2006-2007

NURSING STUDENT HANDBOOK

Grossmont College

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06-0614-065

I _____HAVE READ AND AGREE TO ADHERE TO THE POLICIES AND PROCEDURES SET FORTH IN THE NURSING STUDENT HANDBOOK.

_____ *SIGNATURE*

_____ *PRINT NAME*

_____ *DATE*

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

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SECTION I: VISION AND EDUCATIONAL PHILOSOPHY OF GROSSMONT COLLEGE

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

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

The philosophy of the nursing department is consistent with the mission of Grossmont Community College. The Mission of the College, found in the ***Grossmont College 2006-07 Catalog***, states that Grossmont College is committed to "providing educational leadership through learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and global society." Grossmont College offers the following programs: instructional programs composed of transfer courses, vocational and career education courses, general education and developmental courses. Student services programs include: academic and vocational support services and personal support services, co-curricular activities, and community education programs for continuing education. To fulfill its mission, Grossmont College pursues the following values:

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

• Nursing Programs History/Overview

The first two-year RN students entered the Grossmont College Nursing Program in the fall of 1967. This class of 16 graduated in June of 1969. An LVN-RN Transition Program began in the summer of 1981 and graduated a class of 33 in 1982. Currently, the Two Year RN Program admits 40 students twice a year (Fall and Spring semesters) while the LVN-RN Transition Program admits 30-40 students each spring semester. The Weekend-Evening RN Program admits 20-30 students each January and the Welcome-Back Program admits 30-40 students each January.

The Nursing Programs are approved by the California Board of Registered Nursing (BRN) and accredited by the National League for Nursing Accreditation Commission (NLNAC). The most recent approval visit by the BRN was in May, 2005. The Program received continued approval for another five years from the BRN. The next BRN approval visit will take place in spring 2009. The last accreditation visit by the NLNAC was in April, 2005. The next NLNAC visit is schedule for February, 2007.

Students, while in the Programs, affiliate with major health care facilities throughout the San Diego area. This broad exposure in multicultural settings provides the student with opportunities to observe and participate in the practice of nursing with a variety of health care providers and develop a multidisciplinary approach to the care of persons across the lifespan.

SECTION II: NURSING DEPARTMENT MISSION STATEMENT, PHILOSOPHY AND CONCEPTUAL FRAMEWORK

The College's mission and principles are reflected in the philosophy and mission statement of the nursing program.

The Nursing Program 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.

NURSING DEPARTMENT PHILOSOPHY

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. The nursing process is at the center of the 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 – 2000)

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 patient's' 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. Demonstrates 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 constructive criticism for improving nursing practice.
4. Practices within the ethical and legal frameworks to guide nursing practice and promotes standards of nursing practice
5. Recognizes the importance of continued life long learning and participating in professional nursing organizations to enhance knowledge base
6. Recognizes the importance of nursing research.

PHILOSPHY OF EDUCATION

The faculty believes that education is a process through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is individualistic and proceeds in a simple to complex manner and is influenced by the level of development and motivation of the learner. Learning is most meaningful when it relates to the pursuit of an individual's own goals (Knowles, Holton & Swanson, 2005). Students are treated as individuals with unique qualities and learning needs. Faculty respects the diversity of the students and the communities that we serve.

The faculty's role is to facilitate the learning process by creating a climate in which optimal learning becomes possible. Students should be appropriately challenged to stimulate inquiry, critical thinking, and synthesis of knowledge. The faculty strives to provide a supportive and challenging learning environment using a variety of instructional strategies to facilitate critical thinking and problem solving.

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

SECTION III: CURRICULUM FRAMEWORK

The schemata (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
• Individuals • Families (significant others) • Communities • Physiological • Psychosocial	• Internal Factors • External Factors • Diverse Practice • Diverse Settings	• Holistic needs • Continuum • Lifespan	• Process • Roles o Knowing o Doing o Caring • Critical thinking • Professional Standards	• Continuous • Personal Growth • Lifelong • Knowledge, Skills, Values, & Attitudes • Professional Judgment

The nursing curriculum framework depicts holistic, integrated, and multi-dimensional concepts that encompass the domains of person, 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 factors 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 member 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.

EDUCATIONAL OUTCOMES

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

PROVIDER OF CARE:

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

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

MANAGER OF CARE:

The graduate possesses the knowledge and skills necessary for:

A. Making decisions regarding priorities of nursing care.
B. Delegating some aspects of nursing care and guiding other personnel.

C. Managing time and resources efficiently and effectively.
D. Seeking assistance when needed.
E. Collaborating with health team members regarding patent 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.

SECTION IV: HIGHLIGHTS OF THE LEGAL ACCOUNTABILITY OF NURSING HIGHLIGHTS

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

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

> "In amending this section at the 1973-74 session, the Legislature recognizes that nursing is a dynamic field, the practice of which is continually evolving to include more sophisticated patient care activities. It is the intent of the Legislature in amending this section at the 1973-74 sessions to provide clear legal authority for function sand 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 help 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 are services, including, but not limited to, the administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.
> (3) The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries.
> (4) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and (A) determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics; and (B) implementation, based on observed abnormalities, of appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures." (***Nursing Practice Act***, 2004 edition; retrieved from www.rn.ca.gov) [See ***Nursing Practice Act*** for specific information regarding standardized procedures]

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

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

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

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

TO: NURSING SCHOOL ADMINISTRATORS, FACILITY AND STUDENTS

FROM: BOARD OF REGISTERED NURSING

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

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

a) That these are diseases and should be treated as such;

b) That personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a

grave danger to the patients in her or his care;

c) That nursing students who develop these diseases can be helped to recover;

d) That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;

e) That confidential handling of the diagnosis and treatment of these diseases is essential.

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

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

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

- **Application for Licensure Examination**: **National Council Licensure Examination for Registered Nurses**

In order to qualify for the state board licensure exam, students must have completed the Associate Degree. The LVN-RN 30-unit option is an exception. It is the responsibility of the student to meet the degree requirements. Admissions and Records make evaluation of all nursing students during the first semester of the program. Students with advanced placement standing must be sure they have met the requirements and that transfer credits are adequate. The California Board of Registered Nursing provides an online application for the National Council Licensure Examination (NCLEX-RN) at the BRN website, www.rn.ca.gov. Eligible students will receive a class prior to graduation on the application process and the proper completion of the application forms.

- **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.

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 for confidential advisement and planning for licensure application.

SECTION V: ETHICAL STANDARDS AND PROFESSIONALISM

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

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

• American Nurses' Association Code of Ethics, July 2001

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

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

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

• Academic Fraud:

The nursing profession demands the highest moral and ethnical 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 the fraudulent use of Internet resources.

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

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

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

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

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

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

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

Procedures administered by the Vice President of Student Services and Assistant Dean of Student Affairs.

