

2016-2017 NURSING STUDENT HANDBOOK



Grossmont College

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STUDENT HANDBOOK CONTRACT

I _____ understand that the Grossmont College **2016-2017** Nursing Student Handbook is available to me on the Grossmont Nursing Website (www.grossmont.edu/nursing). I have read and agree to adhere to the policies and procedures set forth in the 2016-2017 Nursing Student Handbook. The Nursing Student Handbook is a dynamic document and is subject to change as policies evolve. Students are responsible for knowing the current contents of The Nursing Student Handbook and adhering to the policies contained in the handbook. If an addendum is necessary, students are responsible for reviewing and adhering to any additional policy changes.

In addition, for learning purposes, students may be digitally recorded when participating in simulation, skills practice and skills testing, including testing done with remediation during the semester, and testing done for program re-entry. Images and recordings taken while on site during instruction are the property of Grossmont-Cuyamaca Community College District. My signature indicates that I have read the handbook and I agree to being recorded.

Date: _____

Student Name (print): _____

Student Signature: _____

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

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SECTION I: NURSING PROGRAM OVERVIEW AND GOVERNING PRINCIPLES

GROSSMONT COLLEGE MISSION AND VALUES

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

The Grossmont–Cuyamaca District together with Grossmont College and the Grossmont College Nursing Program are committed to the vision of “Changing lives through education.”

The philosophy of the nursing department is consistent with the mission of Grossmont Community College. The Mission of the College, found in the *Grossmont College 2015-16 Catalog*, states that Grossmont College is committed to “*providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.*” Grossmont College offers the following programs: instructional programs composed of transfer courses, vocational and career education courses, general education and developmental courses. Student services programs include: academic and vocational support services and personal support services, co-curricular activities, and community education programs for continuing education. To fulfill its mission, Grossmont College pursues the following values:

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

THE NURSING PROGRAM'S 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 may admit 10 qualified applicants each Spring semester.

The Nursing Programs are approved by the California Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN). The ACEN can be contacted at the following address: 3343 Peachtree Road NE, suite 850, Atlanta, Georgia 30326

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

THE NURSING PROGRAM'S MISSION STATEMENT

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

THE NURSING PROGRAM'S PHILOSOPHY OF NURSING

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

Person:

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

Environment:

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

Health:

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

Nursing and Nurse:

NURSING is defined as “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA, 2015). The nursing faculty at Grossmont College views these human responses as unmet or potentially unmet needs. Nursing activities include the utilization of critical thinking, clinical judgment, and caring in the application of the nursing process in the giving of direct physical and emotional support, as well as the provision of anticipatory guidance and teaching. The nursing process clarifies the dependent, independent, and collaborative functions of nursing.

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

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

We additionally believe it is essential that the nurse frame the elements of Knowing, Doing and Caring in ethical practice and state regulations. Ethical practice is defined by the *American Nurses Association Code of Ethics for Nurse* (ANA, revised 2015). 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, 2013).

ASSOCIATE DEGREE NURSE

Within the totality of nursing practice, the Associate Degree nurse advocates for patients and families; makes judgments in practice based upon evidence; implements the role of the nurse with integrity and sound ethical behavior; is committed to evidence-based practice; has a keen sense of inquiry, and demonstrates caring while providing safe, quality care for diverse patients within the family and community context. (NLN Competencies of the Associate Degree Nurse, 2010).

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, 2000). 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 guide the education of the associate degree nurse. The NLN core competencies are integrated into the three roles of the nursing practice: provider of care, manager of care, and member within the discipline of nursing.

The **PROVIDER OF CARE** includes the following assumptions:

1. Utilizes critical thinking and clinical judgment in the application of the nursing process to patient care;
2. Assesses the patient for relevant data.
3. Assesses needs of the patient and significant others from a developmental and cultural perspective.
4. Selects appropriate nursing diagnosis through the analysis of data.
5. Establishes patient centered expected outcomes.
6. Incorporates growth and development when implementing caring nursing interventions.
7. Meets the patients’ basic needs to maximize their level of wellness or to support a peaceful and dignified death using evidence-based practice.

8. Provides patient education for a diverse population in promoting wellness or restoring health.
9. Utilizes therapeutic communication skills when interacting with patient, significant others and community.
10. Evaluates nursing care and makes to adjustments to assist patients to meet needs and outcomes.
11. Communicates effectively verbally, non-verbally, and in writing or through information technology.
12. Functions in a variety of roles and settings.
13. Demonstrates caring behavior in providing safe care in diverse settings.

The **MANAGER OF CARE** includes the following assumptions:

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

The **MEMBER WITHIN THE DISCIPLINE** of nursing includes the following assumptions:

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

THE NURSING PROGRAM'S PHILOSOPHY OF EDUCATION

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

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

CURRICULUM FRAMEWORK

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

Figure 1: Nursing Department Curriculum Framework



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

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

PERSON

The person can be an individual, family (significant others), or community that participates in a therapeutic relationship with the nurse. The recipient of nursing care is referred to as the patient. A person is a patient when there is a need for nursing therapeutic interventions that address holistically complex physiological and psychosocial needs.

ENVIRONMENT

The environment includes all internal and external facts that affect the health of a person. Patients maintain or attain health by adapting to environmental and developmental changes across the lifespan. The nurse uses therapeutic interventions to enhance the environment to improve the patient’s health and well-being. The nurse provides care to persons from diverse cultural backgrounds and in a variety of environments.

HEALTH

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

NURSING

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

LEARNING

Teaching and learning are interactive, multidimensional processes through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is an individualistic, dynamic, continuous, and lifelong process. Learning integrates knowledge and experience with professional responsibility and accountability for nursing decisions and actions using appropriate ethical, professional, and legal standards. Learning to be a registered nurse involves an educational process that teaches knowledge, skills, values, and attitudes and socializes students into the nursing profession.

ANA (American Nurses Association) (2015) What is Nursing? Retrieved from www.nursingworld.org

American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements*. Washington, DC: ANA Publications.

California Board of Registered Nursing (2013). *The Nursing Practice Act, California Business and Professions Code*. Sacramento: California Board of Registered Nursing; or retrieved from www.rn.ca.gov.

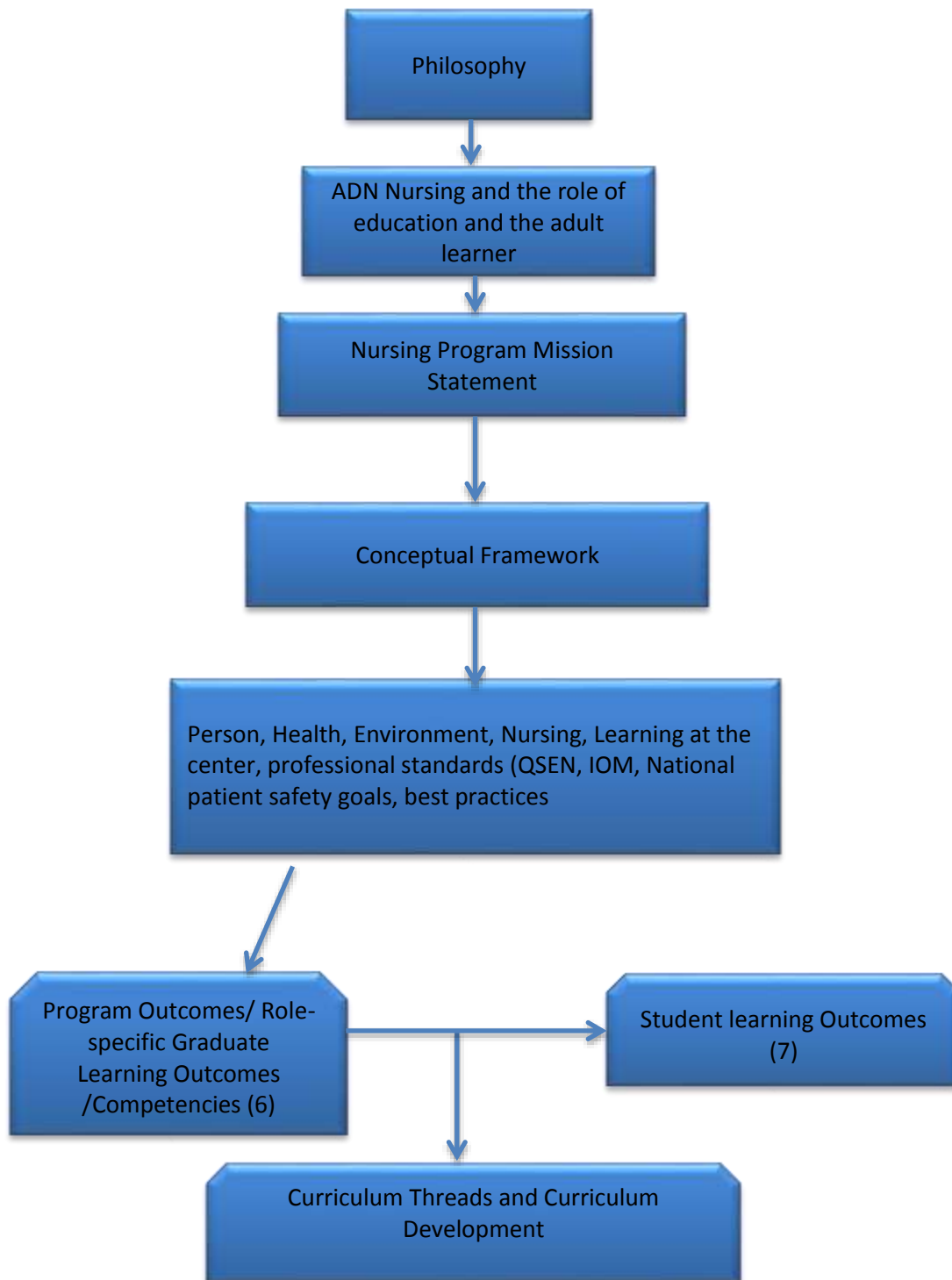
Fawcett, J. (1984). The metaparadigm of nursing: Present status and future refinements. *Image*. 16; 84-87.

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

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

The National League for Nursing (2010). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Masters' Practice Doctorate, and Research Doctorate Programs in Nursing*. New York: National League for Nursing.

Figure 2: Overview of Curriculum Development



SECTION II: EDUCATIONAL OUTCOMES

PROGRAM OUTCOMES

1. NCLEX-RN pass rates will be at or above the national mean.
2. Program completion rates within 6 semesters will be at least 80% or higher.
3. At least 85% of graduates, alumni and employers will indicate satisfaction with the Grossmont College ADN program.
4. Job placement rates will be at least 75% within 12 months of graduation.
5. Twenty-five percent of the graduates will enroll in an advanced degree nursing program within 1 year of graduation with a consistent upward trend of those graduates seeking advanced nursing degrees.

END OF PROGRAM OUTCOMES

Upon completion of the nursing program, the nursing graduate will:

1. Provide caring, patient-centered, safe and holistic care that is culturally sensitive and utilizes critical thinking within the framework of the nursing process and evidence-based principles (SLOs 1, 2, 3, 4).
2. Communicate effectively when providing care for multicultural patients and effectively promote patient advocacy for patients and families with integrity (SLO 5).
3. Safely implement the professional nursing role as defined by the California Nurse Practice Act and the American Nurses' Association principles of ethical practice (SLO 6).
4. Engage in life-long learning as part of the professional commitment of the Registered Nurse role (SLO 7).

STUDENT LEARNING OUTCOMES (SLOS) LEVELLED BY FIRST AND SECOND YEAR

SLO # 1 First Year: Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by:

- a. Utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role.

Second Year: Integrates knowledge of biopsychosocial theories and concepts when providing patient care by:

- a. Applying knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role.
- b. Formulating a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promotion and illness prevention, patient teaching and end of life care for patients throughout their lifespan

SLO # 2 First Year: Demonstrating the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of:

- (a) Provider of Care
- (b) Manager of Care
- (c) Member within a Discipline by:

Satisfactorily performing the basic clinical competencies of a first year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline.

Second Year: Integrates the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of:

- (a) Provider of Care
- (b) Manager of Care
- (c) Member within a Discipline by:
 - a. Satisfactorily performing the complex roles, skills, and responsibilities of a second year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline in the clinical setting.

SLO # 3 First Year: Demonstrates critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by:

- a. Applying the knowledge and critical thinking skills developed to safely provide basic patient care for patients in the acute hospital setting.

Second Year: Implements critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by:

- a. Intervening competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system.

SLO # 4 First Year: Utilizes evidence based research to provide quality health care, initiate change and improve nursing practice by:

- a. Utilizing evidence based research in the planning and implementation of basic nursing care for medical-surgical patients.

Second Year: Utilizes evidence based research to provide quality health care, initiate change and improve nursing practice by:

- a. Implementing evidence based research in the planning and implementation of complex nursing care for individuals, families, and groups of health care consumers.
- b. Evaluating the importance and effectiveness of evidence-based research in nursing practice.

SLO# 5 First Year: Employing the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:

- a. Utilizing communication skills (verbal, nonverbal, interpersonal, and communication technology) as he/she learns to practice the professional registered nursing role.

- b. Applying principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the life.

Second Year: Effectively employs the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:

- a. Integrating communication skills (verbal, nonverbal, interpersonal, and communication technology) into the practice of the professional nursing role.
- b. Collaborating with other health team members to organize, manage, delegate and coordinate patient care for the health care consumers and family members across the life span.

SLO # 6 First Year: Implements the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice by:

- a. Acting as a patient advocate and recognizing and adhering to the responsibility and accountability as nurse in accordance with the role of the professional nurse.

Second Year: Implements the role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice by:

- a. Assuming responsibility and accountability for the students' nursing action(s) as they undertake the role of the professional nurse.
- b. Making complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American Nurses Association code of ethics.

SLO# 7 First Year: Demonstrates the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession by:

- a. Promoting collaboration and the development of lifelong learning skills as they begin the role of the professional nurse.

Second Year: Demonstrates the importance of life-long learning and quality improvement as part of their professional commitment to the nursing profession by:

- a. Assuming responsibility and commitment for life-long learning in the areas of evidence-based healthcare, informatics, practice based learning, self-reflection and assessment as the student undertakes the role of the professional nurse.

PROGRESSION IN THE NURSING PROGRAM

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

2-YEAR ADN 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	NURS 230: Nursing Management in Cardio-Pulmonary and Circulatory Disorders
NU 118: Pharmacology I NU 119: Pharmacology II	NURS 132 Maternal/Newborn and Child Nursing	NURS 222: Neurologic & Psychiatric Nursing	NURS 235: Preceptored Patient Care Management

LVN-RN TRANSITION CURRICULUM

SPRING, SEMESTER 1	FALL, SEMESTER 2	SPRING, SEMESTER 3
NURS 130: Perioperative Nursing (with three-week bridge course)	NURS 220: Nursing Management in Nutritional/Metabolic Disorders NURS 222: Neurologic & Psychiatric Nursing	NURS 230: Nursing Management in Cardio-Pulmonary and Circulatory Disorders
NU 118: Pharmacology I NU 119: Pharmacology II		NURS 235: Preceptored Patient Care Management

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who may need accommodations in any class must follow the process on the *Necessary Skills form* posted on the nursing website under student forms, developing a plan in conjunction with DSPS. Students may contact DSPS in person in Griffin Center or by phone at (619) 644-7119 (TTY for deaf). The faculty will work with the student and the DSPS office to provide reasonable accommodations.

MODIFICATION OF MAJOR

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

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

[Course descriptions must be provided with the M.O.M. request.] The course must be taken at an accredited college. International transcripts must first be approved by the Admissions and Records Evaluation Department at Grossmont College before an M.O.M. from another country can be granted.

Important Notes: an M.O.M. approval does NOT mean that these courses will then fulfill the General Education (G.E.) requirements for graduation. Transcripts must be evaluated in the counseling department (as stated under “Transcript Evaluation” above) in order to determine whether or not all General Education requirements have been met.

Pharmacology Courses

Nursing Pharmacology I and Nursing Pharmacology II (NURS 118 and 119) are courses that are generally taken concurrently with NURS 120 (generic ADN students) and 130 (LVN-RN transition students). Please see Pharmacology Policy on page 95 in the *2016-2017 Nursing Student Handbook*.

NOTE: See section, “Grading,” for additional information on Pharmacology courses.

Course Prerequisites

Please refer to the Grossmont College catalog for this information.

General Education Requirements

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

SECTION III: BRN INFORMATION AND RELATED POLICIES

BRN GUIDELINES ON SUBSTANCE ABUSE (REVISED POLICY)

TO: NURSING SCHOOL ADMINISTRATORS, FACILITY AND STUDENTS

FROM: BOARD OF REGISTERED NURSING

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

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

- That these are diseases and should be treated as such
- That personal and health problems involving these diseases can affect one’s academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care
- That nursing students who develop these diseases can be helped to recover
- That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness
- That confidential handling of the diagnosis and treatment of these diseases is essential.

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

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California. As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.



BOARD OF REGISTERED NURSING • GOVERNOR EDMUND G. BROWN JR.
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Louise R. Bailey, MEd, RN, Executive Officer



Supervisor's Responsibility

The following legal opinions are in response to questions raised by the Board of Registered Nursing: "Disciplinary Action against Nursing Instructors"

"You have asked if a registered nurse employed as an instructor in an accredited school is subject to possible disciplinary action by the Board who, forced by her employer, takes back a previously failed student into the clinical phase of the curriculum, knowing that the student poses a threat to the health and safety of the patients she cares for due to her proven inability to perform nursing services.

CONCLUSION:

Such a registered nurse may be subject to possible disciplinary action for unprofessional conduct or for gross negligence."

Department of Consumer Affairs Legal Opinion

No. 13-49

October 1975 "Supervision of Untrained Persons or Licensed Vocational Nurses"

May the Board of Registered Nursing discipline registered nurses working in a supervisory capacity for authorizing untrained persons or licensed vocational nurses to perform tasks which such supervising registered nurses knew or should have known they lacked the competency to safely perform?

CONCLUSION:

The Board of Registered Nursing may discipline registered nurses working in a supervisory capacity for authorizing untrained persons or licensed vocational nurses to perform tasks when such supervising nurses knew or should have known they lacked the competency to safely perform.

Department of Justice Attorney General's Opinion No. CV 76-45

October 1976

NPR-I-18.DOC

REV. 07/1996, 3/2002

REVIEWED 06/16

APPLICATION FOR LICENSURE AND NOTIFICATION TO BRN

In order to qualify for the state board licensure exam as a degreed graduate without potential restrictions, students must have completed the Associate Degree in Nursing. For the LVN-RN 30-unit option: see Section, "30 Unit Option." The student has the responsibility and is accountable to meet the degree requirements. The Evaluation Division of Admissions and Records will evaluate each nursing student's transcript to determine eligibility for graduation. Students with advanced placement standing must be sure they have met the requirements and that transfer credits are adequate. The California Board of Registered Nursing provides an online application for the National Council Licensure Examination (NCLEX-RN) at the BRN website, www.rn.ca.gov.

Approximately four weeks prior to graduation, the health professions specialist for nursing prepares the graduate roster for the BRN and submits this per the BRN policy and regulations. It is the policy of this NEU to notify the BRN (by phone call, via email and in mailed correspondence) of any student that did not meet graduation requirements as expected.

Students in their final semester will receive instruction on the NCLEX application process, including the on-line submission and completion of required supplemental forms and documents. Eligible students will receive a class prior to graduation on the application process, including the completion of the online application and supplementary forms.

Temporary License or Interim Permit: The Board of Registered Nursing (BRN) will not issue a Temporary License or Interim Permit until the processing of fingerprints is completed by the Department of Justice and the Federal Bureau of Investigation and have notified the BRN of the results.

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. Examples of acts which have resulted in denial of licensure are recent DUIs and acts of domestic violence. Students will be required to submit documents related to any previous convictions. They will also be required to report any traffic violation resulting in a fine greater than \$1000.00, even if the violations have been expunged/removed from the applicant's criminal record. See more detailed guidelines at the BRN website, www.rn.ca.gov.

The Board may deny licensure on the basis of:

- Conviction of crime substantially related to the practice of nursing.
- Any act involving dishonesty, fraud, or deceit with intent to substantially benefit self or another or to substantially injure another.
- Any act which is grounds for revocation of a license.
- Making a false statement on the application for license.
- Breach of examination security.

The Board considers most convictions involving sex crimes, drug crimes, and crimes of violence to be substantially related to nursing practice. Board regulations list examples of such crimes or acts to include, but not be limited to:

- Assaultive and abusive conduct.

- Failure to comply with mandatory reporting requirements.
- Theft, dishonesty, fraud and deceit.
- Convictions or acts resulting in registration under Section 290 of the Penal Code.

If a student in this Program has been convicted of a misdemeanor or felony crime, or had a nursing license disciplined, he/she must meet with the Associate Dean/Director of Nursing prior to entering the nursing program for **confidential** advisement and planning for licensure. In this manner, students have the opportunity to explore other career options prior to investing substantial time in a nursing program if it appears that a prior serious act or conviction may jeopardize licensure due to its substantial relationship to the practice of nursing.

If the Board determines that an act or crime is substantially related to the practice of nursing, then it is the responsibility of the applicant to present sufficient evidence of rehabilitation.

When considering denial of license, the Board takes into account the following criteria to evaluate the rehabilitation of the applicant. (California Code of Regulations, Section 1445).

1. Nature and severity of the acts or crimes.
2. Additional subsequent acts.
3. Recency of acts or crimes.
4. Compliance with terms of parole, probation, restitution, or other sanctions.
5. Evidence of rehabilitation submitted by applicant.

The Board has developed the following list of suggested evidence of rehabilitation for applicants whose licensure is in question.

EVIDENCE OF REHABILITATION

At the time of application for licensure, the burden of proof lies with the applicant to demonstrate sufficient competent evidence of rehabilitation to establish fitness to perform nursing functions in a manner consistent with public health, safety, and welfare. The following list itemizes types of evidence, which the applicant should consider providing to the Board. The individual or agency that is providing information about the applicant should mail all items directly to the Board.

1. Copies of court documents pertinent to conviction, including documents specifying conviction and sanctions, and proof of completion of sanction.
2. Letter from applicant describing underlying circumstances of arrest and conviction record as well as any rehabilitation efforts or changes in life since that time to prevent future problems.
3. Letters of reference from nursing program instructors concerning attendance, participation, and performance in nursing program.
4. Letters of reference from past and/or current employers.
5. Letters from recognized recovery programs attesting to current sobriety and length of time of sobriety if there has been a history of alcohol or drug abuse.
6. A current mental status examination by a clinical psychologist or psychiatrist. The evaluation should address the likelihood of similar acts or convictions in the future, and should speak to the suitability of the registered nursing profession for the applicant.
7. Letters of reference from other knowledgeable professionals, such as probation or parole officers.
8. Copy of Certificate of Rehabilitation or evidence of expungement proceedings.
9. Evidence of compliance with and completion of terms of probation, parole, restitution, or any other sanctions.
10. For endorsement applicants, copies of:
 - a. Formal accusation and determination of other state,

- b. Copies of evidence presented to other state in order to obtain reinstatement of license or reduction or penalty.
- c. Terms of probation and evidence of current compliance if currently on probation in another state.

