2015-2016
NURSING STUDENT HANDBOOK

Grossmont College

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STUDENT HANDBOOK CONTRACT

I _____HAVE READ AND AGREE TO ADHERE TO THE POLICIES AND PROCEDURES SET FORTH IN THE 2015-2016 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 ITS POLICIES. IF AN ADDENDUM IS NECESSARY, STUDENTS ARE RESPONSIBLE FOR ANY ADDITIONAL POLICY CHANGES.

IN ADDITION, FOR LEARNING PURPOSES STUDENTS MAY BE VIDEO-TAPED 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 VIDEOTAPE TAKEN WHILE ON SITE DURING INSTRUCTION ARE THE PROPERTY OF GCCCD AND MAY BE VIEWED BY COMMUNITY PARTNERS FOR MARKETING PURPOSES. MY SIGNATURE INDICATES THAT I HAVE READ THE HANDBOOK AND I AGREE TO BE VIDEOTAPED.

IN EXCHANGE FOR THE EDUCATIONAL OPPORTUNITIES PROVIDED TO ME BY THE CLINICAL ROTATIONS, I AGREE TO COMPLY WITH ALL STATE, LOCAL, AND FEDERAL REQUIRMENTS GOVERNING THE PRIVACY OF MEDICAL INFORMATION. THOSE PRIVACY REQUIREMENTS HAVE BEEN EXPLAINED TO ME AND I HAVE HAD TRAINING IN COMPLYING WITH THESE REQUIREMENTS. I AGREE TO UPHOLD ALL HIPAA AND OTHER PRIVACY REQUIREMENTS DURING MY CLINICAL ROTATIONS. I UNDERSTAND THAT HIPAA VIOLATIONS MAY RESULT IN DISMISSAL FROM THE NURSING PROGRAM.

I UNDERSTAND THAT I AM BOUND TO COMPLY WITH ALL PRIVACY REQUIRMENTS WHEN I AM NOT IN A CLINICAL ROTATION, INCLUDING IN MY CONVERSATIONS WITH FAMILY, FRIENDS, AND PEERS. I WILL BE HELD ACCOUNTABLE FOR MAINTAINING THE PRIVACY OF ANY INFORMATION I OBTAIN, SEE, OR AM GIVEN DURING MY CLINICAL ROTATIONS. TO UPHOLD THE PRIVACY OF SUCH INFORMATION, I AGREE NOT TO POST OR DISCUSS ANY CLINICAL EXPERIENCE OR INFORMATION REGARDING MY EXPERIENCE WITH THE CLINICAL AGENCY, ITS STAFF, OR ITS CLIENTS/PATIENTS ON ANY INTERNET SOCIAL MEDIA (FACEBOOK, TWITTER, EMAILS, MYSPACE, AND ANY OTHERS NOT MENTIONED). I UNDERSTAND THAT ADMINISTRATION PERIODICALLY SEARCHES THE INTERNET FOR BREACHES IN ITS PRIVACY POLICIES. I WILL BE PROHIBITED FROM RETURNING TO THE CLINICAL SITE IF I VIOLATE ANY PRIVACY REQUIREMENT IN ANY REGARD. SUCH VIOLATION MAY ALSO RESULT IN A DELAY IN COMPLETING MY DEGREE REQUIREMENTS OR IN FURTHER DISCIPLINARY ACTION AGAINST ME BY GROSSMONT COMMUNITY COLLEGE.

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

Nursing Programs History/Overview

The first two-year RN students entered the Grossmont College Nursing Program in the fall of 1967. This class of 16 graduated in June of 1969. An LVN-RN Transition Program began in the summer of 1981 and graduated a class of 33 in 1982. Currently, the Two Year RN Program admits 40 students twice a year (Fall and Spring semesters), while the LVN-RN Transition Program 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 programs challenge diverse students to develop sound clinical judgment in an environment that facilitates educational mobility, personal growth, and a pattern of lifelong learning. The Program's primary role is to foster and facilitate the development of nurses who are prepared to provide care in a variety of health care settings to a diverse community in a dynamic evolving health care environment.

The Nursing Program's Philosophy of Nursing

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

- **Person:**

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

- **Environment:**

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

- **Health:**

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

- **Nursing and Nurse:**

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

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

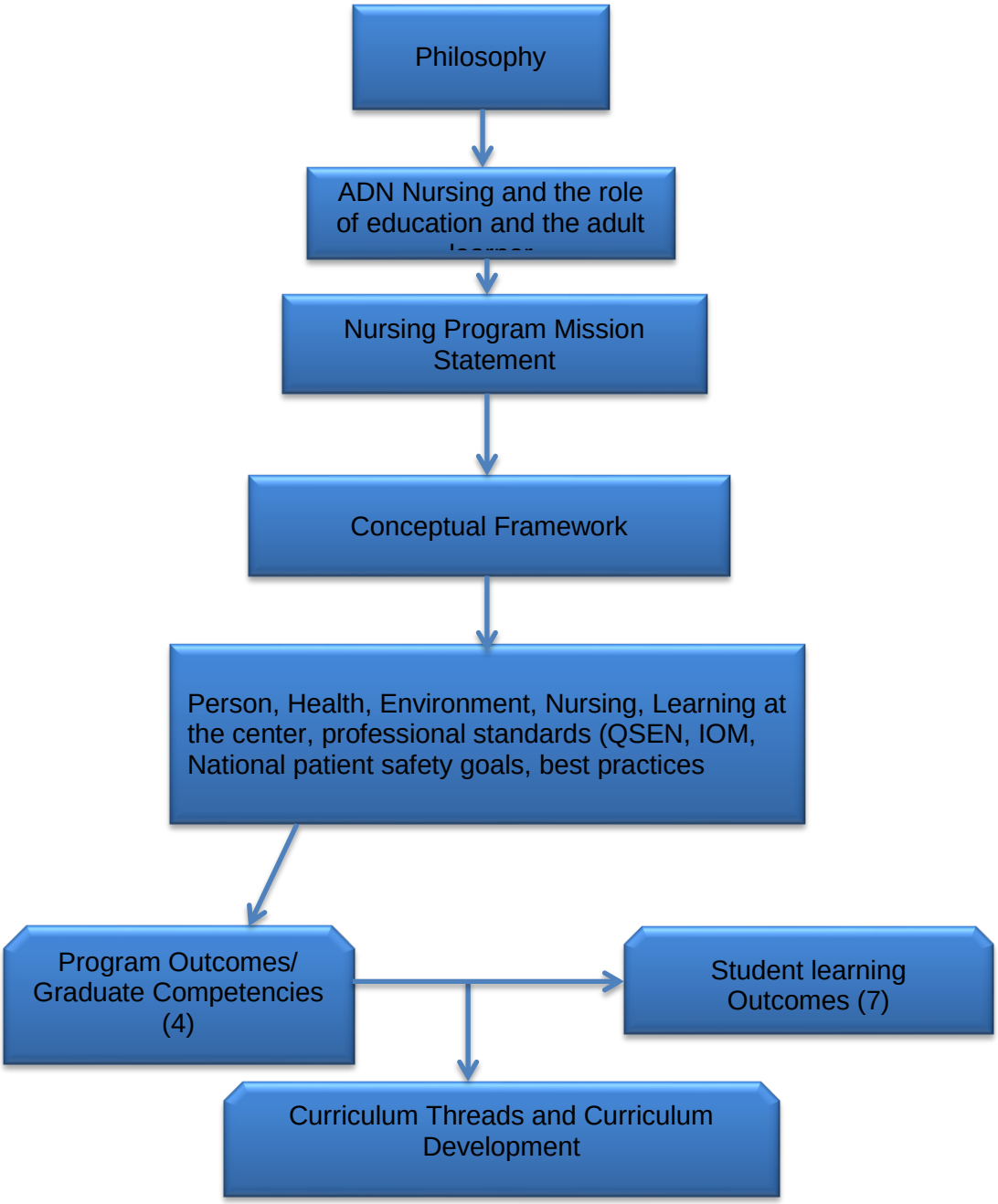
Fawcett, J. (1984). The metaparadigm of nursing: Present status and future refinements. *Image*. *16;* 84-87.

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

Student Learning Outcomes (SLOs) Leveled 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 s 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 towards 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.

Program Outcomes/Terminal Objectives

Upon completion of the program, the Grossmont College Associate Degree Nursing graduate will demonstrate the following nursing Program Outcomes

1. Provide holistic patient care utilizing critical thinking within the framework of the nursing process and evidence based principles to provide safe patient care. (SLOs 1,2,3,4)

2. Communicate effectively when providing care for multicultural patients within a multidisciplinary healthcare system. (SLO 5)

3. Safely implement the professional nursing role as defined by the California Nurse Practice Act and the American Nurses Association's principles of ethical practice. (SLO 6)

4. Engage in life-long learning as part of the professional commitment to the Registered Nursing role. (SLO 7)

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

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

(1) Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures.

(2) Direct and indirect patient 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***, 2013 edition; retrieved from www.rn.ca.gov) [See ***Nursing Practice Act*** for specific information regarding standardized procedures]

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

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

1. Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.

2. Formulates a 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 Code of Regulations, Title 16, Chap. 14, sec. 1443.5; retrieved from www.rn.ca.gov)

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.

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 which 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

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, 1/6/2015**

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population. .

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

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.

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.

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.

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.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

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.

- **Academic Fraud**

The nursing profession demands the highest moral and ethical standards. All students at Grossmont College are expected to comply with the institution's high standards of academic integrity and avoid

instances of dishonesty at all times. Such acts of dishonesty include cheating, plagiarism, fraud, false citations or data, and/or the fraudulent use of Internet resources.

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

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

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

Cheating is copying of any test or quiz question, problem, or work done in a class that is not the student's own work. It also includes giving or receiving unauthorized assistance during an examination whether it was intentional or not. Obtaining or distributing unauthorized information about an exam before or after it is given is also cheating, as is using inappropriate or unallowable sources of information during an exam. Copying of exam or quiz questions, either electronically or manually, for future use is also considered cheating. An infraction of cheating will result in a zero for the assignment, quiz, work, or exam.

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

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

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

- ## Social Networking Sites

The Nursing Department at Grossmont Community College recognizes that social networking websites are used as a means of communication. **Future employers** often review these network sites when considering potential candidates for employment. No privatization measure is perfect. Information can **"live on"** beyond its removal from the original website and continue to circulate in other venues.

In your professional role as a care-giver, **do not**:

- Present the personal health information of other individuals. 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 highly specific medical photograph may still allow the reader to recognize the identity of a specific individual. Any violation of this guideline will be considered a HIPAA violation, subject to consequences outlined in the HIPAA section of the student handbook.
- Present yourself as an official representative or spokesperson for the Grossmont Community College Nursing Department.
- Utilize websites and/or applications in a manner that interferes with your clinical commitments.

Individuals should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful. The actions listed below are strongly discouraged.

- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Therefore, think carefully before you post any information on a website or application.

• 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." It is the responsibility of the student to meet the degree requirements. The Evaluation Division of Admissions and Records will evaluate each nursing student's transcript to determine eligibility for graduation. Students with advanced placement standing must be sure they have met the requirements and that transfer credits are adequate. The California Board of Registered Nursing provides an online application for the National Council Licensure Examination (NCLEX-RN) at the BRN website, www.rn.ca.gov.

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.

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.

SECTION III: ADMISSION, CLASSROOM AND CLINICAL POLICIES

Admission Requirements

- **Non-discrimination Policy**

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

- **Drug and Alcohol Policy**

Grossmont College, School of Nursing has a zero tolerance 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.

Grossmont College has established policies, rules and regulations that prescribe the standards of conduct expected of students and members of the College community. Grossmont College is committed to maintaining a drug-free workplace for staff, faculty and students. (Refer to College Board Policy 5525)

Students are expected to comply with the College policy on alcohol and illicit drug use.

The School of Nursing follows the California Board of Registered Nursing 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 or 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.

- **Necessary Skills of the Nursing Student**

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 in the Grossmont College nursing program are required to perform, with or without reasonable and appropriate accommodations. Students must submit the Essential Functions verification form (included in the "new student requirements packet") after acceptance into the nursing program and prior to the orientation day.
Failure to submit the form and accompanying materials by the stated deadlines will result in withdrawal of acceptance into the Grossmont Nursing program. In the event that a student currently 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	• Move within confined space • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (IVs) • Reach below waist (plug-ins)
Fine Motor Skills	• 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	• Stand (at client's side during procedure) • Sustain repetitive movement (CPR) • Maintain physical tolerance (work entire shift)
Physical Strength	• Push and pull 25 pounds (position clients) • Support 25 pounds of weight (ambulate client) • Lift 25 pounds (transfer client)

Functional Ability	Core Performance Standard
	• Move light objects up to 10 pounds • Move heavy objects weighing from 10 to 50 pounds • Defend self against combative client • Carry equipment/supplies • Use upper body strength (CPR, restrain a client) • Squeeze with both hands (fire extinguisher)
Mobility	• Twist • Bend • Stoop/squat • Move quickly • Climb (ladder, stools, stairs) • Walk
Visual	• 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	• Feel vibrations (pulses) • Detect temperature • Feel differences in surface characteristics (skin turgor) • Feel differences in sizes, shapes (palpate vein) • Detect environmental temperature
Hearing	• 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	• Establish therapeutic boundaries • Provide client 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	• 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	• Identify cause and effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information
Interpersonal Skills	• Negotiate interpersonal conflict • Respect differences in clients • Establish rapport with clients • Establish rapport with co-workers
Communication Skills	• The ability to communicate clearly both verbally and in writing.

- ## 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 accommodations.

- ## Prerequisite Classes

- **Recency of Prerequisites:** Anatomy, Physiology and Microbiology must be taken before applying to the nursing program. Science recency is determined from the date of the last science course taken. Anatomy must be taken within 10 years of the application date; Physiology and Microbiology within 7 years.
- **Lab Requirements:** A laboratory component must be taken in Microbiology, Anatomy and Physiology.
- **Repeating Prerequisites:** In compliance with the Community College State Chancellor's Office ruling, a student may repeat only one (1) science prerequisite course to improve GPA or recency within a 5 year period. If a student withdraws from one of the science courses and received a "W" this counts as one attempt. If the student repeats one course, they would be ineligible to repeat any of the other science courses for 5 years.
- **All other prerequisites:** For additional prerequisite requirements please see the nursing web page at www.grossmont.edu/nursing.
- **Required GPA:** Please see the nursing web page at www.grossmont.edu/nursing for point assignments for GPA.

- **TEAS: Pre-Enrollment Test**

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

The TEAS has been approved by the state as a pre-entrance exam for applicants to the Nursing Program. ***The applicant must pass the TEAS V 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.

Other Requirements (CPR Requirements- Liability Insurance, Emergency Contact Information, etc.)

Compliance Tracking: All new student requirements must be submitted to the nursing office at the designated date set by the nursing office. Students will be notified of the due date in writing in the New Student Requirements packet. Failure to submit any requirement prior to a class or clinical day will result in a class and/or clinical absence and possible dismissal from the nursing program. Continuing nursing students are responsible for submitting all documents as well as subsequent renewals/updates to the nursing office. Failure to do so will result in a class and/or clinical absence and possible dismissal from the nursing program. The nursing office may provide reminders as a courtesy.

Beginning with students entering the first semester of the nursing program in Spring 2015, nursing students will be using the Complio compliance tracking system for specific documents. This is a subscription that must be paid for by the student. The student must always be in compliance with all immunizations and CPR certification in order to continue in the nursing program. Detailed information on how to register for the use of this system will be distributed with the New Student Requirements Packet. This system will be phased in with each entering class. Those students who entered the nursing program prior to Spring 2015, or who are returning to a cohort who entered prior to Spring 2015, will turn in their required updated paperwork to the nursing office.

- ✓ **CPR Requirements**: Students are required to have a current **American Heart Association Basic Life Support (BLS) for *Health Care Providers*** card. No other organizations' cards will be accepted. A copy of the CPR card must be submitted to the Nursing Office or entered into the Complio tracking system (see compliance tracking information above). CPR certification must be maintained while a student in the Nursing Program. It is the student's responsibility to submit copies of CPR renewal. The student cannot practice in the clinical setting without a current American Heart Association BLS for Health Care Providers card on file at all times. 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 submitted to the Nursing Office or entered into the Complio tracking system (see compliance tracking information above). It is the student's responsibility to submit copies of malpractice insurance renewal. The student cannot practice in the clinical setting without current malpractice insurance coverage on file at all times. The ***minimum*** coverage for professional liability is $1,000,000/occurrence and $3,000,000/general aggregate.

- ✓ **LVN Students**:
  LVN to RN students are responsible for providing and maintaining a current LVN license. This is a requirement for attending clinical, and failure to do so will count as a clinical absence.

  Malpractice insurance: when applying for malpractice insurance the LVN to RN student must have both LVN and Student RN malpractice coverage. Typically, this dual coverage is available on the same policy.

- ✓ **Background Checks and Drug Screen:** Students are required to undergo a background check and a urine drug screening test before starting the nursing program or being placed at a clinical site. The cost of the background check and drug screen are assumed by the student. [See separate section in this ***Student Handbook***, "Background Checks and Drug Screen."] Should a student's background check be flagged, there is a possibility the hospital will deny student placement. Students with a flagged or diluted urine sample may not be allowed to attend Rady Children's Hospital and therefore may have to withdraw from the nursing program. If you become aware of a flagged or diluted urine sample, contact the Associate Dean/Director of Nursing as soon as possible. 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. 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 towards
- ✓ 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."

- ✓ **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's 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. Email changes must also be done in ***WebConnect/Web Advisor*** (https://wa.gcccd.edu/)**.** Due to difficulties with the Hotmail and Yahoo systems, students with Hotmail or Yahoo accounts may not receive communications from the nursing office. Therefore we require students to obtain a Grossmont College email*, Gmail, or an account from any other provider. Critical information related to the nursing program is sent via email from the nursing department on a regular basis. It is expected that students currently enrolled in the nursing program will be checking 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.

- **Immunizations and TB test**

The Nursing Department requires documentation of immunization/seropositivity for measles, mumps, rubella, diphtheria, tetanus, pertussis (Tdap), Hepatitis B, and seasonal flu. For Varicella, the student must provide documentation of immunization, seropositivity, or history of the disease documented by a health care provider. Current tuberculin test results must also be on file before entering the Nursing Program. These forms are available from the Nursing website, http://www.grossmont.edu/nursing, under "Student Forms." A low cost immunization program is available for most of these immunizations through the Grossmont College Student Health Services Department (644-7192). Students should consult his/her Healthcare Provider regarding possible side effects or contraindications to these immunizations and TB test.

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

1. Annual TB testing: 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 must be submitted. See detailed information in following section.
2. Td booster: After receiving an initial Tdap immunization, a Td booster is required every 10 years.
3. Annual influenza immunization: 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.

Mantoux Tuberculin Skin Test Information

If you develop a positive TB test, you must clear your required reports through Grossmont Health Services prior to submitting TB documents to the Nursing Program Office. If you have had adverse reactions to TB testing and are being asked to have the 2-step PPD process, you may have the QuantiFERON® TB test.

- If you have **never** had a TB test OR if it has been **over 12 months** since receiving a negative TB test;
  1. A baseline "Two-Step" Mantoux Test (PPD) is required for all new students regardless of prior BCG inoculation.
  2. After baseline testing, all health care students must have an annual Mantoux Test. If the interval between testing is greater than 12 months, the Two-Step will be repeated.

- If you have a documented negative TB test **within 12 months** of entering the program;
  1. A “One-Step” is required ONLY if a negative Mantoux test result is documented within the previous 12 months. Date done and proof of this past testing is required.
  2. After baseline testing, all health care students must have an annual Mantoux Test. If the interval between testing is greater than 12 months, the Two-Step will be repeated.
- If you do **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 you have previously had a **positive** Mantoux (PPD) test;
  1. All new students with a previously positive Mantoux must provide the following documentation: 1) the reported induration measured in mm and 2) one chest radiograph to exclude a diagnosis of TB disease. After this baseline chest radiograph is performed and the result is documented, repeat radiographs are not needed unless symptoms or signs of TB disease develop or a clinician recommends a repeat chest radiograph OR 3) have a BAMT (blood assay for M. tuberculosis). If the latter, proof of testing with a complete report which provides an interpretation of the test result and indicates the concentration of interferon-gamma. If the BAMT results are “inconclusive” or “positive”, a report of a negative chest x-ray is to be provided.
  2. Students with a previously positive Mantoux must have an annual symptom check and evaluation.

Mantoux Conversion

1. 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.
2. 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.

- 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.

• Refusal to obtain immunizations, titers or TB requirements

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

1. The student must sign a Waiver Form indicating the specific immunization(s) or titers or test that is being voluntarily refused and the rationale for the refusal [form available in the Nursing Office and on the nursing web page at www.grossmont.edu/nursing.]
2. If there is a medical reason for declining an immunization, the student must secure a letter from their physician indicating the medical reason for not obtaining the required immunizations(s).

3. The student will indicate on the Waiver Form that he/she understands that the Program will make reasonable efforts to secure alternative clinical experiences for the student. Clinical experiences may not be available to the student without proper immunizations and as a result the student may not be able to complete the required clinical experiences necessary to graduate. If a student declines a seasonal flu vaccination, clinical facilities may require that the student wear a mask for all direct patient contact.

