

# 2010-2011 NURSING STUDENT HANDBOOK



## Grossmont College

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

## Table of Contents

### SECTION I: NURSING PROGRAM OVERVIEW AND GOVERNING PRINCIPLES

GC Mission and Values	
Nursing Program .....	5
History .....	6
Mission Statement .....	6
Philosophy of Nursing.....	6
Philosophy of Education .....	9

### SECTION II: EDUCATIONAL OUTCOMES

Terminal Objectives/Program Outcomes .....	11
Nurse Practice Act .....	13
Standards of Competent Performance .....	14
Substance Abuse .....	14
Ethical Standards .....	15
Academic Fraud .....	16
Application for Licensure.....	17
Licensure Denial .....	17

### SECTION III: ADMISSION, CLASSROOM AND CLINICAL POLICIES

Admission Requirements	
Non-discrimination Policy .....	18
Accommodations for Students with Disabilities .....	18
Prerequisite Classes .....	18
TEAS test and remediation .....	19
Work experience requirement for LVN applicant .....	19
CPR, liability insurance, emergency contact, email requirements, etc.....	19
Immunization requirements.....	21
TB clearance requirements.....	21
Refusal to obtain immunizations or TB clearance .....	23
Standard Precautions and HIPAA requirements .....	24
When the student accepts but does not attend the Nursing Program .....	24
Alternates and Admission to the Nursing Program.....	24
Registration .....	24
Transcript evaluation by the Counseling Department.....	25
Modification of Major .....	25
Credit for Previous Coursework .....	25
Dress Code .....	26
Classroom Attendance and Conduct .....	27
Confidentiality of Student Information and Grades .....	27
Community Service .....	27
Grading and Tests.....	28
Grade and the California Education Code .....	28
Course Grades.....	28
Pharmacology policy .....	29
Tutoring .....	29
Examination Review.....	30
Examination Make-up .....	30
Incomplete Grades.....	30
Challenge Exams/ Credit by Examination.....	30
Standards for Written Work.....	31
Style and Format.....	31
Late Work.....	31
Clinical/Campus Laboratory Attendance.....	32
Drug Calculation Exam .....	33
Computer Codes .....	33
Work schedule and Child Care .....	34
Transportation .....	34

Clinical Flexibility .....	34
Pre-lab Preparation .....	34
Level of Preparedness .....	34
Student Assignments .....	35
Student Responsibilities for Clinical Evaluation.....	35
Use of the Clinical Evaluation Form.....	35
Weekly Clinical Evaluation Form (sample) .....	38
Use of the Final Student Clinical Performance Evaluation Form.....	38
Final Student Clinical Performance Evaluation Form (sample) .....	40
Clinical Assignments .....	42
Patient Confidentiality .....	42
Medication Errors .....	42
Skills Check-off List.....	43
Remediation .....	43
Remediation Plan form.....	45
<b>SECTION IV: GRADUATION</b>	
Commencement.....	46
Pinning Ceremony.....	46
<b>SECTION V: DEPARTMENT STRUCTURE AND STUDENT INPUT</b>	
Opportunities for Student Feedback .....	46
Program and Course Evaluation Policy .....	46
<b>SECTION VI: DISCIPLINARY POLICIES</b> .....	47
Dismissal Policy/Procedure.....	47
Course Failure.....	48
Re-entry Policy .....	48
<b>SECTION VII: HEALTH AND SAFETY POLICIES</b>	
Pregnancy .....	50
Post-Surgery/Extended Illness.....	51
Report of Injury/Exposure to Infection.....	51
Flu (H1N1) District Reporting Policy .....	51
Other Safety Information .....	51
<b>SECTION VIII: STUDENT SERVICES</b> .....	52
Nursing Department Offices and Contact Information .....	52
Nursing Skills Lab .....	52
Health Professions Lab .....	52
Health Professions Computer Center .....	52
California Nursing Students' Association (CNSA) .....	52
Registration for use of Tech Mall Computers.....	53
<b>SECTION IX: GENERAL ADMINISTRATIVE POLICIES</b>	
Student Records/Files.....	54
Externships/Student Work Experience .....	54
Gift Policy .....	54
Transfer Policy .....	55
Thirty-Unit (30) Option (LVN to RN Transition only) .....	55
Student Loans and Repayment Policy.....	55
Addressing Concerns/ Issues .....	56
Form for Appeals Hearing.....	60
Progression in the Program .....	61
<b>SECTION X: NURSING PROGRAM COMMITTEE STRUCTURE</b> .....	62
<b>SECTION XI: UPWARD MOBILITY EDUCATIONAL MOBILITY</b> .....	63

# SECTION I: NURSING PROGRAM OVERVIEW AND GOVERNING PRINCIPLES

## Grossmont College Mission and Values

The founders of the Grossmont-Cuyamaca Community College District believed that a Community College should provide experiences that 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 “Changing lives through education.”

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 2010-11 Catalog**, states that Grossmont College is committed to “*providing* an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.” 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:

- **Learning and Student Success**-We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation**-We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement**-We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity**-We commit to acting and speaking truthfully and responsibility and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion**-We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility**-We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance**-We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

## **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 students each spring semester.

The Nursing Programs are approved by the California Board of Registered Nursing (BRN) and the National League for Nursing Accrediting Commission (NLNAC).

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 of Nursing:**

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 lifelong learning and participating in professional nursing organizations to enhance knowledge base.
6. Recognizes the importance of nursing research.