SECTION VII: ADMISSION, CLASSROOM AND CLINICAL POLICIES

▪ Registration

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

▪ CPR Requirements, Liability Insurance, Emergency Contact Information and E-Mail Addresses

- ✓ **CPR Requirements**: Students are required to have a current American Heart Association Basic Life Support (BLS) for Health Care Providers card. No on-line CPR classes are acceptable. A copy of the CPR card must be submitted to the Nursing Office. CPR certification must be maintained while a student in the Nursing Program. It is the student's responsibility to submit copies of CPR renewal to the nursing program. The student cannot practice in the clinical setting without a current CPR card on file at all times.
- ✓ **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.
- ✓ **Background Checks and Drug Screen:** Please be aware that as of the Fall 2006 semester, students accepted to the Health Professions Programs (Nursing, RT, CVT, SLPA, OTA) at Grossmont College may be required to undergo a background check and/or a urine drug screening test before starting the 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 ***Handbook***, "Background Checks and Drug Screen."]
- ✓ **Changes to Personal Information**: All students are required to submit changes of personal information [name, address, telephone number, email address, etc.] to each of the following: the Nursing Department, the instructors as well as Admissions and Records.
- ✓ **Emergency Contact Number**: It is the responsibility of the student to submit an up-to-date phone number and emergency contact number to the nursing office. Students are required to submit any changes to their phone number or emergency contact number to the nursing office.
- ✓ **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.

- **Immunizations**

The Nursing Department requires documentation of immunity/seropositivity for polio, measles, mumps, rubella, diphtheria, tetanus, and Hepatitis B. Current tuberculin test results and a varicella titer must be on file. A low cost immunization program is available for most of these immunizations through the Grossmont College Student Health Services Department.

- **TB Status Requirements**

Each student must submit documentation of a PPD skin test or negative chest X-ray upon admission to the Nursing Program. Each student also submits documentation of a repeat PPD or questionnaire each year, i.e. within one year from the date of the previous PPD or questionnaire. 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 Nursing Office. The student may be denied access to a clinical setting if a current PPD skin test or TB Questionnaire is not on file at all times. [See additional information below]

TB Status and requirements

- If non-reactive PPD skin test: repeat PPD within one year from the date of the previous PPD:
  - Note: Applicants who have received BCG vaccination still need to have a PPD skin test unless the student has documentation of a positive PPD skin test.
- If newly reactive PPD [see NIH guidelines]:
  - Must have documentation of negative chest X-ray
  - While prophylactic medical treatment is not required, the student is encouraged to discuss this option with their healthcare provider or at the College's Student Health Services.
- If previously (+) reactive with negative chest X-ray:
  - An annual TB questionnaire is required [available from the Nursing Office]
  - Documentation of negative chest X-ray must be in the student's file in the Nursing Program office

- **HIPAA and Standard/Universal Precautions**

Each student must complete the online HIPAA program and the Standard/Universal Precautions computer simulation prior to the first clinical day in the ***student's first and third semesters***.

For the Standard/Universal Precautions, each student must submit to the classroom or clinical instructor a computer generated printout verifying passing with a minimum score of 80%. See lab instructions in each syllabus for specific details of the Standard Precautions computer simulation. It is available in the Learning Resource Center's Tech Mall and in the Health Science Computer Lab.

The HIPAA online tutorial is available at **health.ucsd.edu/compliance/hipaa/shtml.** Under the heading, "Health Information Privacy and Security Self Study Training Modules," open "HIPAA Privacy - Education for Healthcare Providers." The student must view the tutorial, then complete and print the last page [the acknowledgement or "certificate" page], sign the print out, and submit it to the class or clinical instructor.

▪ Refusal to obtain immunizations, titers or TB requirements

The clinical facilities require that all nursing students have documentation of required immunizations (or titers) and recency of TB status before the student begins a clinical experience.

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]
2. the student will indicate on the Waiver Form that he/she understands that the Program will make reasonable efforts to secure alternative clinical experiences for the student ***but these experiences may not be available***.
3. **Note**: Lack of available clinical experiences may prevent the student from completing the Nursing Program.
4. The required immunizations/titers and tests are: MMR injections or titer (Measles, Mumps, Rubella); Hepatitis B series or titer; Varicella (proof of positivity, injection, or titer); Tetanus/diphtheria (Td) injection. The students should consult his/her healthcare provider regarding possible side-effects/contraindications to these immunizations and skin test.

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

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

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

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

▪ Classroom Attendance

1. Theory absences per semester may not be greater than the number of hours the class meets per week.
2. Should theory absences exceed the number of hours the class meets per week, the teaching team will meet to consider dropping the student from the class.
3. Repeated tardiness is disruptive to the class and interferes with learning. A student who has been tardy three times will receive a classroom absence.

▪ Clinical/Campus Laboratory Attendance

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

1. The student must attend all clinical/campus lab sessions. If absence is excused and unavoidable, and appropriate make up experiences are available, the student may arrange with the instructor for a make-up experience.
2. The instructor and/or the teaching team will evaluate any absence beyond one. The decision to grant make-up will be based on the student's ability/opportunity to meet the objectives of the course. If during the fourth semester, a student has an excused absence and is meeting the clinical objectives of the course, the student may be allowed to make up the additional hours missed in NU 235. Absences in excess of one will be evaluated by the teaching team and determined if make up will be allowed in NU 235. Make-up in excess of one in any other semester other than fourth is unlikely to be granted.
3. Excessive absences may result in a student not meeting the clinical objectives, which in turn constitutes failure of the nursing course. The student is then subject to the re-entry policy.
4. Should makeup of equivalent clinical experience be approved and available, it must be completed by the date stipulated by the faculty.
5. A student who is late for the clinical laboratory may be sent home and this will constitute a clinical absence.
6. A student who is evaluated as being unprepared for that day's clinical assignment may be sent home by the instructor and this will be considered a clinical absence. This may also cause the entry of an unsatisfactory grade on the student's *Clinical Evaluation Performance Form*.
7. If the student is ill on the prelab day or on a clinical day and are unable to report to the laboratory facility where assigned, the student is responsible for notifying the clinical instructor and agency in accordance with the policies established during hospital orientation.
8. For patient and staff safety, students should not come to clinical when sick. The clinical instructor has an obligation to send the student home and to discuss a clinical make-up shift at a later date.

▪ Classroom Conduct

- Student conduct must adhere to the District and College rules and regulations regarding student conduct as well as to Federal, State and local laws. These campus regulations

are stipulated in the "Student Code of Conduct" found in the ***Grossmont College Catalog***.
- Cell phones and pagers must be turned off or set on "vibrate" during class and lab periods.
- Students must gain permission from each instructor in order to use any form of electronic recording device and laptops during the class or lab period.
- Only a four-function calculator may be used during exams or quizzes.
- Refer to the College's "Academic Fraud" policy for more details.

▪ 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 simulations.
2. Objective quizzes and tests.
3. Online proctored and non-proctored exams developed by ATI (American Technologies Institute) – see section in this *Nursing Student Handbook*
4. 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.
5. Planned and incidental observations of nursing assessment, problem identification, care plan development, implementation and evaluation of nursing care.
6. Written assignments as stated in the course syllabus or discussed at the beginning of the course.
7. Self-evaluations of clinical performance based on competencies for the course.
8. Written and verbal feedback in student/instructor conferences.
9. Student presentations/collaborative learning assignments.

Course Grades [for students admitted *before* the Summer semester, 2005]

Course grades are determined on the following:
1. Satisfactory clinical performance.
2. Satisfactory completion of all assignments.
3. An average of 70% on exams as designated in each course syllabi.
4. Individual course grades of 70%.