- **Standard Precautions and HIPAA Requirements**

Each student must complete the HIPAA content review and quiz and the Standard 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*** (that is, 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 must submit to the classroom instructor a printed quiz for each module. The quizzes will be graded by the instructor. A score of 100% must be documented to meet this requirement. These modules can be accessed in the Health Sciences Computer lab. See the course syllabus for specific details regarding any additional methods for accessing the modules and quizzes.

Per the agreement with the San Diego Nursing Consortium, every student will complete the UCSD ***HIPAA*** tutorial each year to comply with the HIPAA requirements. The UCSD HIPAA tutorial is available at: http://healthsciences.ucsd.edu/compliance/privacy/hipaa-training/Pages/training-non-ucsd-members.aspx. The student must read the module titled "HIPAA Privacy Basics and Intermediate Module including information Security Awareness", then print the HIPAA Privacy Posttest and answer the questions. The student must fill in the date, name and title (student), and submit to the instructor on the first day of class in the first and third semesters. **HIPAA violations are considered a serious offense, and may result in dismissal from the nursing program.**

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

If an applicant accepts admission to the Nursing Program and then decides not to attend/begin the Program, the applicant may reapply to the program while meeting all requirements for entry into the semester in which they are being considered. If the student accepts their seat in the program and consequently withdraws after attending the first class day, the admission to the program will constitute one attempt at completing the nursing program and the student will only be allowed one additional opportunity to return to the nursing program on a space-available basis.

- **Late Admission to the Nursing Program**

After a complete class is accepted for admission to the nursing program for a specific semester, the list of remaining nursing applicants will be maintained in the nursing department until the first day of class. In the case of withdrawals of nursing students prior to the first day of class, it will be up to the discretion of the nursing department to determine if another student will be accepted into the nursing program in their place. Once the first semester nursing classes have started, no further applicants will be accepted for the current cohort.

Student Requirements

- **Registration**

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

- **Transfer Credit**

Courses taken for credit in 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.

1. Non-nursing Courses
   Applicants who believe they have general education courses which may transfer should consult with a counselor. Since the counseling staff becomes extremely busy just prior to the beginning of each semester, appointments should be made several weeks or even months in advance of the first semester in which the student intends to enroll.
2. 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 to meet with the Associate Dean/Director of the nursing department. Students need to submit a copy of a letter from their previous program director indicating that they left the program in good standing. All previous records and transcripts will be reviewed by the Associate Dean/Director of Nursing to determine eligibility and placement. If deemed eligible by the Associate Dean/Director of Nursing, the student will be admitted into the appropriate semester on a space available basis. (See Transfer Policy, page 79).

- **Challenge Exams/Credit By Examination**

Individuals with previous experience or education which does not qualify for transfer credit may earn credit by passing challenge examinations. Forms to petition for credit by challenge may be obtained in the Admissions office.

Any nursing course may be challenged by examination, although the nursing program limits the total number of units to 8 units of nursing courses which may be challenged. In order to challenge a nursing course, the student must be currently enrolled in the Nursing Program. Applicants considering this option should review, in addition to this document, the college Credit by Examination Policy in the *College Catalog* and *Class Schedule.*

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

1. **First**, meet with the Associate Dean/Director of Nursing to discuss advanced placement options, eligibility for the challenge exams, and challenge procedures ***before the course begins***.
    - Note: the student cannot be enrolled in the course they are planning to challenge. The student should allow sufficient time to complete the challenge process. In the event that the student does not successfully complete the challenge process, the student must enroll in the desired course.
    - For eligible candidates, the course Syllabus/Syllabi (including a textbook list) will be provided. An instructor will be assigned to administer the challenge exam. The student must pay the registration fees for the course prior to administration of the challenge exam.
    - Students who receive a failing grade in a nursing course may not challenge the course to re-enter the Nursing Program. The Re-Entry policy must be followed.
    - If the student receives a failing grade in any part of the challenge exam, the student is allowed to petition to re-entry on a space available as with all other re-entry students. Should a student fail a challenge exam this constitutes a course failure and constitutes one program attempt. The student would only be allowed to return one additional time for a program attempt on a space available basis.
    - Students are reminded that whatever grade is earned on the challenge exam (including a failing grade) is entered on the permanent college transcript.
2. The challenge examination for each nursing course will include both written and performance components.
    a. The student takes an NLCEX-format written exam of course content and must obtain at least 75% to pass.
    b. The student must pass a math calculation exam with a grade of 100%, in accordance with the math exam policy. (See math exam policy on page 37).
    c. The student must demonstrate competency in the skills required in the syllabus/syllabi for the challenged course. A nursing faculty member who teaches the challenged course will evaluate these skills. The clinical evaluation may be given in the practice laboratory or in the clinical setting at the discretion of the instructor.

If the student successfully passes a course by challenge examination, they will be accepted into the next nursing course on a space available basis.

- ## Transcript Evaluation by the Counseling Department

All students are to have an appointment with the Counseling Department at the beginning of the Nursing Program (1st semester) for an evaluation of their General Education and Nursing Major requirements. A copy of the goldenrod counseling form must be submitted to the nursing office by the beginning of the second semester. Students will need to complete the requirements for the Associate Degree in Nursing based on the catalog year in which they entered the Nursing Program. It is the student's responsibility to ensure they have met all ADN graduation requirements. If there are questions or deficiencies, the student has enough time to enroll in the needed classes to graduate. After applying for graduation during the final semester of the nursing program, each student will receive an evaluation for graduation from Admissions and Records. A copy of this evaluation form must be submitted to the nursing office prior to the end of the graduating semester.

- **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.

- **LVN to RN Transition Students: Credit for Previous Coursework: (entering as second semester students only)**

Upon successful completion of NU 230, each Transition student will receive 13 units of credit for previous completed courses. The grades that the student earned in Fundamentals, Pediatrics and Obstetrical Nursing courses in LVN school will be the same grades recorded on the official transcript from Grossmont College. The nursing program does not accept "plus" or "minus" grades. For example a B+ is counted as a B.

If the student was a corpsman who challenged and successfully passed the LVN boards, then the average of their grades in NU130, 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).

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.

- **Dress Code For Class, Clinical, & Laboratory**

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

  - The following Dress Code Guidelines are in effect during class, skills lab, clinical assignments, and clinical simulations:

Uniform: For students entering the nursing program Fall 2014 and later: A specific dye-lot uniform for Grossmont College Nursing program shall be ordered from MorUniversity Uniforms. Uniform style is limited to selected school choice, and includes a short-sleeved top, pants, and a long-sleeved clinical jacket. The clinical jacket may be worn as needed for warmth/comfort. Solid white, gray or black tee shirts (short sleeve) ONLY may be worn under the green scrub top. For students entering the nursing program prior to Fall 2014, the previously purchased Dove uniform may also be worn, which includes a short-sleeved top and pants.

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 contract 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 be clean shaven or well-groomed if a beard is worn.

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

Tattoos Tattoos may not be visible in the clinical setting. Long sleeved T-shirts are not allowed at the clinical facilities. 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. These are in compliance with infection control practices.

Shoes: Clean, **primarily white or black**, low-top, closed toe and heel and preferably rubber-soled.

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 this 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 and during pre-lab at all times.

Pre-lab: During the pre-lab period (patient assignment research) students must be dressed in the Grossmont College School of Nursing uniform with their Grossmont College picture identification badge.

NOTE: Professional appearance is mandatory.

The Dress Code must be consistent with the dress code of the hospital to which the student is assigned. Modifications of the Dress Code may be made for certain clinical rotations based on the dress policy of the facility utilized. The clinical instructor will discuss such changes. Students questioning the

appropriateness of clinical attire should consult with their clinical instructor prior to purchase/wearing. Students will be sent home if infractions of the dress code occur. This will result in a clinical absence.

- **Classroom Attendance and Conduct**

1. The hours of theory absences per semester may not be greater than the number of hours the class meets per week. If a student is absent and a quiz is given, the student will receive a zero. There is no makeup for quizzes. Should the theory absences exceed the number of hours the class meets per week, the lead instructor and/or teaching team will meet to consider dropping the student from the class. Should the student be dropped for excessive absences the student will need to 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.
2. Repeated tardiness is disruptive to the class and interferes with learning. A student who has been tardy three times will receive a classroom absence.
3. Cell phones and pagers must be set to "Vibrate" mode. If expecting an emergency message, please discuss this issue with the instructor prior to class.
4. The College's "Student Code of Conduct" will be observed.
5. For hybrid courses, see the course syllabus for attendance policies.

- **Confidentiality of Student Information and Grades**

In accordance with privacy regulations and College policy, no information can be released except with the permission of the student. Course grades, clinical rotations, and any other document with students' names cannot be posted for public viewing. Course grades can be individually retrieved online through the individual course's BlackBoard site. Clinical rotations and other course information may be distributed through BlackBoard or through email.
No personal information, including the student's enrollment, can be released over the phone or in person by any faculty or staff person except with the student's prior written permission. This includes disclosure of information to student's parent, spouses, family members, employers, etc.

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

- **Community Service Requirement**

Each student is required to complete 4 hours of community service per semester. The intent of the requirement is to encourage students to be involved in an ongoing basis in giving back to their community as a member of a health profession. Any student not completing the required community service hours will fail the final course of the semester for which the community service requirement was not met (i.e., if NU222 is taken the second 8 weeks, this is the course in which the student will receive a failing grade). Community service may be completed during the summer or winter break prior to the next semester. Up to 4 extra hours of community service may be done during a specific time period and credited for the following semester. For example, 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 may not be credited any further in advance than one additional semester. The community service can be

in any service area (does not need to be related to the medical field). However, it should not be volunteer work that is done in association with your child's school or organization. Any community service that is not medically related must be approved by your instructor.

The Community Service Requirement policy will appear in all nursing syllabi. A community service form must be completed and turned in to your instructor prior to or by the end of the semester. If not specified in the 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. (Forms can be found on the nursing program website under "Student Forms" at www.grossmont.edu/nursing).

- **Grading and Tests**

***California Education Code* Section 76224 (a) states:**

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

The teaching team at the beginning of the course/semester will identify methods of evaluating student performance. These methods may include but are not limited to the following:

1. Computer assisted instruction.
2. Simulated clinical experiences.
3. Objective quizzes and tests.
4. Online proctored and non-proctored exams.
5. Critical skills performance as identified on the *Weekly Student Clinical Performance Evaluation Form.* Evaluation may be scheduled at the college laboratory and/or clinical facility utilized for laboratory experience.
6. Planned and incidental observations of nursing assessment, problem identification, plan of care development, implementation and evaluation of nursing care.
7. Written assignments as stated in the course syllabus or discussed at the beginning of the course.
8. Self-evaluations of clinical performance based on competencies for the course.
9. Written and verbal feedback in student/instructor conferences.
10. Student presentations/collaborative learning assignments.

Course Grades

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

    1. Achieve an average of 75% or better on all written work and examinations, and
    2. Achieve 75% average or better from the major examinations as designated in each course syllabi.
        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

3. Satisfactory clinical performance, including non-graded written assignments and pre-lab preparation and
4. Completion of all course requirements, graded and ungraded and
5. Completion of all required community service hours.