### **The Nursing Program's Philosophy Of Education**

The faculty believes in the principles of adult learning and 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"> <li>• Individuals</li> <li>• Families (significant others)</li> <li>• Communities</li> <li>• Physiological</li> <li>• Psychosocial</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Factors</li> <li>• External Factors</li> <li>• Diverse Practice</li> <li>• Diverse Settings</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic needs</li> <li>• Continuum</li> <li>• Lifespan</li> </ul>	<ul style="list-style-type: none"> <li>• Process</li> <li>• Roles</li> <li>• Knowing</li> <li>• Doing</li> <li>• Caring</li> <li>• Critical thinking</li> <li>• Professional Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous</li> <li>• Personal Growth</li> <li>• Lifelong</li> <li>• Knowledge, Skills, Values &amp; Attitudes</li> <li>• Professional Judgment</li> </ul>

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 II: PROGRAM OUTCOMES/TERMINAL OBJECTIVES**

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 appropriate aspects of nursing care and supervision of 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 (2001). *Code of Ethics for Nurses with Interpretive Statements*. Washington, DC: ANA Publications.
- California Board of Registered Nursing (2010). *The Nursing Practice Act, California Business and Professions Code*. Sacramento: California Board of Registered Nursing; or retrieved from [www.rn.ca.gov](http://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, 6<sup>th</sup> 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.

## Practice of Nursing Defined: Nurse Practice Act

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](http://www.rn.ca.gov)) [See *Nursing Practice Act* for specific information regarding standardized procedures]

## **Standards of Competent Performance: Section 1443.5 of the Nurse Practice Act**

According to the California BRN, 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.
5. 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](http://www.rn.ca.gov))

### **BRM 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:

- That these are diseases and should be treated as such;
- 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;
- That nursing students who develop these diseases can be helped to recover;
- That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- 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.

## **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**

1. 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.
2. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
3. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
4. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
5. 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.
6. 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.

7. 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.
8. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
9. The nurse collaborates with other health professionals and the public in community, national, and international efforts to meet health needs.
10. 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.

## **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. An infraction of plagiarism will result in a zero for the assignment.

**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. An infraction of plagiarism on the internet will result in a zero for the assignment.

**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. An infraction of plagiarism on the internet will result in a zero for the assignment.



**False Data** is a fabrication or alternation or data to deliberately mislead. Examples include but are not limited to: falsifying vital signs, altering the medical record. Falsifying data will result in dismissal from the Nursing Program.

**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. Intentional deception will result in dismissal from the Nursing Program.

Students who engage in academic fraud will be subject to a zero on the particular exam, paper, project, or assignment. 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.

## **Application for Licensure**

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](http://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: 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](http://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 Director of Nursing by the end of the first semester for ***confidential*** advisement and planning for licensure.

## **SECTION III: ADMISSION, CLASSROOM AND CLINICAL POLICIES**

### **Admission Requirements**

#### ▪ **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.

#### **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).

#### ▪ **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 7 years of application to the nursing program. Student transcripts that have science recency greater than 7 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 within a 5 year period. If a student withdraws from one of the science courses and received a "W" this counts as one attempt. The student would then be ineligible to repeat any of the science courses for 5 years.
- **All other prerequisites:** For additional prerequisite requirements please see the nursing web page at [www.grossmont.edu/nursing](http://www.grossmont.edu/nursing).
- **Required GPA:** Please see the nursing web page at [www.grossmont.edu/nursing](http://www.grossmont.edu/nursing) for point assignments for GPA.

## ▪ **TEAS: Pre-Enrollment Test**

Prior to entering the nursing program students are required to take the Test of Essential Academic Skills (TEAS).

The TEAS has been approved by the state as a pre-entrance exam for applicants to the Nursing Program. ***The applicant must pass the TEAS with a “Composite Score” of 67% or greater.*** Please see the nursing web page for additional details on the TEAS exam at [www.grossmont.edu/nursing](http://www.grossmont.edu/nursing) .

Please see the nursing web page at [www.grossmont.edu/nursing](http://www.grossmont.edu/nursing) for the TEAS remediation policy and remediation options.

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

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.

## • **Other Requirements (CPR Requirements, Liability Insurance, Emergency Contact Information, etc.)**

\***Note:** All requirements must be submitted to the nursing office at the designated date set by the nursing office. Students will be notified on the due date in writing. Failure to comply will result in a clinical absence and possible dismissal 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 American Heart Association BLS for Health Care Providers 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.

- ✓ **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.
- ✓ **Background Checks and Drug Screen:** 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."] Should a student's background check be flagged there is a possibility the hospital will deny student placement. Students with a dilute urine sample will not be allowed to attend Rady Children's Hospital and therefore may have to drop the nursing program.

Students absent from the program for greater than 16 weeks will be required to obtain another background check and urine 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 the student is assigned to, 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:** 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.

- ✓ **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*. Students with Hotmail or Yahoo accounts may not receive communications from the nursing office. Therefore we require students to obtain a Grossmont College email, Gmail, or an account from any other provider.

- **Immunizations**

The Nursing Department requires documentation of immunization/seropositivity for polio, measles, mumps, rubella, diphtheria, tetanus, pertussis (T-DAP), Hepatitis B seasonal flu, and H1N1 flu vaccine. 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).

**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 are required to have a baseline Mantoux test (PPD).
- 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 58N) is incomplete and will not be accepted.