Course Grades [for students admitted *during/after* the Summer semester, 2005]**

Course grades are determined on the following:
1. Satisfactory clinical performance.

2. Satisfactory completion of all assignments.
3. An average of 73% on exams as designated in each course syllabi.
4. Individual course grades of 73%.

** This policy will take effect for Nursing Pharmacology I and II (NURS 118 and 119) in Fall semester, 2006.

***Please note**:* 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.

Letter grades are determined by the following percentages:

A = 90-100%
B = 80-89%
C = 73-79%
D = less than 73%

Review and Assessment Program:

The Nursing Faculty integrates a review and assessment program into the Nursing Curriculum in order to help students prepare for taking the computerized NCLEX exam for licensure. In order for this process to reinforce essential content and prepare the student for NCLEX, the program has proctored online exams in the major nursing content areas as well as remediation sources. The student pays for this program as part of the course registration.

Mandatory Tutoring

The faculty will post course grades within one week after an examination. When a student's score on any single exam is marginal or failing **(<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

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

Examination Makeup

Students are required to attend all course examinations. If a student does not attend and notifies the instructor of the absence, the teaching team will evaluate the reason for the absence and the opportunity for examination make-up. If the teaching team allows an examination to be made up, the examination will be scheduled in the Testing Center. If a

student misses an examination and does not notify the instructor, examination make up may not be provided.

Confidentiality of Student Information and Grades

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

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

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

Credit By Examination

All nursing courses may be challenged by examination. 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 Advanced Placement application form may be obtained from the Nursing Department office. For eligible candidates, course Syllabus/Syllabi will be designated for purchase. In addition, the applicant will:

1. Meet with the Director of Nursing to discuss advanced placement options, eligibility, and procedures before the course begins.
   Note: Before initiating the challenge policy for any Nursing course the student must first meet with the Director of Nursing and cannot be enrolled in the course that they are planning to challenge. The student should allow sufficient time to complete the Challenge process in the event that the student does not successfully complete the Challenge process and must enroll in the desired course.
2. Pass a written evaluation of content areas for each semester prior to that in which the applicant is seeking entrance. The content areas will be the same as those expected of the student enrolled in the Registered Nursing Program and will be passed with the same level of competency (see section "Course Grades"). Students are reminded that whatever grade is earned on the challenge exam (including failing grades) is entered on the permanent college transcript.
3. Demonstrate competency in the skills required in the syllabus/syllabi for each semester for which the applicant is requesting credit. A nursing faculty member who teaches in the semester prior to that in which the applicant is requesting admission will evaluate these skills. The clinical evaluation may be given in the practice laboratory or in the clinical setting.

4. Upon acceptance, present evidence of satisfactory physical and dental health, required immunizations/titers, TB status, current CPR certification and current medical malpractice insurance, background check and drug screen.

• Standards for Written Work

Style and Format

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

Late Work

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

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 a letter to the 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 teaching team. Late pass-fail papers may not be accepted.

• Policy On Incomplete Grades

In accordance with the College's policy, an instructor may award an Incomplete ("I") grade if a student contacts the instructor/team teaching petition for an incomplete due to unforeseen emergency or unusual circumstances. 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 to the clinical instructor for review by the 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.

Standards for Clinical Performance

▪ Drug Calculations Exam

Rationale for testing: Because the faculty at Grossmont College considers patient safety to be of the utmost priority, each student will be required to pass a math exam each semester.

1. All students will take a math exam each semester. Single Subject students must pass the math exam for the semester in which they are enrolled. Students will be allowed three (3) attempts. If failure on the 3rd attempt occurs, the student will need to withdraw from the program and will receive a failing grade in the course. Readmission depends on space available and successful completion of a drug calculation challenge exam.
2. The first exam should occur within the first two weeks of the semester. The second and third exams will occur at weeks 4 and 6 to allow for tutoring. Individual teaching teams may adjust the schedule according to need. The first exam will be taken in the campus classroom. Second and third exams may be taken in the testing center or campus classroom.
3. All students must pass with a grade of 90% or better, except those students in the final semester who must pass with a grade of 100%.
4. Fourth semester students must successfully complete all math testing before entering NURS 235.
5. Students who do not pass the exam must seek tutoring from faculty and/or the math department and/or the computerized software available in the health sciences lab.
6. Exam format:
   a. Each will be 10 questions and not multiple choice. Students will be required to show their work.
   b. Each exam will be allotted 30 minutes. Simple 4 function calculators may be used Cell phones, Palm Pilots, or advanced calculators may not be used.
   c. The questions will reflect medication calculations that students in that semester will be required to perform. E.g., psych and OB meds in the second semester; IV drips in the third semester and pediatric drugs in the fourth semester.
   d. The teaching teams will develop the questions for each semester.
   e. If a student fails to place the answer with the correct units (example: ml/hr, units/hr, etc.), this question will be counted as incorrect.

7. Students will pass medications only with direct instructor supervision if they have not yet successfully completed the math exam. Direct supervision includes review of the 5 rights, review of drug action and nursing considerations, drug dose calculations when necessary, rate of administration when necessary, relevant labs when necessary and administration of the medication to the patient with the instructor present. This policy is consistent with those of other schools of nursing and with policies of local agencies, which employ RN's.

Sample Drug Calculation:

Ordered: Administer 1250 units of heparin per hour
Drug label: Heparin 25,000 units in 500ccs of D5W
The nurse would set the pump at how many mL/hr?

▪ Child Care:

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

▪ Transportation:

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

▪ Clinical Flexibility

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

▪ Pre-Lab Preparation:

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

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

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

▪ Level of Preparedness:

Students will only be expected to perform care and skills for which they have been prepared in the classroom. If assigned to an unfamiliar activity, it is the responsibility of the student to bring to the attention of the instructor or preceptor areas of care and skill for which they have not

been formally prepared or previously supervised. Additionally, if a student is required to perform a skill they are not familiar with, they are required to review the facility's policy and procedure manuals before performing any procedure.

▪ Student Assignments:

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

• Student Responsibilities for Clinical Evaluation

Each student is responsible for:

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

• Clinical Assignments:

Students are placed in clinical groups based upon their educational needs. Students are not placed in clinical groups based upon geographic proximity to home. Every effort is made to circulate each student through each San Diego health care system during his or her clinical experiences. The faculty formulates the make-up of clinical groups. Students with extenuating circumstances that should be considered when clinical groups are made up should write a letter to the teaching team, prior to posting of the clinical assignment, describing the circumstance and the consideration the student is requesting. Those students who have problems with clinical placements should notify their clinical instructor and describe the problem.

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 teaching team. At the discretion of the teaching team, the student may be transferred to another facility/clinical area.

• DRESS CODE FOR CLINICAL LABORATORY

Uniform: A specific dye-lot uniform (Hunter Green) embroidered with "Grossmont College School of Nursing" in gold letters shall be ordered from Smart Scrub. Uniform style is limited to selected school choice. White tee shirts may be worn under the green scrub top. Prices range from $30-36 for top and bottom as well as an embroidery fee. A good idea would be to have at least two

tops for clinical shifts. Orders for fall semester should be placed by July 1.