- Letter grades are determined by the following percentages:

  A = 90-100%
  B = 80-89%
  C = 75-79%
  D = less than 75%

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

- **Additional notes (Grading)**:

  a. Both clinical and classroom aspects of each course must be passed. Failure in the clinical or the classroom part of any course results in re-taking the entire course as the Board of Registered Nursing requires that classroom and clinical courses are concurrent. Contracting for course grades and extra credit assignments for points are not permitted. The nursing program does not use + or – in the grading of nursing courses.

Incomplete Grades

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

- **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.

- **Examination Review**

Post examination review of concepts missed will be conducted per each course syllabi. There will be no review of the final examinations, as they are considered secured exams.

- **Examination Makeup**

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

- **Pharmacology Policy**

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

A student who has failed NU 118 must immediately exit the nursing program. Students who fail NU 118 while concurrently enrolled in NU 120 will need to withdraw from NU120, and will receive a W in NU 120 as well as the failing grade in NU 118. The student would be eligible for re-entry into the nursing program according to the criteria outlined in the *Nursing Student Handbook*.

When a student is concurrently enrolled in NU 119 and NU120 (or NU 130 for 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.

- If the student has a clinical failure in or withdraws from NU 120 before the end of the semester, they may complete NU 119.
- If the student fails NU 119 prior to taking the final for NU120, they may complete NU120.
- If the student fails either NU 119 or NU 120, they will exit the nursing program at the end of the semester. The student 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 NU 118, NU 119, and NU 120 (or NU 130 for LVN-RN transition students) have all been successfully completed.

- **Standards for Written Work**

Style and Format

Based on the standard at major institutions offering upper division work in nursing, the Grossmont College Nursing Program requires American Psychological Association (APA) format for all written work. For assistance with APA style see www.apastyle.org.

Late Work

Assigned written work will be due on dates specified by the instructor. This work must be submitted before class or clinical begins. If the written work is late the student will receive either a zero or no credit. If events occur which prevent the student from handing work in on time, special permission for submitting an assignment late may be requested. This request must be submitted in writing to the lead instructor before the due date stating the reason for the extension and the amount of additional time requested to complete the assignment.

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

- **Clinical/Campus Laboratory Attendance and Conduct**

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

1. The student must attend all clinical 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.
2. 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.
3. Excessive clinical absences may result in a student not meeting the clinical objectives, which in turn constitutes failure of the nursing course. The student is then subject to the re-entry policy.
4. Should makeup of equivalent clinical experience be approved and available, it must be completed by the date stipulated by the faculty.
5. A student who is late for the clinical laboratory may be sent home and this will constitute a clinical absence.
6. A student who is evaluated as being unprepared for that day's clinical assignment may be sent home by the instructor and this will be considered a clinical absence. This will result in an unsatisfactory grade on the student's *Clinical Evaluation Performance Form*.
7. If the student is ill on 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.
8. 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.

- **Drug Calculations Exam for Students in the Nursing Program**

Rationale for testing: Because the faculty at Grossmont College considers patient safety to be of the utmost priority, each student enrolled in the Nursing Program will be required to pass a Math Calculations examination each semester.

1. All students currently enrolled in the Nursing Program will take a math exam each semester. Students will be allowed three (3) attempts. If failure on the 3rd attempt occurs, the student will need to withdraw from the program and will receive a failing grade in the course. If the student does not attend a scheduled exam, this absence will be considered a failed exam.
2. Should a student fail the math exam on the 3rd attempt, this will count as one program attempt and the student will be eligible to return to the Nursing Program one additional time on a space available basis.
3. If an additional exam (i.e., exam 2 or 3) is needed, see the course syllabi for further information.
4. All students enrolled in the Program must pass the math exam that is administered during the semester with a grade of 100%.
5. Students who do not pass the exam must seek tutoring from faculty and/or the math department and/or utilize the computerized software available in the health sciences lab.
6. Math Exam format:
   a. Each exam will be 10 questions, fill-in-the-blank format. Students will be required to show their work.
   b. The math exam is a timed exam. The student will have 30 minutes to complete the exam. It is an essential function of the nurse to be able to calculate medications in a timely manner with 100% accuracy. Students will not be provided additional time to complete the math exam.
   c. Simple 4 function calculators may be used. Cell phones, additional electronic devices, and advanced calculators may not be used.
   d. The questions will reflect medication calculations that were taught up to that point in the nursing program.
   e. The teaching team or lead instructor will develop the questions for each semester.
   f. If a student fails to place the answer with the correct units (example: ml/hr, units/hr, etc.), this question will be counted as incorrect.
7. Students may only pass medications with direct instructor supervision if they have not yet successfully passed the math exam. Direct supervision includes review of the medication rights, review of drug action and nursing considerations, drug dose calculations when necessary, rate of administration when necessary, relevant labs when necessary and administration of the medication to the patient with the instructor present.

- **Computer Codes**

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

- **Work Schedules and Child Care**

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

- **Transportation**

Reliable transportation is required. It is 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.

- **Pre-Lab Preparation**

Students are expected to complete pre-clinical research immediately prior to the assigned clinical shift at the assigned clinical facility. In addition, written assignments for prelab 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. Students are not allowed in the hospital the day prior to the clinical rotation without specific direction from the clinical instructor or lead faculty member.

- **Level of Preparedness**

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

- **Student Assignments**

Students may be assigned to care for patients with communicable diseases such as AIDS and hepatitis. Student immunizations must be current. Every student is taught Standard 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 they should not be assigned to patients requiring this type of protective device. This includes patients with TB, as well other infectious diseases requiring the use of an N-95 mask.

- **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 in a format that follows 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. 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. [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.
- Pre-lab 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.
- Pre-lab 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.

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	INSTRUCTOR COMMENTS
SLO #1. Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role. a. Utilizes the nursing process and biopsychosocial theories in the development of a POC. b. Utilizes critical thinking and clinical judgment appropriate for a first year student.	**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 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.**	**Good therapeutic communication, Cindy. Even though you were nervous, you didn't avoid this difficult topic and met your patient's psychological needs nicely.**
SLO #2. Demonstrates skills and attitudes necessary to perform as associate degree nurse in the professional nursing roles of: **1. Provider of Care** a. Assesses needs of the patient and significant others from a developmental and cultural perspective. b. Selects appropriate nursing diagnoses and/or patient problems through the analysis of data and establishes patient centered outcomes. c. Demonstrates caring relationships with patients and families. d. Incorporates patient data in POC. e. Performs *skills appropriate to the course* (list) **2. Manager of Care** a. Makes appropriate decisions regarding nursing priorities. b. Manages time and resources effectively. c. Seeks assistance when needed. d. Collaborates with health team members to provide safe individualized care. e. Provides care for required number of patients. f. Practices cost effectiveness. g. Follows the institution policy and procedures **3. Member within a Discipline** a. Practices within the scope of the Nurse Practice Act b. Practices within parameters of individual knowledge and experience. c. Uses constructive criticism for improving nursing practice.	**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 IVBP.** **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.** **3b. 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.**	**Your medication administration was good – I notice you are consistently doing your 3 checks and systematically checking the armband, MAR, and educating at the bedside. Remember to also confirm allergies. Keep working on spiking IV bags in clinical – those bags can feel slippery. I agree, you definitely don't want your hands to slip and contaminate the spike.** **You definitely had good time management of 1 stable patient this week, and even started taking noon vitals on 2 patients. Well done anticipating your patient's needs.** **Excellent recognition of your nurses thought process while delegating. By delegating the ambulating and 1000am turns to the CNA, you both were freed up to do that dressing change. This is an important role of a professional nurse.**

d. Practices within the ethical and legal frameworks to guide nursing practice.		
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 . a. Formulates nursing diagnoses and/or patient problems. b. Develops nursing interventions and outcomes with cultural considerations. c. Prioritizes care for the day. d. Continuously evaluates patient's condition and response to nursing interventions. e. Modifies nursing care plan as needed.	**3c. 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.**	**You identified your patient's priorities and interventions well. Again, well done addressing your patient's psychosocial needs. Your Careplans earned 96%. Well done.**
SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice. a. Utilizes evidence-based practice.	**I learned about and used silver gauze to cover the patient's diabetic foot ulcer to inhibit bacterial replication. http://www.nursingcenter.com/lnc/JournalArticle?Article_ID=608156 under the Role of Silver**	**You did well with your first dressing change, Cindy. Excellent article supporting this evidence-based practice.**
SLO #5. Employs the use of informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals. a. Documents accurately and in a timely manner. b. Encourages the patient to be involved in care. c. Keeps staff and instructor informed. d. Communicates professionally with others.	**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.**	**Good plan for avoiding charting on the wrong patient. I also noticed you using check off boxes on your one-page brain which is a great organization tool.**
SLO #6. Implements role of professional nurse within the community as defined by the California Nurse Practice Act. a. Serves as a patient advocate. b. Evaluates effectiveness of patient teaching. c. Adheres to dress codes and conduct codes, ethical and legal standards, and course and clinical guidelines.	**6c. 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.**	**As we discussed in clinical, a good nurse isn't one who never makes a mistake, but one who handles mistakes well. Good problem solving when the spike went through the bag. Do go to open lab this week and practice spiking again to improve your dexterity.**
SLO #7. Demonstrates and support of life-long learning and quality improvement: a. Utilizes resources for self-development. b. Identifies own strengths and weaknesses weekly. c. Discusses and evaluates own progress in the development of the professional nurse's role. d. Seeks out learning opportunities.	**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.**	**I agree. I noticed that your time management and therapeutic communication were among your strengths, Cindy. You are ready to try taking 2 stable patients next week, but only plan to give medications to your primary patient.**

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

A typed name shall serve as the Student's Electronic Signature: **Cindy Student** Date: **4/3/15**
Additional Student Comments and /or Areas of Concern: (***students, add comments if applicable)***
Goals for Next Week: (Student should list realistic goals for next clinical day).

1. **Continue to refine my assessments so that I have a consistent method**
2. **Work on the significance of my patient labs**
3. **Work on setting priorities especially if I have two patients.**

OVERALL CLINICAL RATING BY INSTRUCTOR: **S** (S, NI, U)

A typed name shall serve as the Instructor's Electronic Signature: **Professor. Nobody** Date: **4/7/15**
Additional Instructor Comments and/or Areas of Concern: ***(faculty will add comments here if applicable)***
Goals for Next Week: (Faculty will review the goals and make recommendations).