### ***Mantoux Tuberculin Skin Test Policy***

**You must clear all testing results and required reports through Grossmont Health Services (644-7192, Room 58N) 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 x-ray to exclude a diagnosis of TB disease. After this baseline chest x-ray is performed and the result is documented, repeat x-rays are not needed unless symptoms or signs of TB disease develop or a clinician recommends a repeat chest x-ray 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, the student may not be on campus or attend class until 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](http://www.grossmont.edu/nursing).]
2. secure a letter from your physician indicating the medical reason for not obtaining the required immunizations(s)
3. 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. Clinical experiences may not be available to the student without proper immunizations and as a result the student may not be allowed to complete the required clinical experiences necessary to graduate.
4. the required immunizations/titers and tests are: MMR injections or titer (Measles, Mumps, Rubella); Hepatitis B series and titer; Varicella (proof of positivity, injection, or titer); Tetanus/diphtheria (Td) injection and the H1N1 vaccine. Students should consult his/her healthcare provider regarding possible side-effects/contraindications to these immunizations and skin test.

- **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 the course 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](http://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.

- **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 reapply to the nursing program meeting all of the requirements for entry into the program during the designated application period. Not attending class once admitted to the program will constitute one admission and the student will only be allowed one additional opportunity to return to the nursing program.

- **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.

## **Student Requirements**

- **Registration**

Students must be officially registered for the required nursing courses at the designated date set by the nursing office. 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.



- **Transcript Evaluation by the Counseling Department**

All students are to have an appointment with the Counseling Department at the beginning of the Nursing Program (1<sup>st</sup> 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 1<sup>st</sup> or June 1<sup>st</sup> [depending on the student's date of entry]. The purpose of submitting a copy of the evaluators recommendation for course completion is to provide the nursing office with a record of the counseling center's evaluation of the students required coursework should there be a discrepancy in necessary coursework.

- **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 must 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 the same grades recorded on the official transcript from Grossmont College. ). The nursing program does not accept "plus" or "minus" grades. For exam a B+ is counted as a B.

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).

## • Dress Code For Class, Clinical, & Laboratory

- Students must wear the Grossmont College Uniform during class, skills lab, clinical simulations, and pre-lab. No street attire is acceptable.
- 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

Hair: Neat in appearance. Long hair is to be worn up off the shoulders or tied back with an inconspicuous holder. Hair 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, including tongue or nose, 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, primarily 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 in uniform with a optional lab coat and the Grossmont College picture identification badge.

**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.

## **Classroom Attendance and Conduct**

1. The hours of theory absences per semester may not be greater than the number of hours the class meets per week. If a student is absent and a quiz is given the student will receive a zero. There is no makeup for quizzes.  
Should the 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. Should the student be dropped for excessive absences the student will need to reapply to the nursing program during the designated application period.  
If a student is dropped for excessive absences, this will count as the first program attempt and therefore the student will only be eligible for one reentry into the nursing program.
2. Repeated tardiness is disruptive to the class and interferes with learning. A student who has been tardy three times will receive a classroom absence.
3. 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.
4. Tape recorders can only be used with the approval of the individual instructor.
5. The College's "Student Code of Conduct" will be observed.
6. For hybrid courses, see the course syllabus for attendance policies.

## **Confidentiality of Student Information and Grades**

In accordance with privacy 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 written 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.

## **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 summer or winter break prior to the next semester. 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](http://www.grossmont.edu/nursing) ).

## • **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.
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 75 or better of the total possible points accumulated from all written work and examinations, and
  2. Achieve 75% average or better 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.

- Letter grades are determined by the following percentages:

A = 90-100%

B = 80-89%

C = 75-79%

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. 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 Director of Nursing.
3. Students failing NU 118 must drop NU 110 or NU 120, exit the program and immediately schedule an exit interview with the Associate Dean or a designee. This constitutes one course failure. Students will be eligible for one readmission to the Nursing Program on a space available basis.
4. Students who fail NU 119 may complete NU 110 or NU 120. Upon completion the student must exit the program and schedule an exit interview with the Director of Nursing or a designee. If a student fails NU 118 and NU 119 this constitutes two failures and the student is not eligible for readmission to the program.
5. 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 be administratively dropped.

### **Tutoring**

The faculty will post course grades within one week after an examination. When a student's score on any single exam is equal to or less than **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.

### **Examination Review**

Examination review will be conducted per each course syllabi.

### **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 students will receive a zero on that exam. If there are extenuating circumstances and if the lead instructor and/or teaching team allow an examination to be made up, the examination will be scheduled in the Testing Center. Instructors are not required to provide make-up tests or to provide instructional materials from missed from classes.

### **• 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.

### **• Challenge Exams/Credit By Examination**

All nursing courses may be challenged by examination. 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 Director 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 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-entry on a space available as with all other re-entry students. Should a student fail a challenge exam this constitutes a course failure and constitutes one program attempt. The student would only be allowed to return one additional time for a program attempt on a space available basis.
  - 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 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. The math exam will be 10 questions and not multiple-choice. Students will be required to show their work.
      - ii. The student 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 and or lead instructor 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.

## • **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. For assistance with APA style see [www.apastyle.org](http://www.apastyle.org).

### **Late Work**

Assigned written work will be due on dates specified by the instructor. This work must be submitted before class or clinical begins. If the written work is late the student will receive either a zero or no credit. 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 will not be accepted.

### ▪ **Clinical/Campus Laboratory Attendance and Conduct**

Each course has been assigned a specific unit value and is based upon a curriculum submitted to the California Board of Registered Nursing. Therefore, the following policies are in effect.

1. The student must attend all clinical/campus lab sessions. If the clinical absence is excused and unavoidable, and appropriate make up experiences are available, the student may arrange with the instructor for a make-up experience. The make-up assignment must be a clinical 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 clinical 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 will result in 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 clinical facility where assigned, the student is responsible for notifying the clinical instructor and agency in accordance with the policies established during hospital orientation.

For patient and staff safety, students should not come to clinical when ill. The clinical instructor has an obligation to send the student home and to discuss clinical make-up at a later date. Clinical makeup is not guaranteed however, the instructor will make every attempt to provide clinical make-up.