SECTION IV: PROFESSIONALISM

PRACTICE OF NURSING DEFINED: NURSING PRACTICE ACT

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

a. "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 functions and procedures that have common acceptance and usage. It is the legislative intent also to recognize the existence of overlapping functions between physicians and registered nurses and to permit additional sharing of functions within organized health care systems that provide for collaboration between physicians and registered nurses. These licensed health care systems include, but are not limited to, health facilities licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code, clinics, home health agencies, physicians' offices, and public or community health services".

b. "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 care services, including, but not limited to, the administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.

(3) The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries.

(4) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and (A) determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics; and (B) implementation, based on observed abnormalities, of appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures." (***Nursing Practice Act***, 2016 edition [See ***Nursing Practice Act*** for specific information regarding standardized procedures])

Standards of Competent Performance: Section 1443.5 of the Nursing Practice Act

In the ***Business and Professions Code of California***, the ***California Nursing Practice Act*** Article 4 (Grounds for Discipline, Disciplinary Proceedings, and Rehabilitation section 1443.5 (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 nursing care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
3. Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
4. Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated and effectively supervises nursing care being given by subordinates.
5. Evaluates the effectiveness of the nursing 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 Nursing Practice Act, 2016 edition).

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 FOR NURSES 2016

The 9 Provisions

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
 - 1.1 Respect for human dignity
 - 1.2 Relationships with Patients
 - 1.3 The Nature of Health
 - 1.4 The Right to Self-Determination
 - 1.5 Relationships with Colleagues and Others
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
 - 2.1 Primacy of the Patient's Interests
 - 2.2 Conflict of Interest for Nurses
 - 2.3 Collaboration
 - 2.4 Professional Boundaries
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

- 3.1 Protection of the Rights of Privacy and Confidentiality
 - 3.2 Protection of Human Participants in Research
 - 3.3 Performance Standards and Review Mechanisms
 - 3.4 Professional Responsibility in Promoting a Culture of Safety
 - 3.5 Protection of Patient Health and Safety by Acting on Questionable Practice
 - 3.6 Patient Protection and Impaired Practice
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
 - 4.1 Authority, Accountability and Responsibility
 - 4.2 Accountability for Nursing Judgments, Decisions, and Actions
 - 4.3 Responsibility for Nursing Judgments, Decisions, and Actions
 - 4.4 Assignment and Delegation of Nursing Activities or Tasks
 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
 - 5.1 Duties to Self and Others
 - 5.2 Promotion of Personal Health, Safety, and Well-Being
 - 5.3 Preservation of Wholeness of Character
 - 5.4 Preservation of Integrity
 - 5.5 Maintenance of Competence and Continuation of Professional Growth
 - 5.6 Continuation of Personal Growth
 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
 - 6.1 The Environment and Moral Virtue
 - 6.2 The Environment and Ethical Obligation
 - 6.3 Responsibility for the Healthcare Environment
 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
 - 7.1 Contributions through Research and Scholarly Inquiry
 - 7.2 Contributions through Developing, Maintaining and Implementing Professional Practice Standards
 - 7.3 Contributions through Nursing and Health Policy Development
 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
 - 8.1 Health is a Universal Right
 - 8.2 Collaboration for Health, Human Rights and Health Diplomacy
 - 8.3 Obligation to Advance Health and Human Rights and Reduce Disparities
 - 8.4 Collaboration for Human Rights in Complex, Extreme or Extraordinary Practice Settings
 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.
 - 9.1 Articulation and Assertion of Values
 - 9.2 Integrity of the Profession
 - 9.3 Integrating Social Justice
 - 9.4 Social Justice in Nursing and Health Policy

(Adapted from the American Nurses' Association Code of Ethics for Nurses 2016)

STANDARD PRECAUTIONS AND HIPAA REQUIREMENTS

- Each student is required to complete the *HIPAA* content review, quiz and the *Standard Precautions and Transmission-based Precautions* computer self-learning modules and quizzes prior to the first day of clinical in the **STUDENT'S FIRST AND THIRD SEMESTERS (ONCE A YEAR)** or upon re-admission to the Nursing Program if it has been at least one year since previous completion of the requirements.
- For the *Standard Precautions and Transmission-based Precautions* self-learning modules, students are required to submit a printed quiz for each module to their classroom instructor.
- Instructors will grade all quizzes.
- A score of 100% must be documented to meet the requirement.
- These modules can be assessed in the Health Sciences Computer lab (*see the course syllabus for specific details regarding any additional methods for accessing modules and quizzes*).
- Per the agreement with the San Diego Nursing Consortium, every student is required to complete the UCSD HIPAA tutorial available at <http://healthsciences.ucsd.edu/compliance/privacy/hipaa-training/Pages/training-non-ucsd-members.aspx> each year to comply with HIPAA requirements.
- Students must read the module titled "*HIPAA Privacy Basics and Intermediate Module*" including "*Information Security Awareness*", then print the HIPAA Privacy Post-test and answer the questions.
- Students must fill in the date, name and title (of student), and submit the post-test to their instructor on the **FIRST DAY OF CLASS IN THE STUDENTS' FIRST AND THIRD SEMESTERS.**

Students who do not comply with this requirement may be placed on a behavioral contract and/or not be permitted to begin clinical.

ORIENTATION TO TECHNOLOGY

Technology is integrated into the classroom and clinical settings. The faculty use Blackboard course management system for all nursing courses. An online Blackboard tutorial is available for all Grossmont College students. There is a district help desk for the student to utilize outside of class. Each course instructor reviews the Blackboard materials as needed with the students.

During the course of the nursing program, students participate in clinical simulations. Students are oriented to the simulation lab at the beginning of each simulation experience. A checklist is used for consistency.

In the clinical setting, electronic medical records are used in the majority of facilities. Many clinical facilities have an online educational program for the students to review. In addition, the faculty include on orientation to the electronic medical record system at the beginning of each clinical rotation

TUTORING

The faculty will post exam grades within one week after an examination. Tutoring with the course faculty may be arranged for any student who desires additional help with the course material. Students are encouraged to register for elective tutoring sessions linked to their specific course and to attend these tutoring sessions.

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) for all written work. For assistance with APA style see www.apastyle.org.

Work Schedules and Child Care

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

Transportation

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

Clinical Flexibility

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

Clinical Patient Research Preparation

Clinical faculty will determine the schedule for the day and will make patient assignments for students. Students will be given at least 30 minutes time to research their assigned patients prior to assuming care of the patient. In addition, written assignments for clinical patient research preparation may be developed by the lead instructor or clinical instructor to prepare the students to care for a particular patient population on an assigned unit.

Direct patient care can only be provided during a scheduled clinical experience when an instructor or preceptor is present.

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, the student has the responsibility to bring to the attention of the instructor or preceptor the areas of care and/or skills for which the student has 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.

Assignment of Clinical Groups and Student/Faculty Ratio

The faculty formulates the make-up of clinical groups. Factors determining the make-up of clinical assignments include the strength of the students and prior experience with full time faculty for previous clinical experiences. Geographic proximity

of the clinical site to the student's home is not a determining factor for clinical placement. Prior to posting of the clinical rotations and assignments, students with clinical placement problems or extenuating circumstances may send an email to the lead instructor and/or teaching team describing the circumstances and the consideration/changes that the student is requesting.

Every effort will be made to avoid placement of students for clinical experiences in the same 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 clinical area in which they are employed or where a family member is employed, the student should immediately report this situation to the lead instructor and/or teaching team. At the discretion of the teaching team, the student may be transferred to another facility/clinical area.

The student/faculty ratio in the clinical setting shall be based upon the following criteria:

1. Acuity of patient needs
2. Objectives of the learning experience
3. Class level of the students
4. Geographic placement of students in the clinical site(s)
5. Teaching methods
6. Requirements established by the clinical agency

The student/faculty ratio in the clinical setting will be no greater than 10:1 for all clinical courses with the exception of Nursing 235 (preceptorship). For Nursing 235, the student/faculty ratio will be no greater than 12:1. In the classroom, the student/faculty ratio will be no greater than 40:1.

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 and Transmission-Based Precautions, which include safety measures to avoid contact and/or the spread of infectious organisms. Students are not routinely tested by the clinical facilities for N-95 mask fittings; **therefore students should not be assigned to patients requiring this type of protective device. This includes patients with TB, patients who are undergoing testing to rule out TB; as well other infectious diseases requiring the use of an N-95 mask.**

COURSE CLINICAL COMPETENCIES/EXPECTATIONS

Each course has a Required Skills Check-off list based on the individual course's clinical student competencies/expectations. These are located in each course syllabus. The student has the responsibility to complete the required skills during the course, either in the hospital clinical areas or in the skills lab. They must be done with competence as defined by the lead instructor by the end of the rotation. Please note that these skills must be performed with supervision. Return the form *to the clinical instructor* at the end of the course. The skills checklist will be placed in the student file along with the weekly and final evaluation forms.

STUDENT RESPONSIBILITIES FOR CLINICAL EVALUATION

Each student is responsible for:

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

USE OF WEEKLY CLINICAL EVALUATION FORM

Students and faculty document and evaluate clinical performance on the *Weekly Clinical Evaluation Form*. The *Weekly Clinical Evaluation Form* is leveled for first and second year students. The forms are configured in a way that aligns with the student learning outcomes and addresses the National League for Nursing (NLN) Core Competencies for Associate Degree Nursing. All weekly evaluations are submitted electronically. A link to the current form is available in the Student Forms section on the Grossmont Nursing website.

The student is evaluated in a formative (weekly) and summative (end of the course) manner. The student will complete this weekly clinical performance self-evaluation form. Clinical faculty will instruct students on the specific SLOs that they are to address each week. Students are required to submit their weekly evaluation as designated in each course. After reviewing the course's Clinical Student Outcomes, the student writes brief summary notes and evaluative statements about her/his own clinical performance in the "Student Self-Evaluation" column.

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 plan of care nor 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]. In addition, the student should address their goals for the next clinical week.

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. The instructor will also suggest goals for next week with the student [See following pages for an example and rating scale; completed and blank forms]

Rating Scale for Student Self-Evaluation and Faculty Evaluation of Clinical Performance

S = Satisfactory: Clinical performance is safe as demonstrated by the following:

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

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

NI = Needs Improvement: Clinical performance needs improvement if one or more of the following occurs:

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

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

Action: The instructor, in consultation with the student, will list and discuss events/actions that need improvement. Evaluation of areas that need improvement must be addressed on the following weekly evaluation form.

U = Unsatisfactory: Clinical Performance is unsatisfactory if one or more of the following occurs:

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

Action: The instructor, in consultation with the student, will discuss unsatisfactory events/actions. Additionally, the instructor must develop a remediation plan, on the Remediation Form, outlining requirements designed to assist the student to overcome identified deficiencies. Evaluation of unsatisfactory events/actions must be addressed on the Remediation form following the next clinical day.

NOTE: Clinical is pass/fail. Should a student not pass clinical they will receive a "D" grade for the course.

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

If a student receives a U on a weekly evaluation, the clinical instructor, in collaboration with the lead instructor and student, will develop a remediation plan, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. Remediation plans may include referral to the practice lab, referral to the computer lab etc. If remediation is required, the student must provide proof to the instructor that remediation has occurred. Subsequent weeks after remediation has taken place, the instructor will reevaluate the area of concern. The instructor will then address in the *Weekly Clinical Evaluation Form* whether the student has mastered the area of concern.

The clinical instructor will return the completed weekly evaluation form to the student in a timely manner. The student will read the instructor comments and sign the form. The student is provided with a copy for their records. The student signature/typed name is acknowledgement of having read the completed form and received a copy of the evaluation.

A copy of the document is kept by the faculty and referred to when completing the "Final Student Clinical Performance Evaluation" form. All weekly evaluations and the "Final Student Clinical Performance Evaluation" form are submitted to the nursing office once the course is completed. These evaluations are kept in the students' files.

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



SECTION V: COURSE AND CLINICAL FORMS

Grossmont College

FIRST YEAR WEEKLY CLINICAL EVALUATION FORM (EXAMPLE)

NAME: Cindy Student
 SEMESTER: Spring 2015
 CLINICAL FACULTY: Prof. Nobody

COURSE: Nurs 120
 WEEK # 12 DATE: 4/3/15
 CLINICAL FACILITY: Sharp Grossmont 4W

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION
<p>SLO #1. Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role.</p> <p>a. Utilizes the nursing process and biopsychosocial theories in the development of a POC.</p>	<p>a. This week, I was in the room when the doctor came in and told my patient she had cancer. I have never dealt with this situation before, and I was nervous after the doctor left. My patient took the news very well, and I could tell she wanted to talk. I took this time to get her out of bed and walk with her and she talked a lot. After this situation, I modified my plan of care to include patient education of effective coping skills.</p>
<p>SLO #2. Demonstrates skills and attitudes necessary to perform as associate degree nurse in the professional nursing roles of:</p> <p>1. Provider of Care</p> <p>a. Assesses needs of the patient and significant others from a developmental and cultural perspective.</p> <p>b. Performs a thorough assessment and incorporates patient data in developing a plan of care.</p> <p>c. Demonstrates caring relationships with patients and families.</p> <p>d. Evaluates the effectiveness of patient teaching.</p> <p>e. Performs <i>skills appropriate to the course</i>.</p> <p>2. Manager of Care</p> <p>a. Makes appropriate decisions regarding nursing priorities.</p> <p>b. Manages time and resources effectively.</p> <p>c. Seeks assistance when needed.</p> <p>d. Advocates for the patient and family.</p> <p>3. Member within a Discipline</p> <p>a. Practices within the parameters of individual knowledge and experience.</p> <p>b. Incorporates constructive feedback for performance improvement.</p>	<p>1e. During this clinical I performed IVPB, IVP, oral meds, and a dressing change. Giving oral meds was straight forward, but I need to make sure my fingers don't get too near the exposed spike with the IVPB.</p> <p>2b. I managed my time well this week. I had already assessed pain, so I knew to bring in the pain medications with the 0900 meds. I also planned ahead and knew my patient had a noon antibiotic. I let my instructor know and was able to hang the antibiotic at 1130 when I did the blood sugar check.</p> <p>3a. I witnessed my Nurse delegating tasks that were appropriate for me and the CNA to do. 3 of her patients were fall risks, and prioritizing those that needed assistance for ambulating was very important for safety reasons. My Nurse was great at making every patient feel important and cared for, and I learned a lot from her.</p>

<p>SLO #3. Demonstrates critical thinking skills in implementation of the nursing process in providing safe patient care meeting the needs of culturally diverse patients within multidisciplinary health care.</p> <p>a. Demonstrates appropriate clinical decision-making based on assessment of available patient data.</p> <p>b. Modifies nursing care plan as needed.</p>	<p>3a. Pain was an issue for my patient this week, but we stayed on top of it with Norco. Her pain was 6/10 before the pain medication, and 1/10 afterwards. Her emotional needs to a new diagnosis of cancer were also a priority. I made sure to ask open ended questions which really worked. I think the patient wanted to talk about it, but didn't bring it up until I did.</p>
<p>SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice.</p> <p>a. Utilizes evidence-based practice in the delivery of patient care (cite references).</p>	<p>I learned about and used silver gauze to cover the patient's diabetic foot ulcer to inhibit bacterial replication. http://www.nursingcenter.com/Inc/JournalArticle?Article_ID=608156 under the Role of Silver</p>
<p>SLO #5. Employs the use of informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals.</p> <p>a. Documents accurately and in a timely manner.</p> <p>b. Encourages the patient to be involved in the plan of care.</p> <p>c. Employs timely and effective communication with patients and families, team members, faculty and peers.</p> <p>d. Collaborates professionally with health team members to provide safe individualized care.</p>	<p>5a. I had to take caution when documenting vitals on 2 patients. To prevent errors in documenting I charted the vital signs as soon as I left the room. This also allowed me to chart in a timely manner.</p>
<p>SLO #6. Implements role of professional nurse within the community as defined by the California Nurse Practice Act.</p> <p>a. Practices within the scope of the Nurse Practice Act.</p> <p>b. Adheres to ethical and legal standards, course and clinical guidelines per the student handbook.</p>	<p>6b. When I punctured the IV bag lumen on the antibiotic piggyback I immediately showed you the leak in a way that didn't alarm the patient. I did not want the patient not to receive all the medication to improve his condition so we had to get a new antibiotic from pharmacy. Next time I need to hold the piggyback connection straight so I do not do this again.</p>
<p>SLO #7. Demonstrates and support of life-long learning and quality improvement:</p> <p>a. Utilizes resources for self-development by seeking learning opportunities.</p> <p>b. Identifies own strengths and weaknesses.</p> <p>c. Identifies quality improvement initiatives associated with patient care.</p> <p>d. Describes examples of the professional nursing role.</p>	<p>7b. I need to keep working on spiking IVPB's. My strength this week was time management and feeling like I am connecting the dots. I want to try taking 2 patients next week.</p>

- **OVERALL CLINICAL RATING BY STUDENT** (must be completed): ___ (S, NI, U)
- A typed name shall serve as the Student's Electronic Signature: _____ Date: _____
- Goal(s) for next week:

- **OVERALL CLINICAL RATING BY FACULTY:** ___ (S, NI, U)
- A typed name shall serve as the Faculty's Electronic Signature: _____ Date: _____

Faculty Comments and/or Areas of Concern: You did a great job establishing rapport with your patient and as a result modifying your plan of care. Good job anticipating and prioritizing your care.

- Practice becoming more fluid in IVPB administration. This will require practice in the lab and repetition.

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

Revised 08/18/2016

Grossmont College
FIRST YEAR WEEKLY CLINICAL EVALUATION FORM

NAME: _____

COURSE: Nurs _____

SEMESTER: _____

WEEK # _____ DATE: _____

CLINICAL FACULTY: _____

CLINICAL FACILITY: _____

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION
<p>SLO #1. Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role.</p> <p>a. Utilizes the nursing process and biopsychosocial theories in the development of a holistic patient-centered plan of care.</p>	
<p>SLO #2. Demonstrates skills and attitudes necessary to perform as associate degree nurse in the professional nursing roles of:</p> <p>1. Provider of Care</p> <p>a. Assesses needs of the patient and significant others from a developmental and cultural perspective.</p> <p>b. Performs a thorough assessment and incorporates patient data in developing a plan of care.</p> <p>c. Demonstrates caring relationships with patients and families.</p> <p>d. Evaluates the effectiveness of patient teaching.</p> <p>e. Performs skills appropriate to the course.</p> <p>2. Manager of Care</p> <p>a. Makes appropriate decisions regarding nursing priorities.</p> <p>b. Manages time and resources effectively.</p> <p>c. Seeks assistance when needed.</p> <p>d. Advocates for the patient and family.</p> <p>3. Member within a Discipline</p> <p>a. Practices within parameters of individual knowledge and experience.</p> <p>b. Incorporates constructive feedback for performance improvement.</p>	
<p>SLO #3. Demonstrates critical thinking skills in implementation of the nursing process in providing safe patient care meeting the needs of culturally diverse patients within multidisciplinary health care.</p> <p>a. Demonstrates appropriate clinical decision making based on assessment of available patient data.</p> <p>b. Modifies nursing plan of care as needed.</p>	
<p>SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice:</p> <p>a. Identifies evidence-based practices in the delivery of patient care (cite reference)</p>	
<p>SLO #5. Employs the use of informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals</p> <p>a. Documents accurately and in a timely manner.</p> <p>b. Encourages the patient and family to be involved in the plan of care.</p>	

<p>c. Employs timely and effective communication with patients and families, team members, faculty and peers.</p> <p>d. Collaborates professionally with health team members to provide safe individualized care.</p>	
<p>SLO #6. Implements role of professional nurse within the community as defined by the California Nurse Practice Act</p> <p>a. Practices within the scope of the Nurse Practice Act.</p> <p>b. Adheres to ethical and legal standards, course and clinical guidelines per student handbook.</p>	
<p>SLO #7. Demonstrates and support of life-long learning and quality improvement:</p> <p>a. Utilizes resources for self-development by seeking learning opportunities.</p> <p>b. Identifies own strengths and weaknesses.</p> <p>c. Identifies quality improvement initiatives associated with patient care.</p> <p>d. Describes examples of the professional nursing role.</p>	

- **OVERALL CLINICAL RATING BY STUDENT** (must be completed): ___ (S, NI, U)
- A typed name shall serve as the Student's Electronic Signature: _____ Date: _____
- Goal(s) for next week:

- **OVERALL CLINICAL RATING BY FACULTY:** ___ (S, NI, U)
- A typed name shall serve as the Faculty's Electronic Signature: _____ Date: _____
- **Faculty Comments and/or Areas of Concern:**

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

Revised 08/18/2016

Grossmont College
SECOND YEAR WEEKLY CLINICAL EVALUATION FORM

NAME: _____

COURSE: _____

SEMESTER: _____

WEEK # _____ DATE: _____

CLINICAL FACULTY: _____

CLINICAL FACILITY: _____

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION
<p>SLO #1. Integrates knowledge of nursing practice while utilizing biopsychosocial theories and concepts in the performance of the registered nursing role. Utilizing the nursing process, formulates a holistic comprehensive plan of care for acute and chronic medical surgical patients.</p>	
<p>SLO #2. Integrates the skills and attitudes necessary to perform as an associate degree nursing in the professional roles of:</p> <p>1. Provider of care</p> <ul style="list-style-type: none"> a. Implements care of the patient and family from a developmental and cultural perspective b. Recognizes complex data and formulates a patient-centered plan of care. c. Demonstrates caring relationships with patient and family. d. Implements principles of health promotion, illness prevention, patient teaching and end of life care. e. Evaluates effectiveness of patient teaching. f. Performs skills appropriate to second year courses. <p>2. Manager of care</p> <ul style="list-style-type: none"> a. Coordinates care with all members of the healthcare team. b. Provides care for multiple patients. c. Manages time and resources effectively. d. Advocates for the patient and family. e. Delegates appropriately. <p>3. Member within a discipline</p> <ul style="list-style-type: none"> a. Practices within parameters of individual knowledge and experience. b. Incorporates constructive feedback for performance improvement. 	
<p>SLO #3. Implements critical thinking skills in implementation of nursing process in providing safe care while meeting the needs of culturally diverse patients within multidisciplinary healthcare systems:</p> <ul style="list-style-type: none"> a. Demonstrates appropriate clinical decision making based on available data. b. Modifies plan of care as needed. c. Provides culturally sensitive patient-centered care. 	
<p>SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice:</p> <ul style="list-style-type: none"> a. Implements evidence-based practices in the delivery of patient care (cite references). 	