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

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

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

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

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

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

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

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

NOTE: Professional appearance is mandatory.

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

- **Patient Confidentiality**

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

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

- ## Medication Error Protocol

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

Procedure:

1. Patient physiologic stability is assessed and assured.
2. Primary nurse is notified.
3. Appropriate documentation and agency medication error policy implemented.
4. Instructor completes the Medication Error form for tracking purposes and submits to the nursing office.

Paperwork for a medication error:

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

- ## Use of Clinical Evaluation Form

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

1. Each course has required competencies and course objectives. These are located in each course syllabus.

   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 clinical competencies and course objectives, 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.

   [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].

2. 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]

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

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

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

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

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

4. If a student receives a NI or U for the week, the instructor will address areas for remediation. Remediation may be suggested or required depending on the instructor's view of the seriousness of the infraction. 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.

5. Students are required to hand in their weekly evaluation as designated in each course. Students are provided with the yellow copy for their records after the instructor has completed the form. The white copy is kept by the faculty and referred to when the final clinical grade sheet is completed. All weekly evaluations and final clinical grade sheets are handed into the nursing office once the course is completed. These evaluations are kept in the students' file. See individual course evaluation forms for more specific details.

6. If a student is not meeting the clinical objectives of the course, it is the instructor's decision if the student will participate in observational experiences or specialty areas during the clinical rotation.

- **Remediation Policy**:

If a student has received a grade of U (unsatisfactory) or NI (Needs Improvement) on any weekly evaluation, a remediation plan shall be developed, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. The following is a list of possible campus referrals that the instructor may make for remediation:

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

- **Final Student Clinical Performance Evaluation Form**

At the end of each clinical experience, the student's clinical instructor will prepare a ***Final Student Clinical Performance Evaluation*** form. The clinical instructor assigns a Final Clinical Grade of Satisfactory, Unsatisfactory, or Incomplete. The definitions of these clinical grades are in the form included in this ***Nursing Student Handbook***. [See further discussion of "Incomplete" grades elsewhere in the ***Nursing Student Handbook***.] Depending on the nursing course, the student cannot progress in the Nursing Program with "Unsatisfactory" in the ***Final Student Clinical Performance Evaluation*** form. Note: in order to pass the course, the student must receive a "Satisfactory" in the ***Final Student Clinical Performance Evaluation*** form. The student will receive a copy of the ***Final Student Clinical Performance Evaluation*** form. The original copy of the completed form will be in the student's file.

WEEKLY CLINICAL EVALUATION FORM

NAME: _____ COURSE: NURS_____

DATE(S) of CARE: _____ WEEK #: _____

A. Assessment		
B. Nursing Diagnosis		
C. Planning		
D. Implementation		
E. Evaluation		
II. Manager of Care		
III. Member Within a Discipline		

STUDENT OVERALL CLINICAL RATING (must be completed): _____ (S, NI, U)

INSTRUCTOR RATING _____(S, NI, U)**

- **Additional Instructor Comments and/or Areas of Concern:**
- **Suggested/Required Remediation:**
- **Outcome of Remediation:**

INSTRUCTOR SIGNATURE _____

****Remediation Plans**: If a student has received a NI (Needs Improvement) or grade of U (Unsatisfactory) on any weekly evaluation, a remediation plan shall be developed, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies.

GROSSMONT COLLEGE SCHOOL OF NURSING
FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name:_____ **Course**: **NURS** _____

Semester/Year:_____ **Site**: _____

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

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

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

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

_____ _____

Student's Signature* Date Signed by Student

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

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

Definition of Clinical Grades:

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

Criteria for Passing Clinical:

By the end of the course, the student must:

1. Achieve a satisfactory (S) grade on the final clinical evaluation.

2. Attend **all** laboratory sessions. NOTE: If absence is excused and unavoidable, and appropriate make-up experiences are available, student may arrange with the instructor for an appropriate make-up experience.

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

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

SECTION VIII: 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 each of the Nursing Program Committees, to give their opinions and suggestions. During fall semester of the first year, and on as needed basis, student representatives are selected from each laboratory group and meet as needed with faculty to discuss issues and concerns of both students and faculty. There also is opportunity for sharing in small group settings. The students prior to meetings may select topics for discussion.

Students evaluate each course formally 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 the evaluations office where they are analyzed and student comments are typed. During finals week of the graduating year, each senior student is requested to complete a questionnaire broadly evaluating the Program. Program evaluations are anonymous and submitted to the evaluations office. 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. Students will complete course and clinical evaluations during the last days of the course. Evaluations are anonymous and are collected by a student in an envelope. The envelope is sealed and a student takes the evaluations to the nursing office secretary, who sends the evaluations to the Evaluation's Office on campus.
2. The Director of Nursing will review all evaluations once returned from the Evaluation's Office.
3. The Director of Nursing will identify trends from all data collected and discuss findings with the curriculum chair. Together they will prioritize suggestions and channel information to the appropriate committee or teaching them.
4. If the problem(s) identified relate to the program as a whole, the issue(s) will be referred to the curriculum committee. At this level a decision will be made if an ad hoc committee needs to be formed or if the problem(s) calls for all curriculum/faculty members.

SECTION IX: DISCIPLINARY POLICIES

- **Suspension Policy/Procedure**

1. A student is subject to a 2-day suspension, which is considered an unexcused absence, and will have an immediate referral to the Dean of Student Affairs and Associate Dean of Health Professions. Suspension may be based on but not limited to, the following:

a. Unsafe clinical practice:

Example 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 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 psychomotor skills necessary for carrying out safe nursing skills.
5) Attempting activities without adequate orientation or theoretical preparation or appropriate supervision/assistance.
6) Any pattern of behavior that endangers a patient's, staff member's, peers or instructor's safety.

b. Serious violation of professional, legal, or ethical conduct:

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

1) Dishonesty
2) Falsification of patient records
3) Interpersonal behaviors with agency staff, co-workers, peers, or faculty which result in miscommunications, disruption of patient care and/or unit functioning.
4) Failure to maintain patient confidentiality according to HIPAA regulations.
5) Academic Fraud.

2. The instructor will communicate the problem area(s) to the teaching team and 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. The student will have an opportunity to meet with representatives of the teaching team and the Dean of Student Affairs to share his/her perception of the problem.
4. The teaching team and Director of Nursing will then confer and will present recommendations to the student both verbally and in writing.
5. If it is the consensus of the Director of Nursing and the teaching team that a course failure is appropriate, the student will be informed verbally and in writing.
6. If the student is not allowed to progress in the nursing program, the student will schedule an exit interview with the Director of Nursing to discuss options.
7. Following the exit interview, the student will receive a letter summarizing the options discussed at the exit interview.
8. Consideration for readmission will be based upon the degree of the infraction and/or to which remediation has been accomplished and on space available. It is the responsibility of the student to submit written evidence of how he/she has addressed the problem areas and recommendations for remediation. The Student Progression Committee will evaluate the data submitted and determine whether the applicant will be considered for readmission.
9. All applicants eligible for readmission will be ranked and placed in the reentry applicant pool.
10. Readmission will be on a space-available basis.