## ▪ Drug Calculations Exam for Students in the Nursing Program

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

1. All students currently enrolled in the Nursing Program will take a math exam each semester. Students will be allowed three (3) attempts. If failure on the 3<sup>rd</sup> 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. Should a student fail the math exam on the 3<sup>rd</sup> attempt, this will count as one program attempt and the student will be eligible to return to the Nursing Program one additional time on a space available basis.
3. If an additional exam (ie, exam 2 or 3) is needed see the course syllabi for further information.
4. All students must pass the math exam that is administered during the semester 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 utilize the computerized software available in the health sciences lab.
6. Math 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 team or lead instructor 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. Students may only pass medications with direct instructor supervision if they have not yet successfully completed the math exam. Direct supervision includes review of the 6 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.

## ▪ 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 clinical or the classroom. 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 clinical agencies used for clinical experiences. Carpools may be used. However, clinical experiences cannot be arranged to accommodate 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 clinical 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 each program, students are expected to complete pre-clinical research at the assigned clinical facility. During pre-clinical research no nursing care may be provided.

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

- **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 and/or the spread of infectious organisms.

### **Student Responsibilities for Clinical Evaluation**

Each student is responsible for:

1. Reviewing the clinical student 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.

- **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 that 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].

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]

Clinical instructors evaluate student's weekly performance of each competency through use of a performance code. The weekly performance code is:

## **RATING SCALE FOR STUDENT SELF-EVALUATION AND FACULTY EVALUATION OF CLINICAL PERFORMANCE**

### **S = Satisfactory**

#### **Clinical performance is safe as demonstrated by the following:**

- Safely demonstrates expected clinical outcomes/competencies.
- Applies nursing process in accordance with expected clinical outcomes/competencies.
- Utilizes critical thinking skills for clinical decision making [ i.e., clusters data; analyzes the data determines clinical significance; applies nursing process].
- Performs functions within prescribed timeframe.
- Requires only limited guidance when executing nursing care, basic skills, organization & management of patient care, or other course competencies.
- Pre-lab research is sufficient to provide safe nursing care.
- The student's self evaluation identifies perceived personal strengths and weaknesses in the areas of Provider of Care, Manager of Care, and Member within a Discipline.

**Action:** The instructor, in consultation with the student, will identify-areas for continued improvement and clinical focus.

### **NI = Needs Improvement**

#### **Clinical performance needs improvement if one or more of the following occurs:**

- Clinical performance does not meet the clinical criteria in accordance with clinical outcomes/competencies.
- Essential information and background knowledge to perform effective patient care is deficient.
- Lack of progress in improvement of clinical performance with clinical outcomes or competencies.
- Student lacks initiative to seek out learning opportunities.
- Student requires prolonged time to perform functions and/or requires frequent verbal and/or physical cues.
- The student's self-evaluation does not identify perceived personal strengths and weaknesses in the areas of Provider of Care, Manager of Care, and Member within a Discipline.

**Action:** The instructor, in consultation with the student, will specifically list and address areas for improvement and follow-up to assess improvement.

### **U = Unsatisfactory**

#### **Clinical Performance is unsatisfactory if one or more of the following occurs:**

- Unsafe clinical practice [any action or potential action by the student that jeopardizes or potentially jeopardizes patient safety].
- Student is unable to safely demonstrate the expected clinical outcomes/competencies.
- Inability of student to apply nursing process and/or theory at expected course level.
- Student requires continuous verbal and physical cues.
- Student received an NI (needs improvement) in a previous clinical and failed to meet the addressed areas of improvement as listed by the student and/or instructor.
- Pre-lab research is inadequate to provide safe and effective care.
- The student's self evaluation does not identify perceived personal strengths and weaknesses in the areas of Provider of Care, Manager of Care, and Member within a Discipline
- Inability to take and use constructive criticism or unprofessional demeanor.

**Action:** The instructor, in consultation with the student, will specifically list and address unsatisfactory events/actions and the necessary follow-up to measure improvement of clinical performance or specify other necessary actions.

**NOTE:** Clinical is graded as pass/fail. If a student does not pass clinical, they will receive a "D" grade for the course.

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

If a student receives a NI or a U on a weekly evaluation, in collaboration with the student a remediation plan shall be developed, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. 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.

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.

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.

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 Nurse COURSE: NURS 245

SEMESTER: Spring 2009 WEEK #: 3

FOCUS OF CLINICAL: Cardiopulmonary nursing CLINICAL FACILITY: Goodfellows Hospital

