starts the Re-Entry process by:

- Having an Exit Interview with the Associate Dean of Nursing as soon as possible after not successfully completing a course or if electing a “W” in a nursing course;
 - The course instructor or teaching team may also be present or may submit information and recommendations for review during the Exit Interview.
 - At the Exit Interview, the reasons for the exit from the Program are discussed. Based on the recommendations and information from the course instructor and/or the teaching team, the Associate Dean of Nursing will make “Recommendations for Remediation” and discuss strategies with the student for future success in the Nursing Program.
 - The student may make verbal and written comments during the Exit Interview.
 - The student will receive a written copy of these recommendations and strategies.
 - **Note: an Exit interview is necessary before the Re-entry Process can begin. If a student originally failed to attend an Exit Interview and is considering re-entry, the student can start the process by scheduling an Exit Interview. This step cannot be bypassed. The Exit Interview should be completed before the end of semester.**
- Demonstrating remediation (if necessary) based on the recommendations from the Exit Interview and other sources of counseling;
- Completing and submitting the “Petition for Re-entry to the Grossmont College Nursing Program.” [A duplicate form is available from the Nursing Program].
 - The student may include additional documentation of improvement or add additional documentation if requested by the Associate Dean of Nursing or Student Progression Committee.
 - The deadline date for re-entry applicants is the end of the academic semester preceding the requested re-entry.

4. The approval process for Re-Entry:

- The student’s completed “Petition for Re-entry to the Grossmont College Nursing Program” is sent to the Student Progression Committee (SPC). Based on the

information from the Petition and any other additional documentation (if necessary), the Student Progression Committee makes recommendations for acceptance or denial of re-entry to the Associate Dean of Nursing.

- If the petition is accepted, then the student's name is placed on the "Re-Entry List" along with the date of the re-entry request and the course that the student needs.
- As seats become available in the needed courses, the Nursing Office notifies the student on the Re-Entry List on a first come, first served basis.
- If approved for re-entry, the re-entering student must provide documentation of satisfactory physical and dental health, CPR certification, immunization status, TB clearance, Liability Insurance, and Background Check and Drug Screen [if the student has been out of the Nursing Program for greater than one semester].
- The forms are available from the Nursing Secretary:
 - Physical exam: must be done within 6 months.
 - Certain clinical facilities may require an annual physical
 - Dental exam: must be done within 12 months
- If the petition is denied, the student will be informed of the denial.

5. If the student is permitted re-entry, the student will participate in the Nursing Program under the rules and regulations written in the **Nursing Student Handbook for the year of re-entry.**

See "Algorithm for Re-Entry into the Nursing Program."

- **Thirty-Unit Option [LVN to RN Transition Program only]**

Designed as a career ladder for California Licensed Vocational Nurses wishing to become registered nurses. Takes approximately 18-24 months. No degree is granted upon completion. Most other states do not recognize California's LVN 30 Unit Option and will not issue RN licenses to these LVNs. Some LVNs prefer to complete an ADN program in order to obtain a degree and to have the flexibility to get an RN license in other states. See the Associate Dean of Nursing to discuss the limitations of the 30 unit option.