- **Course Failure**

A student is subject to a course failure in any of the following circumstances: **[for students admitted before the Summer semester, 2005]**

a. Failure to obtain an average of 70% on all exams.
b. A theory grade less than 70% 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.

A student is subject to a course failure in any of the following circumstances: **[for students admitted after the Summer semester, 2005]**

a. Failure to obtain an average of 73% on all exams.
b. A theory grade less than 73% 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.

SECTION X: 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 until she delivers and post delivery provided 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 suspected, as some clinical experiences may need to be eliminated for her safety.
2. A written physician's clearance is to be submitted to the Director of Nursing and a copy to the clinical instructor within the first trimester of pregnancy. Thereafter, it is the student's responsibility to notify both the Director of Nursing and the clinical instructor if problems arise that could limit the student's ability to safety meet clinical objectives.

Postpartum

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

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

1. The student must submit a written physician's or primary care provider's clearance to the designated Director of Nursing and a copy to the clinical instructor for clinical lab attendance.
2. The student must be able to meet weekly objectives to remain in good standing in the Program. The 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 (e.g., scabies) to their nursing instructors 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.

- **Other Safety Information**

  - Affiliating agencies may require additional testing, i.e., drug screening.

  - 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

SECTION XI: STUDENT SERVICES

- **NURSING DEPARTMENT OFFICE**: The Nursing Office is located in Room 340C (Health Professions). Phone: 644-7300. The Nursing classrooms and laboratories are located in the Science and Technology building (300 North). Faculty offices and phone numbers are as follows:

Pat Bradley	**300B2**	**644-7892**	**Roland Estrella**	**354**	**644-7319**
Diane Helland	**342D**	**644-7428**	**Linda London**	**342B**	**644-7450**

Tom Oertel	**342C**	**644-7429**	**Sharon Sullivan**	**342D**	**644-7452**
Nancy Tendal	**300B4**	**644-7350**	**Debbie Yaddow**	**354**	**644-7426**

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

• **HEALTH PROFESSIONS LAB**: 644-7316 located in 329A. The Health Professions Technicians are Diane Leong and Linda Goodwin.

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

• **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. Contact Sandie Freeman.

• **COUNSELING CENTER**: 644-7208. The Counseling Center is staffed with professional counselors trained to assist with education and career planning and personal concerns.

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

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

• **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. Applications for financial aid are available in the Financial Aid Office. Scholarship opportunities are posted in the Financial Aid Office, n Room 355.

• **VETERANS AFFAIRS OFFICE**: 644-7165. The Veteran's Affairs Office serves the needs of veterans who qualify for educational benefits.

• **ASSOCIATED STUDENTS OF GROSSMONT COLLEGE (ASGC)**: 644-7604. The ASGC Government Program offers students opportunities in self-government as well as a general means for campus involvement and problem-solving on an intra- and inter-campus basis. Nursing students are encouraged to support their activities by purchasing an ASGC card. In turn they support the Health Professions departments through donations of equipment and services.

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 XII: GENERAL ADMINISTRATIVE POLICIES

• Student Records/Files

Nursing student records are kept in the Nursing department Office. Students may review their records by making an appointment with the Director of Nursing. Students are responsible for providing the Nursing Office with updates of malpractice, immunizations, and CPR as they expire. LVN to RN students are responsible for providing and maintaining a current nursing license. This is a requirement for attending clinical and failure to do so will count as a clinical absence. A student may request a copy of his/her file. 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.

• Emergency Contacts

Student must update the Nursing Office with any changes in name, address, phone number and email addresses as soon as possible. All students must provide an emergency contact number to the nursing office and must keep this number up to date.

• Student Work Experience

Work experiences provide opportunities for students who have completed the first year of the nursing program to gain additional clinical experience in medical-surgical settings, 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. The coordinator of the work experience programs will present a list of interested first year students to members of the first year nursing team. If a student requires more supervision than is designated in a work experience, students may not be able to participate in a work experience program. A faculty liaison provides guidance through review of objectives, consultation with the preceptor and periodic meetings with the student. Work experience opportunities may be limited due to facility constraints, lack of preceptors or faculty scheduling conflicts.

During spring semester, the faculty liaison will meet with incoming 2nd year students to discuss opportunities for work experience and/or externships. Any student interested in participating in a work experience/externship must attend this required meeting. Failure to do so will result in the student's inability to participate for the subsequent semester in an externship. Students should not make contacts with clinical facilities or preceptors without prior discussion and permission of the Director of Nursing.

Work experience/extern hours should be completed within the semester in which the student is registered. Student may be assigned more than one preceptor during the work experience/externship.

A work experience 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 after successful completion of Nursing Management in Oxygenation Disorders and Psychiatric Mental Health Nursing. 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.

- ## Gift Policy

Gifts from students to faculty are discouraged.

- ## Transfer Policy/Advanced Placement

Opportunities exist for transfer from accredited baccalaureate, diploma, or associate degree schools of registered nursing into either the Registered Nursing or LVN to RN Transition Program at Grossmont College. The nursing faculty and the designated 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.

Advanced placement in the nursing curriculum is on a space available basis. Application for advanced placement must be received in the Nursing Office by DECEMBER 1 or MAY 1 preceding the semester into which the applicant seeks admission.

The Advanced Placement application form may be obtained from the Nursing Department office. In addition, the applicant will:

1. Interview with the Director of Nursing to review transcripts and course outlines, determine eligibility, and identify an appropriate entry point into the nursing curriculum.
2. Complete a math calculations exam first with a pass rate as designated in the Nursing Student Handbook depending on the semester the student is entering.
3. Demonstrate competent performance of selected skills representative of prior qualifying nursing courses.
4. Upon acceptance, present evidence of satisfactory physical and dental health, required immunizations/titers, negative tuberculosis test or negative chest x-ay, current CPR certification and current medical malpractice insurance.

   See "Algorithm for Transfer into the Nursing Program."

- **<u>Nursing Program Re-Entry Policy</u>**

1. A student must petition for Reentry into the Nursing Program if the student:
   - Received a failing grade in any course in the Nursing Major, including Pharmacology;
   - Received a failing grade in clinical performance;
   - Elected to receive a "W"/Withdraw from any course in the Nursing Major ***for any reason***.
     - If the student left due to an illness, injury or childbirth, please refer to the "Pregnancy Policy" and the "Post-Surgery/Extended Illness Policy" in the ***Nursing Student Handbook*** for other re-entry requirements.
   - Note: if the student is discharged from the Nursing Program for unprofessional conduct or a violation of legal or ethical standards set forth by the Program, then re-entry may not be possible.

2. Limitations to Re-entry:
   - Re-entry is neither automatic nor guaranteed.
   - Re-entry will be considered on a "space-available basis."
   - Re-entry is evaluated on an individual basis.
   - Each student will be considered for re-entry only **<u>one time</u>** to complete the Nursing Curriculum, including either Pharmacology course. Special consideration may be given in extraordinary circumstances.
   - Re-entry students will return to the specific program from which they exited. In extenuating circumstances, a student may request to re-enter a different program. If requesting re-entry into a different program, the process for re-entry will include the request for a different program and the rationale on the Petition for Re-entry Form. The Director of Nursing, in consultation with the Student Progression Committee (SPC), will decide if the student can re-enter in a different program. Re-entry into a different program is not guaranteed
   - A student who has been dismissed as a result of unsatisfactory clinical performance will require special consideration.
   - Student must be on the "Re-entry List" so that there is no more than ***a three year absence.*** The "Re-entry List" is explained below.