****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.**

Grossmont College
FIRST YEAR WEEKLY CLINICAL EVALUATION FORM

NAME: _____ COURSE: Nurs _____

SEMESTER: _____ WEEK #_____ DATE: _____

CLINICAL FACULTY:_____ CLINICAL FACILITY: _____

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION	INSTRUCTOR COMMENTS
SLO #1. Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role. a. Utilizes the nursing process and biopsychosocial theories in the development of a POC. b. Utilizes critical thinking and clinical judgment appropriate for a first year student.		
SLO #2. Demonstrates skills and attitudes necessary to perform as associate degree nurse in the professional nursing roles of: **1. Provider of Care** a. Assesses needs of the patient and significant others from a developmental and cultural perspective. b. Selects appropriate nursing diagnoses and/or patient problems through the analysis of data and establishes patient centered outcomes. c. Demonstrates caring relationships with patients and families. d. Incorporates patient data in POC. e. Performs *skills appropriate to the course* (list) **2. Manager of Care** a. Makes appropriate decisions regarding nursing priorities. b. Manages time and resources effectively. c. Seeks assistance when needed. d. Collaborates with health team members to provide safe individualized care. e. Provides care for required number of patients. f. Practices cost effectiveness. g. Follows the institution policy and procedures 3. **Member within a Discipline** a. Practices within the scope of the Nurse Practice Act b. Practices within parameters of individual knowledge and experience. c. Using constructive criticism for improving nursing practice. d. Practices within the ethical and legal frameworks to guide nursing practice.		
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. a. Formulates nursing diagnoses and/or patient problems. b. Develops nursing interventions and outcomes with cultural considerations. c. Prioritizes care for the day. d. Continuously evaluates patient's condition and response to nursing interventions. e. Modifies nursing plan of care as needed.		
SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice: a. Utilizes evidence-based practice.		
SLO #5. Employs the use of informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals a. Documents accurately and in a timely manner. b. Encourages the patient to be involved in care. c. Keeps staff and instructor informed. d. Communicates professionally with others.		
SLO #6. Implements role of professional nurse within the community as defined by the California Nurse Practice Act a. Serves as a patient advocate. b. Evaluates effectiveness of patient teaching. c. Adheres to dress codes and conduct codes, ethical and legal standards, and course and clinical guidelines.		
SLO #7. Demonstrates and support of life-long learning and quality improvement: **a.** Utilizes resources for self-development. b. Identifies own strengths and weaknesses weekly. c. Discusses and evaluates own progress in the development of the professional nurse's role. d. Seeks out learning opportunities.		

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

A typed name shall serve as the Student's Electronic Signature: _____ Date: _____
Additional Student Comments, Areas of Concern, Goal(s) for next week:

OVERALL CLINICAL RATING BY INSTRUCTOR: __ (S, NI, U)

A typed name shall serve as the Instructor's Electronic Signature: _____ Date: _____
Additional Instructor 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.**

Grossmont College
SECOND YEAR WEEKLY CLINICAL EVALUATION FORM

NAME: _____ COURSE: _____

SEMESTER: _____ WEEK #_____ DATE: _____

CLINICAL FACULTY: _____ CLINICAL FACILITY: _____

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION	INSTRUCTOR COMMENTS
SLO #1. Integrates knowledge of nursing practice while utilizing biopsychosocial theories and concepts in the performance of the registered nursing role. a. Utilizing the nursing process, formulates a holistic comprehensive plan of care for acute and chronic medical surgical patients. b. Utilizes critical thinking and clinical judgment in the clinical setting.		
SLO #2. Integrates the skills and attitudes necessary to perform as an associate degree nursing in the professional roles of: **1. Provider of care** a. Recognizes complex assessment data and formulates a POC b. Assesses needs of the patient and significant others from a developmental and cultural perspective. c. Implements principles of health promotion, illness prevention, patient teaching and end of life care. d. Performs *skills a*ppropriate to the course (list). e. Selects appropriate nursing diagnoses through the analysis of data and establishes patient centered outcomes. f. Demonstrates caring relationships with patients and families. **2. Manager of care** a. Coordinates care with all members of the healthcare team. b. Prioritizes patient care for required number of patients. c. Delegates appropriately. d. Seeks assistance when needed. e. Collaborates with healthcare members to provide safe individualized care. f. Provides care for required number of patients. g. Follows the institution policy and procedures. **3. Member within a discipline** a. Practices within the scope of the Nurse Practice Act. b. Practices within parameters of individual knowledge and experience. c. Uses constructive criticism for improving nursing practice. d. Practices within the ethical and legal frameworks to guide nursing practice.		
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: a. Formulates nursing diagnoses and/or patient problems.		

b. Prioritizes nursing diagnoses and/or patient problems. c. Develops nursing interventions and patient outcomes with cultural awareness. d. Continuously evaluates patient's condition and progress towards patient outcomes. e. Modifies plan of care as needed.		
SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice: a. Implements patient care for complex patients based upon evidence-based research.		
SLO #5. Employs informatics and communication skills to manage and coordinate care in collaboration with other healthcare professionals. a. Documents accurately and in a timely manner. b. Involves the patient in the plan of care. c. Communicates professionally with all members of the heath care team. d. Provides a thorough end of shift report.		
SLO #6. Implements role of professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice. a. Serves as a patient advocate. b. Evaluates effectiveness of patient teaching. c. Adheres to Program and College Policies. d. Adheres to legal, ethical and profession practice standards.		
SLO #7. Demonstrates the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession. a. Utilizes resources for self-development. b. Identifies own strengths and weaknesses. c. Discusses and evaluates own progress in the development of the professional nurse's role. d. Seeks out learning opportunities.		

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

A typed name shall serve as the Student's Electronic Signature: _____ Date: _____
Additional Student Comments, Areas of Concern, Goal(s) for next week:

OVERALL CLINICAL RATING BY INSTRUCTOR: __ (S, NI, U)

A typed name shall serve as the Instructor's Electronic Signature: _____ Date: _____
Additional Instructor 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.**

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: See note below for "Definition of Clinical Grades"	Absent Dates/Hours:	Make-up Dates/Hours:

The student has met the following Student Learning Outcomes		
☐Met	☐Not met	1. Demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role.
☐Met	☐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.
☐Met	☐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.
☐Met	☐Not met	4. Use evidence-based research to provide quality health care, initiate change and improve nursing practice.
☐Met	☐Not met	5. Employ the use of informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals.
☐Met	☐Not met	6. Implement the role of the professional nurse as defined by the California Nurse Practice Act.
☐Met	☐Not met	7. Demonstrate support of life-long learning and quality improvement.

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.

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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: See note below for "Definition of clinical Grades"	**Absent Dates/Hours:**	**Make-up Dates/Hours:**

The student has met the following Student Learning Outcomes for this clinical rotation:		
☐Met	☐Not met	1. Integrate knowledge of nursing practice while utilizing biopsychosocial theories and concepts in the performance of the registered nursing role.
☐Met	☐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, Member within a Discipline.
☐Met	☐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.
☐Met	☐Not met	4. Use evidence-based research to provide quality health care, initiate change and improve nursing practice.
☐Met	☐Not met	5. Employ informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals
☐Met	☐Not met	6. Implement the role of the professional nurse as defined by the California Nurse Practice Act and Standards of Nursing Practice.
☐Met	☐Not met	7. Demonstrate the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession

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.

Routing: Page 1-Student file; Page 2-Student copy
Rev.1.29.15CG

- **Assignment of Clinical Groups and Student/Faculty Ratio**

The faculty formulates the make-up of clinical groups. Factors in determining clinical assignments include the strength of the students, prior experience with full time faculty for previous clinical experiences will be considered. Students will not be placed in clinical groups based solely upon geographic proximity to home. 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 experience 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.

- **HIPAA/Patient Confidentiality**

Students are expected to act as professionals with the utmost respect for patient confidentiality as an ethical principle but also in accordance with HIPAA (Health Insurance Portability and Accountability) regulations. This means that discussion of patients' problems in public places such as cafeterias and elevators, and any discussion of a patient's problems with fellow students are prohibited. All nursing students are required to be familiar with and practice HIPAA confidentiality guidelines at all times during their clinical rotations and class lecture throughout the nursing program. Each student must complete the HIPAA competency program prior to the first day of clinical in the student's first and third semesters, or upon re-admission to the Nursing Program. (See specific instructions under the section "Standard Precautions and HIPAA Requirements" discussed previously in the student handbook).
In addition:

1. Clinical work and assignments must not contain the patient's full name or medical record number. and
2. Students cannot remove any part of the patient's chart, **with the patient identifiers, or with the patient identifiers cut off**, from the hospital, and
3. All information used during the clinical day with patient information must be disposed of in the appropriate disposal unit (at the hospital) as per the hospital policy.

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

- ## Electronic Devices in the Clinical Setting

The clinical facility policies on electronic devices will be adhered to by Grossmont College Nursing students. See specific course syllabi for more detailed information on electronic devices for specific clinical facilities. Some facilities have a more stringent policy than others. If allowed by the clinical facility and the course instructor, students may use cell phones in non-patient care areas (including cafeterias) or outside the building only. Cell phones must not be visible or used in any patient care area in the clinical facility **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. Should a student violate this policy they will be immediately dismissed from the nursing program and may not be eligible for re-entry into the Nursing Program. Electronic devices may include but are not limited to; cameras, IPOD's, IPADS, PDA's, and cell phones.

- ## Medication Errors

Definition: An actual medication error or near miss that occurs in clinical or would have occurred if the instructor had not intervened.

Procedure:
1. Patient physiologic stability is assessed and assured.
2. Primary nurse is notified (or clinical instructor, if student was administering the medication under supervision of the primary nurse).
3. Appropriate documentation and agency medication error policy implemented.

Required School of Nursing Documentation for a medication error:

1. The student must record the medication error on the weekly student evaluation tool.
2. The instructor and the student will together analyze why the error occurred. The instructor will make recommendations for remediation. The student will receive an Unsatisfactory on the weekly *Clinical Evaluation Form*. The student must address in the weekly *Clinical Evaluation Form* specifically what occurred and measures to prevent reoccurrence.

3. If the error is severe resulting in patient harm, the student is required to meet with the Associate Dean/Director of Nursing and may be subject to dismissal from the Nursing Program.

- **Skills Check-off Requirements**

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.

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. It is the student's 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.

- **Remediation Policies**

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

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

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

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 has initiated a mandatory remediation process. If a student does not agree with the

mandatory remediation plan developed in collaboration with the Student Success Advisor, the student can request a meeting with the Lead Faculty member for the course for further discussion. If a student does not agree with the remediation plan developed in collaboration with the lead faculty member, they can request a meeting with the Assistant Director of Nursing to attempt resolution. The following policy outlines the mandatory remediation process:

Mandatory Academic Remediation

1. 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 if the student is unfamiliar with the policy.
    c. The course instructor and student will collaboratively develop a Course Content Action Plan as part of the remediation, with follow-up dates delineated. This action plan may include one or more of the following:
        i. Individual review of missed concepts with course instructor.
        ii. Attendance at group tutoring sessions.
        iii. NCLEX question assignments.
        iv. Additional assignments to enhance comprehension of material.
    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 of the Remediation form with the Course Content Action Plan completed (Instructor 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.