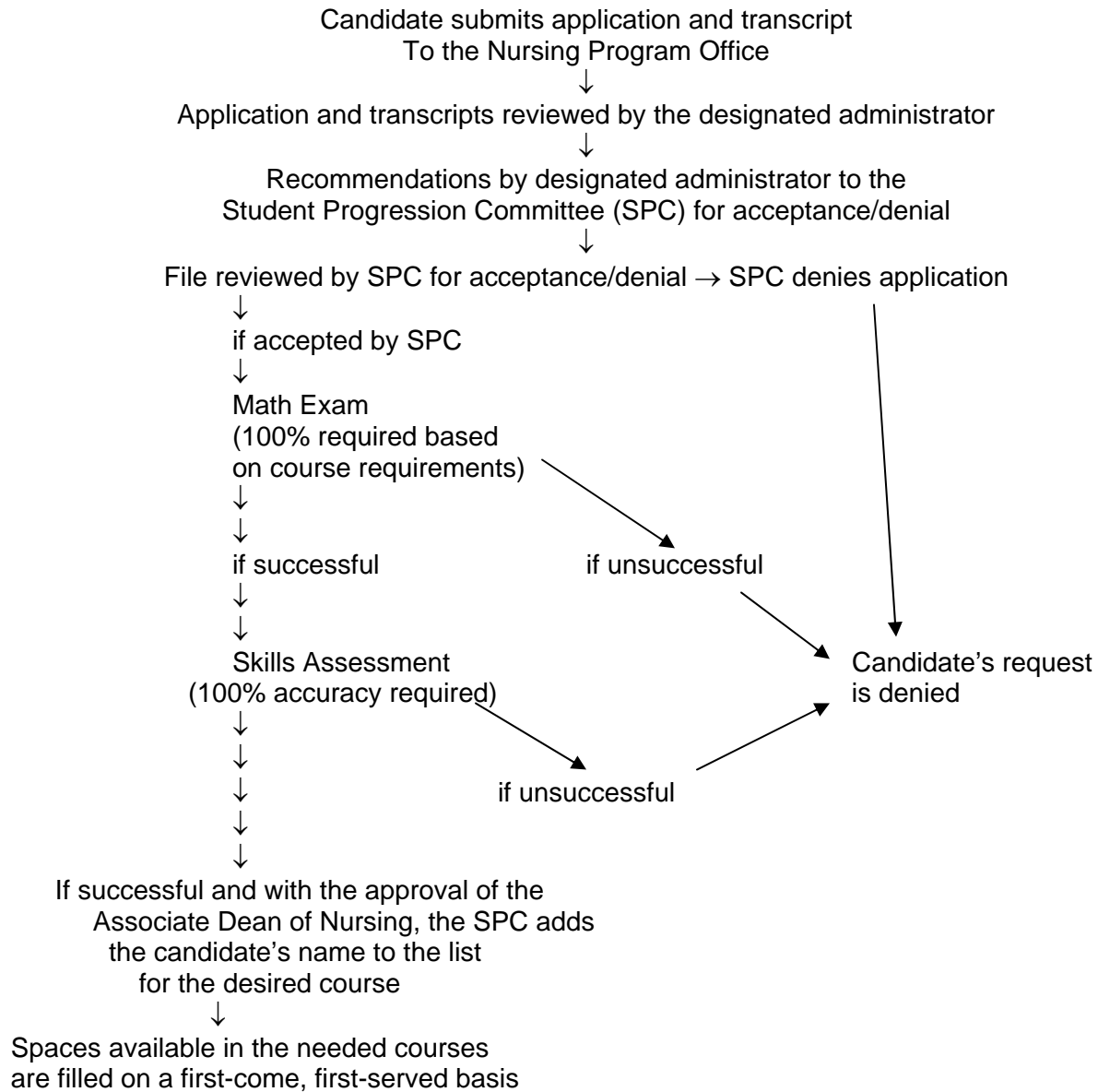
- **Nursing Student Loans and Loan Repayment:**

After you graduate, leave school or drop below half-time enrollment, you will have a period of time before you begin repayment. This "grace period" will be:

- six months for a Federal (FFELP) or Direct Stafford Loans.
- nine months for Federal Perkins Loans.

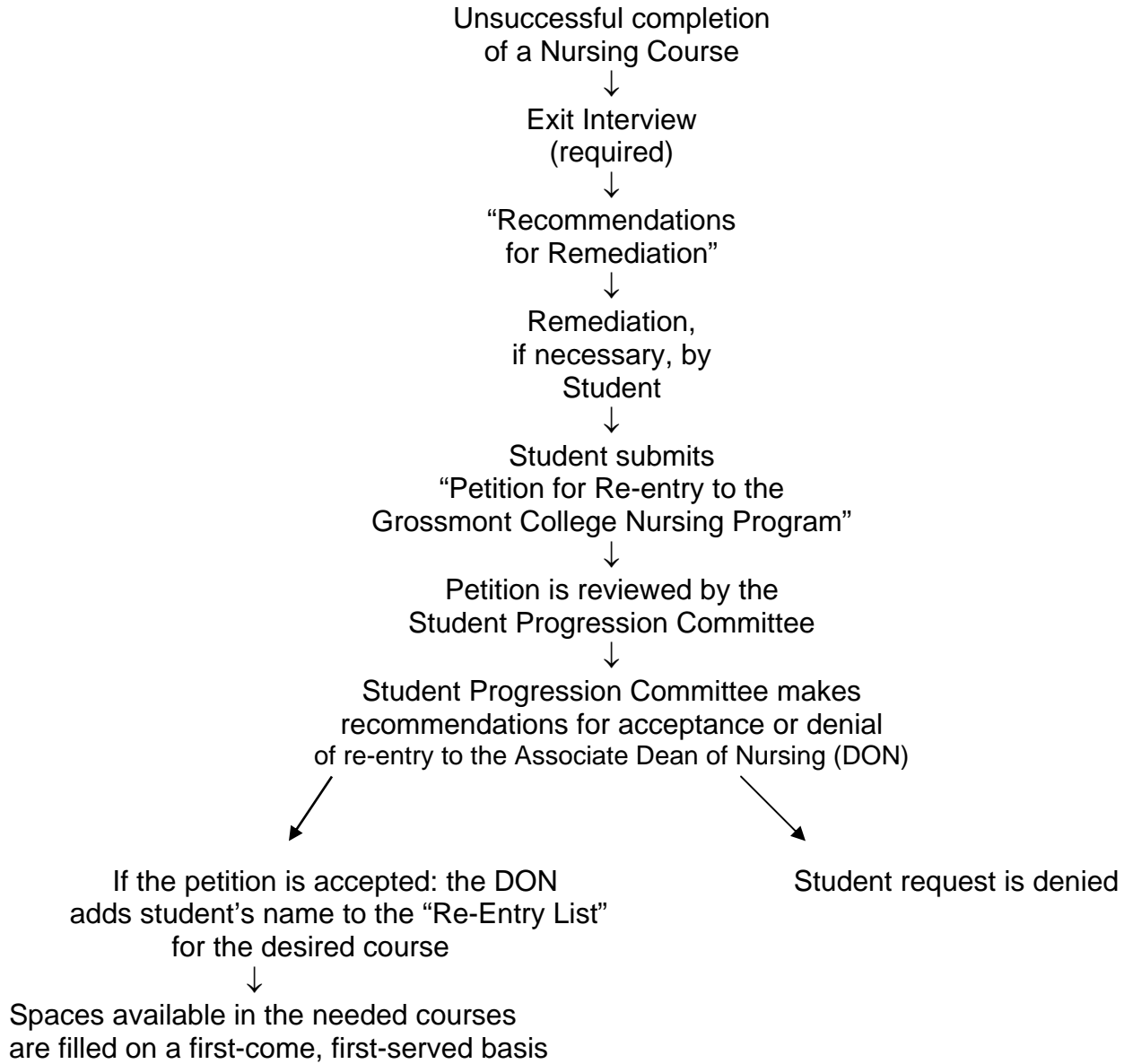
Each student is required to sign a written agreement to pay back any student loan. This is your written promise that you will uphold the contract. By signing, you are taking on serious legal and financial responsibilities. If the borrower doesn't pay back the loan according to the terms of the contract, the lender can take legal action. For more detailed information on all of your student loan options, including repayment and consolidation, please visit EdFund at www.edfund.org.

