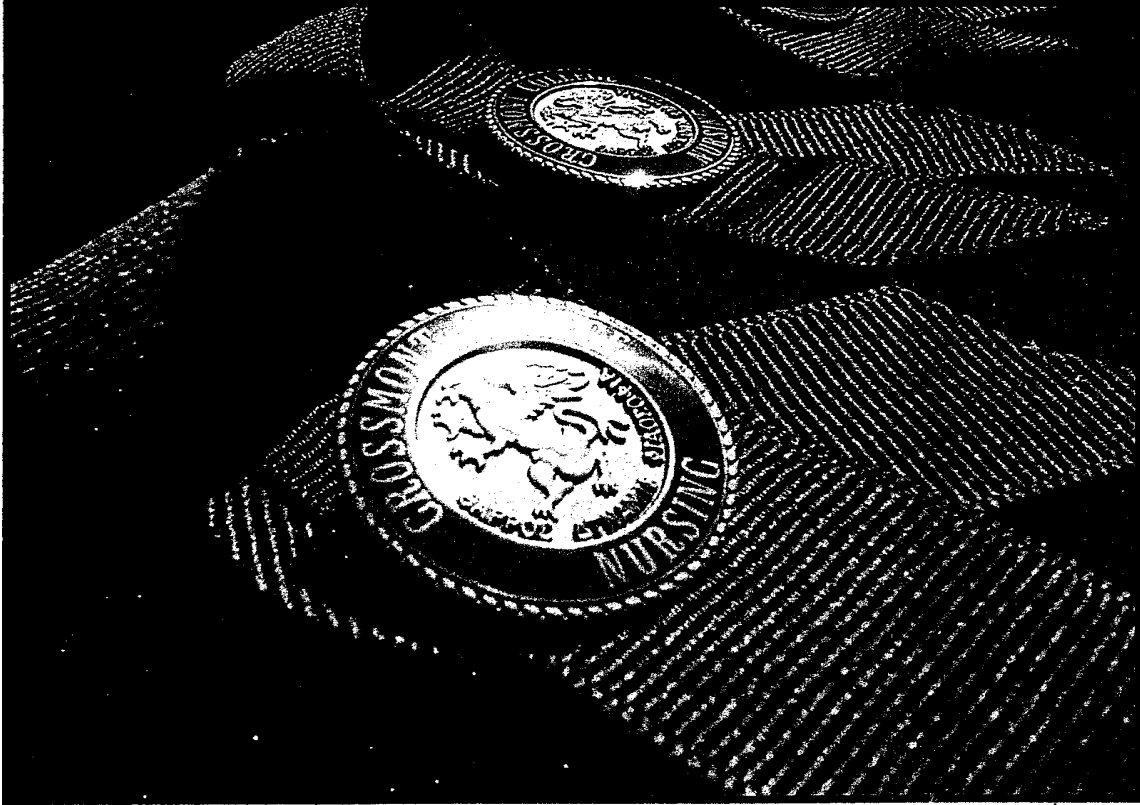


PROGRAM REVIEW
FALL 2008



SCHOOL OF NURSING

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NURSING DEPARTMENT PROGRAM REVIEW SPRING 2007

SECTION 1: OVERVIEW

Department/program history, recent trends, responses to last program review recommendations.

Concise History

1.1 Introduce the self-study with a brief department/program history. Describe any unique characteristics, concerns or trends affecting the program and any significant changes or needs anticipated in the next three years. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the department/program. Remember that this is a broad general assessment versus the more detailed responses and recommendations covered in the following emphasis areas (1 page maximum).

The first 2 year nursing students entered the Grossmont College Nursing Program in the fall 1967. This class of 16 students graduated in June of 1969. A LVN-RN Transition Program began in summer of 1981 and graduated a class of 33 in 1982. Currently the 2 year RN Program admits 40 students in the fall and 40 students in the spring. Twice a year admission for the two year RN Program began in 2005. The first Weekend-Evening Program class funded by the Grossmont Healthcare District began in January of 2002 and was designed to provide access to a population of students who could not attend day classes. Lectures are conducted in the evening and students attend clinical on the weekends. This program admits 30 students every two years.

The Accelerated Nursing Program was created jointly with the Regional Health Occupations Resource Center (ROHRC), located at Grossmont College. ROHRC promotes the advancement of California's health and economic growth through quality education and services focusing on workforce development and continuous workforce improvement in health care delivery. ROHRC also monitors a sub-group, a grant funded population called Welcome Back. Individuals who are registered with Welcome Back are mostly foreign trained physicians who are presently not licensed to practice medicine in the United States (US). A large number of these individuals expressed an interest in becoming Registered Nurses. Since this program is privately funded special selection criteria is used for admission to this program. This program is 16 months in length. This population is linguistically and culturally competent to meet the needs of the diverse population in the community.

The LVN-RN Program admits 30 students every spring semester. The length of the program is 1 ½ years.

With the addition of the Weekend-Evening, Accelerated ADN and twice a year admissions for the ADN Program, the nursing program has grown from 60

students to 297. This has resulted in a tremendous increase in part-time instruction and the addition two full-time categorically funded faculty positions.

Students currently enter the program on a first come first serve basis. Students are required to have a 2.5 Grade Point Average (GPA) in the science prerequisites; 5 year recency in the sciences; and no more than one repetition of the science courses in the last 5 years. In previous years students were admitted to the Nursing Program by a point system. With the first come first serve admission standards there has been considerable changes in the student population. Today's students are less prepared, works full-time, and thus require more instructor time to support their success.

As a consequence this leads to several needs over the next several years. While it is true there is a nursing shortage, there is a severe shortage of nursing faculty. Presently the Program uses over 20 part-time faculty for clinical instruction. Full-time faculty positions have been difficult to fill. Reasons for this include: lack of competitive salaries at Grossmont College as compared to other community colleges; disproportionate salaries between industry and teaching; and the limitation on part-time instructor LED. It is essential for the success and longevity of the Program to add at least two full-time nursing faculty with a competitive salary schedule.