<p>SLO #5. Employs informatics and communication skills to manage and coordinate care in collaboration with other healthcare professionals.</p> <p>a. Documents accurately and in a timely manner. b. Involves the patient and family in the plan of care. c. Employs timely and effective communication with patients, families, team members, faculty and peers. d. Collaborates professionally with health team members to provide safe individualized care. e. Provides a thorough end of shift report.</p>	
<p>SLO #6. Implements role of professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.</p> <p>a. Practices within the scope of the Nurse Practice Act. b. Adheres to legal and ethical standards and course and clinical guidelines per student handbook.</p>	
<p>SLO #7. Demonstrates the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession.</p> <p>a. Utilizes resources for self-development by seeking learning opportunities. b. Identifies own strengths and weaknesses. c. Incorporates quality improvement initiatives into patient care. d. Assesses own progress in the development of the professional nurse's role.</p>	

- **OVERALL CLINICAL RATING BY STUDENT** (must be completed): ___ (S, NI, U)
- A typed name shall serve as the Student's Electronic Signature: _____ Date: _____
- Goal(s) for next week:

OVERALL CLINICAL RATING BY FACULTY: ___ (S, NI, U)

- A typed name shall serve as the Faculty's Electronic Signature: _____ Date: _____

Faculty Comments and/or Areas of Concern:

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

Revised 08/18/2016

GROSSMONT COLLEGE SCHOOL OF NURSING
FIRST YEAR FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name:	Course: Nurs	Semester/Year:
Site:	Instructor's Name:	
Final Clinical Grade: <small>See note below for "Definition of Clinical Grades"</small>	Absent Dates/Hours:	Make-up Dates/Hours:

The student has met the following Student Learning Outcomes		
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	1. Demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role. a. Utilizes the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	2. Demonstrate skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: Provider of Care, Manager of Care, and Member within a Discipline. a. Satisfactorily performs the basic clinical competencies of a first year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	3. Demonstrate critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems. a. Applies the knowledge and critical thinking skills developed to safely provide basic patient care for patients in the acute hospital setting
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	4. Use evidence-based research to provide quality health care, initiate change and improve nursing practice. a. Utilizes evidence based research in the planning and implementation of basic nursing care for medical-surgical patients
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	5. Employ the use of informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals. a. Utilizes communication skills (verbal, non-verbal, interpersonal and communication technology) while learning to practice the professional registered nursing role b. Applies principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the life span
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	6. Implement the role of the professional nurse as defined by the California Nurse Practice Act. a. Acts as a patient advocate and recognized and adheres to the responsibility and accountability as a nurse in accordance with the role of the professional nurse
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	7. Demonstrate support of life-long learning and quality improvement. a. Promotes coloration and the development of lifelong learning skills as they begin the role of the professional nurse

Final Instructor Summary:

Student's Signature*

Date Signed

Instructor's Signature*

Date Signed

*** A typed name will serve as an electronic signature for this evaluation form. NOTE:** Clinical is graded as pass/fail. If a student does not pass clinical, they will receive a “D” grade for the course.

Criteria for Passing Clinical: (In order to pass the course, the student must pass **clinical**).

By the end of the course, the student must:

1. Achieve an overall 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.

GROSSMONT COLLEGE SCHOOL OF NURSING
SECOND YEAR FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name:		Course: Nurs	Semester/Year:
Site:		Instructor's name:	
Final Clinical Grade: <small>See note below for "Definition of clinical Grades"</small>	Absent Dates/Hours:		Make-up Dates/Hours:
The student has met the following Student Learning Outcomes for this clinical rotation:			
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	1. Integrate knowledge of nursing practice while utilizing biopsychosocial theories and concepts in the performance of the registered nursing role. a. Applies knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role b. Formulates a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promotion and illness prevention, patient teaching and end of life care for patients throughout their lifespan	
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	2. Integrate the skills and attitudes necessary to perform as associate degree nurse in the professional nursing roles of: Provider of Care, Manager of Care, and Member within a Discipline. a. Satisfactorily performs the complex roles, skills and responsibilities of a second year student in the categories of Provider of Care, Manager of Care and Member within a Discipline in the clinical setting	
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	3. Implement critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems. a. Intervenes competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system	
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	4. Use evidence-based research to provide quality health care, initiate change and improve nursing practice. a. Implements evidence based research in the planning and implementation of complex nursing care for individual, families, and groups of health care consumers b. Evaluates the importance and effectiveness of evidence-based research in nursing practice	
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	5. Employ informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals a. Integrates communication skills (verbal, nonverbal, interpersonal and communication technology) into the practice of the professional nursing role b. Collaborates with other health team members to organize, manage, delegate and coordinate patient care for the health care consumers and family members across the life span	
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	6. Implement the role of the professional nurse as defined by the California Nurse Practice Act and Standards of Nursing Practice. a. Assumes responsibility and accountability for the students' nursing action (s) as they undertake the role of the professional nurse b. Makes complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American Nurses' Association Code of Ethics	
<input type="checkbox"/> Met	<input type="checkbox"/> Not met	7. Demonstrate the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession a. Assumes responsibility and commitment toward lifelong learning in the areas of evidence based healthcare, informatics, practice based learning self-reflection and assessment as the student undertakes the role of the professional nurse	

Final Instructor Summary:

Student's signature*

Date signed

Instructor's signature*

Date signed

*** A typed name will serve as an electronic signature for this evaluation form.**

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

Criteria for Passing Clinical: (In order to pass the course, the student must pass **clinical**).

By the end of the course, the student must:

1. Achieve an overall 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.

Rev.1.29.15CG

**Grossmont College
ASSOCIATE DEGREE NURSING
PROGRAM**

SECTION VI: STUDENT AND PROGRAM POLICIES



Policies appear in alphabetical order

ACADEMIC FRAUD POLICY

BACKGROUND:

The nursing profession demands the highest moral and ethical standards. All students at Grossmont College are expected to comply with the institution's high standards of academic integrity and avoid instances of dishonesty at all times. Students have the responsibility to adhere to an academic honor code, which upholds the integrity of the institution and the educational process so that all students have an equal opportunity to demonstrate their academic abilities. Academic fraud includes but is not limited to cheating, plagiarism, plagiarism on the Internet, falsification and/or fabrication and intentional deception.

Academic fraud is a serious violation of Grossmont College Student Code of Conduct, which states, "*Student conduct must conform to District and College rules and regulations. If a Student Code of Conduct violation occurs while a student is enrolled in any program of instruction within the District, ... the student may be disciplined for : (13) Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty; (14) Dishonesty, forgery; alteration or misuse of District documents, records or identification, or knowingly furnishing false information to the District; and (19) Unauthorized preparation, giving , selling transfer, distribution or publication for any commercial purpose of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including but not limited to handwritten , or typewritten class notes, except as permitted by any district policy or administrative procedure*". (Grossmont College Catalogue, Student Code of Conduct, 2016/17)

POLICY:

Cheating is any act or attempted act of fraud, deception or distortion of truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes but is not limited to:

- The use of unauthorized sources of information during any type of test. This would include, but is not limited to crib notes, electronic devices, dictionaries, texts, and/or other aids excluded by the instructor. This also includes any act or the use of any item which would be deemed as cheating by a reasonable person.
- Looking at another student's exam or using another's exams, assignments, or other work or allowing another student to do so.
- Completing an exam or assignment for another person or allowing another person to complete any part of an exam or assignment for one's self.
- Altering graded class work and resubmitting that work for reconsideration.
- Engaging in any kind of unauthorized assistance or communication with another person during an exam.
- Purchasing, copying, copy/paste, accepting, stealing or otherwise obtaining exam information, assignments or other class work.

An infraction of cheating will result in a zero for the assignment, quiz, work, or exam and placement on behavioral contract.

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.

Plagiarism includes but is not limited to:

- Quoting or paraphrasing materials without citing the source in some acceptable manner and submitting those materials as one's own work.

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.

- Copying, using or borrowing another's ideas, assignments, test answers, lab work, research, report , term paper, computer program, file or data , and submitting it as one's own work or allowing another student to do so.

- Submitting as one's own work, work prepared by others or prepared in collaboration with others.
- Reproducing another's work so closely that any reasonable person would after careful evaluation of the circumstances, conclude that plagiarism has occurred.

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

Plagiarism on the Internet is purchasing research papers on the internet and submitting them as your own and constitutes a gross case of plagiarism. Plagiarism on the Internet includes but is not limited to:

- Cutting and pasting from a website without putting the text being used in quotation marks and/or without properly citing the sources.
- "Content scraping" a term used to describe the copying and pasting of information from websites and blogs.

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

Falsification/Fabrication is any act of inventing or altering information in order to deceive. Falsification/fabrication includes but is not limited to:

- Inventing and submitting of falsified, fabricated, or fictitious information or falsely attributing the source as coming from another person or material.
- Falsifying signatures on required forms or other academic records.
- Using another person's identification, falsifying one's identification or representing one's self as another person. Changing official academic records or documents, without going through a proper approval process.
- Knowingly misrepresenting successful completion of prerequisites.
- Falsifying or fabricating any patient data or procedures.

Falsification/fabrication will result in dismissal from the Nursing Program.

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

Intentional deception will result in dismissal from the Nursing Program.

Students who engage in academic fraud will be subject to a zero on the particular exam, paper, project, or assignment. Academic fraud can result in a suspension or expulsion as stipulated by the District's Student Disciplinary Procedures administered by the Vice President of Student Services and Assistant Dean of Student Affairs.

Reviewed: 06/2015; 06/2016

Revised: 07/2016

ADMISSION AND ONGOING REQUIREMENTS POLICY

Students must be officially registered for the required nursing courses at the designated date set by the Nursing Office. Students will not be permitted in the clinical area if they are not officially registered and do not have current immunizations and TB clearance, CPR certification, Malpractice Insurance, Background check and drug screen and verification of the required HIPAA and Standard precautions passing scores. These requirements are contractual with the healthcare facilities.

BACKGROUND:

The health care industry has continued to change significantly over the past few years. There has been an increase in the number of patients who are admitted to acute care facilities who are older and more acutely ill. In addition, there continues to be a growing elderly population with multiple chronic health problems and there have been expanded opportunities for healthcare to move out of the hospital and into the community. Nurses continue to be the frontline of health care providers. In order to meet the demands of the healthcare systems, to provide students a positive educational opportunity and to be in compliance with regulatory bodies, the Nursing Program at Grossmont College has the following policies:

POLICY:

✓ **Compliance Tracking:**

- Students will be notified of the due date in writing in the New Student Requirements packet.
- Failure to submit any requirements prior to a class or clinical day will result in a class and/or clinical absence and possible dismissal from the nursing program.

Students in the nursing program use Complio compliance tracking system to upload and track all compliance requirements for the nursing program. Complio compliance tracking system is a subscription that must be paid for by the student. The student must always be in compliance with all requirements including **immunizations, malpractice insurance and CPR certification** in order to continue in the nursing program. Detailed information on how to register for the use of this system is distributed with the New Student Requirements Packet.

✓ **CPR Requirements:**

- Students are required to have a current **American Heart Association (AHA) Basic Life Support (BLS) for Health Care Providers** card. Beginning February, 2016, the AHA course was updated, and the cards issued since that time state "BLS Provider" on the card. Either card is acceptable as long as the card is current. Once the card for Health Care Providers expires, the only option available will be the BLS Provider card.
- No other organization cards will be accepted.
- A copy of the CPR card must be entered into the Complio compliance tracking system (see compliance tracking information above).
- CPR certification must be maintained while a student is in the Nursing Program.
- The student has the responsibility to submit copies of CPR renewal into the Complio tracking system.
- The student cannot practice in the clinical setting without a current American Heart Association BLS Providers card on file at all times.
- Online CPR classes are acceptable if the course has an online portion ***and*** a skills validation portion at an authorized **American Heart Association Training Center**.

✓ **Malpractice Insurance:**

- Students are required to have current malpractice insurance and a copy must be entered into the Complio tracking system (see compliance tracking information above).
 - The student has the responsibility to submit copies of malpractice insurance renewal into the Complio compliance tracking system.
 - The student cannot practice in the clinical setting without current malpractice insurance coverage on file at all times.
 - The **minimum** coverage for professional liability is \$1,000,000/occurrence and \$3,000,000/general aggregate.
- ✓ **LVN Students:**
- LVN to RN students are responsible for providing and maintaining a current LVN license.
 - This is a requirement for attending clinical, and failure to do so will count as a clinical absence.
 - Malpractice insurance: when applying for malpractice insurance the LVN to RN student must have both LVN and Student RN malpractice coverage.
 - Typically, this dual coverage is available on the same policy.
- ✓ **Background Checks and Drug Screen:**
- If you become aware of a flagged or diluted urine sample, contact the Associate Dean/Director of Nursing as soon as possible.
 - Students are required to undergo a background check and a urine drug screening test before starting the nursing program.
 - The student will assume the cost of the background check and drug screen [See separate section in this ***Student Handbook***, “Background Checks and Drug Screen.”]
 - Should a student’s background check be flagged, there is a possibility that some of the hospitals will deny student placement and in that case students may have to withdraw from the Nursing Program
 - There are specific guidelines that must be followed if it is determined that the test needs to be repeated. This is determined by the clinical facilities.
 - Affiliating agencies may require additional testing (drug screening). Rady Children’s Hospital requires an annual background check and drug screen.
 - Students absent from the program for one full semester or greater will be required to obtain a repeat background check and urine drug screen prior to re-entry.
 - Summer does not count toward a semester gap.
- ✓ **Physical Exam:**
- A physical exam is acceptable if completed within 6 months prior to the first day of class. Some clinical facilities may require an annual physical exam.
 - The forms are available from the Nursing website, <http://www.grossmont.edu/nursing> , under “Student Forms” and is to be uploaded to Complio compliance tracking system.
- ✓ **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 (must be in writing), current instructors and Admissions and Records.
- ✓ **Emergency Contact Number:**

- Students must update any changes in name, address, phone number, email addresses, and emergency contacts as soon as possible through the campus online system **WebConnect/Web Advisor** (<https://wa.gcccd.edu/>) and to the Nursing Office.
- All students must provide an emergency contact number to the Nursing Office and must keep this number up to date.

✓ **E-mail:**

- All students are required to have an email address.
- The College can provide a student with an email account if necessary.
- Students are required to submit their email addresses and any subsequent changes to the nursing office and to their instructors.
- All communications from the Nursing Department will only be conducted by email and critical information related to the nursing program is sent via email from the nursing department on a regular basis.
- Email changes must also be done in **WebConnect/Web Advisor** (<https://wa.gcccd.edu/>).
- Students are required to obtain a Grossmont College email*, Gmail, or an account from any other provider. Due to difficulties with Hotmail and Yahoo systems, students with Hotmail or Yahoo accounts may not receive communications from the nursing office.
- Students who are currently enrolled in the nursing program are expected to check their email accounts on a daily basis.

*GCCCD email accounts are only valid and usable when a student is registered in a Grossmont College course, therefore communication between the student and the Nursing Program faculty and staff will not be available until a student is enrolled in a class.

APPEALS POLICY/PROCEDURE

BACKGROUND:

Most complaints, grievances should be resolved at the department level. Students may request initiation of the appeals process for an unresolved issue and/or problem as it relates to the program. Theory and clinical grades are determined by the instructor of the course and may only be appealed under certain conditions per the **Education Code 76224**. Students are encouraged to work through the chain of command before escalating issues to the highest level. Students who wish to file a grievance through an appeals process should follow the Appeals Policy and Procedure listed below (Adapted from Grossmont College website Student Affairs www.grossmont.edu/campus-life/student-affairs/student-complaints-and-due-process.aspx).

POLICY: NOTE: There are no Appeals Committee meeting dates in the summer as faculty who serve on the committee are not available during the summer.

- Students should first meet with the instructor involved to discuss complaints, issues or concerns **within 5 working days of the situation** and attempt to resolve the problem at this level.
- If the issue cannot be resolved, the student meets with the Assistant Director of Nursing within **5 working days of the situation**.
- If the issue cannot be resolved with the Assistant Director of Nursing, the student meets with the Associate Dean/Director of Nursing or Division Dean to discuss the issue and seek resolution.
- If the issue cannot be resolved with the Associate Dean/Director of Nursing or Division Dean, the student initiates the appeals process by submitting a letter to the Division Dean who will contact the Appeals Committee Chair.
- The letter should include information about and clearly state the intent to appeal, the nature of the problem and the requested outcome (*please see Appeal Process Form in this handbook*).
- The Division Dean should receive the letter **within 5 working days of the situation**.
- The student will be allowed to continue attending lecture/clinical/lab/seminar/simulation until the Appeals Committee meets and formulates a recommendation concerning the appeal.
 - a. For issues such as drugs, alcohol potential criminal conviction, unsafe clinical practice or other behavioral issues, a student may not be allowed to remain in the classroom, lab or clinical.
 - b. In these circumstances, attendance to class, lab or clinical will be decided by the recommendation of the faculty member involved with their issue.
- The Chair of the Appeals Committee will call a meeting to formally review the appeal within 5 working days of the appeal request made by the student.
- The Chair of the Appeals Committee will notify the student by phone and email with the date and time of the appeal hearing.
- The student may call witnesses to the appeal hearing.
- The student must notify the Associate Dean/Director of Nursing or Division Dean in writing with the names of the witnesses prior to the scheduled hearing.

MEMBERSHIP ON THE APPEALS COMMITTEE:

- The Chair of the Appeals Committee will be selected from a member of the full-time nursing faculty as needed when the Appeals process has been initiated by a student.
- Each time the Appeals Committee convenes, the Chair will appoint two faculty members from the nursing program and request one faculty or coordinator from the Health professions programs.

- Neither the Chair nor any faculty member serving on the Appeals Committee will have been directly involved with the issue being appealed.
- No participant on the Appeals Committee may be a licensed attorney or trained as an attorney.
- No attorney may participate verbally during the meeting with the Appeals Committee.

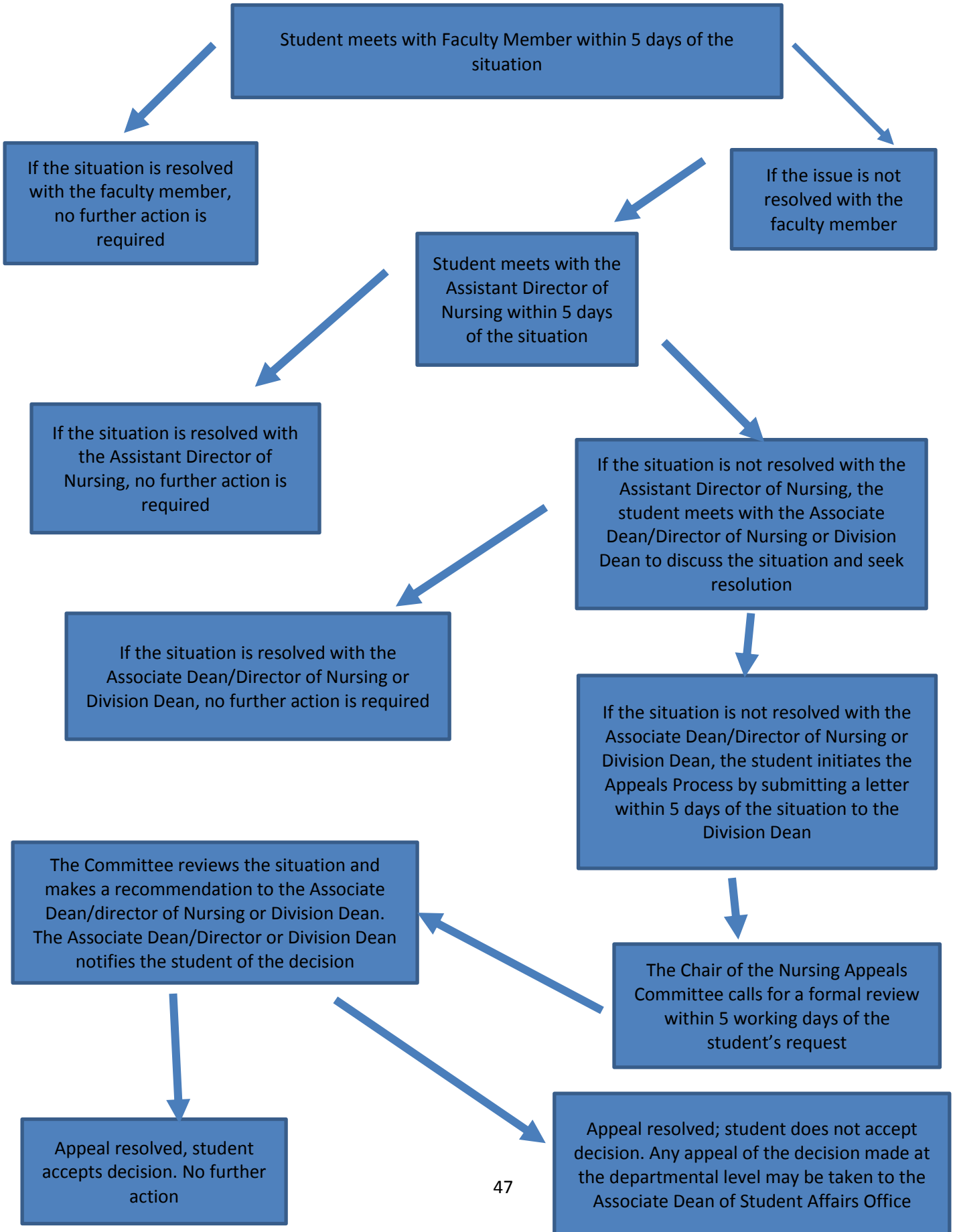
COMMITTEE PROCEDURES:

Chair Duties:

- Appoint a recorder.
- Convene the meeting 30-40 minutes prior to the hearing to review the policy in question and any documents submitted by the student filing the appeal.
- Introduce committee members.
- Have all committee members sign a confidentiality statement.
- State purpose of the meeting and student's request.
- Facilitate the appeal hearing.
- Call for a vote based on student's request.
- Render the recommendation of the Appeals Committee to the Associate Dean/Director of Nursing and/or Division Dean.
- The Associate Dean/Director of Nursing or Division Dean will communicate the final decision of the Appeals Committee to the student by phone and in writing within 2 business days.
- Maintain minutes of the appeal hearing in a secure file in the Nursing Department
- Provide a summary of the meeting to include:
 - a. A list of those on the committee.
 - b. Results of the vote.
 - c. List of evidence presented by both parties.
 - d. Names of any witnesses that participate in the hearing.
- The student should be prepared to discuss the issue and defend his/her position concerning the situation under appeal.
- The student will have a 30 minute time limit for presentation of any materials to support the appeal.
- The instructor will have a 30 minute time limit for presentation related to the appeal.
- At the conclusion of the presentation of evidence by both parties, and any closing statements, the Chair will dismiss all participants from the hearing, except for the hearing panel, to begin confidential deliberation on the appeal.
- The Appeals Committee recommendation will be made by secret ballot.
- The Chair will inform the Associate Dean/Director of Nursing and/or Division Dean and the faculty member in writing of the Committee's recommendation.
- Any decision made at the departmental level may be taken to the Associate Dean of Student Affairs office.

Reviewed: 06/2015; 06/2016

Appeal Process Algorithm



Appeal Process Form

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

This is my formal letter of intent to appeal the (state the grievance here).

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

2. Please state your desired outcome:

Print Name: _____

Date: _____

BEHAVIORAL CONTRACT POLICY

BACKGROUND:

Professional values are practical standards that create a framework for evaluation of attitudes and ideas influencing behavior in nurses. Acquisition of professional values is the heart of professional development. Professional attitude is a sense of experiences that makes up a professional identity. Professional self-concept is the result of skills training, and professional development. Professionalism is an expectation of all students.