○ **Algorithm for Transfer into the Nursing Program ****



** Refer to the full text of the "Transfer Policy" in the *Nursing Student Handbook*.

Algorithm for Re-Entry into the Nursing Program **

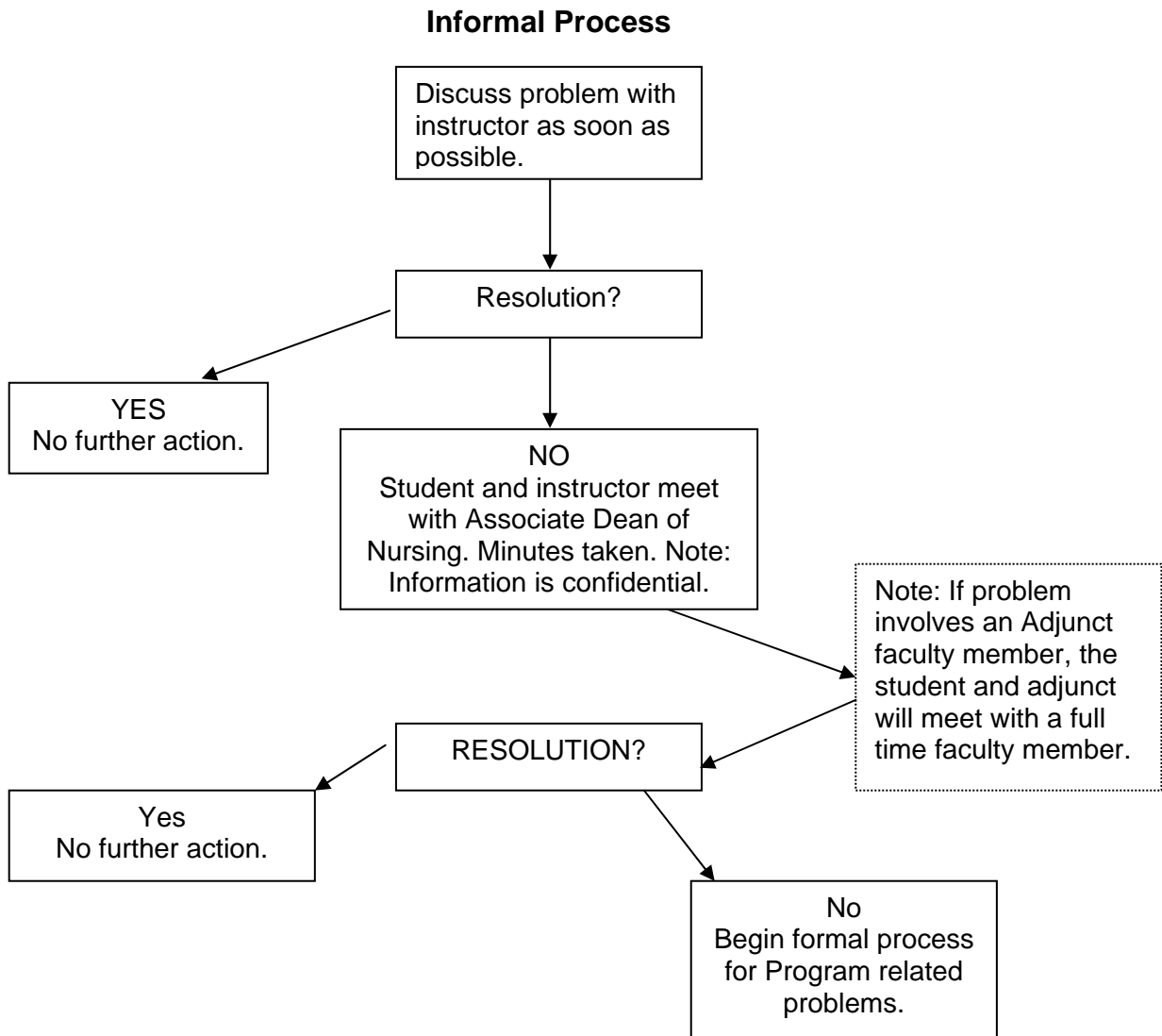


** Refer to the full text of the “Nursing Program Re-Entry Policy” in the *Nursing Student Handbook*.

PROCEDURES GOVERNING PROBLEM SOLVING IN THE NURSING PROGRAM

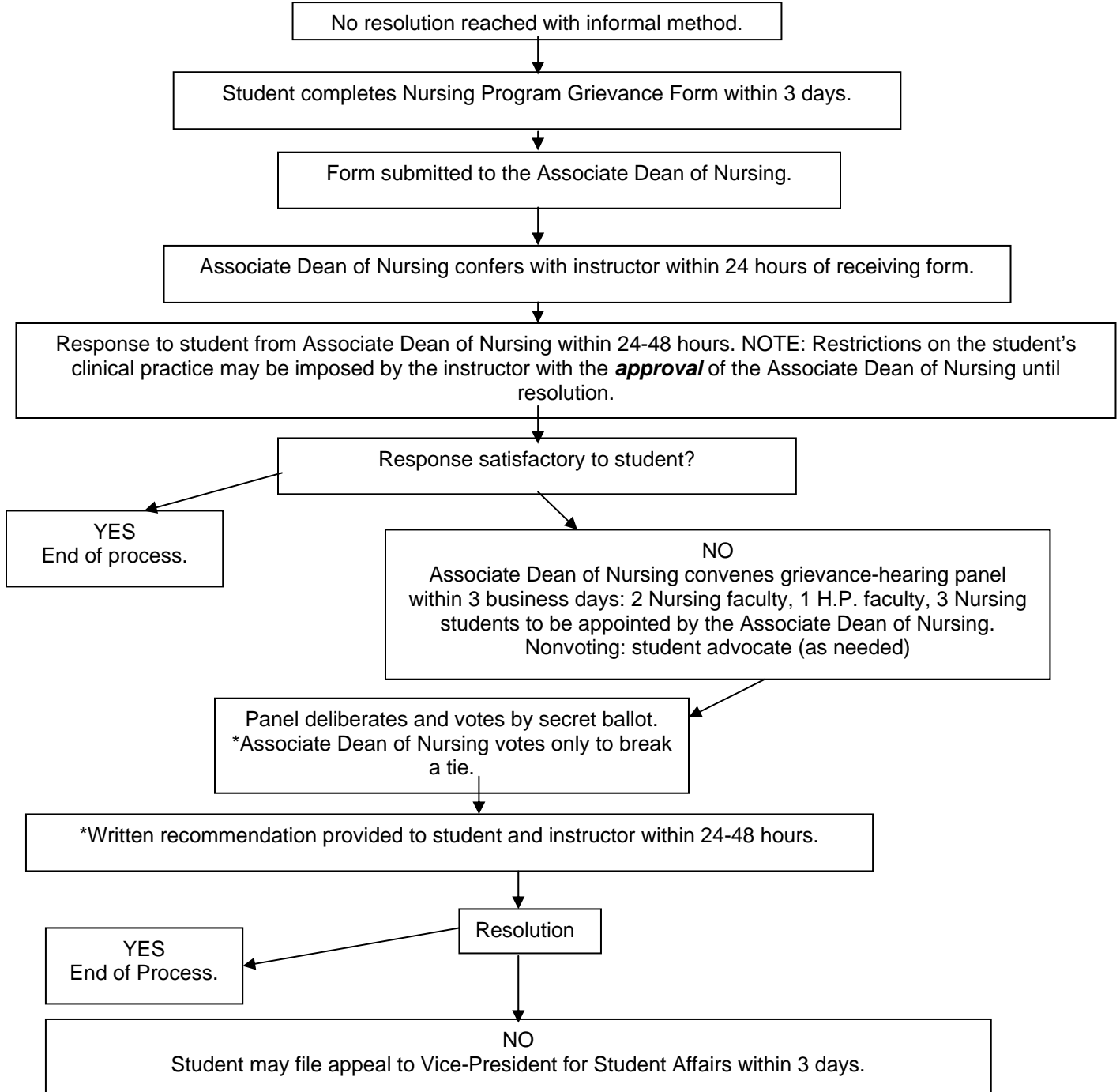
▪ Informal Process for Problem Solving

The following graphic representation is the procedure for Informal Problem Solving.