As previously mentioned, today's student is underprepared and works excessively. This makes success in the Program very difficult. To manage these issues, the Program has continued a grant funded position for a full-time student success advisor/case manager. Studies have shown that high risk students, who receive individual attention by case managers, overall have better success rates. The student success advisor/case manager provides one-on-one mentoring, instruction on test taking strategies, stress reduction, and assists the student as needed. Over the past year, the Program has piloted this position beginning in 2006 and found that all 10 students who were at risk and followed by a student success advisor/case manager graduated from the Program. Unfortunately, funding for the student success advisor/case manager runs out December 31, 2008.

A third anticipated need of the Program is to provide hybrid courses for our students. Students would need in class meetings as well to assess the individual student's skill set. The Program sees this as a valuable media to reach students and provide them with some degree of flexibility necessary to meet their educational goals.

Department/program Goals

1.2 Appendix 1 contains the most recent Educational Master Plan for the department/program. Make comments on the following:

- **Which goals have been met?**

Goal 1: Remediation for students continues to be in process and will always be ongoing.

Goal 2: Presently a full-time faculty member serves 4 hours per week conducting high fidelity simulations for students.

Goal 3: Curricular development for increased success on NCLEX. Presently the NCLEX pass rate is 91.85% as compared to 80.55% in 02-03; 84.78% in 03-04; 76.62% in 04-05; and 86.14% in 05-06.

Goal 4: ADN to BSN. The curriculum for the ADN to BSN has been developed and a brochure has been made. The program will begin in either fall 08 or spring 09.

Goal 5: On line custom final exams. All exams have been customized based on each course syllabi and are placed in the NLCEX format and given on-line.

- **What actions have been taken in achieving these goal and objectives?**

Individualized remediation plans have been developed based on the student's learning needs. An RN tutor has been added to the lab Monday through Thursdays 4-6 hours per week. A Student Success Advisor (SSA) has been added through a grant at a 0.8 LED. The SSA works with students who are either referred by faculty or self-referred and are having difficulties in a particular course. (Goal1).

Simulation had been fully integrated in all but one nursing course (Psychiatric Nursing). Four hours per week, a faculty member is available for high fidelity simulation. The role of the faculty member is to assist in the implementation of complex clinical scenarios. The Nursing Program has also developed a community calendar for use of the simulation lab and has opened the simulation lab to local hospitals. Presently Sharp Grossmont, Scripps Healthcare, and Alvarado Hospitals are using the simulation for competency training for their nurses. (Goal 2).

Curriculum revision is an on-going process. Faculty has reviewed all class objectives and made certain that the conceptual framework was apparent and curricular threads were identified. Curriculum review by faculty is done each month to assure the curriculum is in line with the NCLEX blueprint. As a result the Program's NCLEX scores have gone from 86.14% pass rate in 05/06 to a present pass rate of 91.85% for first time takers. (Goal 3).

Grossmont College School of Nursing and San Diego State University School of Nursing have developed an agreement for guaranteed admission for ADN graduates of Grossmont College. A brochure has been developed and is available in counseling and the Nursing Department. Future goals for the ADN to BSN Program include dual enrollment model for students in their last semester at Grossmont College. Students would begin their first upper division course in their final semester at Grossmont. (Goal 4)

All nursing courses have sent their syllabi and class objectives to Health Education Systems Incorporated (HESI) for the development of customized final exams. HESI is a testing company that has been in business for years and has extensive research studies on reliability and validity testing. Questions are based on the NCLEX blueprint and written similar to NCLEX questions. (Goal 5).

- **What obstacles have been encountered?**

Obtaining qualified full and part-time faculty due to the low salaries offered at Grossmont College as compared to those in industry has been extremely difficult. Nurses in industry with a Master's Degree make \$85,000-\$116,000.00. While the salaries at the College do not come close to industry, nor do they compare with local Community Colleges in the San Diego area. This has made it extremely difficult to recruit qualified faculty to teach nursing. Our faculty ratio is 59% part-time to 41% full-time faculty.

- **How have these goals changed and why?**

To obtain many of the State Chancellor's office grants, programs of nursing must exceed a 10% attrition rate. The Nursing Program attrition rate has increased from 9% to 12% presently. To improve student success, Goal 1 was added. This goal includes the development of formalized remediation plans for students. These plans are tailored to the students learning needs. In addition, formal RN tutoring courses are offered to students which is additional time added for faculty in excess of the required faculty office hours.

Many local Hospitals in San Diego County have achieved Magnet status. Magnet status is awarded to the hospital's nursing staff who has achieved excellence in nursing care. It is an indicator of quality nursing care. To achieve Magnet status, 60% of the nursing staff has to have a Bachelor of Science in Nursing (BSN) or a higher degree. Realizing this, the Nursing Program has formed a partnership with SDSU for students to have a pathway to continue their education and obtain a BSN and/or a Masters in Nursing. Thus, Goal 3 was added to the Educational Master Plan. In addition, due to a drop in NCLEX scores, Goal 5, standardized testing was added to provide students with the NCLEX style questions on every exam.

Implementation of past Program Review Recommendations

- 1.3 Appendix 2 contains the most recent Program Review Committee recommendations for the department/program. Describe changes that have been made in the department/program in response to recommendations from the last review.**

Recommendation # 1: Add one full-time faculty member for clinical appointment.

Response: Two full-time faculty were hired. One faculty member teaches in the Weekend-Evening Program. Another faculty member was hired for an expansion grant from the State of California. This faculty member teaches in the 2 year ADN Program. They teach both lecture and clinical and are grant funded positions. The faculty member position teaching in the expansion grant ends December 31, 2008 and the Weekend-Evening funding is complete in June 30, 2009.

Recommendation # 2: Provide additional classroom space near storage and equipment.

Response: In 2002 Room 343, which is a portable classroom was added to increase classroom space. This classroom is adjacent to the nursing building in Lot 3. The room accommodates 70 students. In 2006, the nursing laboratory was remodeled and made into a state-of-the-art simulation lab. Presently it holds five adult simulators, an infant, and child simulator. With the addition of the new Health Science building there will be additional classroom space and state of the art laboratory spaces for nursing students. The Associate Dean of Nursing is a member of the task force and has actively participated in the planning of the building.

Recommendation # 3: Continue to recruit underrepresented and minority students.