POLICY:

- If a student is identified as not meeting this expectation, a behavioral contract will be initiated by the lead course instructor. Professional issues include but are not limited to: late submission of assignments/quizzes, or homework, unprofessional communication, incivility to faculty, peers, and clinical staff; violation of dress code, tardiness and attendance issues.
- If the student is not meeting the expectation of professionalism in the clinical setting, the clinical instructor will contact the lead instructor to collaborate on the development of the contract.
- The behavioral contract will be individualized for each student and will remain in effect for the duration of the program.
- Faculty initiating the contract will meet with the student, both will review and sign the contract, acknowledging the terms of the contract.
- In each successive semester, the student and faculty will review the contract at the beginning of each course.
- Failure to follow the recommended actions outlined in the contract will result in the student's dismissal from the program.
- The student may not be eligible for re-admission.

Reviewed: 06/ 2015; 06/2016
Revised: 06/2016

Behavioral Contract

Date: _____
 Student: _____

Course: _____
 Lead Course Faculty: _____
 Adjunct/Clinical Faculty: _____

Reason for Contract:
 Unprofessional Behavior
 Attendance Issues
 Other _____

Environment/Setting:
 Classroom
 Clinical site
 Other _____

Problem Area	Action(s), including consequences	Date to be completed	Faculty signature/date completed
<input type="checkbox"/> Unprofessional Behavior <i>(List/Describe)</i>	<i>(Examples)</i> <input type="checkbox"/> Any further instance of coming to clinical unprepared will result in dismissal from the nursing program. <input type="checkbox"/> Any further instance of unprofessional communication with faculty, staff, peers or patients will result in dismissal from the nursing program. <input type="checkbox"/> Any further instance of unprofessional behavior with faculty, staff, peers or patients will result in dismissal from the nursing program. <input type="checkbox"/> Student to write a one page reflection on professional communication, describing 5 examples of what may be considered unprofessional communication.	Ongoing Ongoing xx/xx/xx	N/A N/A
<input type="checkbox"/> Attendance— <i>(List specific issues)</i>	<input type="checkbox"/> Student must remain in compliance with the Attendance policies set forth in the student handbook. Any theory absences exceeding the number of hours the class meets per week will result in dismissal from the nursing program. <input type="checkbox"/> In the instance of a clinical absence, the instructor must be notified by email no later than 2 hours prior to the clinical start time. The student must contact the instructor within 48 hours following the clinical absence to discuss options for making up the hours. Failure to communicate with the faculty as outlined above, or failure to follow through on the arrangements for a clinical absence will result in dismissal from the nursing program.	Ongoing	N/A
<input type="checkbox"/> Failure to respond professionally to constructive criticism. <i>(Describe)</i>	<input type="checkbox"/> Any further instance of described unprofessional behavior in response to constructive criticism will result in dismissal from the nursing program.	Ongoing	N/A
<input type="checkbox"/> Time Management <i>Describe the specific issues:</i> 1. Late submission of assignments. <i>(Describe/list examples)</i>	<input type="checkbox"/> Any further instance of a late submission of course assignments, including clinical requirements, will result in dismissal from the nursing program.	Ongoing	N/A

Behavioral Contract developed by full time faculty in collaboration with clinical faculty as needed.

Faculty initiating the contract will review and sign with the student, acknowledging the terms of the contract. In each successive semester, the student and faculty will review the contract at the beginning of the semester.

Initiation of Contract:

I, _____, have reviewed the Behavioral Contract. Failure to implement the actions listed on the contract will result in dismissal from the nursing program.

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Semester Review of Contract:

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Semester Review of Contract:

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Semester Review of Contract:

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Completed form to be maintained in the student file in the Nursing Office. The contract will be reviewed and signed at the beginning of each semester, and the updated copy will be maintained in the student file. This ongoing contract will be sent to specific course and clinical faculty as the student progresses through the nursing program.

CHALLENGE/ADVANCED PLACEMENT FOR MILITARY-TRAINED HEALTHCARE PERSONNEL POLICY

BACKGROUND:

Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) may achieve advanced placement into the 2nd semester of the nursing program with documentation of education and experience qualifying them for the specific Military Health Care Occupation and upon successful completion of the challenge exam, dosage calculation exam, and skills competency exam.

1. Applicants must meet all general entrance requirements of the Associate Degree Nursing Program, including completion of science prerequisite courses, general education courses for the Nursing Major and the Test of Essential Academic Skills (TEAS).
2. Acceptance of Military Challenge students into the Associate Degree Nursing Program is contingent upon space availability, and successful passing of the skills competency exam, achievement of 75% or above on the Challenge Exam and 100% on a dosage calculation exam.
3. Military Challenge students who have earned a grade of C- or lower or W in a previous nursing program will not be eligible for admission to the Associate Degree Nursing Program.

PROCEDURE:

Interested candidates must request an appointment with the Nursing Program Director at least four weeks prior to any application period to discuss eligibility requirements for the Associate Degree Nursing Program.

1. Applicants who may be eligible for advanced placement will include those individuals who have satisfactorily completed, within the last two years, education and experience for the following:
 - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
 - b. Army Health Care Specialist (68W Army Medic)
 - c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
2. Applicants applying for transfer credit must submit the following materials verifying education and experience:
 - a. Transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
3. Documentation of experience
4. After a review of the applicant's documentation and upon determination that the applicant has met the educational and experience requirements as well as the additional nursing program admission requirements, the student will be required to take a written challenge examination for the 1st semester nursing course, a competency skills exam, and a dosage calculation exam.
5. The following materials will be available to the applicant once challenge confirmation is made:
 - a. Course syllabus, including course objectives.
 - b. Content outline.
 - c. Bibliography and textbook lists.
 - d. Example of style and format of examination.
6. Written and skills competency examinations for advanced placement or challenge must be completed eight weeks prior to admission to the program, unless waived by the Director of the Nursing Program.
7. Advanced Placement will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course.

06/2016

CHALLENGE EXAMINATIONS/CREDIT BY EXAMINATION POLICY

BACKGROUND:

Credit by examination allows students to gain credit for a specific nursing course by demonstrating mastery of the subject matter. Students may test out of a course by taking a formal challenge examination for credit. Students with previous experience or education which does not qualify for transfer credit may earn credit by passing challenge examinations. Students may petition for credit by challenge by completing a form to petition. The form can be obtained from the Admission's Office. Any nursing course can be challenged by examination; although, the Nursing Program limits the total number of units to **8 units** of nursing courses which may be challenged.

POLICY:

- In order to challenge a nursing course, students must be currently enrolled in the Nursing Program.
- Applicants considering this option should review the *College Credit by Examination Policy in the College Catalog (Under Credit by Examination) and Class Schedule*

PROCEDURE:

- Students considering a challenge examination should first meet with the Associate Dean/Director of Nursing **before the course begins** to discuss advanced placement options, eligibility for the challenge examinations, and challenge procedures.

NOTE:

- a. Students cannot be enrolled in the course that they are planning to challenge.
 - b. Students should allow sufficient time to complete the challenge process.
 - c. In the event that students are not able to complete the challenge process, students must enroll in the desired course.
- For eligible candidates, the course syllabus/syllabi (including a textbook list) will be provided.
 - An instructor will be assigned to administer the challenge examination.
 - Students must pay the registration fees for the course prior to administration of the challenge examination.
 - Students who receive a failing grade in a nursing course may not challenge the course to re-enter the Nursing Program –**in this situation, the Re-entry Policy will be followed.**
 - Students who receive a failing grade in any part of the challenge examination are permitted to petition to re-enter the Nursing Program on a **space available basis** as with all other re-entry students.
 - Failure of a challenge examination constitutes a course failure and constitutes one program attempt.
 - Students will only be allowed to return **one additional time** for a program attempt **on a space available basis.**
 - Students are reminded that whatever grade is earned on the challenge examination (including a failing grade) is entered on the permanent college transcript.

NOTE: Challenge examinations for nursing courses at Grossmont College Nursing Program may contain both written and performance components.

- a. Students take an NCLEX-RN® style written exam of course content and must obtain at least 75% to pass.
- b. Students must pass a math dosage calculation examination with a grade of 100%, in accordance with the math dosage calculation examination policy (*please refer to the Nursing Program's math dosage examination policy in this handbook*).

- c. Students must demonstrate competency in the skills required in the syllabus/syllabi for the challenged course.
- d. A nursing faculty member who teaches the challenged course will evaluate these skills.
- e. The clinical evaluation may be given in the practice laboratory or in the clinical setting at the discretion of the instructor.
- f. Students who successfully pass a course by challenge examination will be accepted into the next nursing course **on a space available basis.**

CIVILITY POLICY

BACKGROUND:

Civility is treating others and ourselves with respect, dignity and care. Civility is evident when we are sensitive to the impact that our communications, practices and behaviors have on others, and when we acknowledge each other's self-worth and unique contributions to the community as a whole. Incivility includes any and all forms of disrespect or disregard for instruction, the instructor or a fellow-student.

Nursing education plays a significant role in fostering civility in academic and practice environments. The concepts of community and social justice are central to the mission and philosophy of the Grossmont College Nursing Program. Faculty, students and staff are committed to promoting a healthy environment that supports learning, academic integrity, open communication, and personal and professional growth among the diverse students and members of the academic community. We believe that these commitments are grounded in personal and professional accountability and in the values of inclusivity and mutual respect.

The American Nurses' Association Code of Ethics requires nurses to treat their colleagues, students and patients with dignity and respect and states that any form of harassment, disrespect or threatening action will not be tolerated. The Code of Ethics provides a framework of objective guidelines to promote accountability of nurses for their actions and gives strong rationales to foster cultures of civility.

Grossmont College School of Nursing students are held to the highest ethical standards in and out of the clinical setting, the classroom, on campus, or in the community. Any form of incivility is unacceptable. To ensure a dynamic and respectful teaching, learning and clinical practice environment that fosters a sense of community, it is expected that every student adheres to these guidelines and maintains a high standard of civil, respectful, and professional conduct in all academic and clinical interactions.

Per the Education Code Section 76034, and the College Code of Student Conduct, *"Student conduct must conform to District and college rules and regulations. If a Student Code of Conduct violation occurs while a student is enrolled in any program of instruction within the District, to include distance education programs, he or she may be disciplined.... Including but not limited to the removal, suspension or expulsion of a student."*

POLICY:

Based on the American Nurses' Association Code of Ethics students are expected to be civil at all times when on campus, in clinical, or in the community or any time you are representing the School of Nursing. The following are examples of civil behaviors that students are expected to adhere to:

1. Facilitate an open, respectful and caring environment.
2. Accept responsibility and accountability for one's own behavior when interacting with patients/families, students, faculty and staff.
3. Respect and protect the rights and property of others.
4. Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Practice personal and academic integrity.
6. Demonstrate respect for others by actively discouraging discriminatory conduct, gossip, bigotry, violence, coercion or intimidation against any patient/family, student, faculty, staff member.
7. Engage faculty to resolve conflict when necessary.

A report of student misconduct or infringement with regard to civility/incivility behaviors and/or the College Student Code of Conduct may lead to dismissal from Grossmont College School of Nursing.

CLASSROOM ATTENDANCE AND CONDUCT POLICY

BACKGROUND:

To produce nurses prepared to practice in dynamic health care environments, nursing students can no longer be educated using the traditional educational practices that have long been embraced. There exists no substantive evidence to suggest that the traditional means of clinical education in nursing and other health professions are particularly effective in developing clinical reasoning, so it is an opportune time to closely examine educational practices and create new learning paradigms that are grounded in evidence. The educational focus needs to be directed at advancing the science of nursing education through application of theory to clinical and evidence-based practice research. Students are expected to attend all classes and to conduct themselves professionally while in class.

POLICY:

- The hours of theory absences per semester may not be greater than the number of hours the class meets per week.
- If a student is absent and a quiz is given, the student will receive a zero.
- There is no makeup for quizzes.
- Should the theory absences exceed the number of hours the class meets per week, the lead instructor and/or teaching team will meet to consider dropping the student from the class.
- Should the student be dropped for excessive absences the student will need to schedule an exit interview and start the re-entry process.
- If a student is dropped for excessive absences, this will count as a program attempt. The student will only be eligible for one reentry into the nursing program.
- If a student leaves a scheduled class due to injury or illness and is referred to see a Healthcare Provider (e.g., an ER, Urgent care or clinic setting), the student must obtain a note clearing the student to return to class without restrictions prior to their return. This note must be written on letterhead or stamped with the facility stamp and signed by a Healthcare Provider.
- Repeated tardiness is disruptive to the class and interferes with learning. A student who has been tardy three times will receive a classroom absence.
- Cell phones and pagers must be set to "Vibrate" mode. If expecting an emergency message, please discuss this issue with the instructor prior to class.
- The College's "Student Code of Conduct" will be observed.
- For hybrid courses, see the course syllabus for attendance policies.

07/ 2015

Reviewed: 06/ 2016

Revised: 06/ 2016

CLINICAL/CAMPUS LABORATORY ATTENDANCE AND CONDUCT POLICY

BACKGROUND:

Each course has been assigned a specific unit value and is based upon a curriculum submitted to the California Board of Registered Nursing. Clinical courses are currently a significant part of nursing curriculum. Researchers describe the clinical component of a nursing program as the heart of professional education giving the student an opportunity for consolidating knowledge, socializing into the professional role, and acquiring professional values. Clinical experience allows students to combine cognitive, psychomotor, and affective skills to develop into competent professionals. Clinical education takes place in a complex social context that requires the application of a variety of skills simultaneously in an unpredictable environment. The student is able to sharpen critical thinking skills and learn how to prioritize tasks while interacting with the patients, their families, nurses, and other professionals in a clinical facility. A major portion of clinical assessment and evaluation takes place through direct observation and discussion. When students are absent from clinical, assessment and evaluation becomes difficult.

POLICY:

- Students in the clinical setting are required to wear personal protective equipment including splash goggles as needed.
- The student must attend all clinical and campus lab sessions. If the clinical absence is excused and unavoidable, and appropriate make up experiences are available, the student may arrange with the instructor for a make-up experience. The specific make-up assignment will be determined by the clinical instructor, in consultation with the lead course instructor.
- The instructor and/or the teaching team will evaluate any absence beyond one. The decision to grant a make-up will be based on the student's ability/opportunity to meet the objectives of the course.
- Excessive clinical absences may result in a student not meeting the clinical objectives, which in turn constitutes failure of the nursing course. The student is then subject to the re-entry policy.
- Should makeup of equivalent clinical experience be approved and available, it must be completed by the date stipulated by the faculty.
- Students are responsible for notifying the clinical instructor of any change in their health status which may impact their own and/or patient safety.
- If a student leaves a scheduled clinical shift due to injury or illness and is referred to see a Healthcare Provider (e.g., an ER, Urgent care or clinic setting), the student must obtain a note from the Healthcare Provider clearing the student to return to clinical without restrictions prior to their return. This note must be written on letterhead or stamped with the facility stamp and signed by a Healthcare Provider (*see medical clearance form, page 61*).
- A student who is late for the clinical laboratory may be sent home and this will constitute a clinical absence.
- A student who is evaluated as being unprepared for that day's clinical assignment may be sent home by the instructor and this will be considered a clinical absence. This will result in an unsatisfactory grade on the student's *Clinical Evaluation Performance Form*.
- If the student is ill on a clinical day and is unable to report to the clinical facility where assigned, the student is responsible for notifying the clinical instructor and agency in accordance with the policies established during hospital orientation.
- Students who become ill or injured during the nursing program requiring a clinical absence of more than one day, will need to submit a letter from their physician clearing them to return without restrictions in the clinical setting.
- When in the clinical setting, students must wear their Grossmont College Picture Identification Badge. Should a student inadvertently forget their identification badge, they will be given 1 hour to retrieve their identification badge. If the student is unable to do so within 1 hour, the student will be sent home and this will count as an unexcused clinical absence.

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

07/ 2015-Reviewed; 06/ 2015; 06/2016-Revised: 06/ 2016



Medical Clearance Form

Medical Clearance is required for students following a faculty referral to a Health Care Provider for an injury or illness which occurs during enrollment in the nursing program.

_____ is currently a nursing student in the Grossmont College Nursing Program.

Nursing students are frequently exposed to a variety of conditions which include, but not limited to, standing for a length of time, lifting, blood and body fluids, and infectious processes.

Due to their recent medical condition, physician clearance is required for attendance and participation in the nursing program.

The student may attend and participate fully in the Nursing program which includes:

- class
- nursing skills lab
- nursing clinical

Please check above the areas that the student may attend and participate in. If not checked above, please describe the restrictions and anticipated length of restrictions that are recommended.

By signing, I acknowledge that I have cleared the student for attendance in the Grossmont College Nursing program.

Physician signature: _____ Date: _____

Health Care Provider Stamp:

07/ 2015
Reviewed: 06/2016
Revised: 06/ 2016

COMMUNITY SERVICE REQUIREMENT POLICY

BACKGROUND:

For many years, nurses have been nominated as one of the most trusted professions. This honor has been bestowed upon nursing deservingly; nurses frequently go above and beyond the call of duty to make a difference in someone else's life. Service should not be limited to "on-the-job", but extend to the community also.

Service projects are a rewarding experience for all involved. At Grossmont College the nursing department values service and giving back to our community. Therefore we have incorporated service learning projects into our curriculum. Students have an opportunity to provide a service to their community as well as better understand resources available. When our students graduate from our Nursing Program we hope they will understand the value of service as well as be cognizant of area resources available as they interact with the diverse patient population.

POLICY:

- Each student is required to complete 4 hours of community service per semester.
- Any student who does not complete the required amount of community service hours within a semester will fail the final course of the semester for which the community service requirement was not met (e.g., if Nursing 222 is taken the second 8 weeks, this is the course in which the student will receive a failing grade).
- Community service hours may be completed during the summer or winter break prior to the next semester.
- Up to 4 extra hours of community service hours may be done during a specific time period and credited for the following semester (e.g., if the student completes 8 hours of community service in the summer, the student can apply the hours to both fall and spring semesters).
- Community service hours may not be credited any further in advance than one additional semester.
- The community service hours can be in any service area (does not need to be related to the medical field); however, community service hours that are not medically related must be approved by the student's instructor.
- Community service hours should not be done in association with the student's child's school or organization.
- Students are required to complete and submit a Community Service Form to their instructor prior to or by the end of the semester.
- When representing Grossmont College School of Nursing at a community event, the school uniform must be worn.
- If not specified in the course syllabus, the date for the end of the semester will be considered to be the date and time of the final exam.
- If an earlier due date is specified in a course syllabus, that date will take precedence over the date of the final exam.

Community Service Forms can be found on the nursing program website under "Student Forms" at www.grossmont.edu/nursing

Reviewed: 06/2015; 06/2016

COMPUTER CODE POLICY

BACKGROUND:

Computer codes are an important aspect of security. The computer account that a student establishes is tied to the activities done while logged on.

POLICY:

- Computer codes issued to students by the facility are confidential.
- Students may only access the medical records and information that are needed to provide patient care or conduct facility business.
- Students who are employed at the facility in which they are doing their clinical rotation are not permitted to use their employee computer codes while acting as nursing students unless mandated by hospital policy.
- Misuse of a student's computer code while functioning in the nursing student role will result in the student's dismissal from the Nursing Program.

Reviewed: 06/2015; 06/2016
Revised: 06/2016

Confidentiality of Student Information and Grades

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

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

If confidentiality is a particular concern for the student, the student is strongly encouraged to discuss this issue with the faculty and staff. Campus Security can also be a valuable resource for students who have confidentiality and safety concerns. Campus Security can be reached at 619-644-7654.

CONFIDENTIALITY OF STUDENT INFORMATION AND GRADES POLICY

BACKGROUND:

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student records. In accordance with FERPA and the College, no information can be released except with the permission of the student. FERPA was designed to protect the student's educational information and status as a student. Nursing student records are kept in a locked file cabinet in the Nursing Department Office. Additionally, FERPA grants students the right to inspect their educational record and requires that the College protect the privacy of student information, including the Social Security Number or Student Identification Number.

Copies of student records may be requested with a minimum of one week notice provided to the Nursing Secretary. A photocopy of parts of the record may also be requested. Students must sign a form indicating they have received a copy of the requested records.

POLICY:

- 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 student's individual Blackboard site in the student's course.
- Clinical rotations and other course information may be posted through Blackboard or distributed via email
- No personal information including the student's enrollment can be released over the phone or in person by any faculty or staff person except with the student's prior written permission.
-Under FERPA guidelines, schools must have a student's written consent prior to disclosure of education records and must ensure confidentiality of information, including the student's identification and /or Social Security Number.
- This includes disclosure of information to student's parents, 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.

DESELECTION GUIDELINES FOR NURSING REFERENCE MATERIALS POLICY

BACKGROUND:

To ensure that the nursing collection is both current and relevant to the curriculum, the Library and Instructional Resources Committee for Nursing, working with their librarian liaisons, will engage in the evaluation and deselection of materials every five (5) years. Those materials that are no longer appropriate to the collection will be removed. This policy covers print, online, video, and other formats.

POLICY:

Criteria

- Materials which are obsolete or which contain inaccurate data (typically materials greater than 5 years old).
- Materials in formats that require equipment that is either obsolete, or not available in this library or at Grossmont College.
- Superseded editions.
- Multiple copies of titles for which there is not adequate justification.
- Worn, badly marked, or severely damaged materials.
- Appropriateness and relevance of the subject matter to the current collection or curriculum offerings of the nursing department and the College.
- Replacement by comparable product or material.

Exceptions

- Materials with historical or cultural significance.

Reviewed: 06/2015; 06/2016

DISMISSAL POLICY

BACKGROUND:

The nursing faculty of the Grossmont College Nursing Program has an academic, legal and ethical responsibility to protect the members of the public and the health care community from unsafe or unprofessional nursing practices. Within this context, a student in the nursing program may be dismissed from the program for practices that in the judgment of the faculty warrant such action. Students who are dismissed for unsafe clinical practice or a violation of professional, legal or clinical conduct, are not eligible for re-admission to the nursing program.

POLICY: A student may be subject to dismissal from the Nursing Program based on, but not limited to, the following:

Unsafe Clinical Practice:

Examples of unsafe clinical practice may include but are not limited to the following:

- a. Failure to display stable mental, physical or emotional behaviors (s) which may affect the well-being of others.
- b. Failure to follow through on a mandatory remediation plan.
- c. Acts of omission/commission in the care of patients, including but not limited to physical, mental or emotional harm, medication errors and near-misses.
- d. Lack of verbal and/or psychomotor skills necessary for carrying out safe nursing skills.
- e. Lack of adequate orientation or theoretical preparation or appropriate supervision/assistance when attempting activities/skills/procedures.
- f. Behavior that endangers a patient, staff member, peer or instructor's safety. (**NOTE:** this does not have to be a pattern of behavior and students can be subject to dismissal for a single occurrence).
- g. Failure to wear personal protective equipment in the clinical setting when the patient situation warrants that safety protection.

Violations of Professional, Legal or Ethical Conduct:

Examples of violations of professional, legal or ethical conduct may include but are not limited to the following:

- a. Dishonesty.
- b. Falsification of patient records.
- c. Interpersonal behaviors with facility staff, co-workers, peers or faculty which result in miscommunications or disruption of patient care and /or unit functioning.
- d. Failure to follow through on a behavioral contract.
- e. Failure to maintain patient confidentiality according to HIPAA regulations.
- f. Any act of academic fraud.
- g. Any violation of the *Student Code of Conduct* per the College Catalogue or *Civility Policy* within the Nursing Program.