If the Informal Process does not result in successful resolution of the problem, the student and faculty proceed to the Formal Process for Problem Solving. Below is a graphic representation of the Formal Process followed by the *Nursing Program Grievance Form*, which the student must complete as part of the process.

▪ Formal Process for Problem Solving



NOTE:

1. At any time during the process, the student may elect to terminate the Informal Problem Solving Process and begin the Formal Grievance Process.
2. Theory and clinical grades are the sole discretion of the instructor and is regulated by the Education Code and are not subject to grievance.
3. The decision of the panel is only a recommendation to the parties involved.
4. No member of the grievance-hearing panel may be a licensed attorney.
5. No attorney may be in attendance at the time.

GROSSMONT COLLEGE
NURSING PROGRAM GRIEVANCE FORM

Originator's perception of the problem:

Originators desired outcome:

Signature of originator: _____

Date: _____

Progression In The Program

Below you find a map of the curriculum plan by semester for the General Program and the Transition Program. The map shows the order in which nursing courses are taken.

2-YEAR ADN/WEEKEND- EVENING CURRICULUM/ACCELERATED AND PROGRAMS

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
NURS 120: Introduction to Nursing: Theory & Practice	NURS 130: Perioperative Nursing	NURS 220: Nursing Management in Nutritional/Metabolic Disorders	NURS 230: Nursing Management in Cardio-Pulmonary and Circulatory Disorders
NU 118 Pharm I NU 119 Pharm II	NURS 132 Maternal/Newborn and Child Nursing	NURS 222: Neurologic & Psychiatric Nursing	NURS 235: Precepted Patient Care Management

LVN-RN TRANSITION CURRICULUM

SPRING, SEMESTER 1	FALL, SEMESTER 2	SPRING, SEMESTER 3
NURS 110: Transition to Registered Nursing and Perioperative Nursing	NURS 203: Medical Surgical I	NURS 211: Advanced Medical-Surgical Nursing and Community Health
NU 118 Pharm I NU 119 Pharm II	NURS 205: Psychiatric-Mental Health Nursing	NURS 235: Precepted Patient Care Management

- **Pharmacology Courses**

Nursing Pharmacology I and Nursing Pharmacology II (NURS 118 and 119) are corequisites for NURS 110 and 120. Students must complete both NU 118 and NU 119 before entrance into their 2nd semester (NURS 130 & 132 or NURS 203 & 205).

Note: See section, "Grading," for additional information on Pharmacology courses.

- **Course Prerequisites**

Please refer to the Grossmont College catalog for this information.

- **General Education Requirements**

In order to graduate with an Associate Degree in Nursing, the student must complete all the required courses in the Nursing Major as well as all of the General Education Requirements. Please refer to the Grossmont College catalog for this information.

SECTION XIV: GRADUATION

Commencement

The Nursing faculty encourages all eligible students to participate with them in the Grossmont College Commencement.

Pinning

The Grossmont College Nursing Program pin is awarded at a pinning ceremony to all students who successfully complete the program with the Associate Degree. Participation is optional but highly recommended. A faculty representative and the department secretary in consultation with students will coordinate the pinning ceremony. It is held on campus in conjunction with the Grossmont College Commencement. Financing of the Pinning Ceremony is the responsibility of the graduating class. Students purchasing Grossmont College Nursing Pins will receive their pins at Pinning. Pins not claimed at that time will be available in the Nursing Office the following day.

SECTION XV: Nursing Program Committee Structure

Nursing students have input into the Programs through membership on and participation in department committees including the Curriculum, Policy, Recruitment, Pinning and Advisory Committees. Students also participate on the Nursing Hearing Panel when student grievances are heard

- **Library Resources Committee**

The purpose of the Instructional Resource Committee is to review, recommend and maintain quality teaching materials for student and faculty use in the Nursing Program. The Committee evaluates library books, computer software, laboratory equipment, videos and other instructional aids. In order to achieve its goals, the Committee works closely with nursing students, faculty, the Learning & Technology Resource Center, the Health Science Lab, and other department on campus.

Committee Structure

Membership includes nursing faculty.

- **Curriculum Committee**

The purpose of the Curriculum Committee is to develop, evaluate, and revise the curriculum, which accomplishes the objectives of the Nursing Program and meets the standards of both the California Board of Registered Nursing and the National League for Nursing Accreditation Commission (NLNAC).

Committee Structure

The Curriculum Committee consists of all nursing faculty. Student representation from each Program level is required. One alternate is also selected from each Program level.

- **Evaluation Committee**

The purpose of this committee is to initiate and conduct a review of the evaluation plan at scheduled intervals for maintaining compliance for each NLNAC standard. This committee ensures that evaluation occurs across the program as determined by the master plan. This committee also ensures the implementation of the program's systematic evaluation plan and advises faculty on matters of evaluation.