Response: See section 3.2 for detailed information. There has been a significant increase in Hispanic and Filipino students entering the Accelerated ADN program. The rate of Filipino and Hispanics has remained stable in the, LVN-RN Transition, 2 year ADN, and the Weekend Evening programs. The number of males in the nursing program is below the National average at 16%.

Recommendation # 4 Continue to seek funding sources to continue weekend courses once current funding expires.

Response: The present Weekend-Evening Program is funded through Scripps Healthcare for a total of \$379,000. The current cohort graduates in Spring 09. Additional funding for a 6th cohort will be requested from Scripps Healthcare for Fall 09. Should Scripps Healthcare not continue funding, then Sharp Healthcare will be approached. There are plans to institutionalize the Program once funding is no longer available, however with the decline in the California state budget, this may not be possible for at least two years.

Recommendation # 5 Develop online courses to provide greater access to students.

Response: NURS 118 Nursing Pharmacology I and NURS 119 Nursing Pharmacology II has been approved by the campus curriculum and has been implemented as a hybrid course. Once NLNAC accreditation is achieved in fall 08, and the Board of Registered Nursing Accreditation is completed in spring 09, there are plans to convert some of the nursing courses in to hybrid courses. One factor that has inhibited the Program from adding more hybrid, distance education, and on-line courses, is the Colleges lack of technological equipment necessary to teach these courses effectively. Faculty has attended Podcasting and Webinar instruction and is very enthusiastic about implementing these options for students. At the present time, the College does not have the necessary equipment available for state-of-the art hybrid course to be developed.

Recommendation # 6 Immediately update all nursing course outlines.

Response:

The core nursing course outlines were updated and approved by the governing board in April 2007. This includes NU 110, NU 118, NU 119, NU 120, NU 130, NU 132, Nu 203, NU 205, NU 211, NU 220, NU 222, and NU 230. Nursing 235 Precepted Patient Care Management's course outline was updated and approved by the Governing Board in April 2004. Nursing 255 A&B were updated in 2000; Nursing 265 A&B Clinical Simulations for LVN-RN Transition Students was updated in 2000. Nursing 097 was eliminated in fall 2007. The remaining nursing course outlines have been submitted to campus Curriculum for approval.

Advisory committee Recommendation

Some disciplines such as ESL and vocational program are required to have advisory committees. Answer this question if this is application to your department/program.

The Nursing Program is required by its regulatory bodies to have an advisory committee. The Advisory Committee is composed on hospital administrators,

hospital educators, Deans and Directors of local Schools of Nursing, students from all levels of the program, alumni, the Associate Dean of Nursing, the Senior Dean of Career Technical Education/Work Force Development, and the College President.

1.4 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the department/program has responded to these recommendations. Include the date of the last meeting and frequency of meetings. List organizations represented.

May 2001: The curriculum was reviewed and found to be appropriate for an entry level practitioner. Students are performing very well as new graduates. There was one recommendation for an online Pharmacology course especially for the LVN-RN students.

May 2002: The curriculum was reviewed and found to be appropriate for an entry-level practitioner. No recommendations made.

May 2003: The curriculum was reviewed and found to be appropriate for an entry-level practitioner. No recommendations made.

May 2004: The curriculum was reviewed and found to be appropriate for an entry-level practitioner. The Advisory Committee recognized the lack of nursing faculty available for teaching due to the low salary offered at Grossmont College. The committee suggested a regional list of instructors. In 2006 the Regional Health Occupations Resource Center (RHORC) developed a centralized data base for instructors to apply for nursing teaching positions. The RHORC web site also provides a list of eligible faculty instructors and their area of clinical and teaching expertise. Applicants only need to complete one application which will be accepted by all local community colleges. The committee also recommended increase media exposure to increase instructor applicant pool.

May 2005: The curriculum was reviewed and found to be appropriate for an entry-level practitioner. The committee had no recommendations.

May 2006: The curriculum was reviewed and found to be appropriate for an entry-level practitioner. The committee had no recommendations. See May 2004 for RHORC instructor site development.

May 2007: The curriculum was reviewed and found to be appropriate for an entry-level practitioner. The committee recommended a Test of Essential Academic Skills (TEAS) remediation course be offered to students who have not passed the TEAS test. As a result of the committee's recommendation, the Nursing Program has put into place a TEAS remediation plan. In addition, the

Nursing Program is working with RHORC to develop an on-line TEAS remediation course for prospective students.

Organizations Represented:

Grossmont College Administration, Grossmont College School of Nursing, Alvarado Hospital; Palomar College, Sharp Healthcare; Scripps Healthcare; UCSD Healthcare; San Diego City College; SDSU School of Nursing, Southwestern College.

SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES

In Appendix 3, Catalog Descriptions, insert copies of your catalog descriptions from the most recent college catalog (see “Course of Instruction” section). If your program has an Associate Degree program, include the relevant pages for the catalog (see “Associate Degree” section).

See Appendix 3.

To complete Appendix 4 Course Status, review your course outlines and complete the form in the appendix to reflect currency of the courses, offerings, and alignment status.

See Appendix 4.

Course Currency:

Nursing 110, 118,119, 120, 130, 132 have all been reviewed and updated in 4/07 and were approved by the College Curriculum Committee. Nu 203, 211, 220, 222, 230, 235 were also reviewed and updated in 4/07. Nu 251 A, B and 252 A, B were reviewed and updated in 2000. Nu 265 A, B were reviewed and updated in 2000. Nursing 255 A,B NU 253 A,B,C, Nu 198, and Nu 155 A, B were submitted to campus curriculum in September 2008 are pending approval.

All courses have been approved by the curriculum committee and reflect the required writing, reading and problem-solving skills, quantitative reasoning, and critical thinking across the nursing curriculum. All courses have also been approved by the California State Board of Registered Nursing and meet the criteria set forth by this regulatory body. All courses have met the National League of Nursing Accrediting Commission (NLNAC) criteria and the Program is pending accreditation from the NLNAC in October 2008.

2.2 Describe how your department makes decisions related to the following:

a) Identification of student learning outcomes:

The primary direction of student learning outcomes is directed by the California Board of Registered Nursing, the National Council of State Board of Nursing, NCLEX blueprint, and the National League of Nursing Accrediting Commission. Additional input and guidance is provided by the Advisory Committee and the Program's clinical affiliates. Curriculum development, refinement, and evaluation are a collaborative process among all full and part-time members of the faculty. Curriculum issues are addressed in monthly faculty/curriculum meetings. All nursing course have complete Student Learning Outcomes and have been submitted to the College.

b) Methods to demonstrate achievement of these learning outcomes.