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION	INSTRUCTOR COMMENTS
<p><b>I. PROVIDER OF CARE: Utilizes critical thinking and clinical judgment in application of the nursing process.</b></p> <p><b>A. Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Recognizes significant assessment data</li> <li>2. Performs assessments appropriate to the course (list)</li> <li>3. Anticipates complications.</li> <li>4. Detects change in client's condition</li> <li>5. Analyzes lab values and diagnostic tests</li> </ol>	<p>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</p>	<p><i>Good job of relating lab values to pt care</i></p>
<p><b>B. Diagnosis:</b></p> <ol style="list-style-type: none"> <li>1. Formulates NANDA nursing diagnoses</li> <li>2. Prioritizes nursing diagnoses.</li> </ol>	<p>I think I have the 3-part N.D. down!</p>	<p><i>Nice job in identifying correct ND's/</i></p>
<p><b>C. Planning:</b></p> <ol style="list-style-type: none"> <li>1. Develops nursing interventions and outcomes.</li> <li>2. Prioritizes care for the day</li> </ol>	<p>Learned in pre-lab pt only speaks Spanish so brought phrases c me</p>	<p><i>Don't forget to implement your nursing interventions. Work on your priority setting and time management.</i></p>
<p><b>D. Implementation:</b></p> <ol style="list-style-type: none"> <li>1. Implements plan of care appropriately</li> <li>2. Performs skills appropriate to the course (list)</li> <li>3. Applies theory to the bedside</li> <li>4. Provides safe, efficient nursing care</li> <li>5. Documents correctly</li> <li>6. Encourages the client to be involved in care</li> <li>7. Employs therapeutic communication.</li> <li>8. Utilizes evidence-based practice</li> </ol>	<p>Taught I.S. use in Spanish!!! Did my first dsg change. It was fine. Skills: dsg change, IVPB, sq . Struggled with the IVPB on the pump.</p>	<p><i>I suggest you practice IVP's on a pump in the lab. Remember not to aspirate before giving heparin. Why???</i></p>
<p><b>Evaluation:</b></p> <ol style="list-style-type: none"> <li>1. Continuously evaluates client's condition and response to treatments</li> <li>2. Modifies nursing care plan as needed</li> <li>3. Evaluates effectiveness of client teaching.</li> </ol>	<p>Lungs remained clear + output &gt; 30 cc/h. I did okay for my first day.</p>	<p><i>Continue to provide on-going evaluation as this is important.</i></p>

<p><b>II. MANAGER OF CARE: Demonstrates ability to manage care in clinical setting for assigned patients.</b></p> <ol style="list-style-type: none"> <li>1. Provides care for required number of clients</li> <li>2. Seeks assistance and delegating as necessary.</li> <li>3. Keeps staff and instructor informed</li> <li>4. Serves as a client advocate.</li> <li>5. Practices cost effectiveness.</li> <li>6. Follows the institution policy and procedures</li> </ol>	<p>There is no way I feel ready to handle &gt; 1 pt.</p>	<p><i>This was a particularly challenging pt. Most will be easier.</i></p>
<p><b>II. MEMBER WITHIN A DISCIPLINE:</b></p> <p><b>A. Demonstrates professional responsibility by:</b></p> <ol style="list-style-type: none"> <li>1. clinical preparedness and promptness</li> <li>2. adherence to course clinical guidelines</li> <li>3. adherence to dress codes and conduct codes</li> <li>4. adherence to ethical and legal standards</li> <li>5. communicating professionally with others</li> <li>6. supporting peers and staff</li> <li>7. utilizing resources for self-development</li> <li>8. identifying own strengths and weaknesses weekly</li> </ol>	<p>Forgot to tell RN when I left the floor for break. Helped partner bathe her pt.</p>	<p><i>I'm sure you won't forget again</i></p>

**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 as demonstrated by the following:**

- Safely demonstrates expected clinical outcomes/competencies.
- Applies nursing process in accordance with expected clinical outcomes/competencies.
- Utilizes critical thinking skills for clinical decision making [ i.e., clusters data; analyzes the data determines clinical significance; applies nursing process].
- Performs functions within prescribed timeframe.
- Requires only limited guidance when executing nursing care, basic skills, organization & management of patient care, or other course competencies.
- Pre-lab research is sufficient to provide safe nursing care.
- The student's self evaluation identifies perceived personal strengths and weaknesses in the areas of Provider of Care, Manager of Care, and Member within a Discipline.

**NI = Needs Improvement**

**Clinical performance needs improvement if one or more of the following occurs:**

- Clinical performance does not meet the clinical criteria in accordance with clinical outcomes/competencies.
- Essential information and background knowledge to perform effective patient care is deficient.
- Lack of progress in improvement of clinical performance with clinical outcomes or competencies.
- Student lacks initiative to seek out learning opportunities.
- Student requires prolonged time to perform functions and/or requires frequent verbal



and/or physical cues.

- The student's self-evaluation does not identify perceived personal strengths and weaknesses in the areas of Provider of Care, Manager of Care, and Member within a Discipline.

**U = Unsatisfactory**

**Clinical Performance is unsatisfactory if one or more of the following occurs:**

- Unsafe clinical practice [any action or potential action by the student that jeopardizes or potentially jeopardizes patient safety].
- Student is unable to safely demonstrate the expected clinical outcomes/competencies.
- Inability of student to apply nursing process and/or theory at expected course level.
- Student requires continuous verbal and physical cues.
- Student received an NI (needs improvement) in a previous clinical and failed to meet the addressed areas of improvement as listed by the student and/or instructor.
- Pre-lab research is inadequate to provide safe and effective care.
- The student's self evaluation does not identify perceived personal strengths and weaknesses in the areas of Provider of Care, Manager of Care, and Member within a Discipline
- Inability to take and use constructive criticism or unprofessional demeanor.

**NOTE:** Clinical is graded as pass/fail. If a student does not pass clinical, they will receive a "D" grade for the course.

**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

03-0858-001W/mb

- **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.

- **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. Any confidentiality violation will result in dismissal from the Nursing Program.

No cameras, PDA's, 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.

- **Medication Errors**

**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 is required to meet with the Associate Dean on Nursing and may be subject to dismissal from the Nursing Program.

### **• Skills Check-off List**

Each course has a “Required Skills Check-off 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 with competence as defined by the lead instructor 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.