2. Student will schedule a meeting with the Student Success Advisor or designee
    a. Meeting must take place within 5 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:
        i. Test taking skills
        ii. Evaluation of work hours
        iii. Personal Issues
        iv. High Risk Identifiers
        v. Additional factors identified through discussion with the student

.

3. Actions must be completed by dates identified.
4. 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.
5. The original of the completed remediation plan will be given to the course instructor. After review, it will be maintained in the student file.
6. For students placed on ongoing 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.

Mandatory Clinical Remediation

1. Student is identified by clinical instructor for mandatory remediation referral.
    a. Any student receiving an Unsatisfactory weekly evaluation grade in clinical will receive a mandatory remediation referral.
    b. Clinical instructor will consult with Lead Course Instructor.
2. Student will meet with the clinical and/or course faculty 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 student.
3. The Action Plan will also include a description of the consequences of failure to complete remediation plan.
4. Actions must be completed by the dates identified.
5. Action plan must be signed by appropriate faculty as indicated.
6. Completed remediation plan will be maintained in 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: 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
☐ Individual reviewed exam with course instructor			
☐ Attendance at group tutoring sessions			
☐ NCLEX questions assigned:			
☐ 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 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
☐ Clinical skills - *Specify skill(s):*	☐ Required clinical time and lab tutor sign-off in on campus skills lab. ☐ Required time scheduled with clinical or course faculty to review skill(s). ☐ Required practice/return demonstrations in clinical setting. ☐ Additional assignments to enhance comprehension of material.		
☐ Critical Thinking - *Describe the problem(s):*	☐ Required time scheduled with clinical or course faculty to discuss critical thinking. ☐ Completion of case study. ☐ Completion of critical thinking worksheets. ☐ Other assignments to be determined by faculty.		
☐ Time Management – *Describe the problem(s):*	☐ Required time scheduled with clinical or course faculty to discuss time management. ☐ Development of Organizational tool. ☐ Completion of required number of completed tools. ☐ Other assignments to be determined by faculty.		
☐ Other - *Describe the problem(s):*			

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

Behavioral Contract

For those situations in the classroom, lab or clinical setting in which it has been identified that a student is not meeting expectations related to professionalism rather than academic or clinical performance expectations, a behavioral contract will be initiated by the lead course instructor. If the issue occurs in the clinical setting, the clinical instructor will contact the lead instructor to collaborate on the development of the contract. Professional issues include (but are not limited to) late submission of assignments, unprofessional communication, incivility to faculty, peers, or clinical staff, dress code violations, and attendance issues. The behavioral contract will be individualized for the student, and will remain in place for the remainder of the nursing program. 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 each course. Failure to follow the recommended actions outlined in the contract will result in dismissal of the student from the nursing program. The student may not be eligible for readmission. (See Behavioral Contract template form – next page).

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
☐Unprofessional Behavior *(List/Describe)*	*(Examples)* ☐ Any further instance of coming to clinical unprepared will result in dismissal from the nursing program. ☐ Any further instance of unprofessional communication with faculty, staff, peers or patients will result in dismissal from the nursing program. ☐ Any further instance of unprofessional behavior with faculty, staff, peers or patients will result in dismissal from the nursing program. ☐ 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
☐Attendance– *(List specific issues)*	☐ 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. ☐ 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
☐Failure to respond professionally to constructive criticism. *(Describe)*	☐ Any further instance of described unprofessional behavior in response to constructive criticism will result in dismissal from the nursing program.	Ongoing	N/A
☐Time Management *Describe the specific issues:* 1. Late submission of assignments.	☐ Any further instance of a late submission of course assignments, including clinical requirements, will result in dismissal from the nursing program.	Ongoing	N/A

(Describe/list examples)			
☐Other *(Describe: i.e., Dress code violations, unprofessional communication on campus)*			

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.

SECTION IV: GRADUATION

Commencement

The Nursing faculty encourages all eligible students to participate with them in the Grossmont College Commencement. Graduation stoles for the nursing graduates to wear during commencement are available in the nursing department.

Pinning Ceremony

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

SECTION V: DEPARTMENT STRUCTURE AND STUDENT INPUT

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

- ## Opportunities for Student Feedback

Opportunities for student feedback are available to students throughout the nursing program. Students are invited to serve on Nursing Program Committees to give their opinions and suggestions. Serving on a Nursing Program committee is optional; however student participation is essential for program improvement.

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

- **Program and Course Evaluation Policy**

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

1. The student is required to complete the classroom and clinical evaluation 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.
2. The Associate Dean/Director of Nursing will review all evaluations once completed.
3. 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.

SECTION VI: DISCIPLINARY POLICIES

- **Dismissal Policy/Procedure**

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

   a. Unsafe clinical practice:
      Examples of unsafe practice may include (but are limited to) the following:
      1) Failure to display stable mental, physical or emotional behavior(s) which may affect the well-being of others.
      2) Failure to follow through on a mandatory remediation plan.
      3) Acts of omission/commission in the care of patients, such as (but are not limited to): physical, mental or emotional harm, and medication error(s), including near-misses.
      4) Lack of verbal and/or psychomotor skills necessary for carrying out safe nursing skills.
      5) Attempting activities without adequate orientation or theoretical preparation or appropriate supervision/assistance.
      6) Behavior that endangers a patient's, staff member's, peer's or instructor's safety. Note: this does not have to be a pattern of behavior and the student can be subject to dismissal for a single occurrence.
   b. Violations of professional, legal, or ethical conduct:
      Examples of violations may include (but are not limited to) the following:
      1) Dishonesty.
      2) Falsification of patient records.
      3) Interpersonal behaviors with agency staff, co-workers, peers, or faculty which result in miscommunications or disruption of patient care and/or unit functioning.
      4) Failure to follow through on a behavioral contract.
      5) Failure to maintain patient confidentiality according to HIPAA regulations.
      6) Academic Fraud.
      7) Any violation of the "Student Code of Conduct" as outlined in the College Catalog.

2. The instructor will communicate the problem area(s) to the Associate Dean/Director of Nursing. Documentation will include a description of the behavior and the status of the patient, if appropriate. The student also may provide written input for review.

3. If the student is dismissed, the student will have an opportunity to meet with the Associate Dean/Director of Nursing and the faculty member involved to share his/her perception of the problem.
4. The lead instructor and/or the teaching team and Associate Dean/Director of Nursing will then confer and will present recommendations to the student both verbally and in writing.
5. Should a student display unsafe clinical practice or have a violation of professional, legal, or ethical conduct they will be ineligible for reentry into the Grossmont College Nursing Program
6. All students dismissed from the program will be encouraged to schedule an exit interview with the Associate Dean/Director of Nursing to discuss options.
7. Following the exit interview, the student will receive a written copy of the exit interview.

- **Course Failure**

The following include examples for which a student may receive a failing course grade. This list is not all inclusive - other situations may occur which result in 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 a 100% on the math exam after three attempts in any semester.

Students receiving a course failure must exit the 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 Program due to unsafe clinical practice or a violation of professional, ethical, or legal behaviors will be eligible to reapply to the nursing program **one** additional time on a space available basis.

If the student has not completed the required courses for the major, [English 120 or 124, Math 103 or higher, Sociology 114 or 120, Psychology 120, and Communications 122], the student must do so before re-entry will be considered. These courses must be completed within one year of the exit date. See the Re-entry Policy for additional information.

- **Nursing Program Re-Entry Policy**

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

2. Limitations to Re-entry:
   - Re-entry is neither automatic nor guaranteed.
   - Re-entry is evaluated on an individual 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 (other than re-entry) will be discussed with the student at the exit interview with the Associate Dean/Director of Nursing.
   - Student's eligibility date to return to the Program will be determined by the Associate Dean/Director of Nursing during the exit interview.
   - Re-entry to the Nursing Program will be considered on a space-available basis.
   - For students applying for re-entry into a first semester nursing 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 a 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 time** to complete the Nursing Curriculum.
   - Students who withdraw due to personal circumstances, and are determined 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 times.
   - Re-entry is only permitted into the program that the student exited from.
   - Students must be on the "Re-entry List" so that there is no more than a ***one year absence.*** The student will be offered one invitation only to re-enter the program. If a student does not accept the re-entry offer, they will be required to re-apply to the nursing program. The "Re-entry List" is explained below.
   - The student would be ineligible for re-entry if the general education courses are not completed. See College catalog for general education requirements.
   - All re-entry students, except for those re-entering into the first semester, will be required to take a math examination scoring 100% and perform selected skills with 100% accuracy on the first attempt. The skills testing will be videotaped. Should the re-entry student not pass the math test or the skills testing, this will count the same 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 (i.e. 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.

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

   a. Completing an Exit Interview with the Associate Dean/Director of Nursing within 2 weeks of receiving a failing grade, electing a "W" in a nursing course, or submitting a request for a leave of absence. An exit interview is necessary before the Re-entry Process can begin. This step cannot be bypassed. If a student fails to complete an exit interview within 2 weeks, they will lose their eligibility for re-entry.

      - At the exit interview, the reasons for the exit from the Program are discussed. Based on the recommendations and information from the course instructor and/or the teaching team, the Associate Dean/Director of Nursing will make "Recommendations for Remediation" and discuss strategies with the student for future success in the Nursing Program.

- The course instructor 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.
- Students will be referred to the Student Success Advisor or designee as needed.

b. Completing Remediation activities (if assigned).

c. Completing a "Petition for re-entry into the Grossmont College Nursing Program".

- Deadline for submission of a petition to return to Fall semester is May 1. If a 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.
- 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.
- Petition must include the reason for failure/withdrawal, and documentation of the completion of any required remediation activities.

4. The approval process for Re-Entry:
   - The student's completed "Petition for Re-entry to the Grossmont College Nursing Program" is turned in to the nursing office secretary and then sent to the Student Progression Committee (SPC).
   - The SPC 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 petition is accepted, then the student's name is placed on the "Re-Entry" list along with the date of the re-entry request and the course that the student needs.
   - As seats become available in the needed courses, the Nursing Office notifies the student on the "Re-Entry" list on a first come, first served basis.
   - Once a student re-entering second, third or fourth semester is notified that a seat has become available, they will be scheduled for mandatory skills testing.
   - After successfully passing the skills testing, the re-entering student must provide documentation of the following:
     1. Current American Heart Association CPR certification (required every 2 years)
     2. Current immunizations (including influenza immunization if it is flu season)
     3. Current TB test (or TB questionnaire if history of positive TB test) (both required annually)
     4. Current Malpractice/Liability Insurance.
     5. Physical Exam – must be done within 6 months of re-entry. (Form available from nursing secretary).
     6. 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 petition is denied, the student will be informed of the denial.
   - If the student is re-entering into a first semester nursing course, they are required to attend the nursing New Student Orientation session.