Assessment of learning outcomes is evaluated via a combination of written examinations, classroom presentations, high fidelity simulation, and psychomotor competency testing for clinical skills, clinical performance competency testing and graduate success on the California State Board National Licensure Examination. Assessment of outcomes is done throughout each course week to week. The Nursing Program is in the process of assessing the first nursing course to meet the requirements of the College SLO Committee.

How do you use this information for course and program improvement?

The nursing faculty extensively reviews a variety of measures as indicated earlier. In addition, faculty reviews student evaluations of the course and clinical experience. After thorough review, changes to the curriculum are made. Significant changes are piloted initially and if outcomes are met, the change becomes permanent. Any change in the curriculum whether major or minor must be reported to the BRN and the NLNAC. Program improvement is ongoing. The Associate Dean of Nursing also conducts open forums with students twice a semester for additional student input for program improvement.

2.3 Explain how the department/program maintains academic standards, integrity and consistency to assure that current curriculum adequately meets students' needs (e.g., general education, prerequisites, job-specific training, and transfer). Explain how the department/program ensures that all instructors teach to the official course outline.

a. Academic Standards: The Nursing Program courses contain highly theoretical and technical concepts that require high level instruction from master's prepared nursing faculty. This faculty holds highly specialized clinical expertise and teaching capabilities. Certain faculty members are recognized as content experts

by the California Board of Registered Nursing. Graduates of the Program are employed in adult intensive care units, acute medical-surgical units, pediatric intensive care units, cardiac cath laboratories, home health nursing, psychiatric mental health facilities, and obstetrical units. When caring for patients, there is no room for error which makes the rigor of the Program consistently challenging for students. The Program requires all courses to be passed with a minimum of 75%. Exams are reviewed constantly through item analysis. Beginning in Spring 2009, the Nursing Department will have the District office of Academic, Student, Planning & Research perform a more thorough analysis of exams results to assure the reliability and validity of each question. All instructors teach from the official course outlines. The clinical component of each course is pass/fail and is based on a set of measurable clinical competencies derived from the expected skills and theoretical concepts which pertain to that course. These competencies are based on the nursing process and our conceptual framework using the NLNAC's criteria of the role of the RN. Clinical evaluation is performed through the use of the clinical evaluation tool, which the student and instructor complete weekly. Final clinical evaluation is completed by the instructor at the end of the course. See Supplemental Appendices: Clinical Evaluation Tools. If a student does not pass clinical, they fail the course despite their theory scores.

b. Academic Integrity: All students in the Nursing Program are provided a *Nursing Student Handbook* and are responsible for adhering to the policies in the handbook. The Handbook is updated every fall. The following is the excerpt from the *Nursing Student Handbook* on academic integrity.

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

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

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

Plagiarism on the Internet: Purchasing research papers on the internet and submitting them as your own constitutes a gross case of plagiarism. Cutting and

pastings from a website without putting the text being used in quotation marks and/or without properly citing the sources also constitutes plagiarism.

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

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

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

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

Consistency: The program began in 1967 and over the years the curriculum has been refined to ensure the appropriateness of the prerequisite courses in preparing students to work at the required level of rigor they encounter in the Program. The General Education requirements have been evaluated and modified as appropriate.

The classroom and clinical component are part of each course. The classroom instructor also teaches a clinical lab group of 10 students in the hospital setting. All part-time faculty are given an orientation by the Associate Dean of Nursing before the semester begins. Course content and clinical standards are reviewed with all part-time faculty. All part-time faculty are also added to Blackboard and have access to class content. All part-time faculty are provided with an *Adjunct Faculty Handbook* and with the *Clinical Instructor Packet*. See supplemental appendices: *Nursing faculty Handbook* and *Clinical Instructor Packet*. Contained in the handbook are examples of how to write a clinical evaluation; grade papers; make hospital assignments; as well as additional information to make the transition to teaching easier. The lead instructor of each course is required to

maintain contact with the part-time clinical instructor every two weeks and submit written notes regarding communication to the nursing office. The purpose of the contact is to discuss any problems or concerns and to assure continuity with expectations and instruction. If an instructor does not teach to the official course outline, it quickly becomes evident to other members of the staff and corrections are made as appropriate. The issue is documented in the instructor's evaluation and if an adjunct instructor, they may not be assigned other classes in the future. In the case of a full time, non-tenured faculty member, this could be grounds to cease the tenure process and refuse to rehire. Nursing faculty historically has worked well together to ensure continuity of the curriculum.

2.4 Using Appendix 5, Grade Distribution Summary Report, comment on retention and grading variability figures. Discuss any specific courses that have unusual retention patterns or grading variances.

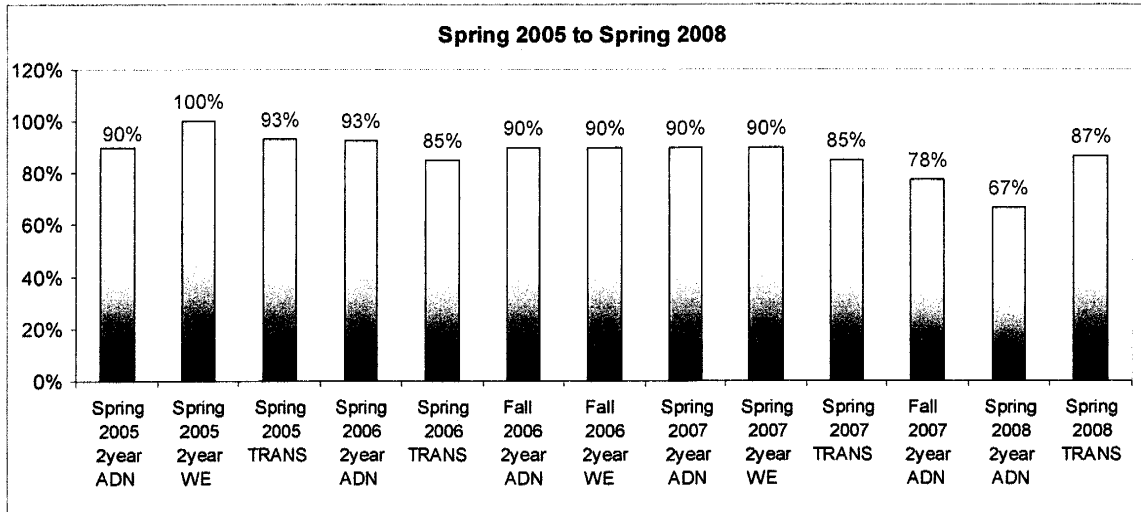
Grade Distribution: Analysis of the data indicates very little change in the grade distribution among the required nursing courses. The majority of students achieve at least a letter grade of B in every class. The only exception is Nursing 235: Precepted Patient Care Management. Over the past 5 years the majority of students receive a letter grade of A or B in this capstone course. Faculty members teaching in this course have been aware of this trend. After a thorough analysis and discussion with faculty teaching this course, faculty has increased the rigor of the course. Students are now required to pass an exit exam, which is a cumulative nursing examination with a score of 850. If they do not, the highest grade achieved in the course is a C.