PROCEDURE:

- The instructor will communicate the problem area (s) to the Associate Dean/Director of Nursing.
- Documentation will include a description of the behavior and the status of the patient if appropriate.
- The student has the option to provide written input.
- If a student is dismissed, the student will have an opportunity to meet with the Associate Dean/Director of Nursing and the faculty member involved to share the student's perception of the problem.

- The lead instructor and/or teaching team and Associate Dean/Director of Nursing will then confer and present recommendations to the student both verbally and in writing.
- Should a student display unsafe clinical practice or have a violation of professional, legal or ethical conduct, they will be ineligible for re-entry into the Grossmont College Nursing Program.
- All students dismissed from the Nursing Program are required to schedule an exit interview with the Associate Dean/Director of the Nursing Program to discuss their options.
- Following the exit interview, the student will receive a written copy of the exit interview.

Course Failure:

The following are examples in which a student may receive a failing course grade. The list is not all inclusive and there may be other circumstances for which a student could receive a course failure.

- a. Failure to obtain an average of 75% on all exams.
 - b. A theory grade less than 75% for the course.
 - c. Unsatisfactory clinical performance on the final clinical evaluation (**A clinical failure results in a course failure despite the grade achieved in the theory portion of the course**).
 - d. Unsafe clinical performance.
 - e. Unprofessional clinical performance.
 - f. Lack of completion of all required community service hours or graded/non-graded assignments.
 - g. Failure to achieve 100% on the math exam after three (3) attempts in any semester.
- Students receiving a course failure must exit the Nursing Program and schedule an exit interview with the Associate Dean/Director of Nursing.
 - Students failing a nursing course who have not been dismissed from the Nursing Program due to unsafe clinical practice or a violation of professional, ethical or legal behaviors will be eligible to reapply to the Nursing Program **one (1) additional** time on a space available basis.
 - If a student has not completed the required courses for the major (English 120 or 124; Math 103 or higher; Sociology 114 or 120; Psychology 120; and Communications 122), the student must do so before re-entry will be considered.
 - These courses must be completed within one year of the exit date.

Reviewed: 06/2015; 06/2016

Revised: 07/2016

DRESS CODE POLICY

BACKGROUND:

Professional dress and appearance is the expectation for Grossmont College School of Nursing Students. The manner in which students dress reflects the pride students have in themselves, the pride students have in their school and the pride students have in the nursing profession. The manner in which students dress reflects the importance of the experience and is an indication of students' self-discipline, not only in dress, but in other areas. The Grossmont College Nursing Program Dress Code Policy is formulated to ensure high standards of dress and appearance that represents our Program to area hospitals and community settings.

POLICY:

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 code policy of the facility utilized. The clinical instructor will discuss such changes.

The following dress code guidelines are in effect during class, skills lab, clinical assignments and clinical simulations:

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

Uniform:

- For students entering the nursing program Fall 2016 or later:
 - a. Students may order a specific dye lot uniform from Dove Uniforms if the appropriate size is not available from Mor University Uniforms.
 - b. Uniform style is limited to selected school choice, and includes a short sleeved top, pants and a long-sleeved clinical jacket.
 - c. The clinical jacket may be worn as needed for warmth and comfort.
 - d. **ONLY** Solid white, gray or black tee shirts (short sleeve) may be worn under the green scrub top.

Hair:

- Neat in appearance.
- Long hair is to be worn up off the shoulders or tied back with an inconspicuous holder.
- Hair must not come in contact with the front of the uniform or with patients.
- Hair color should be within the standard spectrum of natural hair colors: No primary colors including but not limited to purple, pink, blue or green may be worn.
Men: face must clean shaven or well-groomed if a beard is worn.

Jewelry: Watches with a second hand or digital second indicator are mandatory

- One set of simple, inconspicuous stud or post earrings are acceptable.
- Dangling earrings or hoop earrings are not permitted.
- Ornate rings, multiple chain necklaces or bracelets are not permitted.
- Piercings of any other visible body part, **including eyebrow, tongue or nose**, (except ears) is not acceptable or permitted and **must be removed for clinical.**

Tattoos:

- Tattoos may not be visible in the clinical setting.
- Long sleeved T-shirts are not permitted in the clinical setting.
- Tattoos must be covered by the long-sleeved clinical jacket or special-order solid tattoo sleeves in tan, white, gray or black which have been developed for use in medical facilities.

- The special order tattoo sleeves are in compliance with infection control practices.

Shoes:

- Clean, **white or black**, low –top, closed toe and heel with rubber soles.

Jackets:

- The uniform clinical jacket may be worn in any classroom or clinical setting.
- For additional warmth, black fleece jackets with an embroidered Grossmont college logo are available for purchase through the Grossmont College California Student Nurse Association.
- No other sweatshirt, jacket or cover-up may be worn with the Grossmont College Nursing Program scrub uniform in the classroom or clinical settings.

Nails:

- Fingernails have been identified by the Center for Disease Control as a high risk area for transmitting microorganisms to patients in the clinical setting.
- Due to the high risk for transmission of infection, **nails must be in their natural state in the clinical setting, without polish, shellac, extenders or artificial nails.**
- No additional materials may be added to the fingernails.

Name Badge:

- The official Grossmont College student picture identification badge must be worn on the uniform at all times while in clinical, class, skills lab and simulation.

Students questioning the appropriateness of clinical attire should consult their clinical instructor prior to purchase/wearing.

Students will be sent home if found in violation of the dress code and this will result in a clinical absence.

DRUG (MATH) DOSAGE CALCULATION EXAM FOR STUDENTS IN THE NURSING PROGRAM POLICY

BACKGROUND:

The faculty at Grossmont College considers patient safety to be of the utmost priority and each student enrolled in the Nursing Program will be required to pass a Math Dosage Calculation examination each semester. The ability to calculate medication dosages in a timely manner with 100% accuracy is an essential function of the nurse.

POLICY:

- All students currently enrolled in the Nursing Program will take a math dosage calculation exam each semester.
- All students enrolled in the Nursing Program must pass the math exam that is administered during the semester with a grade of 100%.
- Students will be allowed three (3) attempts.
- If failure on the 3rd attempt occurs, the student will need to withdraw from the program and will receive a failing grade in the course.
- If the student does not attend a scheduled exam, this absence will be considered a failed exam.
- Should a student fail the math exam on the 3rd attempt, this attempt counts as one program attempt and the student will be eligible to return to the Nursing Program one additional time on a space available basis.
- Students who are unsuccessful on the 3rd attempt should make an appointment with the Associate Dean/Director for an exit interview to discuss possible options for re-entry (on a space available basis).
- Math exam format:
 - a. Each exam will have 10 fill-in-the-blank questions.
 - b. Students will be required to show their work for each calculation.
 - c. The math exam is a timed exam and students will have 30 minutes to complete the exam.
 - d. Simple 4 function calculators may be used; cell phones, additional electronic devices, graphic or any advanced calculators will not be permitted.
 - e. The questions will reflect medication dosage calculations that were taught up to that point in the nursing program.
 - f. The teaching team or lead instructor will develop the questions for each semester.
 - g. Each question on the exam will have instructions for rounding.
- Students may only pass medications with **DIRECT INSTRUCTOR SUPERVISION** if they have not yet successfully passed the math dosage calculation exam.
- Direct instructor supervision includes review of the medication rights, review of the drug action and nursing considerations, drug dosage calculation when necessary, rate of administration when necessary, relevant labs when necessary and administration of the medication to the patient with the instructor present at all times throughout the process and procedure.

See the course syllabi for further information if an additional exam (e.g., exam 2 or 3) is needed.

ELECTRONIC DEVICES IN THE CLINICAL SETTING POLICY

BACKGROUND:

Some clinical facilities have more stringent policies than others about the use of electronic devices in the clinical setting. Students are expected to follow the policies of the healthcare facility and the nursing program.

POLICY:

Electronic devices may include but are not limited to cameras, IPOD's, IPADS, PDA's, and cell phones.

- If the use of electronic devices is allowed by the clinical facilities and the course instructor, students may use cell phones in non-patient care areas (including cafeterias) or outside the building only.
- Cell phones are not to be visible or used in any patient care areas in the clinical facilities including hallways and elevators.
- If the student needs to be accessible by phone during the day, alternative arrangements should be discussed with the clinical instructor.
- If a clinical instructor sets up a communication system with the students using cell phones within the guidelines of the clinical facility regulations, the specific guidelines will be discussed during clinical orientation.
- Cell phone use for personal communication unrelated to the clinical rotation is prohibited in patient care areas.

Violation of this policy will result in immediate dismissal from the nursing program and will result in ineligibility for re-entry into the Nursing Program.

See specific course syllabi for more detailed information on electronic devices for specific clinical facilities.

EXAMINATION POLICIES

EXAMINATION MAKE-UP

BACKGROUND:

The purpose of examination make-up is to allow students with **legitimate reasons** for missing a scheduled exam, to fulfil the requirements of a course.

POLICY:

- Students are required to attend all course examinations.
- If a student cannot attend and does not proactively notify the instructor of his or her absence, the student will receive a zero on that examination.
- If there are extenuating circumstances and if the lead instructor and /or teaching team allow an examination to be made up, the examination will be scheduled in collaboration with the course faculty.
- Examination make up is at the discretion of the faculty.
- Faculty are not required to provide make up tests or to provide instructional materials from missed classes.

Reviewed: 06/2015; 06/2016

Revised: 06/2016

EXAMINATION REVIEW

BACKGROUND:

Examinations promote learning. Analysis of a student's performance post-examination provides a great opportunity for students to improve on future examinations. Explicitly teaching students to analyze their test performance can help students to better assess the understanding of their own cognitive process. This type of awareness has been shown to be beneficial in fostering self-regulated learning in students. The sole purpose of post-examination review is for learning through immediate feedback. Post-examination review is not for discussion about changing points earned on the examination.

POLICY:

- Students who earn 75% or less on an examination must review their exam with faculty.
- Any student no matter what their grade on their examination may review their exam with faculty.
- Students will be permitted to view their examinations (except for the final examination) in the presence of the course faculty one-on-one or in a small group in collaboration with faculty.
- Students who attend post-examination review will leave backpacks, papers and writing utensils, cell phones and tape recorders outside of the post-examination review area.
- Students will view only the questions that were graded as incorrect on their examination.
- Students are encouraged to respectfully ask questions about their responses to the incorrectly answered questions.
- Faculty will stop the post-examination review if any uncivil behavior is noted during the review and students will be subject to the Nursing Program's Civility Policy (see Civility Policy in this handbook).

Reviewed; 06/2015; 06/2016
Revised: 06/2016

EXTERNSHIPS/STUDENT WORK EXPERIENCE POLICY

BACKGROUND:

Externships and /or work experiences provide opportunities for students to gain additional clinical experiences in medical-surgical and post-partum areas, by working in a paid or unpaid status under direct supervision of a clinical preceptor. Additionally, student externships and/or student work experiences assist students to experience acceptance in a work situation appropriate to their potential as future registered nurses. Externships and /or student work experiences prepare students in nursing to assume responsibilities of full –time employees with respect to performance requirements, policies, and procedures of a health care agency. Externships and/or student work experiences encourage retention through provision of supplemental practice experience in the workplace

POLICY:

- The hiring facility will determine placement in the facility for externships or work experience.
- A faculty liaison provides guidance through review of objectives, consultation with the preceptor and periodic meetings with the student.
- Externships and student work experiences may be limited due to facility constraints, lack of preceptors or faculty scheduling conflicts.
- Students may not be hired by the facility as an extern without enrolling in Nursing 251, Nursing 252 or Nursing 253 and without having a faculty sponsor.
- Students must contact the faculty liaison before applying for an externship and /or work experience.

REQUIREMENTS FOR EXTERNSHIPS:

- Externships are open to students who have completed their third semester.
- Students must be in good academic standing in order to apply for and continue their externship (students must have a grade of “C” or higher in Nursing 130 and be approved by nursing faculty).
- In an effort to help the student focus on their academic performance in the nursing program, if a student receives a failing grade on an examination or weekly clinical evaluation, the student will no longer be considered to be in good academic standing.
- If a student requires more supervision than is designated in an externship and/or work experience, the student will need to withdraw from the work externship and/or work experience program.

PRIOR TO STARTING EXTERNSHIPS:

- Students must attend an orientation meeting with the faculty coordinator of the extern program
- Students must have an identified faculty advisor.
- Students must have a clinical schedule approved by the faculty advisor and the extern’s preceptor/clinical supervisor.

SPECIALITY AREAS:

- An externship and /or work experience in a specialty area such as psychiatric-mental health, emergency department, intensive care units and other critical areas will only be considered on an individual basis.

- Students requesting placement in a specialty area must submit a written request with rationales and specific clinical objectives to the Associate Dean/Director of Nursing who will direct the paperwork to the appropriate externship and /or work experience faculty for consideration.
- Externships and /or work experience hours must be completed within the semester in which the student is registered (**All students must complete extern/work experience hours prior to final exam week**).
- The student may be assigned more than one preceptor during the externship and/or work experience.

FINANCIAL AID FOR NURSING STUDENTS POLICY

BACKGROUND:

Students in the Nursing Program are enrolled in nursing courses requiring them to complete a large amount of clinical hours in a variety of healthcare settings.

POLICY:

- Students enrolled in the Nursing Program must enroll as full-time students.
- Full-time enrollment in the Nursing Program in the first semester is 8 units and consists of 248 clinical hours over 16 weeks plus an additional 6 hours of on-campus lab for 16 weeks for a total of 96 hours.
- These clinical and lab hours in first semester make up the additional 4 units (to total 12).
- In semesters 2 and 3, students are enrolled in 10 units of nursing course work per 16 week semester.
- Second semester students do a total of 224 hours in 16 weeks in the clinical setting.
- Third semester students do a total of 224 hours over 16 weeks in the clinical setting and these hours account for the additional 2 units.
- Due to the excessive number of clinical hours required in each course the additional units are made up in a total of 792 clinical or on-campus hours in semesters 1-3.
- **In fourth semester, 9 units are considered full-time.**
- The number of clinical hours and classroom hours required each week prohibits students from enrolling in additional credits.
- Fourth semester students are required to work 96 hours in 4 weeks with clinical preceptors.
- These shifts can occur on the day or night shift and students work Mondays through Sundays.
- The additional 3 units are made up in a precepted clinical experience.

NURSING STUDENT LOANS AND LOAN REPAYMENT

After a student graduates, leaves school or drops below half-time enrollment, the student will have a period of time before repayment of financial aid begins. This “*grace period*” will be:

- **Six months for a Federal (FFELP) or Direct Stafford Loans.**
- **Nine months for Federal Perkins Loans.**

Each student is required to sign a written agreement to pay back any student loan. This is the student’s written promise that the student will uphold the contract. By signing, the student is taking on serious legal and financial responsibilities. If the borrower doesn’t pay back the loan according to the terms of the contract, the lender can take legal action. Additionally, if a borrower does not pay their student load back they may not be able to obtain employment in a hospital with Medicare reimbursement.

For more detailed information on all of student loan options, including repayment and consolidation, please visit EdFund at <http://www.edfund.org/>

FLU (H1N1) DISTRICT REPORTING POLICY (BP 5210/AP 5210)

BACKGROUND:

The H1N1 is a flu-virus first detected in 2009, called the “swine flu” because the virus was similar to those found in pigs. In 2009, the H1N1 flu-virus caused a world-wide pandemic and in 2014 it became predominant in the United States. According to the Center for Disease Control, the H1N1 flu-virus is now a regular human flu-virus that continues to circulate seasonally worldwide (Adapted from <http://www.cdc.gov/h1n1flu/>).

POLICY:

- For the 2016-2017 flu season, the Nursing Program will no longer accept FLU-MIST (nasal spray) per the new Federal Advisory Committee on Immunization Practices (ACIP) and the Center for Disease Control (CDC). The flu vaccine is offered through the Grossmont College Health Services.
- If a student has been ill or absent with flu-like symptoms, the instructor will contact the Nursing Office with the name of the individual for tracking.
- If students are confirmed to be ill, they are not to return to class or clinical until they have a physician’s note clearing them of illness. Students should submit a copy of this note to the Nursing Office.
- If students who are in class report flu-like symptoms, the instructor will refer them to campus Health Services (located in building 10-(619)-644-7192).
- Frequent hand washing and use of alcohol-based hand sanitizer when soap and water is not available is highly recommended.
- Students should talk with faculty about course/clinical make-up given their absences.

Flu Vaccine Declination:

- Students who refuse the annual flu vaccine must have a written letter from their physician indicating that they cannot receive the vaccine.
- Should a student refuse a flu vaccine or the H1N1 vaccine, specific clinical facilities may not place the student in their facility for a clinical rotation or the student may be asked to wear a mask for the duration of the clinical rotation.
- The inability to be placed in a clinical rotation would result in the student’s inability to complete the Nursing Program.

GIFT POLICY

BACKGROUND:

Students' gratitude is well-intentioned; however, the best gift a student can give to a faculty member is the ultimate display of respect for the nursing profession and the lasting impression of feeling that the respect, integrity and professionalism was instilled in that student.

POLICY:

- Gift giving is not expected and it is actively discouraged in the normal course of faculty-student interactions
- The following opportunities are available if a student, family or alumni would like to make a donation to the Grossmont School of Nursing:
 - a. The Alumni Association: www.foundation.gcccd.edu/nursing.
 - b. Scholarship fund in memory of one of our Grossmont Nursing Students: A check made out to *"The John Matthew Hajosy Scholarship Fund"* and mailed to: Foundation for Grossmont and Cuyamaca Colleges, 8800 Grossmont College Drive, El Cajon, CA 92020.

GRADING POLICY

BACKGROUND:

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.”

POLICY:

At the beginning of the course/semester, the teaching team or lead faculty will identify methods of assessing and evaluating student performance. These methods may include but are not limited to the following:

- Computer assisted instruction.
- Simulation.
- Quizzes and tests.
- Kaplan Integrated Proctored and non-Proctored Assessments.
- Online quizzes and examinations.
- 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).
- Planned and incidental observations of nursing assessment, problem identification, plan of care development, implementation and evaluation of nursing care.
- Written assignments as stated in the course syllabus or discussed at the beginning of the course.
- Self-evaluations of clinical performance based on competencies for the course.
- Written and verbal feedback in student/instructor conferences.
- Student presentations /collaborative learning assignments.

COURSE GRADES:

POLICY:

The final course grade will be awarded based on meeting all of the following course requirements:

- Achieve an average of 75% or greater on all written work and examinations and
- Achieve an average of 75% or greater from the major examinations as designated in each course syllabus
 - a. The average will be calculated by adding the percentages earned on each exam and dividing by the total number of the exams.
 - b. Points will not be used when calculating the average exam score in meeting this criterion and
- Satisfactory clinical performance, including non-graded written assignments and pre-lab preparation and
- Completion and submission of all course requirements , graded and ungraded, and
- Completion of all required community service hours.
- Students must pass both clinical and classroom components of each course.
- The Board of Registered Nursing requires that classroom and clinical courses are concurrent; therefore, failure in the clinical or the classroom component of any course would result in re-taking the entire course
- Contracting for course grades and extra credit assignments for points is not permitted.
- The Nursing Program does not use + or – in the grading of nursing courses.
- Letter grades are determined by the following percentages:

A = 90-100%
B = 80-89%
C = 75-79%
D = less than 75% and is considered a failing grade

- There is no rounding of scores when determining the final course grade (e.g., a score of 79.8 will be recorded as a "C").

INCOMPLETE GRADES

BACKGROUND:

Grossmont College's Incomplete Grade Policy states that "an incomplete (I) grade may be awarded at the discretion of the instructor when all of the following conditions exist: (a) if a student has contacted the course faculty and both agree to the provisions established in the Incomplete Grade Contract; (b) if a student has an unforeseen emergency that prevents the student from completing the remaining course work evidence to verify the emergency may be required; and (c) if a student has completed a minimum of 50% of the required course work, as specified in the course syllabus, with regular attendance, and there is still a possibility of earning a passing grade in the course" (Adapted from the Grossmont College Catalogue, 2016/2017).

POLICY:

- The student has the responsibility to contact the lead instructor and/or teaching team; initiate, **complete** and **sign** the College's Incomplete Grade Contract (available in Admissions and Records).
- The Incomplete Grade Contract represents the student's plan and process agreement to complete the remaining course work.
- Both the student and lead faculty will review the Incomplete Grade Contract.
- The lead faculty and the student will set a **deadline** for completion of remaining course work and the contract will reflect that deadline date.
- After review of the contract, the lead faculty is responsible for signing and filing the Incomplete Grade Contract.
- If the student is not able to complete the remaining course work within the deadline date set and reflected in the contract, the "I" will be replaced with a failing grade for the course.
- If the student completes the remaining course work within the deadline date set and reflected in the contract, the "I" will be replaced with a grade.
- An "I" cannot be granted as an option for a failing grade.

For more details on Incomplete Grading please see the 2016/2017 Grossmont College Catalogue available at <http://www.grossmont.edu/academics/schedulecatalog/default.aspx>

Reviewed: 06/2015; 06/2016
Revised: 07/2016

HIPAA AND PATIENT CONFIDENTIALITY POLICY

BACKGROUND:

To improve the efficiency and effectiveness of the health care system, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Public Law 104-191, included administrative simplification provisions that required Health and Human Services (HHS) to adopt national standards for electronic health care transactions and code sets, unique health identifiers, and security. At the same time, Congress recognized that advances in electronic technology could erode the privacy of health information. Consequently, Congress incorporated into HIPAA provisions that mandated the adoption of Federal privacy protections for individually identifiable health information.

Students are expected to act as professionals with the utmost respect for patient confidentiality as an ethical principle but also to comply with HIPAA regulations. All nursing students are expected to be familiar with and practice HIPAA confidentiality guidelines at all times during their clinical rotations, during class and off campus throughout the nursing program.

POLICY:

- Each student is responsible for completing the HIPAA competency program prior to the first day of clinical in the student's first and third semesters, or upon re-entering or re-admission to the program.
- Students are expected to maintain patient confidentiality in all public places (while in the cafeteria in clinical or on campus; in elevators at the hospital; in the grocery store, at the coffee shop, etc.). This also includes any information that is posted on any form of social media, text message or instant messaging. Students have the responsibility to intervene if they hear or know of a breach in patient confidentiality.
- Students' clinical work and assignments should not contain any of the patient's identifiers such as the patient's full name or medical record number.
- Students should not remove any part of the patient's chart, with the patient's identifiers, or with the patient's identifiers cut off from the hospital.
- All information used during the clinical day with patient information must be disposed of in the appropriate disposal unit (at the hospital) or per the hospital policy.
- Compliance with HIPAA confidentiality includes only "need to know information". Students should only research information on their patient, and not their neighbor, or their neighbor's family. Patients need to give consent to release any of their information (including diagnosis, vital signs, etc.) to another person or persons before the nurse can discuss that information in person or over the phone.

Students who violate the HIPAA confidentiality guidelines will be dismissed from the Grossmont Nursing Program.

IMMUNIZATIONS AND TB TEST POLICY

BACKGROUND:

The protection of students' health is important so that they will be able to resist illness and prevent transmission of diseases to patients. Therefore, students are required to have certain immunizations and to keep the seasonal immunizations/vaccinations current (for example, influenza and tuberculosis).