3. The student starts the Re-Entry process by:
   - Having an Exit Interview with the 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. There is no stated deadline for the Exit Interview.**

- 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.
  - There is no deadline date for re-entry applicants.

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. 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 Director of Nursing maintains a "Re-Entry List" to which the student's name is entered 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 Director of Nursing notifies the students 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 (health evaluation must be within the past year), CPR certification, immunization status, and Liability Insurance. These forms are available from the Nursing Secretary.
   - If the petition is denied, the student will be informed of the denial.

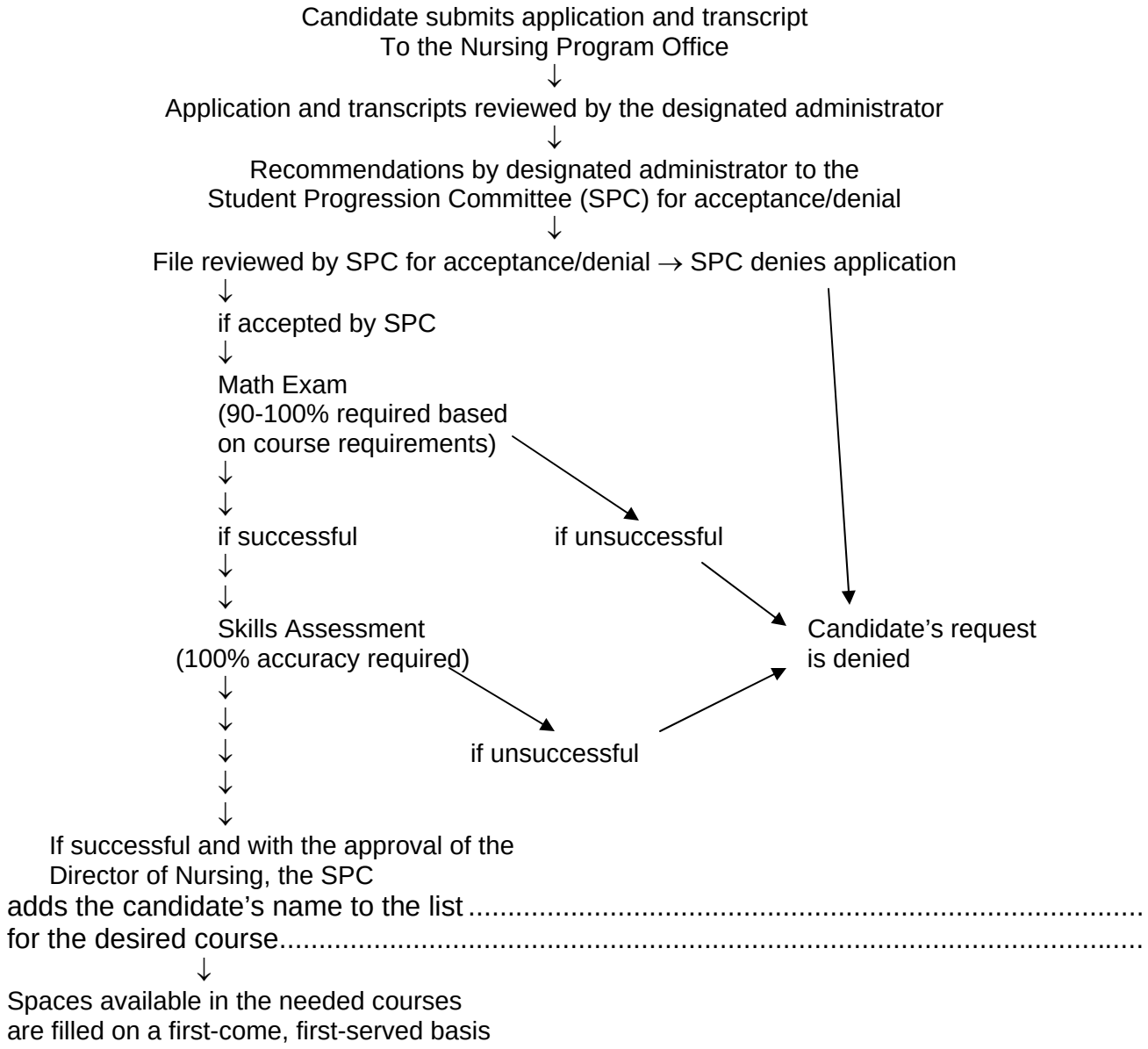
5. If the student is permitted re-entry, the student will participate in the Nursing Program under the rules and regulations written in the **Nursing Student Handbook *for the year of re-entry.***

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

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

Contact the Director of Nursing for explanation of the advantages and limitations of this option. Licensed Vocational Nurses completing this option may be graduates of Grossmont's Nursing Program and of the College only if they complete all of the other graduate requirements ***prior to*** taking the licensure examination. Only those completing the requirements in the major will be eligible to wear the Grossmont Nursing Pin.

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



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

Algorithm for Re-Entry into the Nursing Program **

Unsuccessful completion
of a Nursing Course
↓
Exit Interview
(required)
↓
"Recommendations
for Remediation"
↓
Remediation,
if necessary, by
Student
↓
Student submits
"Petition for Re-entry to the
Grossmont College Nursing Program"
↓
Petition is reviewed by the
Student Progression Committee
↓
Student Progression Committee makes
recommendations for acceptance or denial
of re-entry to the Director of Nursing (DON)

If the petition is accepted: the DON adds student's name to the "Re-Entry List" for the desired course

↓

Spaces available in the needed courses
are filled on a first-come, first-served basis