It is important to note that nursing students have completed 13 units of the science pre-requisites with a 2.5 GPA before applying to the nursing program. These students wait an average of 3-4 years for entrance into the program, and thus are extremely motivated to succeed when they enter the program. The Program does issue grades below a C for academic and/or clinical failures.

Retention: Historically since the last Program Review in 2001, the attrition rates have been 10% or less. In spring 2006, the Program saw an increase in attrition in the LVN-RN program. The retention rate was only 85% with a 15% attrition rate. However, what is interesting to note is this particular LVN-RN class had the highest pass rate on the National Licensure Examination with 97% of the first time takers passing the examination. With the exception of the 2006 LVN-RN pass rate on NCLEX, traditionally the LVN-RN Program and the Weekend-Evening Programs has the lowest pass rates on the NCLEX examination. The 2 year ADN Program has experienced a 78% retention rate in fall 2007 and only a 67% retention rate in spring 2008. The primary reason for the reduction in retention rates these past two semesters is the result of academic failures due to student trying to work full-time and go to school full-time. Despite students being informed in their orientation prior to beginning the Program they will need to cut down on work, students are continuing to try to work full-time. To improve our

retention rates, the student success advisor/case manager will be working diligently with students to apply for financial aid. See **Table 2.4.1** for retention rates by Program type.

Table 2.4.1 Retention Rates by Program Type



2.5 Describe strategies employed to ensure consistency in grading in multiple section courses (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

Multiple sections occur in all nursing courses with a clinical component and in Nursing 235. Faculty uses multiple measures to provide consistency in grading. Paper and pencil exams, computerized exams, reading assignments, comprehensive final examinations, graded lab exercises and clinical performance based on the course criteria are examples. Course content is driven by the NCLEX blueprint, the California Board of Registered Nursing expectations, and the National League of Nursing Accrediting Commission. Standardized grading criteria sheets are provided to the students for any graded paper. For graded lab testing, students are provided the criteria for the skills check off the first day of class in their course syllabi. The student is aware from the beginning of class grade expectations and exactly what the requirements for passing the laboratory component of the course include. Faculty is continuously aware of individual variances in terms of grading. Through the use of specific grading criteria, open discourse and debate, grading variances are minimized.

After reviewing the grading data from 2001-2006, grading variances between faculty has not been an issue. There was however one variance. In fall 2002, six students failed Nursing 230. Historically, this course has not had that many course failures despite the rigor of the course. As a result, there was extensive review of the course by nursing faculty and the recommendation was to add

more exams to the course rather than test the students with just a midterm and a final examination. The course presently has four examinations and was increased from 8-12 weeks. As a result, the grade distribution has improved and course failures have not been an issue. In Nursing 235 grading has been consistent among faculty.

Overall, most students in the Program receive an A or B letter grade. C's, D, and F's are given as well. See section 2.4 which addresses course grading.

2.6 Describe how your department/program encourages students to extend learning outside of the formal classroom.

Students are required to extend their learning outside of the formal classroom through a variety of methods. Students are assigned research papers which require them to interface with the library and use the internet. Students are also have a 30 station Health Professions computer lab as well as 40 portable lap top computers which provide students with internet access for study, research, and writing assignments. Students are required to attend outside seminars as part of the course requirements for NU 205, 222, 230, and 211. All students are assigned to clinical experience in local hospitals which provides them with caring for patients with multiple disease states. Students also have required open lab times with RN tutors to assist in the acquisition and refinement of clinical skills. Nursing has an array of journals available in the LRC. Many of the nursing courses have on-line web sites as part of the required and/or recommended reading for the class. Students also have the opportunity to use the computers to practice NCLEX questions to help prepare them for their National Licensure Examination.

Students are also assigned observational experiences out in the community and are required to submit a paper describing the experience and its benefits. Students also keep a portfolio beginning their first semester which details all course experiences in the Nursing Program. Students are also required to perform 4 hours of community service to begin the foundation of learning the professional commitment to volunteerism.

2.7 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review. How have current issues (environmental, societal, ethical, political, technological) been reflected in your curriculum.

The Nursing Department has added a Weekend-Evening Program to address the needs of prospective students who are working during the week. The Weekend-Evening Nursing Program is a grant funded program by Scripps Healthcare. The Weekend-Evening curriculum is identical to the ADN program.

The conceptual framework used in the Nursing Program examines the relationships of the environment, the patient, health, and the nurse. All courses in nursing discuss the environmental factors influencing the patient and their care. Culture and societal issues are also a strong curricular thread in the Nursing Program. Students are often given assignments related to the cultural aspects of nursing and the implementation of culturally sensitive nursing care.

Ethics is a crucial underpinning for any student in the Nursing Program and is therefore threaded throughout every course in the nursing program. In Nursing 235 Precepted Patient Care Management, students are assigned a complex ethical case study. Threaded throughout this ethics assignments are links that bring students to web sites for further information on the topic. The Program not only gives assignments related to ethics but also includes the ethical expectations of the student in their weekly clinical evaluation.