The Nursing Department requires documentation of immunization/seropositivity for measles, mumps, rubella, diphtheria, tetanus, pertussis (Tdap), Hepatitis B, and seasonal flu. These forms are available from the Nursing website, <http://www.grossmont.edu/nursing>, under "Student Forms." **Students have the responsibility to upload documentation of immunizations to Complio compliance tracking system.** A low cost immunization program is available for most of these immunizations through the Grossmont College Student Health Services Department (619-644-7192). Students should consult their Healthcare Provider regarding possible side effects or contraindications to these immunizations and TB test.

POLICY:

To apply to the nursing program, the following follow-up immunizations/testing requirements must be met:

1. **Annual TB testing:** Current tuberculin test results must also be on file before entering the Nursing Program. Current TB testing must be submitted on an annual basis (see specific details below). For those who have had a positive TB test in the past, an annual TB questionnaire and clear Chest X-ray must be submitted. See detailed information in the following section.
2. **T-dap booster:** After receiving an initial T-dap immunization, a T-dap booster is required every 10 years.
3. **Annual influenza immunization:** CDC's Advisory Committee on Immunization Practices (ACIP) voted that live attenuated influenza vaccine (LAIV), also known as the "nasal spray" flu vaccine, should **not** be used during the 2016-2017 flu season. ACIP continues to recommend annual flu vaccination, with either the inactivated influenza vaccine (IIV) or recombinant influenza vaccine (RIV), for everyone 6 months and older (<http://www.cdc.gov>). Information will be distributed to all nursing students at the beginning of each influenza season (see detailed information on the Grossmont nursing website under Influenza updates).
4. **Varicella (chickenpox):** Students without serologic proof of immunity, prior vaccination, or diagnosis or verification of a history of varicella or herpes zoster (shingles) by a healthcare provider, should provide documentation of 2 doses of varicella vaccine, 4 weeks apart.
5. **MMR (Measles, Mumps, and Rubella):** Students born in 1957 or later should provide documentation of either laboratory confirmation of disease or immunity or appropriate vaccination against MMR (2 doses of vaccination).
6. **Hepatitis B:** Students should provide evidence of a series of 3 vaccinations and seropositivity. Students who respond with a negative seropositivity after receiving the series of 3 vaccinations, may need to have a booster or have to repeat the series of 3 vaccinations and seropositivity.

For more information on vaccinations and schedules: <http://www.cdc.gov/vaccines/schedules/hcp/adult.html>

Students have the responsibility to upload annual TB testing, Td booster, and annual influenza immunizations to Complio compliance tracking system.

Mantoux Tuberculin Skin Test Information

A student who develops a positive TB test, must clear required reports through Grossmont Health Services prior to submitting TB documents to the Nursing Program Office. A student who has had adverse reactions to TB testing and is being asked to have the 2-step PPD process, may have the QuantiFERON® TB test.

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

Mantoux Conversion

- a. If a test result becomes positive after previously being negative, neither student nor faculty may be on campus or attend class until cleared by a negative chest x-ray report which has been submitted to the Grossmont Student Health Service.
 - b. Medical evaluation for possible treatment of Latent TB Infection (LTBI) is recommended for those individuals with a known recent Mantoux conversion.
- PPD and pregnancy: Per the Centers for Disease Control (CDC) guidelines (October, 2011), the PPD is considered safe and valid throughout pregnancy. The PPD is not contraindicated during pregnancy. PPD testing remains a requirement for the Nursing Program unless one of the above criteria is met. Quantiferon-TB Gold Blood Test has not been evaluated for use during pregnancy. For more information about the TB vaccination and pregnancy, please visit the CDC website at www.cdc.gov
 - A **new** positive TB form submitted to the Nursing Office without an authorized signature and stamp from the Health Services office (644-7192, Griffin Student Center) is incomplete and will not be accepted.

For more information on TB vaccination please click on the following links from the CDC website:

- http://www.cdc.gov/tb/publications/pamphlets/tb_skin_test.pdf
- http://www.cdc.gov/tb/publications/pamphlets/tb_disease_en_rev.pdf
- http://www.cdc.gov/tb/publications/pamphlets/tb_infection.pdf

Reviewed: 06/2015; 06/2016

KAPLAN INTEGRATED ASSESSMENT POLICY

BACKGROUND:

To provide a systematic, purposeful approach to academically sound integration and use of Kaplan tutorials, focused practice non-proctored assessments, integrated proctored assessments and remediation throughout the nursing program for all students.

The faculty feel that exposure over time is beneficial to deep learning and will serve as the best method for on-going preparation for the NCLEX-RN®.

All students are required to complete the Kaplan focused practice non-proctored assessments and/or the Integrated proctored assessments throughout the program.

Specific Kaplan requirements for each course will be included in the respective course syllabus.

POLICY:

BENCHMARKS:

All students are expected to use the focused practice non-proctored assessments to become more familiar with content and as preparation for the integrated proctored test. Students are expected to complete the focused, practice non-proctored assessments and score at least a 90% on the practice exam prior to taking the Integrated Proctored Exam. Students can take the focused, practice non-proctored assessments as many times as they wish to achieve the 90%.

Students will be expected to achieve a minimum score (benchmark) on the following Integrated **proctored** assessments:

Integrated Proctored Test	Benchmark
Pharmacology/Parenteral Therapy (version A)	68%
Fundamentals (version A)	67%
Obstetrics (version A)	76%
Pediatrics (version A)	68%
Medical/Surgical 1 (version A)	55%
Psychosocial (version A)	67%
Medical/Surgical 2 (version A)	56%
Kaplan Comprehensive Predictor (Version A normed)	60%
Diagnostic (version A)	65%

- Students who do not achieve the benchmark score on the Integrated **proctored** assessments will be expected to remediate before the first day of class for the subsequent semester of the nursing program.

REMEDIATION:

Students who are not able to meet the benchmark for any Kaplan Integrated Proctored Assessment are expected to complete the remediation process in order to identify the skills students will need to be successful and to help facilitate self-directed learning as they progress in the program. The remediation process is meant to be an academic support for students to address content areas needing improvement.

To remediate, students are expected to review their results on the Kaplan website. Students are expected to review the topic of each of the questions missed on the assessment using the Kaplan resources provided (videos, rationales, etc.). After reviewing the topic, students are expected to handwrite three (3) significant concepts for each topic missed detailing those three significant concepts they learned from their review. Students can bullet point their three significant learned concepts.

Students are expected to bring the handwritten remediation on the first day of their next semester class. The handwritten remediation will be the students' "ticket for entry." If students do not bring the handwritten remediation with them to class, students will have to complete the remediation on that day prior to coming into class and as a result may miss class time.

Schedule of Assessments: Students should refer to their course syllabus for the dates of the assessments.

07/ 2015
Reviewed: 06/ 2016
Revised: 06/2016

LATE ADMISSION TO THE NURSING PROGRAM

BACKGROUND:

The admission process in nursing is an important aspect that provides information needed to make informed decisions about applicants entering the nursing program. New student orientation provides information to students about the commitment needed to be successful in the program, the rigor of the program, the amount of hours needed for success in the program and specific details about how to prepare for the first week of classes.

POLICY:

- After a complete class is accepted for admission to the nursing program for a specific semester, the list of remaining nursing student applicants will be maintained in the Nursing Department until the first day of class.
- In the case of a student who decides to withdraw from the Nursing Program prior to the first day of class, the Nursing Department has the discretion to determine if another student will be accepted into the Nursing Program in that student's place.
- Once the first semester nursing classes have started, no further applicants will be accepted for the current cohort.

Reviewed: 06/2015; 06/2016

LATE WORK POLICY

BACKGROUND:

The Nursing Faculty intentions are to create a culture of responsibility. Students need to complete work on time as these healthy habits are ones that will carry students into their profession. Nursing is a demanding profession and unlike other things in life, priorities in nursing can change very rapidly. The very nature of the dynamics of nursing demands that our focus is on the most important activities of the moment and that we keep ourselves organized and on task. Due to the unpredictable nature of what nurses do each and every day, nurses can never be certain of how much time they will have later to address situations. Nursing students need to develop habits of the mind directed toward a commitment to proactive communication and time on task.

POLICY:

- Assigned written work will be due on dates specified by the instructor.
- This work must be submitted before class or clinical begins.
- **If the written work is late the student will either receive a zero (0) or no credit.**
- If a student is unable to come to class the day the assignment is due, the student has the responsibility to contact the instructor according to the instructor's preferred method of communication prior to the beginning of class or clinical and make arrangements for submission of late work.
- If events occur which prevent the student from handing work in on time, special permission for submitting an assignment late may be requested.
- This request must be submitted in writing to the lead instructor before the due date stating the reason for the extension and the amount of additional time requested to complete the assignment.
- **Late pass-fail papers will not be accepted.**

Each course's lead instructor and /or teaching team will discuss the policy for pass-fail paperwork.

MEDICATION ERROR POLICY

BACKGROUND:

A medication error is defined as an actual medication error or near miss that occurs in clinical or would have occurred if the instructor had not intervened. Each year in the U.S., serious preventable medication errors occur in 3.8 million inpatient admissions and 3.3 million outpatient visits. The Institute of Medicine, in its report *To Err Is Human*, estimated 7,000 deaths in the U.S. each year are due to preventable medication errors. The cost of inpatient preventable medication errors is estimated at \$16.4 billion annually and the cost of outpatient preventable medication errors is \$4.2 billion annually. As nurses, we carry the burden of providing quality and safe patient-centered care including reporting the medication error or near-miss and following the procedure noted here and within the clinical facility.

POLICY:

- The student has the responsibility to inform the instructor and the primary nurse about the medication error (or near miss).
- Once the clinical instructor has knowledge of the medication error or near-miss, the instructor and student will ensure the following:
 1. Patient physiologic stability is assessed and assured.
 2. Primary nurse is notified (or clinical instructor, if student was administering the medication under supervision of the primary nurse).
 3. Appropriate documentation and agency medication error policy implemented.
 - a. The student must record the medication error on the weekly student evaluation tool.
 4. Analysis of why the error occurred. The instructor will make recommendations for remediation.
 - a. 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.
 - b. If the error is severe resulting in patient harm, the student is required to meet with the Associate Dean/Director of Nursing and may be subject to dismissal from the Nursing Program.

NECESSARY SKILLS OF THE NURSING STUDENT POLICY

BACKGROUND:

Students must be able to function fully in the clinical area in order to participate in the Nursing Program. Students needing accommodations in order to perform the identified essential functions should make an appointment with DSPS (see page 18). The Grossmont College Nursing Program will follow the policies on physical requirements of the registered nurses at the local health care facilities in deciding upon reasonable accommodations. As a rule, therapeutic or adaptive devices for acute injuries (such as a walking boot or a shoulder sling) are not allowed in the clinical settings.

The following describes core skills and activities essential to the practice of nursing. These skills have been identified as core skills and activities the student nurses at Grossmont College Nursing Program are required to perform, with or without reasonable and appropriate accommodations. Students must submit the Necessary Skills verification form (*included in the new student requirements packet*) after acceptance into the Nursing Program and prior to the orientation day.

POLICY:

- Failure to submit the verification form and accompanying materials by the stated deadlines will result in withdrawal of acceptance in the Nursing Program.
- In the event that a student currently in in the Nursing Program becomes unable to perform core skills and activities, the same process for completing the essential functions form must be followed.

Functional Ability	Core Performance Standard
Gross Motor Skills	<ul style="list-style-type: none"> • Move within confined space • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (IVs) • Reach below waist (plug-ins)
Fine Motor Skills	<ul style="list-style-type: none"> • Pick up objects with both hands • Grasp small objects with both hands • Write with pen or pencil • Key/type (use a computer) • Pinch/pick or otherwise work with fingers (syringe) of both hands • Twist (turn knobs) with both hands • Squeeze with fingers with both hands (eye dropper)
Physical Endurance	<ul style="list-style-type: none"> • Stand (at patient's side during procedure) • Sustain repetitive movement (CPR) • Maintain physical tolerance (work entire shift)
Physical Strength	<ul style="list-style-type: none"> • Push and pull 25 pounds (position patient) • Support 25 pounds of weight (ambulate patient) • Lift 25 pounds (transfer patient) • Move light objects up to 10 pounds • Move heavy objects weighing from 10 to 50 pounds • Defend self against combative patient

Functional Ability	Core Performance Standard
	<ul style="list-style-type: none"> • Carry equipment/supplies • Use upper body strength (CPR, restrain a patient) • Squeeze with both hands (fire extinguisher)
Mobility	<ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly • Climb (ladder, stools, stairs) • Walk
Visual	<ul style="list-style-type: none"> • See objects up to 20 inches away • See objects more than 20 feet away • Use depth perception • Use peripheral vision • Distinguish color • Distinguish color intensity
Tactile	<ul style="list-style-type: none"> • Feel vibrations (pulses) • Detect temperature • Feel differences in surface characteristics (skin turgor) • Feel differences in sizes, shapes (palpate vein) • Detect environmental temperature
Hearing	<ul style="list-style-type: none"> • Hear normal speaking level sound • Hear faint voices • Hear faint body sounds (BP) • Hear in situations not able to see lips (when using masks) • Hear sound alarms
Emotional Stability	<ul style="list-style-type: none"> • Establish therapeutic boundaries • Provide patient with emotional support • Adapt to changing environment/stress • Deal with unexpected (crisis) • Focus attention on task • Monitor own emotions • Perform multiple responsibilities concurrently • Handle strong emotions (grief)

Functional Ability	Core Performance Standard
Analytical Thinking Skills	<ul style="list-style-type: none"> • Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem solve • Prioritize tasks • Use long term memory • Use short term memory
Critical Thinking Skills	<ul style="list-style-type: none"> • Identify cause and effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information
Interpersonal Skills	<ul style="list-style-type: none"> • Negotiate interpersonal conflict • Respect differences in patients • Establish rapport with patients • Establish rapport with co-workers
Communication Skills	<ul style="list-style-type: none"> • The ability to communicate clearly both verbally and in writing.

NON-DISCRIMINATION POLICY

BACKGROUND:

“People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. Grossmont-Cuyamaca Community College District (GCCCD) strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community”.

POLICY:

- The School of Nursing follows the District policy:
“No person shall be unlawfully subjected to discrimination or denied full and equal access to District programs or activities on the basis of ethnic group identification, race, color, national origin, religion, age, sex or gender, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, or on the basis of these perceived characteristics, or of these actual or perceived characteristics”.

NURSING PROGRAM RE-ENTRY POLICY

BACKGROUND:

In the event that a student withdraws from or fails a core nursing course, a process has been established to help the student identify problem areas and develop a plan that will enhance the likelihood of success when repeating the course. Students are allowed to repeat any nursing course **one time**. The re-entry process is designed to assist a student experiencing academic failure and enhance the opportunity to resolve barriers and challenges to success as well as to improve academic study, nursing knowledge, technical skills and clinical ability.

POLICY:

A student must petition for re-entry into the Nursing Program if the student:

- Received a failing grade in any course in the Nursing Major, including Pharmacology.
- Elected to withdraw and receive a “W” from any course in the Nursing Major for any reason.
- If the student withdrew due to illness, injury or childbirth, please refer to the *Pregnancy Policy* and the *Post-Surgery/Extended Illness Policy* in this handbook for additional re-entry requirements.
- Is returning from an approved leave of absence.

NOTE: If the student has been dismissed from the Nursing Program for unprofessional conduct or a violation of safety, legal or ethical standards set forth by the Nursing Program, re-entry into the Nursing Program is not possible.

Limitations to Re-entry:

- Re-entry is neither automatic nor guaranteed.
- Re-entry is evaluated by the Student Progression Committee on an individual basis.
- Re-entry is only permitted in the program that the student exited from.
- Re-entry is only permitted to the course that the student exited from.
- **Re-entry into the Nursing Program is considered on a space-available basis.**
- A student who has been dismissed as a result of unsatisfactory clinical performance will require special consideration.
- Recommendations for options to improve clinical skills will be discussed with the student at the exit interview with the Associate Dean/Director of Nursing.
- A student’s eligibility date to return to the program will be determined by the Associate Dean/Director of the Nursing during the exit interview.
- For students applying for re-entry into a first semester course: if approved for re-entry, the student will be placed on the alternate list for the semester in which their re-entry was approved.
- If space does not become available prior to the first day of class, the student will be accepted as a student in the following semester.
- Students who may be eligible for re-entry to the Nursing Program following a course failure or withdrawal while experiencing academic or clinical performance issues will be considered for re-entry only **one (1) time** to complete the Nursing Program.
- Students who withdraw from the Nursing Program due to personal circumstances, and are determined at the time of their withdrawal to be in **good standing in the Nursing Program** (satisfactory academic and clinical performance without documented professional conduct issues) may be eligible for re-entry a maximum of **two (2) times**.
- Students must be on the *re-entry list* so that there is no more than a **one (1) year absence**.
- A student will be offered only **one (1) invitation** to re-enter the Nursing Program.

- If a student does not accept the re-entry offer, the student will be considered ineligible to reapply to the nursing program.
- A student would be ineligible for re-entry if the general education courses are not completed (*See College Catalog for general education requirements*).

NOTE:

- All re-entry students (except for those re-entering into the first semester) will be required to take a math dosage calculation examination with a score of 100% on the first attempt. In addition, all re-entry students (except those re-entering into first semester) will be required to perform selected skills with 100% on the first attempt.
- Skills testing will be digitally recorded.
- Should the student who is re-entering not pass the math test or the skills testing, this will count as a course failure.
- If this is the second course failure, or if this attempt follows a withdrawal while experiencing academic or clinical performance issues, the student will be ineligible for re-entry into the Grossmont College Nursing Program.
- If this is the first failure (e.g., the student is returning from a leave of absence or an exit in good standing), the student will schedule an exit interview with the Associate Dean/Director of Nursing to discuss strategies with the student for future success in the Nursing Program.

PROCEDURE FOR RE-ENTRY:

- The student will schedule an exit interview with the Associate Dean/Director of Nursing within 2 weeks of receiving a failing grade, electing to receive a “W” in a nursing course, or submitting a request for a leave of absence.
- If a student fails to complete the exit interview within 2 weeks, the student will lose eligibility for re-entry.
- At the exit interview, the Associate Dean/Director and the student will discuss the reasons for exit from the Nursing Program.
- Based on information from the course instructor and /or teaching team, the Associate Dean/Director of Nursing will make *recommendations for remediation* and discuss strategies with the student for future success in the Nursing Program. **Students are required to complete all recommendations for remediation prior to re-entry.**
- The course instructor and/or teaching team may also be present during the exit interview.
- The student may make verbal and written comments during the exit interview.
- The student will receive a written copy of the recommendations and strategies and a copy of the exit interview form.
- Students will be referred to the Student Success Advisor or designee as needed.

PETITION FOR RE-ENTRY:

- The deadline for submission of a petition to return to **fall semester is MAY 1.**
- If the student fails after the May 1 petition deadline, an individualized petition deadline will be determined by the Associate Dean/Director of Nursing during the exit interview and documented on the exit interview form.
- The deadline for submission of a petition to return to **spring semester is October 31.**
- If a student fails after the October 31 petition deadline, an individualized petition deadline will be determined by the Associate Dean/Director of Nursing during the exit interview and documented on the exit interview form.
- The petition should be addressed to the *Student Progression Committee* must include the reason for failure/withdrawal and documentation of the completion of any and all recommendations for remediation.
- The student will submit the completed, typewritten and professional in appearance *Petition for re-entry* to the Grossmont College Nursing Program to *the nursing office secretary* and the secretary will submit the petition to the Student Progression Committee.

APPROVAL PROCESS:

- The Student Progression Committee will meet within one week of the petition deadline.
- Based on the information from the petition and any other additional documentation (if necessary), the Student Progression Committee makes recommendations for acceptance or denial of re-entry to the Associate Dean /Director of Nursing.
- If the Associate Dean/Director approves the recommendations sent forth from the Student Progression Committee, the student's name is placed on the *re-entry list* along with the date of the re-entry request and the course that the student needs.
If the petition is denied, the student will be informed of the decision.
If the student is re-entering the Nursing Program into the first semester, the student is required to attend New Student Orientation.
- As seats become available in the specific course needed by the student, the Nursing Office notifies the student in the *re-entry list* on a first come, first serve basis.
- Once a student re-entering the second, third or fourth semesters is notified that a seat has become available, an appointment for mandatory skills testing will be scheduled for the student.
- After successfully passing the skills testing requirement for re-entry, the student must provide documentation of the following:
 - a. Current American Heart Association (CPR) certification (**required every 2 years**).
 - b. Current immunizations (including influenza if it is flu season).
 - c. Current TB test (or TB questionnaire if history of positive TB test) (**both required annually**)
 - d. Current Malpractice/Liability Insurance.
 - e. Physical Examination –**must be done within 6 months of re-entry** (form available from nursing secretary).
 - f. Repeat Background Check and Drug Screen if the student has been out of the Nursing Program for **one full semester or greater** (summer does not count as a semester gap).
- If the student is granted re-entry, the student will participate in the Nursing Program under the **admission criteria, rules and regulations in effect for the year of re-entry**.

Reviewed: 06/2015; 06/2016

OPPORTUNITIES FOR STUDENT FEEDBACK POLICY

BACKGROUND:

A value deeply rooted in the Grossmont College Nursing Program is the right and responsibility of the individual student to evaluate his/her learning needs. Additionally, students are encouraged to offer solutions to areas in which they see the need for improvement. Students need to understand the value of giving constructive feedback which is objective and non-judgmental, encourages discussion and learning and allows a positive course to unfold. Student feedback is solicited throughout the nursing courses and the Nursing Faculty welcome student input and utilize student suggestions as they strive to provide excellence in nursing education. The ability to deliver constructive feedback in nursing is an essential component of a life-long profession in nursing.

POLICY:

- Students are invited to serve on Nursing Program Committees and to attend Nursing Faculty Meetings to give their opinions and suggestions.
- Serving on Nursing Program Committees is optional; however student participation is essential for program improvement.
- All students can attend the Nursing Faculty Meetings and voice their suggestions and opinions in a respectful manner. Students can opt to verbalize their concerns to their student class representatives who will bring student concerns to the faculty at the monthly faculty meetings.
- The class representatives have the responsibility to serve as liaisons between their class and the nursing faculty.
- Students are required to formally evaluate each course with a written evaluation.
- Students are able to evaluate areas of the program including texts, instruction and instructional methods, course content, ability to meet student learning outcomes, clinical facilities, and clinical experience.
- Course evaluations are anonymous.
- Students complete on-line evaluations before or after class on computers provided by the Nursing Department.
- Students may also be required to complete paper and pencil evaluations before or after class. Proctors (typically the Assistant Director or Director) will administer these types of evaluations.
- Any concern that a student may have regarding class or clinical lab should be resolved by first seeking a meeting with the respective faculty member. If the situation is not resolved, the student, the faculty member or both may request a meeting with the Assistant Director and/or Director (*Please see Appeals Process Policy*).
- Data are analyzed and distributed to faculty for review and discussion for any necessary changes to the Nursing Program.

Reviewed: 06/2015; 06/2016

Revised: 06/2016

PHARMACOLOGY POLICY

BACKGROUND:

Due to the unique nature of the scheduling of the Nursing pharmacology courses running concurrently with a major clinical course, a separate policy has been developed to address the issues surrounding failure to successfully complete each specific course.