Committee Structure

The Evaluation Committee consists of faculty representatives and student representation.

- **Policy Committee**

The purpose of the Policy Committee is to annually review and revise Nursing Program policies as well as develop new policies as needed. Revised and new policies are presented to the total faculty for approval. The Committee updates the *Nursing Student Handbook*.

Committee Structure

The Policy committee consists of faculty representatives. Student representation is required.

- **Advisory Committee**

The Advisory Committee serves as a forum for discussion of community, educational and institution concerns that impact the profession and specifically nursing education. Meetings are held annually.

Committee Structure

The Advisory Committee consists of agency representatives, community members, community educators, a student representative, alumni, nursing faculty, the Associate Dean of Nursing, and the Dean of Business and Professional Studies. The Associate Dean of Nursing serves as chairperson.

- **Pinning Committee**

The purpose of the Graduation/Pinning Committee is to plan and coordinate activities related to graduation from the Nursing Program and Grossmont College.

Committee Structure

The Committee will consist of a faculty advisor, Nursing Secretary and representatives from the Two-Year ADN program and from the LVN to RN Transition Program. The representatives will facilitate the development of the Pinning Ceremony.

- **Recruitment Committee**

The Recruitment Committee is an interface between the Nursing Program and potential students. The Committee promotes the Nursing Program on campus and in the community by participating in career days, job fairs, community health awareness days and other related events.

Committee Structure

Membership includes nursing faculty and student representatives from each Program level.

- **Student Progression Committee**

The Committee reviews the applications of re-entry and/or transfer students, and makes recommendations for re-entry or transfer to the Associate Dean of Nursing.

Committee Structure

The Student Progression Committee consists of nursing faculty from each Program level.

SECTION XVI: UPWARD EDUCATIONAL MOBILITY

Transfer to/Articulation with Local Bachelor and Master of Science in Nursing Programs

In order to assist the student at Grossmont College who wishes to progress to an upper division program, transfer/"articulation" agreements has been developed by the Counseling Center. This information can be of value in meeting the general education requirements at Grossmont College and simultaneously obtaining the needed courses for progression to upper division work without unnecessary repetition. While these transfer/articulation agreements are updated each year, it is recommended that the student contact the school directly for any specific information needed.

Grossmont College School of Nursing and San Diego State University's School of Nursing have developed an ADN to BSN track for students interested in pursuing a Bachelor's in Nursing. Please see the brochure located in the Nursing Office for more details.

Included in the following list are San Diego County schools with B.S.N. and M.S.N. programs. All schools listed are accredited.

Both U.S.D. and S.D.S.U. offer advanced placement opportunities in the Master of Science in Nursing (MSN) programs for Grossmont College nursing graduates holding a Bachelor's degree in an unrelated discipline. Additionally, U.S.D. offers an A.D.N. to M.S.N. track in three (3) years with an incidental B.S.N. awarded en route.

The California Board of Registered Nursing (BRN) maintains a website with the following lists:

RN to BSN: <http://www.rn.ca.gov/schools/rnbsnprgms.htm>

BSN only: <http://www.rn.ca.gov/schools/rnprgms.htm#bsn>

Local opportunities for upward educational mobility:

University of San Diego
Hahn School of Nursing
5998 Alcalá Park
San Diego, Ca. 92110-2492
619-260-4548
<http://www.sandiego.edu/academics/nursing/index.php>

San Diego State University
School of Nursing
5500 Campanile Drive
San Diego, Ca. 92182-4158
619-594-2540
<http://nursing.sdsu.edu/>

Point Loma Nazarene College
School of Nursing
3900 Lomaland Drive
San Diego, Ca. 92106-2899
619-849-2425
<http://www.ptloma.edu/nursing>

University of Phoenix
Kearny Mesa Learning Center
3890 Murphy Canyon Road, Suite 200
San Diego, Ca. 92123
800-473-4346
<http://www.phoenix.edu/sandiego/>

California State University (CSU) Dominguez
Hills
School of Nursing
1000 East Victoria Street
Carson, Ca. 90747
310-243-3543
<http://www.csudh.edu/soh/don/bsn.htm>

National University (BSN program at 2
locations)
<http://www.nu.edu/locations/SanDiego.html>

Admission information: 858-541-7750

#1 Technology Center
4141 Camino Del Rio South
San Diego, Ca. 92108-4103
619-563-7241

#2 Spectrum Business Park Academic
Center
9388 Lightwave Avenue
San Diego, Ca. 92123-1426
858-541-7700

If you have any questions regarding the articulation agreements, contact Janice Johnson in the
Grossmont College Transfer Center, 644-7094

OR

Associate Dean of Nursing, Grossmont College (619) 644-7301
8800 Grossmont College Drive, El Cajon, CA 92020

Section XVII

Background Check and

Drug Screen Policy

Required Background Check and Drug Screen Policy and Procedure

Dear Student:

The Joint Commission of Accreditation of Healthcare Organizations (JCAHO), which accredits healthcare facilities across the country, requires background screening effective September, 2004, and has set requirements mandating that whatever their policy states regarding background checks be followed to the letter of the law. The full policy, San Diego Nursing Service – Education Consortium, Background Check/Drug Screen Process, is attached.