Political issues are only discussed as they pertain to new legislation in nursing. Students who participate in the Student Nurses Association are informed regarding state and national issues which pertain to the nursing profession. Students participating in the Student Nurses Association have been actively involved in legislation within their organization.

Technology has been heavily integrated in the program. Students enrolled in the Nursing Program are expected to have basic mastery of the computer by the time they graduate. Multiple assignments require the use of the computer. Students also take computerized examinations as part of the curriculum. Hospitals have computerized charting systems. Students also use PDA's in the clinical setting. "I" clickers have been integrated into every class as NCLEX style questions have been added to the end of each class. See section 2.9 for more detailed information on the use of the "I" clickers

2.8 In Appendix 4, Course Status, list the courses in the department/program that are duplicated at Cuyamaca College and identify their alignment status. Comment on courses which have not been aligned and describe the plans for alignment.

There are no nursing courses taught at Cuyamaca College at the present time.

Innovation/Special Projects/Community Involvement

2.9 Describe instructional innovations and/or special projects undertaken by the department/program or individual faculty members, including the use of technology.

Instructional Innovation: The nursing faculty uses multiple instructional methods for student centered learning. There has been an outstanding attempt to reach all types of learners. Recently the Nursing Program has required students to

purchase an “I” clicker for use in the classroom. To assess student learning, the “I” clicker is used in class to practice NCLEX questions and to assess understanding of course content during lecture. Students can answer questions in class anomalously, however the faculty member has the ability to determine which student(s) is/are having difficulty understanding the material and seek the student out for further instruction. Faculty also uses case studies as a means of teaching content so that there is a reduction in the amount of lecture to teach the concepts.

With the use of high fidelity human patient simulators, students use these computerized mannequins for skills practice, application of class content, and critical thinking. Instructors provide the student with a scenario which allows the student to think critically and intervene correctly. All medical surgical, Pediatrics and Obstetrical nursing courses have implemented the use of these simulators in the classroom. The integration of technology in the classroom has increased tremendously since the last program review. The department has also purchase 40 laptops that have internet access for classroom work as well. The following table is a list of both high fidelity and low fidelity mannequins the Nursing Department currently uses.

Table 2.9.1 Equipment

Simulation Mannequins	Uses
2 Laerdal Adult Simulators	Clinical scenarios; physical assessment
1 Adult METI Simulator	Clinical scenarios
1 child Simulator	Pediatric clinical scenarios
1 Birthing Noelle	Obstetric clinical scenarios
1 Baby Simulator	Infant clinical scenarios
Baby vital Sim	Infant physical assessment
2 Kid vital Sim	Child physical assessment
4 Adult vita Sim	Adult physical assessment
6 Airway trainers	Airways management
2 Geriatric models	Demonstration
2 Adult models	Demonstration
4 Ambu Men	CPR training

The Nursing Program is required by its regulatory bodies to have an evaluation of the Graduate done by the employer 6 months after graduation. The Program is also required to have an alumni survey 6 months after employment. Each year we send out surveys and the return rate is very low. For the first time, in 2006, the Associate Dean of Nursing worked with the District office of Academic, Student, Planning & Research to construct an on-line survey. As a result of the on-line evaluation method, the Program has had a tremendous return rate. The office of Student, Planning, & Research collates the information and sends it

electronically to the Department for review. In addition, all course and clinical evaluation done by the students is now done online with the data sent to the District office of Academic, Student, Planning & Research for collation. The data is sent to the Associate Dean of Nursing who reviews the data and distributes the results to faculty for their review and comments.

Special Projects: Sharon Sullivan wrote a grant to develop a faculty mentoring program for all new part-time and full-time nursing faculty. Sharon visits faculty in the clinical setting and spends time assisting the instructor with methods for successful clinical instruction of students. Sharon also meets with new faculty to discuss paper grading, clinical evaluation of students, and assist them in problem solving student issues. Her mentoring program has been written about in *NURSEWEEK* and been sent to the State of California Chancellor's Office to be considered as a prototype for faculty mentoring programs.

In an attempt to obtain fiscal resources for the Program, the Associate Dean of Nursing has written several grants. As a result 1.8 million dollars has been raised since spring 2006 to assist the Program in securing faculty and the equipment necessary to operate a high quality program.

The nursing program has also developed partnerships with Sharp Grossmont, Alvarado Hospital, and Scripps Healthcare to use the Nursing Program's simulation lab for competency testing of their employees. Allowing the facilities to use the simulation lab is a way to give back to the community for providing our Program with such excellent clinical opportunities.

Recently the Associate Dean of Nursing developed an agreement with San Diego State University, School of Nursing which guarantees enrollment for our students to pursue their Bachelor's or Master's in nursing. This Program will begin in Fall 2008.

2.10 With the interest and needs of the community in mind describe any outreach or community activities initiated by the department/program.

The program participates in the Career Fair each fall semester and the Health Fair each spring semester. In addition the Student Nurses Association is extensively involved in community outreach. The Association has conducted food drives; adopted a family for the holidays; provided warm blankets for the homeless; worked at Mamas' Kitchen during the Thanksgiving holiday; and assisted in building homes for Habitat for Humanity. Each one of these events has been led by a faculty member with students from the Student Nurses Association.

2.11 Provide specific examples of departmental or individual efforts aimed at encouraging students to become actively engaged in the learning process.

See items 2.6 and 2.9

2.12 Explain the department/program's relationship to others on campus (e.g., fulfill prerequisites for other general education programs, cross-listing, interdisciplinary course offerings, learning communities.)

The program relies on other departments on campus to provide prerequisite and general education courses. Special reliance is placed on the Biology departments and cooperation between the departments has been excellent. There are no cross-listed interdisciplinary course offerings in the department.

Campus Resources

2.13 Indicate what the department/program has done to formalize links with the following college support services:

Counseling Center: The Nursing Program works extensively with the counseling department and the evaluators. The Associate Dean of Nursing visits the Counseling Center once a year to update the counselors on any changes in the Department. Students are referred to the evaluators in their first semester and last semester for an evaluation of their current credits.