POLICY:

Nursing 118 (first 8 weeks):

- A student who has failed Nursing 118 must immediately exit the nursing program.
- Students who fail Nursing 118 while concurrently enrolled in Nursing 120 will need to withdraw from Nursing 120, and will receive a “W” in Nursing 120 as well as the failing grade in Nursing 118.
- The student would be eligible for re-entry into the nursing program according to the criteria outlined in the *Nursing Student Handbook*.

Nursing 119 (second 8 weeks):

- When students are concurrently enrolled in Nursing 119 and Nursing 120 (or Nursing 130 for the LVN-RN transition students), they may continue in each course to the end of the semester as long as they do not have a clinical failure.
- Students who have a clinical failure in or withdraw from Nursing 120 before the end of the semester may complete Nursing 119.
- Students who fail Nursing 119 prior to taking the final for Nursing 120 may complete Nursing 120.
- Students who fail either Nursing 119 or Nursing 120 should exit the program at the end of the semester. These students would be eligible for re-entry into the nursing program according to the criteria outlined in the *Nursing Student Handbook*.

Students may not progress to the next semester until Nursing 118, 119 and 120 (or Nursing 130 for LVN-RN transition students) have all been successfully completed.

PINNING CEREMONY POLICY

BACKGROUND:

The Pinning Ceremony is a time-honored tradition dating back to the 12th century. The ceremony is a rite of passage into the professional world of nursing. The Grossmont College Nursing Program pin is awarded at the pinning ceremony to all students who successfully complete the program with the Associate Degree. Participation is optional but is recommended.

POLICY: The Pinning Ceremony is a student-driven event. The graduating class is responsible for fund-raising to help support the costs of this ceremony.

- The Pinning Ceremony is typically held during finals week each fall (December) and spring (May). In the fall, the ceremony is held in the theatre on the Cuyamaca campus and in the spring, the ceremony is held outdoors on the quad on the Grossmont campus. The Pinning Ceremony in the spring is typically held the day prior to Commencement.
- The Pinning Committee will consist of a faculty member who serves as chair [**facilitator**]- (typically from the 4th semester); a first semester faculty member, one of the health science technicians, the Director of the Nursing Program, and student volunteers from the 4th semester who serve as representatives from the graduating class
- First semester faculty are responsible for obtaining volunteers for the ceremony from among the first year students.
- The Chair of the Pinning Committee will begin requesting volunteers from the 4th semester Nursing 230 class on the first day of class and the first committee meeting should be held during the third week of the Nursing 230 class.
- Any and all ideas (e.g., decorations, flowers, reception (food), photographer, fundraising ideas, music, etc.) discussed at the first meeting should be brought back to the 4th semester class by the students on the committee for approval. After approval from students, the ideas can come back to the Committee for planning.
- Committee meetings should be held at regularly scheduled intervals throughout the fourth semester.
- Students who are participating in the Pinning Ceremony will be dressed professionally in their uniforms. The Dress Code Policy will be in effect for all students participating in the ceremony.
- The Senior Dean will approve any and all student speeches, music, PowerPoint presentations, collages, pictures, posters that will be used during the ceremony at least one month prior to the ceremony.
- The Senior Dean will suggest any necessary changes to speeches, music, etc. The students have the responsibility to make the recommended changes and submit their changes to the Dean for approval.
- Students must communicate with the Senior Dean if any further changes are made in the program after approval was granted by the Senior Dean.
- Students in the graduating class will vote on one student speaker for the ceremony.
- The ceremony will be no longer than one (1) hour in length.
- First year student volunteers should wear their student ID badges and dress professionally (first year faculty will be responsible for ensuring professional dress for these students).

POST –SURGERY/EXTENDED ILLNESS POLICY

BACKGROUND:

The core of nursing is care for others. While nursing is a rewarding and fulfilling profession, nurses who do not care for themselves become exhausted and may become ill. Nursing school is very rigorous and students while enthusiastic about providing care for others may neglect care of themselves. Nurses who care for themselves can more effectively care for their patients with the energy and physical capability required of the profession. Faculty in the Nursing Program want students to be successful and healthy. A student should only return to school when healthy.

POLICY:

- The student must submit a written physician's or primary care provider's clearance that states the student can return to clinical without restrictions.
- The student submits a copy to the nursing office and a copy to the clinical instructor for clinical lab attendance.
- The student must be able to meet the clinical objectives to remain in good standing in the Program. The lead instructor and/or teaching team, with student input, will determine whether imposed medical restrictions allow accomplishment of clinical objectives.
- The Attendance Policy of the Program will apply unless judged inappropriate to the individual case by nursing faculty review
- A student who is not able to meet clinical objectives due to illness can consider a leave of absence and should make an appointment with the Associate Dean/Director for an exit interview to discuss options.

PREGNANCY POLICY

BACKGROUND:

A student who is pregnant may remain active in the Nursing Program as long as she is able to meet the weekly laboratory objectives and her attendance record remains satisfactory. A pregnant student is expected to meet the same objectives as all other students in both theory and clinical.

POLICY: Antepartum-Recommendations

- The student has the responsibility to notify the clinical instructor as soon as pregnancy is determined, along with any other restrictions from the physician as some clinical experiences may need to be modified for her safety.
- The student has the responsibility to notify both the Nursing department and the clinical instructor if problems arise that could limit the student's ability to safely meet clinical objectives.
- If the student requests a leave of absence during the pregnancy, the student must schedule an exit interview with the Associate Dean/Director of Nursing and request a formal leave of absence in writing.
- At the end of the leave of absence, the student can re-enter the nursing program.
- The student will be required to follow the re-entry process.

05/ 2016
Reviewed: 06/ 2016
Revised: 07/ 2016

PRE-REQUISITE CLASS POLICY

BACKGROUND:

The primary role of the Nursing Program at Grossmont College is to foster and facilitate the development of nurses prepared to care for patients. The Associate of Science Degree in nursing curriculum prepares students for entry-level Registered Nurses as providers of care across the life span and as members within a profession. Pre-requisite courses play an important role in nursing education. These courses provide a foundation for knowledge and gives students the opportunity to build upon that base once they enter the Nursing Program because the nursing courses will build upon one another. In addition, the grade point average in the pre-requisite classes is often a major component of studies conducted to determine success in the Nursing Program.

POLICY:

1. Recency of Pre-requisites:

- Anatomy, Physiology and Microbiology must be taken before applying to the nursing program.
- Science recency is determined from the date of the last science course taken.
- Anatomy must be taken within 10 years of the application date.
- Physiology and Microbiology must be taken within 7 years of the application date.

2. Lab Requirements:

- Anatomy, Physiology and Microbiology courses must have a laboratory component.

3. Repeating Pre-requisites:

- In compliance with the Community College State Chancellor's Office ruling, a student may repeat only one (1) science pre-requisite course to improve GPA or recency within a 5 year period.
- If a student withdraws from one of the science courses and received a "W", this is counted as one (1) attempt.
- If a student repeats one course, the student would be ineligible to repeat any of the other science courses for 5 years.

4. All Other Pre-requisites:

- For additional pre-requisite information , please see the nursing web site page at www.grossmont.edu/nursing

5. Required GPA:

- Please see the nursing web site page at www.grossmont.edu/nursing for point assignments for GPA.

Reviewed: 06/2015; 06/2016

PROGRAM/COURSE EVALUATION POLICY

BACKGROUND:

In keeping with the standards set by the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN), Grossmont College School of Nursing provides opportunities for students to evaluate program quality. Students complete surveys each semester to evaluate their courses, including clinical and simulation, their faculty, and in the 4th semester, students complete an evaluation of the total program. These data are collected and analyzed and decisions about the program are made based on the data analysis.

POLICY:

- Students are required to complete the classroom and clinical evaluation prior to the end of each course.
- All evaluations are anonymous and are submitted electronically.
- Students are given the opportunity to complete the evaluations during class time.
- The Associate Dean/Director of Nursing will review all evaluations once completed.
- The Associate Dean/Director of Nursing will identify trends from all data collected and discuss findings with faculty. If the problem(s) identified relate to the program curriculum 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.

Reviewed: 06/2015; 06/2016
Revised: 06/2016

REMEDIATION POLICIES

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

- The adult learner is primarily in charge of his or her own learning. The instructor's responsibility is to manage the process through which adults learn.
- Adults have accumulated a foundation of life experiences and knowledge
- Adults are goal-oriented.
- Adults are practical.
- Students are encouraged to assume responsibility for their own learning needs and request appropriate assistance if needed.
- If students are not progressing satisfactorily, resources are available to assist the student to overcome identified deficiencies.
- The following are a list of possible referrals that the instructor may utilize for remediation :
 - a. Student Success Advisor.
 - b. Nursing Skills Lab.
 - c. English Department.
 - d. Math Department.
 - e. Counseling.
 - f. Disabled Student Services.
 - g. EOPS.
 - h. Financial Aid.
 - i. Learning Resource Center.
 - j. Health Science Computer Lab.

MANDATORY ACADEMIC REMEDIATION POLICY

BACKGROUND:

Remediation is a sequence of events beyond the standard course curriculum that are designed to bring students who have identified areas needing improvement or have been unsuccessful in a course exam to a level of competency expected of students. The process of remediation should provide opportunities for students to develop and demonstrate required knowledge, skills, and/or attitudes through self-directed learning and purposeful interactions with faculty. The Grossmont College Nursing Program faculty is committed to the success of our students. In addition to student or faculty initiated voluntary remediation, the Grossmont College Nursing Program initiated a mandatory remediation process. Researchers have shown that when students' learning difficulties are identified, corrected and reinforced, an increase in knowledge and confidence follows. Remediation results in students being able to identify their areas of weakness and being able to overcome barriers to success.

POLICY:

- Student is identified by course faculty for mandatory remediation referral.
 - a. Any student scoring < 75% on a course exam will receive a **mandatory** remediation referral.
 - b. The course instructor will meet with the student and review the policy on mandatory remediation.
 - c. The course instructor and student will collaboratively develop an **individualized** Course Content Action Plan as part of the remediation with follow up dates delineated. The Course Content Action Plan may contain one or more of the following:
 - a. Individual review of missed questions and content with course instructor.
 - b. Attendance at group tutoring sessions.
 - c. NCLEX-RN® questions as an assignment.
 - d. Additional assignments to enhance comprehension of material (case studies, concept mapping, simulation).
 - d. The action plan will also include a description of the consequences of failure to complete the remediation plan.
 - e. The student will be given the original copy of the remediation form with the Course Content Action Plan completed (Instructors will keep a copy for their files).
 - f. Course instructor will notify the Student Success advisor or designee of the referral by email if available. If the Student Success Advisor is unavailable, faculty will act in the place of the Student Success Advisor.
- Student will schedule a meeting with the Student Success Advisor or designee
 - A. Meeting must take place within 3 business days of receiving the mandatory remediation referral. The student is responsible for bringing the original of the remediation form to the meeting with the Student Success Advisor or designee.
 - B. The General Remediation Action Plan section will be developed by the Student Success Advisor or designee in collaboration with the student with follow-up dates delineated. This action plan may include strategies for improvement in one or more of the following areas:
 - a. Test-taking skills.
 - b. Evaluation of work hours.
 - c. Personal issues.
 - d. High risk identifiers.
 - e. Additional factors identified through discussion with the student.
- Actions must be completed by dates identified.
- Completed remediation plan with all actions completed must be signed by the student, course instructor and Student Success Advisor or designee for final sign-off by the date specified.

- The original of the completed remediation plan will be given to the course instructor. After review, the plan will be maintained in the student file.
- For student placed on on-going remediation, the current course instructor will meet the instructor for the subsequent course prior to the first day of classes to review the remediation plan. The subsequent course instructor will then meet with the student at the beginning of the course to review the remediation plan to ensure continuity.

A mandatory remediation plan is a formal course requirement. Failure of the student to complete the remediation plan and obtain appropriate signatures by the deadline dates will result in course failure.

Mandatory Remediation Referral: Academic

Date: _____

Student: _____

Course: _____

Referring Faculty: _____

Lead Course Faculty: _____

Reason for Referral:

- Exam score < 75%
- Other _____

Course Content Action Plan developed in collaboration with course faculty:

Actions (including consequences)	Date to be completed	Faculty initials/Date completed	Student initials/Date completed
<input type="checkbox"/> Individual reviewed exam with course instructor			
<input type="checkbox"/> Attendance at group tutoring sessions			
<input type="checkbox"/> NCLEX questions assigned:			
<input type="checkbox"/> Other:			

- Student is currently on Active Remediation Plan – see previous form
- Academic Student Remediation Action Plan developed in collaboration with Student Success Advisor (SSA) or designee.

Problems identified in collaboration with Student Success Advisor or designee:

- 1.
- 2.
- 3.

General Action Plan developed in collaboration with Student Success Advisor (SSA) or designee:

Action(s) (including consequences)	Date to be completed	SSA initials/Date completed	Student initials/Date completed

Mandatory Remediation plan has been completed with all required signatures*.

*Student signature: _____ Date: _____

*Faculty signature: _____ Date: _____

*Student Success Advisor signature or designee: _____ Date: _____

Completed form to be maintained in the student file in the nursing office with a copy sent to the course instructor. All signatures must be original (not typed) and are required prior to filing.

MANDATORY CLINICAL REMEDIATION POLICY

BACKGROUND:

Clinical remediation is defined as the process of identifying the need to take action to remedy a situation that, if left unresolved, will result in unfavorable outcomes, whereas implementing intervention strategies will successfully address the situation. The advantages of clinical remediation are that it (a) allows additional attention for students at risk without compromising educational needs of other students, (b) provides further evaluation and information to the student and faculty on the student's clinical performance, and (c) improves clinical performance.

POLICY:

- The student is identified by clinical instructor for mandatory remediation referral.
 - a. Any student receiving an Unsatisfactory graded on the weekly evaluation tool in clinical will receive a mandatory remediation referral.
 - b. The clinical instructor will consult with the Lead Course Faculty.
- The student will meet with the clinical and/or course faculty lead to develop a collaborative Clinical Action Plan. The action plan may include strategies for improvement in one or more of the following areas:
 - a. Clinical skills.
 - b. Critical thinking.
 - c. Time management.
 - d. Additional factors determined through discussion with the student.
- The Clinical Action Plan will also include a description of the consequences of failure to complete the remediation plan.
- Actions must be completed by the dates identified.
- The Clinical Action Plan must be signed by appropriate faculty as indicated.
- The completed remediation plan will be maintained in the student file.

A mandatory remediation plan is a formal course requirement. Failure of the student to complete the remediation plan and obtain appropriate signatures by the deadline dates will result in course failure.

Mandatory Remediation Referral: Clinical

Date: _____

Student: _____

Course: _____

Referring Faculty: _____

Lead Course Faculty: _____

Reason for Referral:

- Unsatisfactory clinical performance
 Other _____

Clinical Action Plan developed in collaboration with clinical/course faculty:

Problem Area	Action(s) (including consequences)	Date to be completed	Faculty signature /Date completed
<input type="checkbox"/> Clinical skills - <i>Specify skill(s):</i>	<input type="checkbox"/> Required clinical time and lab tutor sign-off in on campus skills lab. <input type="checkbox"/> Required time scheduled with clinical or course faculty to review skill(s). <input type="checkbox"/> Required practice/return demonstrations in clinical setting. <input type="checkbox"/> Additional assignments to enhance comprehension of material.		
<input type="checkbox"/> Critical Thinking <i>- Describe the problem(s):</i>	<input type="checkbox"/> Required time scheduled with clinical or course faculty to discuss critical thinking. <input type="checkbox"/> Completion of case study. <input type="checkbox"/> Completion of critical thinking worksheets. <input type="checkbox"/> Other assignments to be determined by faculty.		
<input type="checkbox"/> Time Management – <i>Describe the problem(s):</i>	<input type="checkbox"/> Required time scheduled with clinical or course faculty to discuss time management. <input type="checkbox"/> Development of Organizational tool. <input type="checkbox"/> Completion of required number of completed tools. <input type="checkbox"/> Other assignments to be determined by faculty.		
<input type="checkbox"/> Other - <i>Describe the problem(s):</i>			

I, _____ have reviewed the Clinical Remediation Plan.

Student Signature: _____ Date: _____

Mandatory Remediation plan has been completed with all required signatures*.

*Student signature: _____ Date: _____

*Faculty signature: _____ Date: _____

*Student Success Advisor signature (or designee): _____ Date: _____

Completed form to be maintained in the student file in the nursing office with a copy sent to the course instructor. All signatures must be original (not typed) and are required prior to filing. The contract will be reviewed and signed at the beginning of each semester, and the updated copy will be maintained in the student file. This ongoing contract will be sent to specific course and clinical faculty as the student progresses through the nursing program.

REPORT OF INJURY/EXPOSURE TO INFECTION POLICY

BACKGROUND:

The Nursing Program follows the facility policies and mandates that students immediately report any and all injuries to their clinical instructors.

POLICY:

- Students have the responsibility to immediately report any clinical or classroom injuries or exposure to infection to their nursing instructor or the supervising nurse.
- Clinical or classroom injuries or exposure to infections/blood-borne pathogens are covered under the Program's Workman's Compensation Policy, and 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. All forms need to be in the Nursing Office within 48 hours of the injury or exposure.
- If an injury is life-threatening or is of a critical exposure nature, the student will be sent for medical treatment first.

SKILLS CHECK-OFF REQUIREMENTS POLICY

BACKGROUND:

Students require time to practice and repetition of skills that will be used in the clinical setting. The skills checklist provides defined standards to ensure the skill is completed. Checklists also reduce inconsistencies in evaluation by providing a standard for both faculty and students to follow. Effective use of the checklists help students understand the process of learning skills.

POLICY:

Mandatory Course Entrance Skills:

- Mandatory entrance skills for the second, third, and fourth semester students have been identified, and are included in each course syllabus.
- Students will receive information about the requirements for completing the entrance skills from the lead faculty of the course they are entering at the start of the semester. This information will be distributed at least 2 weeks prior to the start of the semester.
- The student has the responsibility to complete the mandatory course entrance skills within the designated time frame
- Delay in completion or failure to complete the course entrance skills may result in an initiation of a behavioral contract and may result in clinical absence and possible dismissal from the program.

Course/Clinical Competencies /Expectations:

- **All skills must be performed with supervision**
- Each course has a required skills check-off list based on the individual course's clinical student competencies/expectations.
- The skills check-off list is located in each course syllabus.
- The student has the responsibility to complete the required skills during the course, either in the hospital clinical areas or in the skills lab.
- The skills must be done with competence (as defined by the lead instructor) by the end of the rotation.
- Make a copy of the skills check-off list and return the copy of the skills check-off list to the clinical instructor at the end of the course.
- The skills check-off list will be placed in the student file along with the weekly and final evaluation forms.
- Delay in completion or failure to complete all of the required skills check-off list may result in not meeting course requirements and could lead to course failure.

Reviewed: 06/2015; 06/2016
Revised: 06/2016

SOCIAL NETWORKING POLICY

BACKGROUND:

The Grossmont College Nursing Program is committed to protecting the health information of every patient with whom a student comes in contact, as well as the education information of every student. Distribution of sensitive and confidential health information is protected under HIPAA whether discussed through traditional communication channels, technology or through social media.

The faculty support the appropriate use of social media and technology, recognizing that social networking websites are used as a means of communication. The faculty acknowledge the value of sharing and communicating one's opinion and support such communication between and among students and faculty.

Future employers often review social networking sites when considering potential candidates for employment. Information can "live on" beyond its removal from the original website and continue to circulate in other venues.

POLICY:

In the professional role of the nursing student, students are not permitted to do the following:

- Share patient experiences or information with friends or family members.
- Exchange personal contact information of any kind between you and the patient or family.
- Present the personal health information of any individual on ANY social site. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation or type of treatment or the use of a medical photograph may still allow the reader to recognize the identify of a specific individual.
- Post or discuss any classroom or clinical information or experiences regarding faculty, other students, clinical agency and its staff and patients, instructors with use of technology or on any internet social media site . Examples include but are not limited to the following:
 - a. Blogging.
 - b. Microblogging.
 - c. Postcasting/podcasting.
 - d. Social networking.
 - e. Social news sharing.
 - f. Social bookmarking/social tagging.
 - g. Photos/Video hosting.
 - h. Instant messaging.
- Present yourself as an official representative or spokesperson for the Grossmont College Nursing Program.
- Utilize websites and/or applications in a manner that interferes with your clinical commitments.
- Discuss any information regarding exams or quizzes in an electronic format or in social media.
- Display language or photographs that implies disrespect for any individual or group because of age, race, gender, ethnicity, religious beliefs or sexual identity.
- Present information that may be interpreted as condoning irresponsible use of alcohol, substances, or sexual promiscuity.
- **Any violation of this policy will result in program dismissal.**

Students are legally responsible for anything posted through use of technology or in social media forums. Students should make every effort to present themselves in a mature, responsible and professional manner. Discourse should always be civil and respectful. Nursing students are preparing for a profession which provides services to the public and in which the public expect high standards of professional behaviors and communication. Students need to remember that their online presence should reflect them as a professional. Ultimately, students have the sole responsibility for what they post. Caution should always be exercised to protect privacy and to secure all confidential information.

06/2016

STUDENT ADMISSION WITH PRIOR CONVICTIONS POLICY

BACKGROUND:

A past criminal history may be a significant barrier to placement in clinical rotations and may have a negative impact on a nursing graduate's ability to obtain a license to practice nursing.

POLICY:

- Applicants with a criminal history must make an appointment to meet with the Nursing Director prior to application to the nursing program. Any student who fails to disclose criminal history at the time of application will be disqualified as an applicant to the program.
- There should be at least one year time passed since the **completion** of any imposed probation or modification of a condition at the time of application.
- The Program has the right to request documentation of completed probation in the case of imposed probation or modification of a condition.
- Applicants with a record of substance abuse or conviction of violations of federal, state or local laws related to controlled substances, alcohol or other drugs or any offense (misdemeanor or felony) should know that they may not be eligible for licensure as a registered nurse.

Factors the California Board of Registered Nursing considers include the following:

- Nature and severity of the act(s), offenses, or crime(s) under consideration.
- Actual or potential harm to the public.
- Prior disciplinary record.
- Number and/or variety of current violations.
- Mitigation evidence.
- Rehabilitative evidence.
- In case of a criminal conviction, compliance with the conditions of sentence and/or court-ordered probation.
- Overall criminal record.
- Time passed since the act(s) or offense(s) occurred.

The nursing application may not be accepted from students with **pending** criminal charges, a conviction of a felony or misdemeanor (other than a minor traffic offense), or entry into a diversion program for a criminal offense, including but not limited to:

- Abuse (Adult, Elder and/or Child).
- Domestic Violence.
- Recent DUI or DWI currently serving probation.
- Lewd conduct.
- Sex crimes (Adult and/or Child).
- Medicare/Medicaid fraud or abuse.
- Battery.
- Theft.
- Failure to pay taxes.
- Sale or use of controlled substances.

- Students who incur new infractions while in the nursing program will be required to meet with the Program Director to discuss options.