A background investigation and drug screen must be completed prior to your rotation to any clinical experience. Each person is responsible for payment of the background investigation and drug screen. American DataBank must conduct the background investigation and Quest Diagnostics must conduct the drug screen through an agreement with the San Diego Nursing Service-Education Consortium. The cost of the background check is approximately \$65.00 and the drug screen is \$35.00.

The following searches are required:

1. Criminal History Record Search
2. Social Security Number Trace (residential history, year and state SSN issued)
3. OIG/GSA-Medicare/Medicaid Excluded List
4. Nationwide Sex Offender Registry
5. 10-Panel Drug Screen

If the student does not complete the Background Check and Urine Drug Screen or refuses to comply with this policy, then that student understands that the Program will make reasonable efforts to secure alternative clinical experiences for the student but these experiences may not be available. Lack of available clinical experiences may prevent the student from completing the Nursing Program.

The applicant (student or instructor) will:

1. Go on line at www.sdNSEbackground.com, read the descriptive information, privacy policy and download the **San Diego Nursing Service-Education Consortium Disclosure and Release Form**. This form must be completed and **returned by fax or mail** to ADB prior to the company initiating their investigation.
2. Proceed by completing Step 1 (Applicant Information), Step 2 (Residence History) and Step 3, Payment.
3. After receiving payment, the applicant and school will receive a confirmation e-mail from ADB indicating that the investigation is in progress.
4. Go to the designated person at your school to receive the **Chain of Custody Drug Screen Request** and the location of the collection site to complete your drug screen. [The locations of the Quest Diagnostic sites are attached.]
5. Go to the location listed to provide your urine sample.
 - o You are strongly recommended to complete the urine drug screen as soon as possible after you receive notification that the background check has been completed. If the urine drug screen is not done in a timely manner, then the list sent to the Associate Dean of Nursing will list the student as “incomplete”. In other words, the background company will not send a completed result until both the background check and urine drug screen are done.

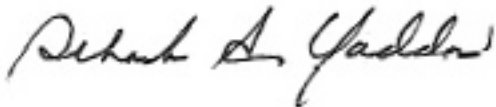
American DataBank will:

1. Assist students/staff with questions they may have concerning inputting their order on the customized website.
2. Complete background checks generally within 48 hours.
3. Report drug screen results within 48 hours after the Quest laboratory receives them from the collection site.
4. Upon receipt of the spreadsheet roster from a school, enter results as incomplete, clear or flagged and electronically send this spreadsheet to the facilities where the school affiliates.
5. Periodically alert schools of students with missing and/or incomplete reports.

Please note: if a student is not enrolled in a nursing program for one semester or more, the background check and a drug screen must be repeated.

If you have questions about the general process, refer to the FAQ's on the website or below. For support in the use of the website, use the *Contact Us* link on the home page of www.sdnsebackground.com or call 1-800-200-0853. For any other questions, contact your instructor or the Associate Dean of Nursing.

Sincerely,



Debbie Yaddow, RN, MSN
Associate Dean of Nursing
Grossmont College Nursing

Frequently Asked Questions (FAQs)

FAQ's

1. Question: Why are we suddenly doing all this checking of instructors and students?

Answer: In 2004, the Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) mandated that clinical sites demonstrate that not only employees, but also affiliating students and instructors have clear background checks and drug screens. Thus, we are responding to that mandate so that each school's students have clinical placement opportunities to complete program requirements.

2. Question: What if the student or instructor has already had a background check from another vendor?

Answer: As nursing students use multiple clinical sites that have their individual requirements, the Consortium agreed to adopt a common procedure that would cover the use of any of these sites. Overall this will simplify the process for students and make it more cost effective than meeting the clinical sites' requirements individually. Many of the clinical sites do not currently require a urine drug screen, but others do. The Consortium agreed to meet the maximum requirement as it is far too complex to track different requirements for each clinical site for each student, etc. Neither the Consortium nor the school has a staff of people to accomplish this. Representatives from both service and education met on April 21, 2006, and had an opportunity to give input before the procedure was finalized. It was agreed that all would participate for the initial year trial, at which time we can re-look at the process. We agreed to use only one vendor for the backgrounds, again to simplify the process, and also so that we would be able to negotiate a better price for the students. Furthermore, clinical sites will not have to determine whether a particular background check is comprehensive enough or use someone else's judgment that a record is clear.

3. Question: Who will receive the results of my background investigation?

Answer: All results will go to ADB and then to the clinical sites where your school has an affiliation agreement. Schools will not receive results unless requested by a particular school.

4. Question: Are the agencies or schools charged for any part of this process.

Answer: No, the cost of the background check is paid by the applicant.

Quest Diagnostics Collection Site Locations

Please contact one of the Quest Diagnostics locations below to set up an appointment for your drug screen.