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

SECTION VII: HEALTH AND SAFETY POLICIES

- ## Overview

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 must meet with the Faculty Member in the course in which they are registered and complete the process for applying for accommodations (see page 21).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. 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. 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.

- ## Pregnancy Policy

The student may remain active in the Nursing Program with written physician's or primary care provider's clearance as long as she is able to meet the weekly laboratory objectives and her attendance record remains satisfactory. If a student elects to take a one semester leave of absence during her pregnancy, she must notify the Associate Dean/Director of Nursing at least one month prior to the start of the requested leave of absence. She must schedule an exit interview with the Associate Dean/Director of Nursing ~~nursing~~Nursing ~~Program Director~~, and request a formal leave of absence in writing. At the end of the leave of absence, the student may re-enter the nursing program on a space available basis. She will be required to follow the re-entry process.

Antepartum

1. The student should notify the clinical instructor as soon as pregnancy is determined, as some clinical experiences may need to be modified for her safety.
2. A written physician's clearance is to be submitted to the Nursing department and a copy to the clinical instructor within the first trimester of pregnancy. Thereafter, it is the student's responsibility to notify both the Nursing department and the clinical instructor if problems arise that could limit the student's ability to safety meet clinical objectives.

Postpartum

Following the delivery of a child, a student must submit a written physician's or primary care provider's clearance to the nursing office prior to her return to class and clinical. A copy of the written clearance must be submitted to the clinical instructor.

- ## Post –Surgery/Extended Illness Policy

1. The student must submit a written physician's or primary care provider's clearance to the nursing office and a copy to the clinical instructor for clinical lab attendance.

2. The student must be able to meet the clinical objectives to remain in good standing in the Program. The lead instructor and/or teaching team, with student input, will determine whether imposed medical restrictions allow accomplishment of clinical objectives.
3. The Attendance Policy of the Program will apply unless judged inappropriate to the individual case by nursing faculty review.

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

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

- **Flu (H1N1) District Reporting Policy**

- If a student has been ill or absent with flu-like symptoms, the instructor will contact the Nursing Office with the name of the individual for tracking. Please inform students that if they are confirmed to be ill, ***they should not return to class until they have a doctor's note that is presented to the Nursing Office indicating that they are "clear" of illness.***

- If students in class complain of flu-like symptoms, the instructor will refer them to the campus Health Services area (located in the administrative area, building 10, next to the Counseling Office) (619) 644-7192).

- Everyone should be washing their hands frequently and also using alcohol-based hand sanitizer when soap and water are not available.

- Students will talk with faculty about how they will make up course work and complete their courses given their absences.

- **Other Safety Information**

- Affiliating agencies may require additional testing, i.e., drug screening. An annual drug screen and background check is required for clinical at Rady Children's Hospital.

- Students are responsible for notifying the clinical instructor of any change in their health status which may impact their own and/or patient safety.

- Splash goggles: Students are required to wear protective gear in the clinical setting as indicated. This equipment is available in the clinical facilities.

- Flu Shot declination: students who refuse the annual shot/ flu shot must have a written letter from their physician indicating why they cannot receive the flu shot. Should a student refuse a flu shot or the

H1N1 vaccination, specific clinical facilities may not place the student in their facility for a clinical rotation. This would result in the student's inability to complete the nursing Program.

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	Oertel, Tom	644-7429	268
Maloy, Lisa Assistant Director of Nursing	644-7099	266	Sekol, Michi	644-7428	269
			Shadroff, Valerie	644-7452	267
			Tendal, Nancy	644-7350	268
Student Success Advisor					
Medina, Judy	644-7061	277			

- ## Orientation to Technology

Technology is integrated into the classroom and clinical settings. The faculty uses the 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 students to utilize outside of class. In addition, 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 includes orientation to the electronic medical records at the beginning of each clinical rotation.

- ## Nursing Department Student Resources

- **STUDENT SUCCESS ADVISOR:** The Nursing department has a full time student success advisor who is a graduate of the Grossmont College Nursing program. She is 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 CENTER**: Is available to all health professions students. A variety of computer programs are available including the NCLEX-RN simulation.
  Call 644-7316 or 644-7309.

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

- ## GCCCD Student Resources for the Nursing Program

- **COUNSELING CENTER**: 644-7208 [Lynn Gardner]. 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. 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 an 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. 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. In third semester, students do a total of 224 hours over 16 weeks in the clinical setting, and these hours count for the additional 2 units. Due to the excessive number of clinical hours required for 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 for enrolling in additional credits. In fourth semester, students are required to work 96 hours in four weeks with clinical preceptors. These shifts can occur in the day shift or night shift, and students can work Mondays-Sundays. Thus, the additional 3 units are made up in a precepted clinical experience.

- **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, your instructor or the Associate Dean/Director of Nursing for additional assistance. We are here to help you succeed in achieving your career goals.

SECTION IX: GENERAL ADMINISTRATIVE POLICIES

- ### Student Records/Files

Nursing student records are kept in a locked file cabinet in the Nursing department Office. A copy of the student record 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.

- ### FERPA and Appropriate Use of SSN

FERPA stands for Family Educational Rights and Privacy Act (sometimes called the Buckley Amendment), passed by Congress in 1974. FERPA grants students the right to inspect their educational record and also requires that colleges protect the privacy of student information, including the Social Security Number or Student Identification Number. FERPA grants four specific rights to the student:

- the right to see the information that the institution is keeping on the student
- the right to seek amendment to those records and in certain cases append a statement to the record
- the right to consent to disclosure of his/her records
- the right to file a complaint with the FERPA Office in Washington

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.

To avoid violations of FERPA rules, DO NOT

- at any time use the entire Student ID number of a student in a public posting of grades.
- ever link the name of the student with that student's ID number in any public manner.
- require that students use their Student ID to sign-in to a class or lab on a roster that will be viewed by other students.
- leave graded tests in a stack for students to pick up sorting through the papers of all students.

- circulate a printed class list with the student name and Student ID number or grades as an attendance roster.
- discuss the progress of any student with anyone other than the student (including parents) without the consent of the student.
- provide anyone with lists of students enrolled in your class for any commercial purpose.
- provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

For more information go to the FERPA web site:
http://www.ed.gov/policy/gen/guid/fpco/ferpa/students.html

- **Externships/Student Work Experience**

Work experiences/externships provide opportunities to gain additional clinical experience in medical-surgical and post-partum areas, by working in a paid or unpaid status under direct supervision of a clinical preceptor. Placement in a facility for work experience is determined by the hiring facility. A faculty liaison provides guidance through review of objectives, consultation with the preceptor and periodic meetings with the student. Work experience/externship opportunities may be limited due to facility constraints, lack of preceptors or faculty scheduling conflicts. Students may not be hired by the facility as an extern without enrolling in NURS 251, NURS 252, or NURS 253 and having a faculty sponsor. Students must contact the faculty liaison before applying for a work experience position.

Requirements for externships:

1. Students must have completed the first year (two semesters) of the nursing program.

2. Students must be in good academic standing in order to apply for and continue their externship. 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 exam or weekly clinical evaluation, it will be considered that the student is not in good academic standing. If a student requires more supervision than is designated in a work experience, the student will need to withdraw from the work experience/externship program.

   Before starting extern shifts, the student must
   a. attend an orientation meeting with the faculty coordinator of the extern program
   b. have an identified faculty advisor, and
   c. have a clinical schedule approved by the faculty advisor and the extern's preceptor/clinical supervisor.

3. Specialty areas: A work experience/externship in a specialty area such as psychiatric-mental health, emergency department, intensive care units and other critical area areas will only be considered on an individual basis. Students requesting placement in a specialty area must submit a written request with rationale and specific clinical objectives to the Associate Dean/Director of Nursing who will direct it to the appropriate work experience faculty for consideration.
4. Work experience/extern hours must be completed within the semester in which the student is registered. (That is, the student extern may not complete clinical hours after Final Exam Week.)
5. The student may be assigned more than one preceptor during the work experience/externship.

- **Gift Policy**

Gifts from students to faculty are discouraged. The following opportunities are available if a student, family, or alumni would like to make a donation to the Grossmont School of Nursing:
1. The alumni association: www.foundation.gcccd.edu/nursing
2. Scholarship fund in memory of one of our Grossmont Nursing Students: Make a check to "The John Matthew Hajosy scholarship fund" and mail to: Scholarships, Administrative Bldg, Grossmont College, 8800 Grossmont College Drive, El Cajon, CA 92020.

- **Transfer Policy**

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

Transferring into the nursing curriculum is on a space available basis. Application for transfer must be received in the Nursing Office by May 1 for the fall semester or October 31 for the spring semester. The transfer applicant must also submit a "letter in good standing" on official letterhead from the Nursing Director at the previous Nursing Program. Students who have previously failed nursing courses at another college and who are seeking to be admitted as a transfer student will not be 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 the general education courses in the nursing major before transfer will be considered.

The transfer application form may be obtained from the Nursing Department office. All requirements for general nursing program applicants must be met by the transfer student (see Nursing Department Website for more detailed information).

1. Complete Transfer Application Packet including required immunizations/titers, negative Tuberculosis test or negative chest x-ray and submit by the deadlines as outlined above.

If Transfer Application is accepted, the following requirements must be met:

a. Complete a math calculations exam and pass with 100% on the first attempt. {**Please note**: Transfer students are eligible to take the math exam only one time.}
b. Demonstrate with 100% accuracy performance of selected skills representative of prior qualifying nursing courses. Competency testing may occur in the form of a simulation experience. Transfer students are only eligible to take the skills test one time if they have passed the math test and have one opportunity to demonstrate 100% accuracy on selected skills. The skills testing will be videotaped.
c. Upon acceptance, present evidence of a satisfactory physical examination, current CPR certification and current medical malpractice insurance.

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

The 30 unit option for Licensed Vocational Nurses has advantages and disadvantages. The primary advantage is that the student has to take fewer courses to become licensed, and does not have to repeat any content included in their vocational nursing program (such as pediatrics and obstetrical nursing).

The disadvantages are:

1. Those who complete this option will not be a graduate of the program as they are not eligible for a degree, even if the student completes the degree courses later, and they are not entitled to wear the program pin.
2. Those who complete this option and subsequently become California RNs and wish to become licensed in another state will commonly find that they do not meet the licensure requirements to become an RN in any other state than California.
3. Those who complete this option may find it difficult to advance their educational opportunities for a bachelor's degree or master's degree in nursing.

Applicants who desire this option must meet with the Associate Dean/Director of Nursing prior to considering this option so that all options may be explores. Students are required to complete the same application process for the program. Students must apply during the twice a year application periods after the pre-requisite courses are completed.