Disabled Student Program & Services:

Learning Assistance Centers (Biology Learning Center, English Writing and Reading Centers, Math Study Center, Tutoring Center) The only referral used occasionally from Nursing is the English Writing and Reading center when students need assistance in these areas. Students are provided information regarding the services of the LRC during the orientation to the Nursing Program. There is a link on the Nursing Web page for students to access contact information for the Learning Assistance Center.

Technology Mall – The department reserves rooms every semester to conduct online exams.

Instructional Media (upstairs in the Library Technology Resource Center) The department maintains an extensive collection of audiovisual material in Room 329A so little interaction occurs with IM Services.

Others- The Nursing Department interfaces on a regular basis with Disabled Student Programs and Services (DSPS). Students are referred to DSPS by the

faculty for the diagnosis of learning disabilities. The Nursing Department works closely with the staff to assure that students are provided with the tools they need to be successful in the Program.

The Nursing Department also works closely with the Assessment and Testing Center for students requiring a makeup examination.

2.14 Evaluate and provide a summary of the current status of library resources related to the department/program. Use the subject-specialist librarian assigned to your department/program to assist in the evaluation. Consider books, periodicals and online resources.

LIBRARY	NURSING-RELATED
34 databases	Nursing databases: CINAHL, Health Source (nursing academic edition), MEDLINE, Pre-CINAHL, InfoTrac One-File
103,686 titles	4,115 medical science titles 347 nursing titles
> 500 serial subscriptions	41 nursing journals 49 medical and health science journals
6,174 non-print media (tapes, CDs)	117 medically related

The LRC has a substantial collection of current books in nursing. There are 51 nursing books that are from dated 2003-2008. A list is available on request. Patty Morrison is the librarian assigned to nursing.

2.15 Describe the working relationship between the department/program and the Counseling Department in terms of exchanging specific and current information about your department/program that counselors can use to help students develop education plans and make career decisions.

The Associate Dean of Nursing meets with counseling every spring semester, and in some cases every semester, to update the Counseling Department on any changes in Nursing. The Nursing Department reviews and updates the Planning Sheets annually. These sheets are used by the counselors when advising students on course requirements. The Nursing Department interfaces regularly with the evaluators in the Counseling Department. The Nursing Department provides the evaluators a list of prospective graduates in fall and spring. Once the evaluators assess the students' transcripts for graduation requirements, that list is sent back to the department stating which students have outstanding requirements to complete for graduation. Updated nursing brochures are also sent to the Counseling Department when changes are made.

2.16 Comment on the results of the student survey, Appendix 6, regarding campus resources.

Assessment & Testing Center –100% of the nursing students report they are satisfied with the Assessment & Testing Center.

Career Center – 98% of the nursing students reported that they rarely or never use this service. 2% of students surveyed are satisfied. It should be noted that students entering the Nursing Program have already selected the profession as a career path and completed 13 units of prerequisite course work. The program maintains an extensive listing of jobs available upon graduation.

Counseling Center – 94% of nursing students report they are satisfied with the Counseling Center.

DSPS- 99% of the students surveyed report they are satisfied with the DSPS Department and the services offered.

Financial Aide- 98% of those students survey report they are satisfied with financial aid. Only 4% of the nursing students have financial aid in the form of loans or scholarships.

Health Services – 94% of nursing students report they are satisfied with the Health Services office. Many of our students have used this service to obtain physical examinations and immunizations prior to entering the program or being assigned to clinical practicum in local hospitals.

LRC: Computer Lab (SETL) – 96% of our students report they are satisfied with the computer center in the library. It should be noted that nursing students have limited access to the Health Professions Computer Center, Room 352A which is located in the 300 N building adjacent to the CVT Lab and provides access to the Internet in addition to a wide array of online learning resources.

LRC: Instructional Media –Nursing students report that they do not use the LRC Instructional Media as many of the videos are available in the Health Professions Office.

LRC: Main Library – 96% of nursing students report they are satisfied with services offered in the library.

Math Study Center – 95% of nursing students report that they rarely or never use this service. Tutoring in mathematics is provided by the nursing faculty.

Student Affairs Office –92% of nursing students report that they rarely or never use this service.

Tutoring Center – 99%% of nursing students report that they rarely or never use this service. Tutoring in nursing is available by nursing faculty and a campus lab RN tutor.

2.17 List courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools.

None of the nursing courses have been formally articulated with area high schools. The Nursing Program has an outstanding relationship with the members of the Regional Allied Health and Science Initiative (RAHSI). Students come to campus at least twice per semester and interface with the simulation mannequins, tour the nursing labs, and receive a presentation on nursing. The Nursing Department also has a faculty member who does an annual presentation at the local high schools regarding a career in nursing. This past semester the presentation was at El Cajon Valley High School. This past year the nursing faculty had a luncheon for the high school science faculty. The high school faculty was given a demonstration on simulation and also viewed a DVD of an actual simulation with the nursing students.

2.18 After reviewing ASSIST.org and the Grossmont College articulation website, please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the department/program ensures that articulations with key four-year universities are current.

All of the nursing courses are transferrable to the four year universities in this community. This is validated through the counseling department. Many four-year universities and masters programs will only accept graduates from National League of Nursing Accrediting Commission (NLNAC) accredited programs. Recently the Nursing Program was not able to apply for reaccreditation. Students graduating in spring 07 and fall 08 did not graduate for an NLNAC accredited program. Despite this, San Diego State University and University of San Diego had agreed to accept these students despite the lack of accreditation. This is due to the reputation of the program and its rigor. The Nursing Program recently obtained candidacy status with the NLNAC which is effective through 2010. An accreditation visit is scheduled for October 27-29, 2008.

Beginning in fall 2008, students will be guaranteed admission to SDSU's BSN program. A brochure has been developed. Future plans for this program include dual enrollment for students in their fourth semester. Students in fourth semester will enroll in their first upper division course which will be taught at Grossmont College. The following semester, the students will transition to the SDSU campus. Presently, Grossmont College's Nursing Program is the largest feeder school for SDSU's ADN to BSN.

SECTION 3 – STUDENT ACCESS AND SUCCESS

3.1 In addition to the innovations listed in 2.11, describe specific ways the department/program has adjusted or developed curriculum to foster student success (e.g., addition of pre-collegiate introduction courses, bridge courses, variable unit courses, on-line courses, honors courses, web enhanced learning).