(Adapted from State of California Board of Registered Nursing: Recommended guidelines for disciplinary orders and conditions of probation, 2003).
01/2016- Reviewed: 06/2016- Revised: 07/2016

STUDENTS WHO ACCEPT INVITATION TO NURSING PROGRAM BUT WITHDRAW ACCEPTANCE POLICY

BACKGROUND:

The Nursing Program at Grossmont College has a history of excellence in the preparation of competent Registered Nurses. Students who meet the pre-requisite requirements are invited to attend the program. Acceptance into the Nursing Program is based upon the California State Chancellor's multi-criteria point system. Students have the option to accept or decline the offer to attend the Nursing Program.

POLICY:

- If an applicant accepts admission to the Nursing Program and then decides not to attend/begin the program, the applicant is eligible to re-apply to the program while meeting all requirements for re-application into the semester in which the applicant is being considered.
- If a student accepts a seat in the program and consequently withdraws after attending the first day of class, the admission to the program will constitute one (1) attempt at completing the Nursing Program and the applicant will only be allowed one (1) additional opportunity to return to the nursing program on a space-available basis.

SUBSTANCE ABUSE POLICY

BACKGROUND:

Grossmont College School of Nursing follows the policies of the College and the regulatory policies set forth by the BRN related to substance abuse.

POLICY:

- Grossmont-Cuyamaca Community College District has established policies, rules and regulations that prescribe the standards of conduct expected of students and members of the College community
Grossmont-Cuyamaca Community College District Board Policy 5525 states:
“Any student who engages in the unlawful manufacture, distribution, possession, or use of a controlled substance and/or alcohol on District owned or operated property or at an official college -sponsored function, or who is under the influence of any controlled substance or alcohol is in violation of state, District, and college regulations and is subject to disciplinary action. Students found guilty of violations of this policy are subject to disciplinary sanctions which may include loss of privileges and exclusion from activities, a written or oral warning, probation, suspension or expulsion. In addition, a student may be required to attend counseling and/or treatment programs. When a student is charged with this misconduct, such charge (s) shall be processed in accordance with the District’s Student Discipline Handbook” (Reference: California Education Code sections 76030, 76031, 76033 (d), 76034, 76035; Health and Safety Code Section 11550 (Adoption date 5/21/2002).
- Students are expected to comply with the College policy on alcohol and illicit drug use.
- Grossmont College School of Nursing has a zero tolerance policy for drugs and alcohol for nursing students while in the nursing program. This includes the use of medical marijuana, as the use of marijuana is a violation of federal law.
- The School of Nursing follows the California BRN guidelines and recommendations, recognizing that substance abuse/dependence is a disease that is chronic, progressive, and if left untreated, can be fatal. The college offers counseling/referrals and *Health Education 120 (Personal Health and Lifestyles: A course emphasizing the information required to make important decisions concerning lifestyle and total health.*
- Reporting to class or clinical under the influence of controlled substances or alcohol is prohibited and will result in dismissal from the program.
- Students are expected to comply with all local, state or federal laws and regulations controlling the possession, manufacture, use of distribution of controlled or illegal substances and alcohol.
- A positive drug screen of illegal substances and /or controlled substances without a prescription, or intoxication from alcohol will result in dismissal from the nursing program.

Reviewed: 06/2015; 06/2016

TEAS: PRE-ADMISSION POLICY

BACKGROUND:

The Test of Essential Academic Skills (TEAS) has been approved by the state as a pre-entrance exam for applicants to the Nursing Program. The TEAS is a required test for students submitting application to Grossmont College's Nursing Program. The TEAS measures basic essential skills in the academic content area domains of reading, mathematics, science and English.

POLICY:

- Prior to entering the nursing program students are required to take the ATI TEAS Exam*
- ***The applicant must pass the ATI TEAS with a "Composite Score" of 62% or greater.*** Please see the nursing web page for additional details on the TEAS exam at www.grossmont.edu/nursing.
- Please see the nursing web page at www.grossmont.edu/nursing for the TEAS remediation policy and remediation options.

*On August 31, 2016, an updated TEAS will be released. Students taking the TEAS test prior to that date will take TEAS V

Reviewed: 06/2015; 06/2016

TRANSCRIPT EVALUATION POLICY

BACKGROUND:

Transcripts are the most important academic record of students' accomplishments throughout their educational journey. Transcripts contain a complete record of students' courses and grades. Transcript evaluation provides students with methods to improve academic achievement by showing students what courses they have completed, and still need to complete not only for the major but also for the degree. In addition, beginning in fall 2016 Grossmont College evaluators will use the National Student Clearinghouse to verify part-time and full-time student transcripts for ALL colleges attended. Therefore it is essential that students submit ALL transcripts from ALL colleges attended to be eligible for graduation.

:

POLICY:

- Students are required to submit any and all transcript information from all colleges attended upon admission.
- Students need to be aware that failure to comply with submission of any and all transcripts from all colleges attended will result in a possible delay of graduation date and consequently affect the student's ability to apply for the RN licensure examination (NCLEX-RN).
- At the beginning of the nursing program (students enrolled in first semester), all students will be required to make an appointment with the Nursing Counselor who will be available in the Health Professions Office, located in Building 34, room 259 Mondays and Wednesdays from 1-6PM. The Nursing Counselor will evaluate students' general education and Nursing major requirements.
- If there are questions or deficiencies, the student has enough time to enroll in the needed classes to graduate
- Students will submit a copy of the goldenrod counseling form to the Nursing Office by the beginning of the second semester.
- Students have the responsibility to ensure that they meet the requirements for the Associate Degree of Science in Nursing and that they will need to complete the requirements for the Associate Degree in Nursing (ADN) based on the catalog year in which they entered the Nursing Program.
- Students will apply for graduation during the final semester of the Nursing Program and after completion of that application, students will receive an evaluation for graduation from the Admissions and Records Office.
- Students must submit a copy of this evaluation form to the Nursing Office prior to the end of the graduating semester.

Reviewed: 06/2015; 06/2016

Revised: 07/2016

TRANSFER POLICY

BACKGROUND:

Opportunities exist for transfer from accredited diploma, associate or baccalaureate degree schools of registered nursing in the Registered Nursing Program at Grossmont College. Students seeking transfer into the Grossmont College Nursing Program are encouraged to review the Grossmont College Transfer Policy found in the Grossmont College Catalog under *Transfer Credit*.

POLICY:

- The Nursing Faculty and the Associate Dean/Director of Nursing or designee will evaluate previous coursework to determine equivalency of course work taken from another College or University.
- Transfer into the Grossmont College Nursing Program is on a space available basis.
- Application for transfer must be received in the Nursing Office by **May 1** for the fall semester.
- Application for transfer must be received in the Nursing Office by **October 31** for the spring semester
- The transfer applicant must submit a *letter in good standing* on official letterhead from the Nursing Director from the previous Nursing Program.
- Students who are seeking to be admitted as a transfer student and who have previously failed a nursing course at a previous college are not considered *in good standing*.
- Students transferring from another college or program of nursing must have completed all Grossmont College Nursing Program pre-requisites as well as general education courses in the Nursing Major before transfer will be considered.
- Students may obtain the transfer application form from the Nursing Department Office.
- All requirements for the general nursing program applicants must be met by the transfer student (see the Nursing Program website for more information <http://www.grossmont.edu/academics/programs-departments/nursing/default.aspx>)
- Students must complete the Transfer Application Packet including required immunizations/titers, negative Tuberculosis test or negative Chest X-ray and submit by the deadlines outlined above.
- If Transfer Application Packet is accepted, the following requirements must be met:
 - a. Students are required to complete a math dosage calculation examination and pass with 100% on the first attempt.
NOTE: transfer students are only eligible to take the math dosage calculation examination only one time.
 - b. Students must demonstrate performance of selected skills representative of prior qualifying nursing courses with 100% accuracy.
 - c. Students should be aware that competency testing may occur in the form of a simulation experience
NOTE: Transfer students are only eligible to take the skills test one time if they have passed the math test and have one opportunity to demonstrate 100% accuracy on selected skills.
 - d. Students who are skills testing will be videotaped.
 - e. Students who successfully pass the math dosage calculation examination and the skills testing and are accepted to the Nursing Program will present evidence of a satisfactory physical examination, current CPR certification and current medical malpractice insurance.

Reviewed: 06/2015; 06/2016

Revised: 06/2016

TRANSFER CREDIT POLICY

BACKGROUND:

Courses taken at any accredited community college or university which would be the equivalent of those required for the Associate Degree in Nursing at Grossmont College may be accepted for credit on a transfer basis.

POLICY:

Non-Nursing Courses:

- Applicants who believe they have general education courses which may transfer should consult with the Nursing Counselor located in the Health Professions Office in Building 34, room 259.
- Students are strongly encouraged to make an appointment as soon as possible.

Nursing Courses:

- Students who wish to transfer into the Grossmont College Nursing Program from another nursing program or after dropping out of another nursing program are required to meet with the Associate Dean/Director of Nursing.
- Students need to submit a copy of a letter from their previous Nursing Program Director indicating that they left the program *in good standing*.
- The Associate Dean/Director of Nursing will review all records and transcripts to determine eligibility and placement in the Nursing Program.
- If the Associate Dean/Director determines that the student is eligible to transfer into the Nursing Program, the student will be admitted into the appropriate semester **on a space available basis**.

LVN TO RN TRANSITION STUDENTS CREDIT FOR PREVIOUS COURSEWORK POLICY (ENTERING AS SECOND SEMESTER STUDENTS ONLY)

Upon successful completion of Nursing 230, each transition student will receive 13 units of credit for previous completed courses. The grades that students earned in Fundamentals, Pediatrics and Obstetrical Nursing Courses in their LVN Program will be the same grades recorded on the official transcript from Grossmont College. The Nursing Program does not accept *“plus”* or *“minus”* grades (e.g., B+ is counted as a B).

Students who were corpsmen and challenged and successfully passed the LVN boards, the average of their grades in Nursing 130, 220 and 222 will be used as the grade for all three courses (Fundamentals, Pediatrics and Obstetrical Nursing) on the official transcript from Grossmont College. The 13 units of credit will affect the student's Grade Point Average (GPA).

NOTE: LVN to RN students who have completed the entire RN curriculum in the Grossmont College Nursing Program will not receive credit for previous nursing coursework.

THIRTY UNIT OPTION POLICY LVN TO RN TRANSITION PROGRAM ONLY

BACKGROUND:

The 30 unit option is prescribed by the Board of Registered Nursing in California as an alternative for applicants who are Licensed Vocational Nurses in the state of California. This pathway to becoming a Registered Nurse was designed as a career ladder for California Licensed Vocational Nurses wishing to become Registered Nurses. The students who choose the 30 unit option take fewer courses to become eligible to take the NCLEX-RN® and become Registered Nurses in the state of California. These students typically do not have to repeat courses that they have already taken (e.g., Pediatrics and Obstetrical Nursing). This option is only available on a space available basis.

Students who are considering this option need to be aware of the following:

- **NO DEGREE IS GRANTED UPON COMPLETION OF THE PROGRAM (students who complete the program do not earn the Associate Degree of Science in Nursing).**
- **STUDENTS ARE NOT ENTITLED TO PARTICIPATE IN THE NURSING PINNING CEREMONY OR OBTAIN A NURSING PIN SINCE THEY ARE CONSIDERED NON-DEGREE GRADUATES.**
- **MOST OTHER STATES DO NOT RECOGNIZE CALIFORNIA'S 30 UNIT OPTION AND WILL NOT ISSUE REGISTERED NURSE LICENSURE TO THESE STUDENTS WHO COMPLETED THE 30 UNIT OPTION (students may not practice outside of the state of California)**
- **STUDENTS COMPLETING THE 30 UNIT OPTION AND ARE CONSIDERING CONTINUING THEIR EDUCATION FOR ADVANCED DEGREES IN NURSING (RN-BSN OR RN-MSN) MAY FIND APPLYING DIFFICULT**
(www.rn.ca.gov/careers/steps.shtml)

POLICY:

- Students who are considering the 30 unit option must meet with the Associate Dean/Director of Nursing to discuss all options that can be explored prior to beginning the application process.
- Students are required to complete the same application process as for the generic/traditional Associate Degree Nursing Program.
- Students can apply during the application periods that occur twice a year only after all pre-requisites are completed.

THE 30 UNIT OPTION AT GROSSMONT COLLEGE INCLUDES THE FOLLOWING COURSES:

Pre-requisites:

UNITS		
Bio 141	Physiology	3
Bio 141L	Physiology Lab	1
Bio 152	Microbiology	5

Nursing:

UNITS		
Nursing 118	Pharmacology I	1
Nursing 119	Pharmacology II	1
Nursing 220	Nursing Management in Nutritional Metabolic Disorders	5
Nursing 222	Neurologic and Psychiatric Nursing	5
Nursing 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	6
Nursing 235	Preceptored Patient Care Management	3
	TOTAL # OF UNITS	30

Reviewed: 06/2015; 06/2016
Revised: 06/2016

SECTION VII: GRADUATION

COMMENCEMENT:

- The Nursing Faculty encourages all eligible students to participate with them in the Grossmont College Commencement Ceremony.
- Graduation stoles are available for the nursing graduates to wear during the Commencement Ceremony and may be obtained from the Nursing Department.

SECTION VIII: STUDENT SERVICES

Nursing Department Offices and Contact Information

The Nursing Office is located in Building 34 North, Room 256 (Health Professions). Phone: 619-644-7301, FAX: 619-644-7904. The Nursing classrooms and laboratories are located in the Health and Physical Science Building 34 South. Faculty offices and phone numbers are as follows:

Sr. Dean of Allied Health and Nursing	Phone	Office			
Debbie Yaddow	644-7149	256			
Associate Dean/Director of Nursing					
Dee Oliveri	644-7041	271			
Faculty	Phone	Office	Faculty	Phone	Office
Aliyev, Gabi	644-7096	269	Morris, Rhonda	644-7885	267
Babini, Sarah	644-7450	264	Ngo-Bigge, Angela	644-7319	266
Brooks, Peter	644-7049	264	Harrison, Michelle	644-7428	269
Maloy, Lisa	644-7099	266	Shadroff, Valerie	644-7452	267
Assistant Director of Nursing			Tendal, Nancy	644-7350	268
Student Success Advisors					
Medina, Judy	644-7061	277			
Amy McVeigh	644-7318	277			

NURSING DEPARTMENT STUDENT RESOURCES

- **STUDENT SUCCESS ADVISOR:** The Nursing department have two part-time student success advisors to help students be successful in the Nursing Program. They are involved in a variety of activities, with the goal of enhancing the support of nursing students through carefully planned assessments and interventions, including referrals to internal and external resources.
- **NURSING MENTORSHIP PROGRAM:** In the Grossmont College School of Nursing Mentorship Program, peers are able to serve as facilitators of success. Both mentors and mentees achieve professional and personal growth, while developing relationships with other nursing students. Mentees will benefit from reduction in anxiety, improved academic performance, and an expanded support system, while mentors develop leadership and professional skills and will receive recognition for their contributions to the program. *(Specific Student Mentorship Guidelines are available from the Student Success Advisor. They are also posted on the Nursing Website).*
- **NURSING SKILLS LAB:** The Nursing Skills Lab is located in Room 34-213. A regular tutoring schedule is posted. Students with special requests for tutoring should notify the lead instructor. Students must have faculty supervision when practicing invasive skills in the skills lab unless otherwise indicated from the instructor.

- **HEALTH PROFESSIONS LAB:** The Health Professions Technicians [Pat Murray (644-7316) and Dan Lopez (644-7309)] are located in Room 34-220. They are available to assist the students with the equipment and technology resources available in the nursing department.
- **HEALTH PROFESSIONS COMPUTER LAB:** Is available to all health professions students. A variety of computer programs are available including the NCLEX-RN simulation. Call 644-7316 or 644-7309.
- **CALIFORNIA NURSING STUDENTS' ASSOCIATION (CNSA):** The Nursing Program has an active chapter of CNSA, which is affiliated with the National Student Nurses' Association. The club sponsors many activities and services that contribute to the professional development of nursing students. Please see the advisor or one of the club officers for information about joining CNSA.

GCCCD STUDENT RESOURCES FOR THE NURSING PROGRAM

- **COUNSELING CENTER:** 644-7208 Student Services building 10. The Counseling Center is staffed with professional counselors trained to assist with education and career planning and personal counseling. In addition to the counseling center, there is an academic counselor in the Allied Health and Nursing office one day/week who is available for current and future Allied Health and Nursing students.
- **STUDENT HEALTH SERVICES:** 644-7192, Griffin Center building 60. The Health Services Office coordinates matters concerning student health fees, 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. In addition, a Mental Health Counselor is now available on a part-time basis for all Grossmont College students at 644-7195.
- **LEARNING AND TECHNOLOGY RESOURCE CENTER:** 644-7361. The Learning and Technology Resource Center (LTRC) is the large building in the center of the campus. It is organized into the Library, the Reserve Reading Room, the TECH Mall, the Media Desk, and the Tutoring Center. Any registered student can use any of the many services. The TECH Mall has 160+ computers and the entire library offers wireless Internet access. The student can view audiovisual materials at the Media Center on the second floor. Librarians can assist with research papers and general questions. For more information on the library and the TECH Mall as well as library hours, etc., go to www.grossmont.edu/techmall.
- **REGISTRATION FOR USE OF TECH MALL COMPUTERS**
Each semester, the student must register *at the Tech Mall information desk* for use of the computers and other services in the Tech Mall. In order to register, the student must bring proof of registration and **a course syllabus** for the course(s) they are currently in. The Tech Mall staff will give a registration/"Add" card after they see the proof of registration and the syllabus.
- **TUTORING CENTER:** 644-7387. The Tutoring Center is located on the second floor of the Learning and Technology Resource Center. Currently enrolled students may use the Tutoring Center. Academic tutoring is available at no cost.
- **DISABLED STUDENT SERVICES:** 644-7112. Griffin Center building 60. The Disabled Student Services department provides services for students who have mobility, visual or hearing impairments; who need speech assistance; or who need assessment, remediation and individualized tutoring due to a diagnosed learning disability. Also available are special spelling and writing skills classes, test taking assistance, and registration assistance.

- **FINANCIAL AID:** 644-7129. Students may apply for financial aid in the form of grants, scholarships, loans and work study. Applications for financial aid are available in the Financial Aid Office. Scholarship opportunities are posted in the Financial Aid Office, Student Services building 10. See the Financial Aid Policy in this handbook
- **VETERANS AFFAIRS OFFICE:** 644-7165. Griffin Center building 60. The Veteran's Affairs Office serves the needs of veterans who qualify for educational benefits.
- **ASSOCIATED STUDENTS OF GROSSMONT COLLEGE (ASGC):** 644-7604. Griffin Center building 60. The ASGC Government Program offers students opportunities in self-government as well as a general means for campus involvement and problem-solving on an intra- and inter-campus basis.

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

SECTION IX: NURSING PROGRAM COMMITTEE STRUCTURE

Nursing students have input into the Programs through membership on and participation in department committees including the Pinning, Advisory Committees and faculty meetings.

Systematic Program Evaluation Committee

The purpose of the Systematic Program Evaluation Committee is to ensure compliance and to help the program improve; to provide a mechanism for maintaining accountability for public safety; to diagnose problems, weaknesses and strengths, test new and different approaches for accomplishing and advancing the program's mission/philosophy, objectives and conceptual framework.

Committee Structure

Membership includes all full-time nursing faculty and at least one part-time nursing faculty.

Library and Instructional Resources Committee

The purpose of the Library and Instructional Resources 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 departments on campus.

Committee Structure

Membership includes nursing faculty.

Curriculum Committee

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

Committee Structure

The Curriculum Committee consists of all nursing faculty. Student input is obtained during the monthly faculty meetings.

Policy Committee

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

Committee Structure

The Policy committee consists of all nursing faculty. Student input is obtained during monthly faculty meetings.

Advisory Committee

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

Committee Structure

The Advisory Committee consists of agency representatives, community members, community educators, student representatives, alumni, nursing faculty, the Associate Dean/Director of Nursing, and the Dean of Allied Health and Nursing. The Associate Dean/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 the Director of the Nursing Program, a faculty advisor from the first year level, a faculty advisor from the second year level, a Health Science Technician, and student representatives from the graduating class.

Outreach Committee

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

Committee Structure

Membership includes nursing faculty and the Student Success Advisor. Student input is obtained during monthly faculty meetings.

Student Progression Committee

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

Committee Structure

The Student Progression Committee consists of nursing faculty from each Program level, the Student Success Advisor and a Health Professions Secretary.

SECTION X: UPWARD EDUCATIONAL MOBILITY

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

The faculty strongly recommends that graduates continue their education. In order to assist the student at Grossmont College who wishes to progress to an upper division program, transfer/articulation agreements have been developed by the Counseling Center. This information can be of value in meeting the general education requirements at Grossmont College

and simultaneously obtaining the needed courses for progression to upper division work without unnecessary repetition. While these transfer/articulation agreements are updated each year, it is recommended that the student contact the school directly for any specific information needed.

Grossmont College School of Nursing and Point Loma Nazarene University (PLNU) have developed a partnership for students interested in pursuing a Bachelor's degree in Nursing. Beginning in the summer of 2015, a Point Loma RN-BSN program was initiated on the Grossmont College campus, in the Health and Sciences building. There are three entrances each year - summer, spring and fall. The program is created for the full-time working nurse – students can earn their BSN (and qualify for their Public Health Certificate) in 15 months with classes one evening a week. In addition, students are offered the opportunity to attend classes toward their BSN while in the Grossmont College Associate Degree Nursing Program (dual acceptance). There is a PLNU Program Advisor with an office in the Grossmont College Allied Health and Nursing Division. She is available to meet with current students to answer questions about the RN-BSN program and assist them with the application process **(619-201-4883)**.

In addition, Grossmont College School of Nursing and San Diego State University (SDSU) have also developed a partnership for students interested in pursuing a Bachelor's in Nursing. Information about the SDSU program is available in the nursing office, as well as on the SDSU Nursing website.

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

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

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

RN to BSN: <http://www.rn.ca.gov/education/rntobsn.shtml>

BSN only: <http://www.rn.ca.gov/pdfs/education/rnschools.pdf>

LOCAL OPPORTUNITIES FOR UPWARD EDUCATIONAL MOBILITY:

Point Loma Nazarene College
School of Nursing
3900 Lomaland Drive
San Diego, Ca. 92106-2899
619-849-2425
619-201-4883 (Grossmont Campus)
<http://www.pointloma.edu/experience/academics/schools-departments/school-nursing>

University of San Diego
Hahn School of Nursing
5998 Alcalá Park

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

University of Phoenix
Kearny Mesa Learning Center
3890 Murphy Canyon Road, Suite 200

San Diego, Ca. 92110-2492
619-260-4548
<http://www.sandiego.edu/nursing/>

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/cps/son/>

National University (BSN program at 2 locations)
<http://www.nu.edu/locations/SanDiego.html>
Admission information: 858-541-7700
#1 Technology Center
9980 Carroll Canyon Rd.
San Diego, Ca. 92131

Grand Canyon University
3300 W. Camelback Rd.
Phoenix, Az. 85017
858-952-9846
www.gcu.edu

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

Chamberlain University
3005 Downers Grove, IL 60515
(855) 256-8428
<http://www.chamberlain.edu/info/grossmont>

Azusa Pacific University
5353 Mission Center Rd. Suite 300
San Diego, CA 92108
(626) 815-2143
www.apu.edu

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