**Quest Diagnostics-
Oceanside**

3231 Waring Ct. Ste A
Oceanside, CA 92056
(760) 758-9113

**Quest Diagnostics-
Encinitas/North Coast**

477 N. El Camino Real Ste B201
Encinitas, CA 92024
(760) 753-0281

Quest Diagnostics-Orange

1310 W Stewart Dr. Ste 304
Orange, CA 92868
(714) 289-7682

Quest Diagnostics-Orange

1201 W. La Veta Ave Ste 103
Orange, CA 92868
(714) 639-4840

Quest Diagnostics-Chula Vista

480 4th Avenue Ste 101
Chula Vista, CA 91910
(619) 425-4833

**Quest Diagnostics-
Eastlake Chula Vista**

765 Medical Centre Ct. Ste 204
Chula Vista, CA 91911
(619) 397-0294

Quest Diagnostics**La Mesa Internal**

5125 Garfield St.
La Mesa, CA 91941
(619) 461-4328

Quest Diagnostics-El Centro

1550 Pepper Dr. Ste A
El Centro, CA 92243
(760) 353-0885

San Diego Nursing Service –Education ConsortiumBackground Check/Drug Screen Process

Policy: Students must have clear criminal background checks and drug screens to participate in placement in clinical facilities. Students under 18 years of age are exempt from this requirement.

1. All participating schools and agencies agree to adhere to a standardized process for clinical instructor/student screening.
2. The background check is not a requirement for admission to a nursing program; however, the process will be completed after an invitation for admission is received.
3. Nursing clinical instructors/students must have clear criminal background checks to participate in placement(s) in clinical facilities.
4. Prior to clinical experience the school will verify that the following information is on file for the assigned clinical instructor/students. (see#5)
5. Background checks will minimally include the following:
 - Seven years residence/background history
 - Address verification
 - Sex offender database search
 - Two names (current legal and one other name)
 - Three counties
 - OIG search
 - Social Security Number verification
 - Search through applicable professional certification or licensing agency for infractions if student currently holds a professional license or certification (e.g., respiratory therapist, C.N.A.)
 - Drug screen with urine sample
6. Clinical instructor/students will be unable to attend clinical facilities for appropriate reasons, including the following convictions:
 - Murder
 - Felony assault
 - Sexual offenses/sexual assault
 - Abuse
 - Felony possession and furnishing (without certificate of rehabilitation)
 - Other felonies involving weapons and/or violent crimes
 - Class B and Class A misdemeanor theft
 - Felony theft
 - Fraud
7. The initial background check satisfies this requirement during continuous matriculation thru the program; should the educational process be interrupted, a new background check will be required.
8. For clinical instructors, an absence of more than one consecutive semester teaching will require a new background check.
9. The clinical instructor/student will contact American DataBank at sdnsebackground.com to arrange for the required check.
10. Upon completion the results will be delivered to the applicant by American DataBank.
11. Clinical instructor/students must provide information allowing American DataBank to conduct a background check and with authorization to share any positive or flag results on the background check with healthcare facilities to which students may apply or to which students may be assigned for clinical nursing courses or clinical rotation (the school's clinical

- affiliates). American DataBank will conduct an internal review, verify clinical instructor/student information, and send any flagged or positive results to the clinical sites for review.
12. The school will advise the clinical site of the name of the clinical instructor and a list of students assigned to their facility ten days in advance of their arrival.
 13. Upon receipt of a "positive" background check, the clinical site will make a final determination whether the clinical instructor/student will be accepted into the facility. The site will use the same guidelines used for the acceptance/rejection of an employment application in approving clinical instructor and student placement at their site.
 14. If the clinical instructor/student's record is not clear, the individual may be unable to attend the clinical rotation. The clinical site will notify the campus of their denial of any clinical instructor/students. (Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available).
 15. If the clinical instructor/students record is not clear they will be responsible for obtaining documents and having the record corrected to clear it.
 16. If this is not possible the clinical instructor/student will be unable to attend clinical rotations.
 17. Clinical instructor/students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.
 18. Final placement status based on background check information is the clinical site's determination.
 19. American DataBank shall include in any document used to obtain information from clinical instructor/students for the purpose of conducting a background check, a waiver and release of liability wherein the student specifically agrees to allow school/American DataBank to share the results of the background check with the clinical sites to which student may apply or be assigned. The student shall further agree that such information may be used to deny the student from participating in clinical rotation.
 20. Schools shall indemnify and hold healthcare facilities harmless from any and all actions or claims that may be asserted by clinical instructor/students arising out of healthcare facilities' rejection of any clinical instructor/student from clinical rotation based on the results of a criminal background check or any claim that such a background check was conducted improperly. American DataBank shall be solely responsible for conducting background checks in accordance with applicable laws and regulations, including but not limited to California Civil Code Section 1786, et seq.

The requirement for student background checks will be implemented for students attending classes beginning with the 2006 Fall term.