At Grossmont College this option includes the following courses:

Prerequisites:

		UNITS
BIO 141	Physiology	**3**
BIOL 141 L	Physiology Lab	**1**
BIO 152	Microbiology	**5**

Nursing:

		UNITS
NURS 118	Pharmacology I	**1**
NURS 119	Pharmacology II	**1**
NURS 220	Nursing Management in Nutritional Metabolic Disorders	**5**
NURS 222	Neurologic and Psychiatric Nursing	**5**
NURS 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	**6**
NURS 235	Preceptored Patient Care Management	**3**
	Total Number of units	**30**

- **Nursing Student Loans and Loan Repayment**

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

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

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

- **Methods for Addressing Concerns/Issues**

Appeals Procedure

A student may request initiation of the appeal 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 section 76224. Please see the California Education Code. Prior to initiating a formal appeal, the student is required to try to resolve the issue informally by meeting with the instructor. Should the issue not be resolved after meeting with the instructor, the next step is to meet with the Assistant Director of Nursing (ADON). After meeting with the ADON, if there is no resolution, the student must meet with the Associate Dean/Director of Nursing or Division Dean to discuss the issue and seek resolution. If there is no resolution during this informal process, then the Nursing Program formal appeal may be initiated. Nursing faculty are not on campus during the summer; therefore no appeals committee meetings will be scheduled during the summer.

INITIATION OF AN APPEALS HEARING

1. The student should first meet with the instructor involved within 5 working days of the situation and attempt to resolve the problem at that level.
2. If the issue is not resolved, the student meets with the Assistant Director of Nursing within 5 (five) working days of the situation.
3. If the issue is not resolved, the student must meet with the Associate Dean/Director of Nursing or Division Dean to discuss the issue and seek resolution.
4. If the issue is not resolved with the Associate Dean/Director of Nursing or Division Dean, the student initiates the appeals process by submitting a letter (see form letter) to the Division Dean who will contact the Appeals Committee Chair. The intent to appeal, the nature of the problem and the requested outcome should be clearly stated in the letter.
5. The letter must be received within 5 (five) working days of the situation.

6. The student will be allowed to continue attending lecture/clinical/lab/seminar until the Appeals Committee meets and formulates a recommendation concerning the appeal.
   For issues such as drugs, alcohol, potential criminal conviction, unsafe clinical practice or other behavioral issues, a student may not be allowed to remain in the classroom, lab or clinical. Attendance to class, lab or clinical will be up to the recommendation of the faculty member involved with the issue.
7. The Chair of the Appeals Committee will call a meeting to formally review the appeal within 5 (five) working days of the appeal request made by the student.
8. The Chair of the Appeals Committee will notify the student by phone and email as to the date and time of the appeals hearing.
9. 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

1. 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.
2. Each time the Appeals Committee convenes, the Chair will appoint two faculty members from the nursing program and request one faculty or coordinator from the Health professions programs.
3. Neither the chair nor any faculty member serving on the Appeals committee will have been directly involved with the issue being appealed.

PROCEDURES FOR THE COMMITTEE

1. Chair duties:
   a. appoint a recorder
   b. convene the meeting 30-40 minutes prior to the hearing to review the policy in question and any documents submitted by the student filing the appeal.
   c. introduce committee members
   d. have all committee members sign a confidentiality statement
   e. state purpose of meeting and student's request
   f. facilitate the appeal hearing
   g. call for a vote based on student's request
   h. render the recommendation of the Appeals Committee to the Associate Dean/Director of Nursing or Division Dean. The Associate Dean/Director of Nursing or Division Dean communicates the final decision to the student by phone and in writing within 2 business days.
   i. maintain minutes of the appeal in a secure file in the Nursing Department
   j. provide a summary of the meeting to include: a list of those on the committee; results of the vote; list of evidence presented by both parties; names of any witnesses that participate in the hearing.
2. The student should be prepared to discuss the issue and defend his/her position. The student will have a 30 minute time limit for their presentation.
3. The instructor/s directly involved should be prepared to present data related to his/her position concerning the situation under appeal. The instructor will have a 30 minute time limit for their presentation.

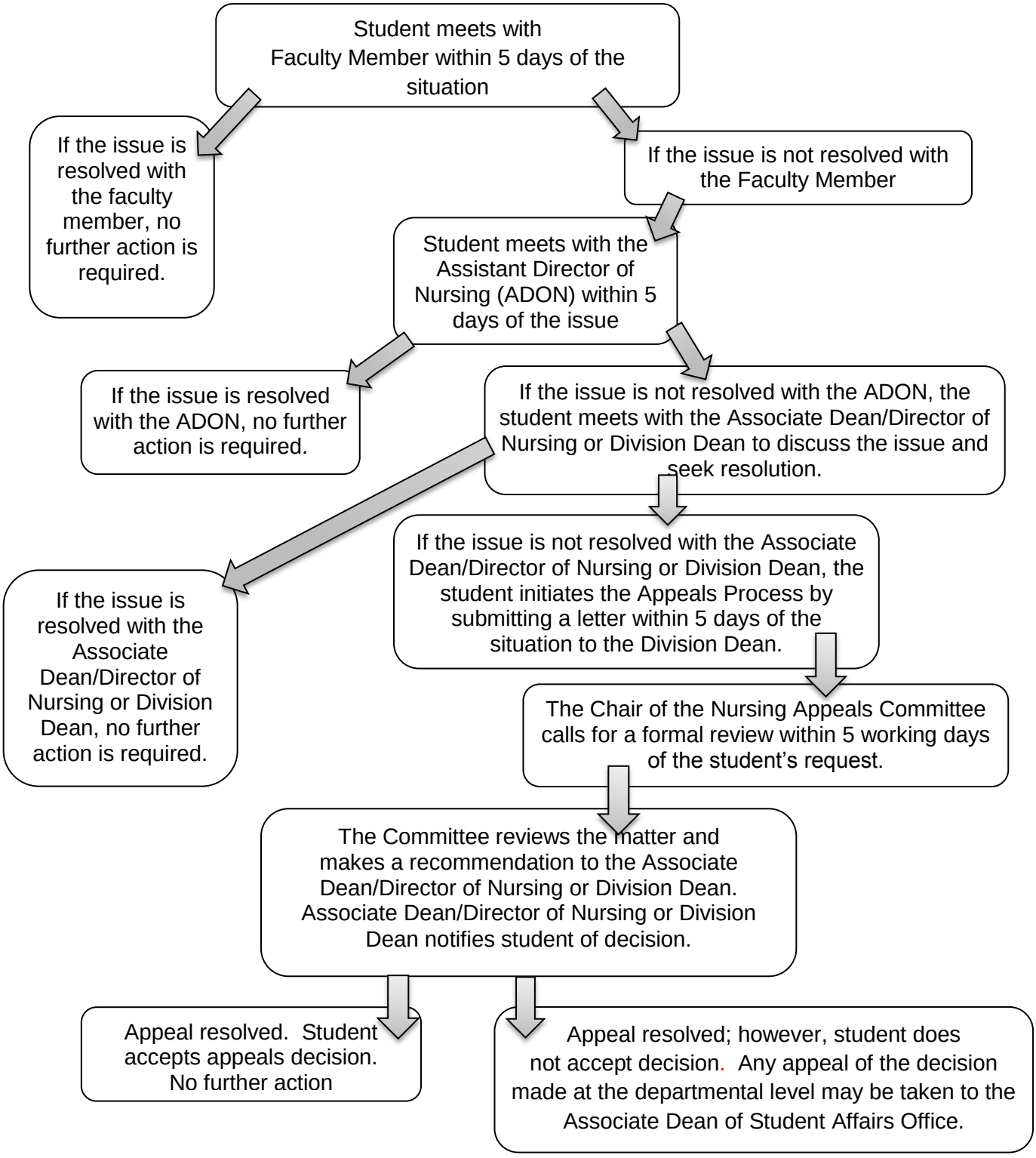
4. At the conclusion of the presentation of evidence by both parties, and any closing statements, the Chair will dismiss all participants from the hearing, except for the hearing panel, to begin confidential deliberation on the appeal.
5. The Appeals Committee recommendation will be made by secret ballot.
6. The Chair will inform the Associate Dean/Director of Nursing or Division Dean and the faculty member in writing of the committee's recommendation.

ADDITIONAL RECOMMENDATIONS

1. The Appeals Committee meeting takes priority over any other meeting.
2. Any appeal of the decision made at the departmental level may be taken to the Associate Dean of Student Affairs office.
3. Refer to Program Appeal Procedure Flowchart (see following page).

PLEASE NOTE:

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


Student meets with Faculty Member within 5 days of the situation
If the issue is resolved with the faculty member, no further action is required.
If the issue is not resolved with the Faculty Member
Student meets with the Assistant Director of Nursing (ADON) within 5 days of the issue
If the issue is resolved with the ADON, no further action is required.
If the issue is not resolved with the ADON, the student meets with the Associate Dean/Director of Nursing or Division Dean to discuss the issue and seek resolution.
If the issue is resolved with the Associate Dean/Director of Nursing or Division Dean, no further action is required.
If the issue is not resolved with the Associate Dean/Director of Nursing or Division Dean, the student initiates the Appeals Process by submitting a letter within 5 days of the situation to the Division Dean.
The Chair of the Nursing Appeals Committee calls for a formal review within 5 working days of the student's request.
The Committee reviews the matter and makes a recommendation to the Associate Dean/Director of Nursing or Division Dean. Associate Dean/Director of Nursing or Division Dean notifies student of decision.
Appeal resolved. Student accepts appeals decision. No further action
Appeal resolved; however, student does not accept decision. Any appeal of the decision made at the departmental level may be taken to the Associate Dean of Student Affairs Office.

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.

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

2. Please state your desired outcome:

Print Name: _____ Date: _____

- **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: Precepted 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 230: Nursing Management in Cardio-Pulmonary and Circulatory Disorders
NU 118: Pharmacology I NU 119: Pharmacology II	NURS 222: Neurologic & Psychiatric Nursing	NURS 235: Precepted Patient Care Management

Pharmacology Courses

Nursing Pharmacology I and Nursing Pharmacology II (NURS 118 and 119) are co-requisites for NURS 120 (generic ADN students) and 130 (LVN-RN transition students). Students must complete both NU 118 and NU 119 before entrance into their 2nd semester (NURS 130 & 132 for generic students or NURS 220 and NURS 222 for the Transition students).

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.

- **Deselection Guidelines for Nursing Reference Materials**

To insure 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.

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

Schedule
- 2014 (completed 5/14)
- 2019
- 2024

SECTION X: 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.

- **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.

- **Evaluation Committee**

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

Committee Structure
The Evaluation Committee consists of faculty representatives. Student input is obtained during 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 a faculty advisor from the first year level, a faculty advisor from the second year level, the Student Success Advisor, 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 XI: 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 is being offered 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. 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/schools/rntobsnprograms.shtml

BSN only: http://www.rn.ca.gov/schools/rnprograms.shtml#bsn

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

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

University of San Diego
Hahn School of Nursing
5998 Alcala Park
San Diego, Ca. 92110-2492
619-260-4548
http://www.sandiego.edu/nursing/

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

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

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

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

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

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

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