### **Remediation Policies**

The Grossmont College Nursing Program subscribes to the principles of adult learning. Founded in the principle of adult learning is the following:

- The adult learner is primarily in charge of his or her own learning. The instructor’s responsibility is to manage the process through which adults learn.
- Adults have accumulated a foundation of life experiences and knowledge.
- Adults are goal oriented.
- Adults are practical.
- Students must assume responsibility for their own learning needs and request appropriate assistance if needed. If a student is not progressing satisfactorily resources are available to assist the student to overcome identified deficiencies. The following is a list of possible referrals that the instructor may utilize for remediation

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

## **Academic**

1. Any student who scores 75% or less on any exam must meet with the lead instructor 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. May be referred to the Student Success Advisor
  - c. Assign reading assignments from NCLEX-RN Review book
  - d. Assign additional readings and have student turn in synopsis
  - e. Assign case studies or NCLEX questions from Evolve website
  - f. Assign Kaplan focused review questions
  - g. Other: \_\_\_\_\_
4. Remediation must be completed as determined by the lead instructor.
5. Remediation plan and successful completion is to be documented on letter/form in student file.

## **Skills**

1. Clinical instructor notifies lead teacher of the concern.
2. Clinical instructor and lead teacher meet together with student to discuss problem and develop appropriate remediation plan.
3. Remediation must be completed within the designated time set forth by the instructor.
4. Clinical remediation plan and successful completion is to be documented on weekly self-eval forms.
5. Any additional remediation should be documented on the Remediation Plan form and a copy is provided to the student and one copy goes in the student file.

[Remediation Form: next page]

Remediation Plan Form

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 \_\_\_\_\_

08-0382-001W

## **SECTION IV: 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 V: 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. Serving on a Nursing Program committee is optional however student participation is essential for program improvement. The students are active participants on Program 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 an 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 Director of Nursing will review all evaluations once returned from Institutional Research.
3. The Director of Nursing will identify trends from all data collected and discuss findings with faculty. 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 VI: 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) Behavior that endangers a patient's, staff member's, peer's or instructor's safety.  
Note: this does not have to be a pattern of behavior and the student can be subject to dismissal for a single occurrence.
  - b. Violations 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 or 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 Director 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 Director 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 Director of Nursing will then confer and will present recommendations to the student both verbally and in writing.

5. Should a student display unsafe clinical practice or have a violation of professional, legal, or ethical conduct they will be ineligible for reentry into the Grossmont College Nursing Program
6. If the student is not allowed to continue in the nursing program, the student will schedule an exit interview with the Director of Nursing to discuss options.
7. Following the exit interview, the student will receive a written copy of the exit interview.

### • **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 Director of Nursing.
- g. Students failing a nursing course who have not been dismissed from the Program due to unsafe clinical practice or a violation of professional, ethical, or legal behaviors will be eligible to reapply to the nursing program **one** additional time on a space available basis.
- h. If the student has not completed the required courses for the major, [English 120 or 124, Math 103 or higher, Sociology 114 or 120, Psychology 120, and Communications 120 or 122] the student must do so before reentry will be considered. These courses must be completed within one year of the exit date. See the Re-entry Policy for additional information.

### • **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 is not 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.
  - Students will not be eligible to return to the nursing program for a minimum of 8 weeks.
  - Re-entry to the Nursing Program will be considered on a “space-available basis.”
  - Re-entry is evaluated on an individual basis.
  - Students that may be eligible for re-entry to the Nursing Program will be considered for re-entry only **one time** to complete the Nursing Curriculum.
  - Re-entry is only permitted into the program that the student exited from. Re-entry by movement between programs [e.g. from Transition to 2 year ADN] 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.
  - The student would ineligible for re-entry if the general education courses are not completed. See College catalog for general education requirements.
  - Any re-entry student who has been out of the program over 16 class weeks will be required to take a math examination and pass it at 100% and perform selected skills with 100% accuracy. The math test and the skills testing may only be taken one time to demonstrate competency. The skills testing will be videotaped. Should the reentry student not pass the math test or the skills check off, this will count as their second program attempt and they will be ineligible for re-entry into the Grossmont College Nursing Program.
3. The student starts the Re-Entry process by:
- Having an Exit Interview with the Director 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 Director 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 must 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 Director 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). The Petition for Re-entry form for fall is due by the 30<sup>th</sup> of April. For spring the Petition for Re-entry form is due by October 31<sup>st</sup>. The SPC committee meets the first week of May for fall re-entry students and the first week of November for spring re-entry students. 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 Director 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 admission criteria, rules and regulations in effect ***for the year of re-entry.***

## **SECTION VII: 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 Director 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 Nursing department and a copy to the clinical instructor within the first trimester of pregnancy. Thereafter, it is the student's responsibility to notify both the Nursing department 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 Nursing department 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 Director 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**

- 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 the annual shot/ flu shot must have a written letter from their physician indicating why they cannot receive the flu shot. Should a student refuse a flu shot or the H1N1 vaccination, Rady Children's Hospital may not place the student in their facility for a clinical rotation. This would result in the student inability to complete the nursing Program.

## **SECTION VIII: STUDENT SERVICES**

• **NURSING DEPARTMENT OFFICES AND CONTACT INFORMATION:** The Nursing Office is located in Building 34, Room 256 (Health Professions). Phone: 619-644-7301 or 619-644-7149; FAX: 619-644-7904. The Nursing classrooms and laboratories are located in the Health and Physical Science Building (3400 South). Faculty offices and phone numbers are as follows:

Gottschalk, Diane	644-7885	271	Oertel, Tom	644-7429	268
Helland, Diane	644-7428	264	Sykora, Sharon	644-7452	266
Jordan, Laurie	644-7041	269	Tendal, Nancy	644-7350	268
London, Linda	644-7450	266	Vanlandingham, Laurel	644-7042	264
Maloy, Lisa	644-7099	267	Yaddow, Debbie,	644-7149	258
Mattas, Cheryl	644-7096	267	Associate Dean of Nursing		
Ngo, Angela	644-7319	269	Zozuk, Joy	644-7049	271

- **NURSING SKILLS LAB:** The Nursing Skills Lab is located in Room 34-213. 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 34-220.
- **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, Parking Lot 5 building 58N. 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](http://www.grossmont.edu/techmall).