Student request is denied

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

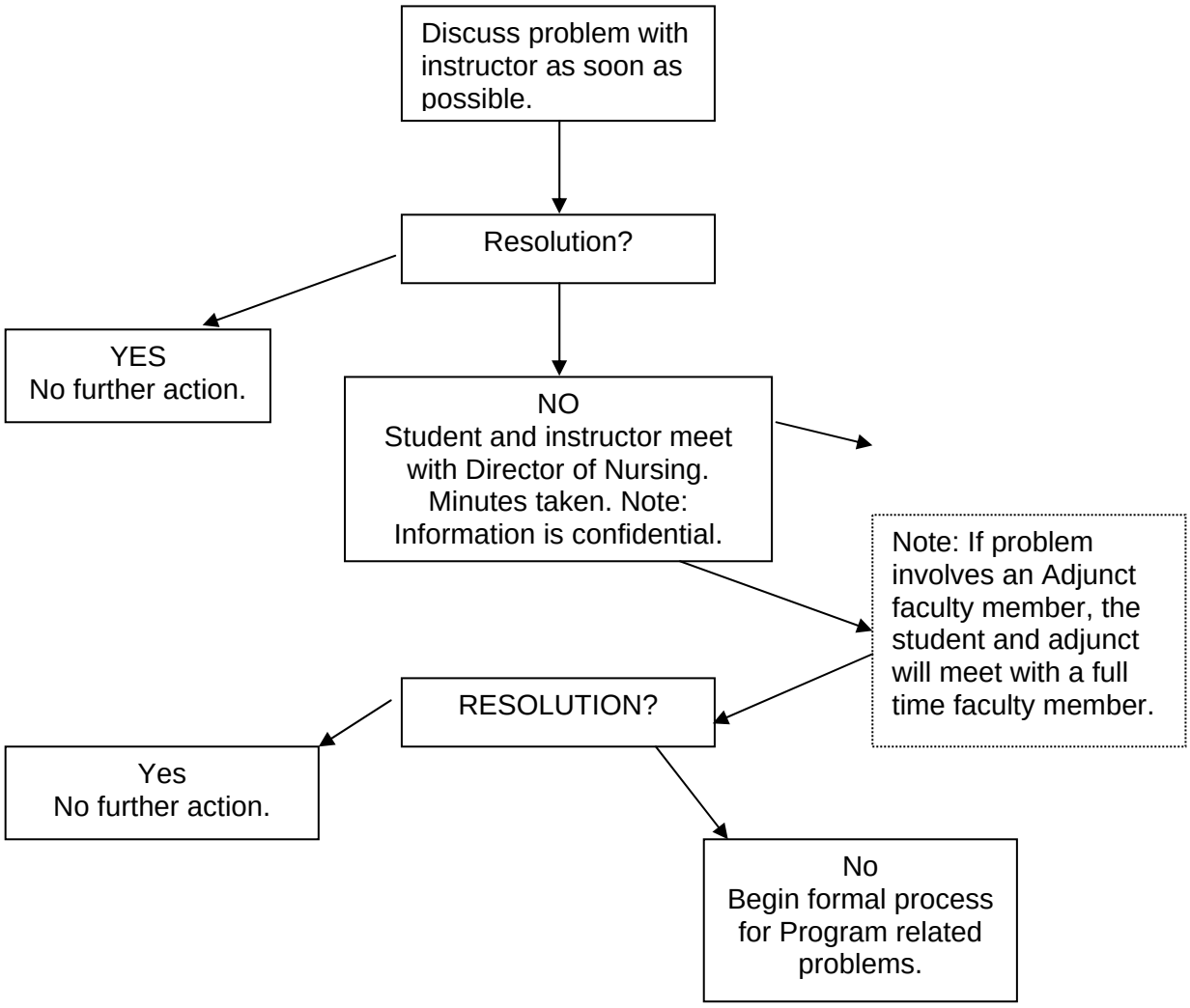
PROCEDURES GOVERNING PROBLEM SOLVING IN THE NURSING PROGRAM

▪ Informal Process

When a student is having a problem in the Nursing Program or a student who is notified that he/she is not meeting the standards of the Nursing Program in either the classroom, college lab, or clinical facility should meet first with the instructor of record for the course or (if the deficit is in clinical practice) with the Clinical Instructor. The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement.

Below is a graphic representation of the Informal Process.

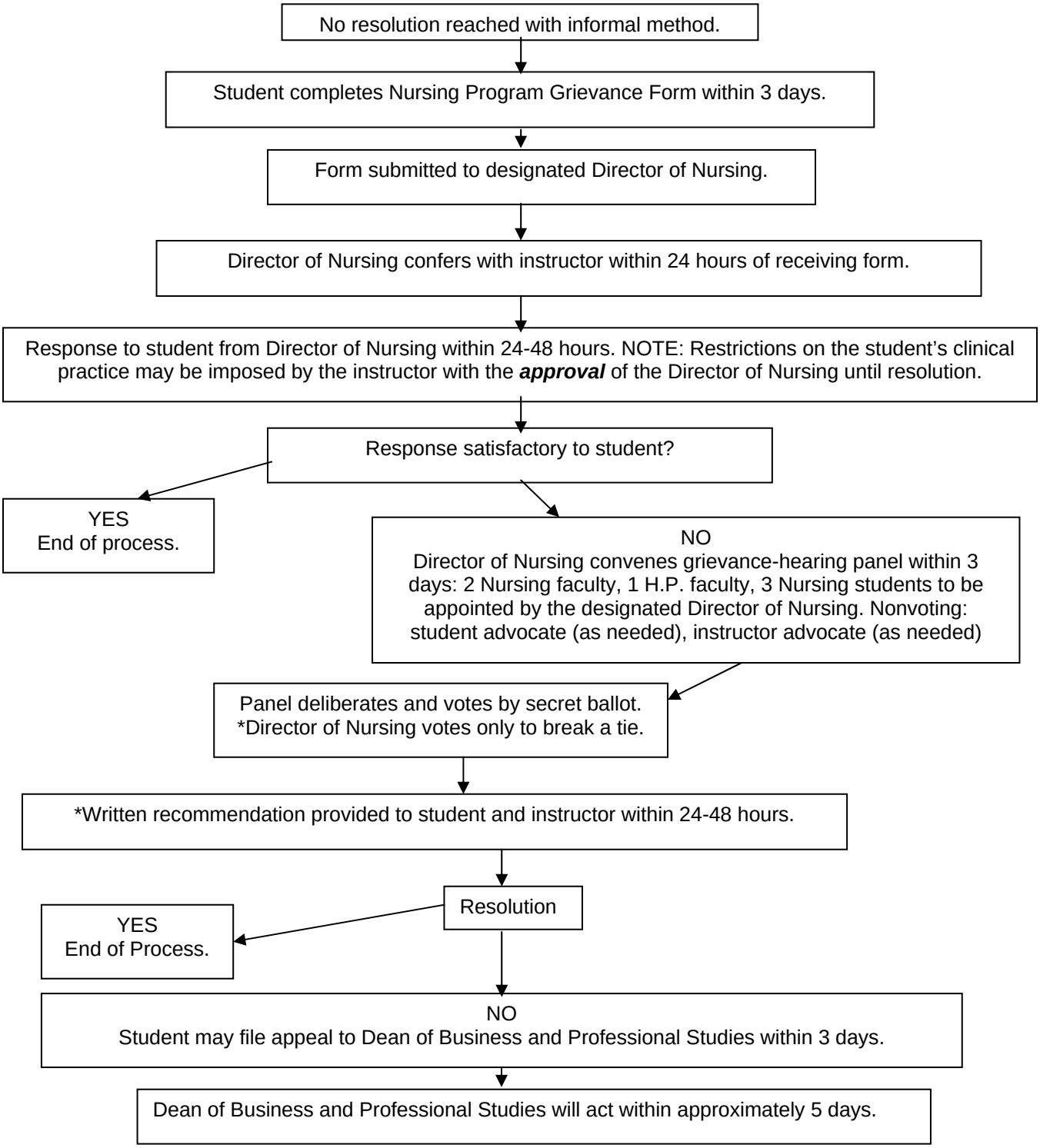
Informal Process for Problem Solving



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

- **Formal Process**

Formal Process for Problem Solving



NOTE:

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

GROSSMONT COLLEGE

NURSING PROGRAM GRIEVANCE FORM

Originator's perception of the problem:

Originators desired outcome:

Signature of originator: _____
Date:_____

Progression In The Program

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

2-YEAR PROGRAM CURRICULUM

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 and Community Health	NURS 230: Nursing Management in Cardio-Pulmonary and Circulatory Disorders
	NURS 132 Maternal/Newborn and Child Nursing	NURS 222: Neurologic & Psychiatric Nursing	NURS 235: Multiple Patient Care Management

LVN-RN TRANSITION PROGRAM CURRICULUM

SUMMER, SEMESTER 1	FALL, SEMESTER 2	SPRING, SEMESTER 3
NURS 110: Transition to Registered Nursing	NURS 201: Nursing Care Planning for LVN-RN Transition Students**	NURS 211: Advanced Medical-Surgical Nursing and Community Health
	NURS 203: Medical Surgical I	NURS 235: Multiple Patient Care Management
	NURS 205: Psychiatric-Mental Health Nursing	

** NURS 201 will be incorporated into NURS 110 as of Spring, 2006

- **Pharmacology Courses**

  Nursing Pharmacology I and Nursing Pharmacology II (NURS 118 and 119) are also required courses in the nursing major. Both courses are prerequisites for NURS 220 Nursing Management in Nutritional/Metabolic Disorders, NURS 222: Neurologic & Psychiatric Nursing, and NURS 211: Advanced Medical-Surgical Nursing and Community Health (LVN-RN Transition) for all students admitted to the Program during/after the Summer semester, 2005.

- **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 XIII: GRADUATION

Commencement

The Nursing faculty encourages all eligible students to participate with them in the Grossmont College Commencement. Effort will be made to have Grossmont College Nursing students' line up for the processional so they will sit as a group and receive diplomas consecutively.

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. During the fall semester second year students, Weekend/Evening, Welcome Back and LVN-RN Transition students will select representatives to serve on the Pinning Committee. 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 XIV: Nursing Program Committee Structure

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

The Committee consists of faculty members and students from each of the Program levels.

- **Instructional 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 and student representatives from each Program level.

- **Curriculum Committee**

The purpose of the Curriculum Committee is to develop, review, revise a relevant 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 and a student representative from each Program level. One alternate is also selected from each Program level.

- **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* utilizing written input solicited from the students.

Committee Structure
The Policy committee consists of faculty representatives from each Program. Student representatives are invited to attend and share their perspectives on specific issues as they arise.

- **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 at least annually.

Committee Structure
The Advisory Committee consists of interested agency representatives, community members, community educators, a student representative from each Program levels, nursing faculty, the Director of Nursing and the Dean of Business and Professional Studies. 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 at least two representatives from the Generic Program and two from the Transition Program. The representatives will facilitate the development of the Pinning Ceremony. The Weekend/ Evening and Welcome Back students may have separate Pinning ceremonies due to the differing completion dates.

- **Recruitment Committee**

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

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

- **Student Progression Committee**

The Student Progression Committee drafts policy pertaining to re-entry and transfer into the nursing program. Revised and new policies prepared by this Committee are presented to the total faculty for approval. The Committee also reviews the applications of re-entry and transfer students and makes recommendations to the Nursing Administrator.

Committee Structure
The Curriculum Committee consists of nursing faculty from each Program level.

SECTION XV: UPWARD EDUCATIONAL MOBILITY

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

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

Included in the following list are San Diego County schools with B.S.N. and M.S.N. programs. All are NLNAC accredited or seeking NLNAC accreditation. [Some other programs currently available do not confer a B.S.N. or M.S.N. and are not NLNAC accredited. *This may impede upward mobility*.]

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 Alcala Park
San Diego, Ca. 92110-2492
619-260-4548
http://www.sandiego.edu/academics/nursing/index.php

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

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

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

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

National University (BSN program at 2 locations)
http://www.nu.edu/locations/SanDiego.html
Admission information: 858-541-7750

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

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

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

OR

Director of Nursing, Grossmont College (619) 644-7300
8800 Grossmont College Drive, El Cajon, CA 92020

Section XVI

Background Check and

Drug Screen Policy

Required Background Check and Drug Screen Policy and Procedure

August 2, 2006

Dear Student:

Changes are taking place within healthcare facilities nationally. These changes affect all health occupations programs affiliated with the San Diego Nursing Service-Education Consortium.

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

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

The following searches are required:

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

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

The applicant (student or instructor) will:

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

Dean of Health Professions will list the student as “incomplete”. In other words, the background company will not send a completed result until both the background check and urine drug screen are done.

American DataBank will:

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

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

Sincerely,

Patricia Bradley, RN, Ph.D.(c)
Director of Nursing
Grossmont College Nursing

Frequently Asked Questions (FAQs)

FAQ's

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

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

3. Question: Who will receive the results of my background investigation?
Answer: All results will go to ADB and then to the clinical sites where your school has an affiliation agreement. Schools will not receive results unless requested by a particular school.

4. Question: Are the agencies or schools charged for any part of this process.
Answer: No, the cost of the background check is paid by the applicant.

Quest Diagnostics Collection Site Locations

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

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

Quest Diagnostics-Encinitas/North Coast
477 N. El Camino Real Ste B201
Encinitas, CA 92024
(760) 753-0281

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

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

Quest Diagnostics-Alvarado
6367 Alvarado Ct. Ste 205
San Diego, CA 92020
(619) 582-3188

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

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

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

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

San Diego Nursing Service –Education Consortium

Background Check/Drug Screen Process

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

1. All participating schools and agencies agree to adhere to a standardized process for clinical instructor/student screening.
2. The background check is not a requirement for admission to a nursing program; however, the process will be completed after an invitation for admission is received.
3. Nursing clinical instructors/students must have clear criminal background checks to participate in placement(s) in clinical facilities.
4. Prior to clinical experience the school will verify that the following information is on file for the assigned clinical instructor/students. (see#5)
5. Background checks will minimally include the following:
    - Seven years residence/background history
    - Address verification
    - Sex offender database search
    - Two names (current legal and one other name)
    - Three counties
    - OIG search
    - Social Security Number verification
    - Search through applicable professional certification or licensing agency for infractions if student currently holds a professional license or certification (e.g., respiratory therapist, C.N.A.)
    - Drug screen with urine sample

6. Clinical instructor/students will be unable to attend clinical facilities for appropriate reasons, including the following convictions:
    - Murder
    - Felony assault
    - Sexual offenses/sexual assault
    - Abuse
    - Felony possession and furnishing (without certificate of rehabilitation)
    - Other felonies involving weapons and/or violent crimes
    - Class B and Class A misdemeanor theft
    - Felony theft
    - Fraud
7. The initial background check satisfies this requirement during continuous matriculation thru the program; should the educational process be interrupted, a new background check will be required.
8. For clinical instructors, an absence of more than one consecutive semester teaching will require a new background check.
9. The clinical instructor/student will contact American DataBank at sdnsebackground.com to arrange for the required check.
10. Upon completion the results will be delivered to the applicant by American DataBank.
11. Clinical instructor/students must provide information allowing American DataBank to conduct a background check and with authorization to share any positive or flag results on the background check with healthcare facilities to which students may apply or to which students may be assigned for clinical nursing courses or clinical rotation (the school's clinical

affiliates). American DataBank will conduct an internal review, verify clinical instructor/student information, and send any flagged or positive results to the clinical sites for review.

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

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