- **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, parking Lot 5 58A

- **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 Director of Nursing for additional assistance. We are here to help you succeed in achieving your career goals.

## **SECTION IX: 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.

- **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.

***Before starting extern shifts***, the student must

- a. attend an orientation meeting with the faculty coordinator of the extern program
  - 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.
3. 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 Director of Nursing who will direct it to the appropriate work experience faculty for consideration.
  4. 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.)
  5. 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**

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 Director 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.

Transferring into the nursing curriculum is on a space available basis. Application for transfer 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. Students transferring from another college or program of nursing must have completed the courses in the major before transfer will be considered.

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

1. Complete a math calculations exam and pass with 100% on the first attempt. **{Please note: Transfer students are eligible to take the math exam one time.}**
2. Demonstrate with 100% accuracy performance of selected skills representative of prior qualifying nursing courses. Competency testing may occur in the form of a simulation experience. Transfer students are only eligible to take the skills test one time if they have passed the math test and have one opportunity to demonstrate 100% accuracy on selected skills.
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.

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

The Thirty-Unit Option is designed as a career ladder for California Licensed Vocational Nurses wishing to become registered nurses. It 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](http://www.edfund.org).

## **Methods for Addressing Concerns/Issues:**

### **APPEALS PROCEDURE**

A student may request initiation of the appeal process for an unresolved problem involving a departmental rule. A departmental rule is defined as one made by the entire (Program) faculty, which affects more than one individual (program) course, e.g. clinical attendance or readmission policy. Theory and clinical grades are determined by the instructor of the course may not be appealed as per the education code section 76224.

#### **INITIATION OF AN APPEALS HEARING**

1. The student should first meet with the instructor involved and attempt to resolve the problem at that level.
2. If the issue is not resolved, the student meets with the Director of Nursing within 5 (five) working days of the situation.
3. If the issue is not resolved, the student initiates the appeal process by submitting a letter (see form letter) to the Director of Nursing who will contact the Appeals Committee Chair. The intent to appeal, the nature of the problem and the requested outcome should be clearly stated in the letter.
4. The letter must be received within 5 (five) working days of the situation.
5. The student will be allowed to continue attending lecture/clinical/lab/seminar until the Appeals Committee meets and formulates a decision concerning the appeal.  
For issues such as drugs, alcohol, potential criminal conviction, unsafe clinical practice or other behavioral issues, a student may not be allowed to remain in the classroom, lab or clinical. Attendance to class, lab or clinical will be up to the recommendation of the faculty member involved with the issue.
6. The Chair of the Appeals Committee will call a meeting to formally review the appeal within 5 (five) working days of the appeal request made by the student.
7. The Chair of the Appeals Committee will notify the student by phone and email as to the date and time of the appeals hearing.
8. The student may bring a support person to the hearing. The advocate may not participate in the hearing but serves simply as support for the student.
9. The student may call witnesses to the Appeal Hearing. The student must notify the Director of Nursing in writing with the names of the witnesses prior to the scheduled hearing.

#### **MEMBERSHIP**

1. The chair of the Appeals Committee will be selected from a member of the full time nursing faculty at the beginning of each semester.
2. Each time the Appeals Committee convenes, the Chair will appoint two faculty members from the nursing program and request one faculty or coordinator from the Health professions programs.
3. In the event that the Chair of the committee is directly involved in the issue, the Director of Nursing will be asked to appoint a temporary Chair for that hearing.

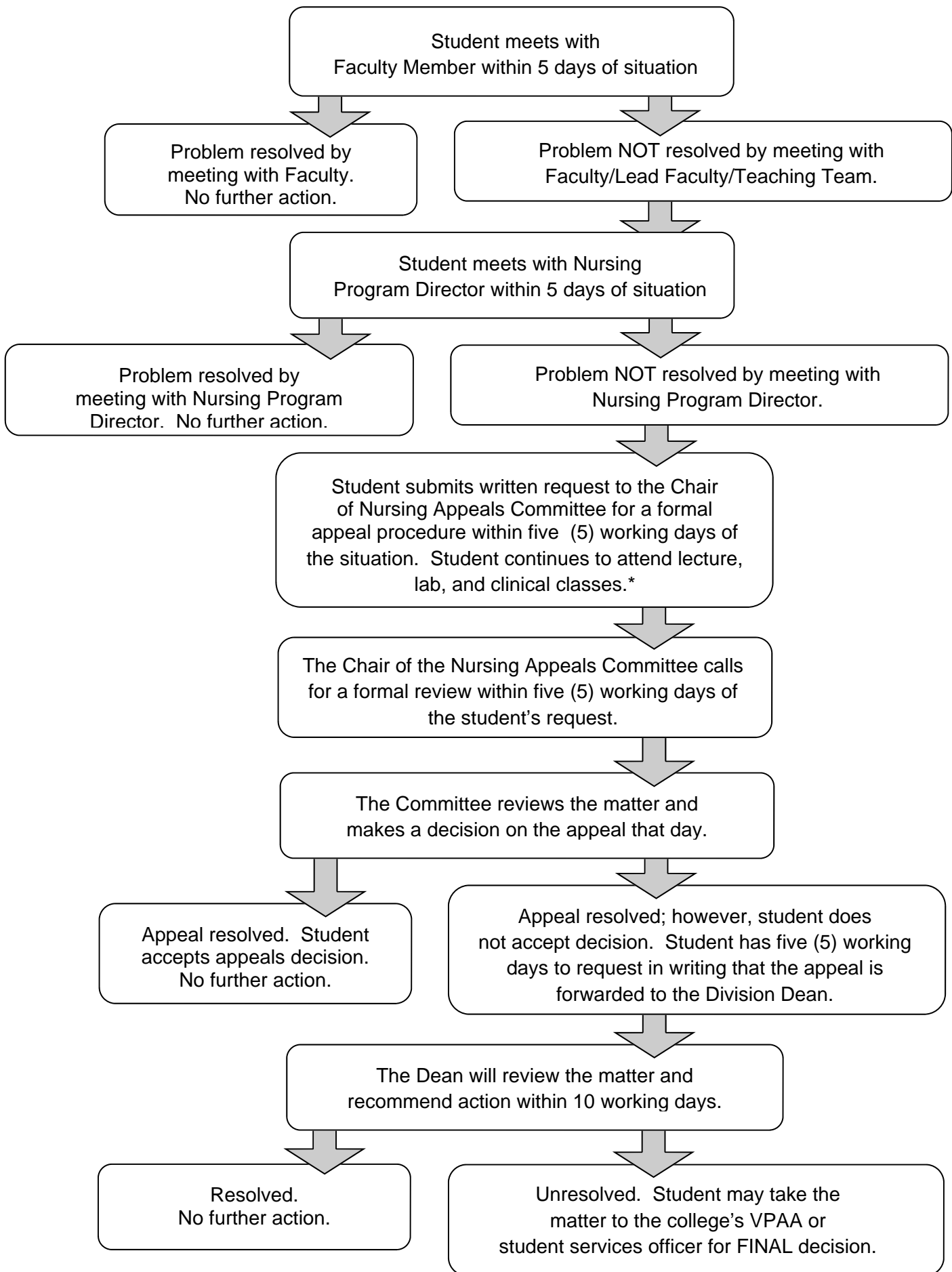


## **PROCEDURES FOR THE COMMITTEE**

1. Chair duties:
  - a. appoint a recorder
  - b. convene the meeting 30-40 minutes prior to the hearing to review the policy in question and any documents submitted by the student filing the appeal.
  - c. introduce committee members
  - d. have all committee members sign a confidentiality statement
  - e. state purpose of meeting and student's request
  - f. facilitate the appeal hearing
  - g. call for a vote based on student's request
  - h. the Chair renders the decision of the Appeals Committee to the Director of Nursing. The Director of Nursing communicates the outcome of the hearing to the student by phone and in writing within 2 business days.
  - i. maintain minutes of the appeal in a secure file in the Nursing Department
  - j. provide a summary of the meeting to include: a list of those on the committee; results of the vote; list of evidence presented by both parties; names of any witnesses that participate in the hearing.
2. The student should be prepared to discuss the issue and defend his/her position.
3. The instructor/s directly involved should be prepared to present data related to his/her position concerning the situation under appeal.
4. At the conclusion of the presentation of evidence by both parties, and any closing statements, the Chair will dismiss all participants from the hearing, except for the hearing panel, to begin confidential deliberation on the appeal.
5. The Appeals Committee decision will be made by secret ballot. A majority vote will be required in order to make an exception to departmental policy. If a tie, the Chair will cast the deciding vote.
6. The Chair will inform the Director of Nursing and the faculty member in writing of the committee's decision.

## **ADDITIONAL RECOMMENDATIONS**

1. The Appeals Committee meeting takes priority over any other meeting.
2. Unresolved issues or any appeals of the hearing panel's decision at the departmental level may be taken to the Dean of the division with oversight for the program. The student has five (5) working days to make a written request to have the matter referred to the Division Dean.
3. The Division Dean will review and make recommendations for the unresolved issue within ten (10) working days. Any situation remaining unresolved at this point may be taken to the Vice President of Academics or the Vice President of Student Services as appropriate. Any academic issues are forwarded to the Vice President of Academic Affairs office and any student conduct issues are forwarded to the Associate Dean of Student Affairs office. **Decision made by the chief academic/student services officer is FINAL.**
4. Refer to Program Appeal Procedure Flowchart (see following page).



**\*For issues such as drugs, alcohol, unsafe clinical practice, or other behavioral issues student may not be allowed to remain in the classroom, lab or in clinical.**

**PLEASE NOTE:**

- Theory and clinical grades are the sole discretion of the instructor and are regulated by the Education Code and are not subject to grievance.
- No participant in the Appeals Committee or a support person selected by the student may be a licensed attorney or trained as an attorney.
- No attorney may be in attendance during the meeting with the Appeals Committee.

## Appeal Process Form

**Please Note:** The student must complete this form in its entirety and submit it to the Nursing Department within 5 working days of the situation.

1. Describe with specific examples exactly what the issue is. Please provide specific examples that support the issue you are appealing.

2. Please state your desired outcome:

Print Name: \_\_\_\_\_

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 2<sup>nd</sup> 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 X: 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, Advisory Committees and faculty meetings.

### ▪ **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 program improvement and to maintain 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 Director of Nursing, and the Dean of CTE and Workforce Development. The Director 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.

- **Outreach Committee**

The Outreach 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 Director of Nursing.

Committee Structure

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

## **SECTION XI: 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 have 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 Grand Canyon's School of Nursing ([www.gcu.edu](http://www.gcu.edu)) 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

Grand Canyon University



3300 W. Camelback Rd.  
Phoenix, Az. 85017  
858-952-9846  
[www.gcu.edu](http://www.gcu.edu)

#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

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