In an effort to promote student success the following has been implemented:

- Pre admission screening with administration of the Test of Essential Academic Skills (TEAS). A composite score of 67% is necessary for the student to be eligible for admission. This exam has been approved by the California State Chancellors office and is a requirement for all nursing programs effective spring 2008.
- Faculty provides on-going tutoring courses i.e., NU 155 A &B, NU 255 A& B for all students in the nursing program. These are formal courses students register for and tutoring is held weekly. These courses are electives.
- Hybrid pharmacology courses (NU 118 & NU 119) have been developed. The hybrid course meets four times on campus during the course. This offers an excellent blend of on-line learning as well as in class learning. Student feedback for this method of implementing course content have been very positive.
- High fidelity simulation has been integrated throughout the curriculum. Simulation provides students with a variety of simple to complex scenarios to teach students decision making, critical thinking, while providing students with the opportunity to implement the nursing process. High fidelity simulation has been an outstanding method for students to learn. It also exposes students to a variety medical conditions they might not ordinarily be exposed to during a new graduate orientation.

3.2 Analyze Appendix 7, Statistical Data: Outcomes Profile, and comment on strategies utilized to address the needs of the various cohort groups. Provide specific strategies that have been used to meet the different needs of your students (e.g. re-entry, academically under prepared, working, disabled, limited English.)

Table 3.2.1 Ethnicity

Ethnicity	2003	2004	2005	2006	2007
Non-White	51%	53%	54%	54%	52%
White	49%	47%	46%	46%	48%

There has been a solid increase over the past five years in the ethnicity of students in the Nursing Program. For the first time, there are more non-white students enrolled in the Program. The Program has made a concerted effort to support and encourage diversity. The steady increase is in large part due to the Welcome Back Program. This Program is for foreign trained MD's who want to become nurses in the United States.

The predominant ethnicities that have seen an increase is black, Non-Hispanics, Filipino, and Hispanic students. For some of these students English is a second language and historically those students have more difficulty academically in the Program. These students require more one-on-one tutoring to achieve success and at times referral to additional ESL classes.

Table 3.2.2 Success by Ethnicity

Ethnicity	Success 2003	Success 2004	Success 2005	Success 2006	Success 2007
Asian	88.52%	87.18%	85.71%	70%	87.76%
Black-Non Hispanic	69.77%	77.78%	96.15%	75.44%	93.55%
Filipino	85.33%	79.52%	84.91%	85.28%	93.80%
Hispanic	89.54%	86.49%	92.93%	84.35%	96.67%
American Indian/Alaskan Native	80%	90%	80%	66.67%	100%
Other	94.74%	100%	100%	90.91%	81.25%
Pacific Islander	0%	0%	0%	100%	100%
White, non Hispanic	90.43%	90.55%	90.71%	91.10%	90.12%
Unknown	84.85%	92.59%	77.14%	79.41%	82.35%

Overall, white, non-Hispanic success rates exceed non-whites. However, for the most part there has been a steady improvement in non-white success rates.

There continues to be a need to work with Asian students to improve their success to the 90th percentile. Under the “other” the number of students listed as “other” are 25 or less. Thus, statistically this data does not represent a significant number as if one to two students have either no success or a withdrawal, this will significantly alter the success percentage.

Table 3.2.3 Percentage of Males and Females in the Program

Gender	2003	2004	2005	2006
Male	18%	13%	15%	16%
Female	82%	87%	85%	84%

Over the past 5 years the number of males enrolling in the Nursing Program has remained below the national average. While this continues to be an underrepresented group, high schools outreach programs continue to be a useful medium to convey to prospective students the benefits of a career in Nursing. There remains work to be done in this area.

Table 3.2.4 Success Rates by Age

Age	2003	2004	2005	2006	2007
24 or less	83.9%	87.6%	91.9%	81.5%	88.9%
25-29	84.5%	83.9%	88.1%	90.7%	95.2%
30-49	90.3%	90.2%	87.6%	85.7%	91.5%
50+	97.8%	85.2%	93.3%	81.5%	86%

The median age range for students entering the Nursing Program is 25-49 years of age. Underrepresented students are 50+ years and 20 years or less. The overall success rate of students in the Nursing Program exceeds the College’s as a whole.

Table 3.2.4 Success by Gender

Gender	2003	2004	2005	2006	2007
Male	87.8%	79.3%	86.5%	83.7%	89%
Female	88.3%	89%	89.9%	86.2%	92.1%

Success by gender has been stable and exceeds the College’s averages. In fall 2004 enrollment of males dropped from 156 in 2003 to 92 in fall 2004. Thus, with two students having no success and a high number of withdrawals, the statistics reflect a less than 80% success rate for that year.

Strategies used for student success: Students who have failed the Program can return once. The Nursing Program has formulated a Student Progression Committee. The purpose of this committee is to review the students required

remediation and make recommendations to the Associate Dean of Nursing for reentry. Once the student has proved they have completed the required remediation plan set forth during an exit interview, the student's name is placed on a list and is eligible for reentry on a first come, first serve basis. If the student has been out of the Program for more than 3 semesters, the student is required to demonstrate competency in a designated amount of skills. If their wait time exceeds 3 semesters they may be required to repeat the entire semester.

Academically Underprepared: Students entering the Nursing Program have been well prepared in their basic science courses and their general education. Unfortunately the wait to get into the Nursing Program is 3-4 years. Students often need a refresher in their Anatomy and Physiology. Extra assignments are often given students to prepare them ahead of time for class. One-on-one tutoring is also available to meet the academic needs of students. Often case studies are used to assist in learning as well as high fidelity simulation. Campus referrals are made as necessary. The Nursing Program interfaces with DSPS and often makes referrals for the evaluation of learning disabilities.

Working Students: In response to the working student, the Weekend Evening Program was developed. This program has not had the success on the State Licensure exam that is expected of a graduate from our Program. As a result, a Weekend-Evening Coordinator has been hired and a new faculty member was recruited for the instruction in the Program. During fall 2007 and spring 2008, the program has had a 30% attrition rate. While this rate of attrition is extraordinary, it is hoped that those students remaining will be successful in their coursework and 100% of these students will pass their State licensure examination. It is difficult at best to work and study nursing full time. Only 4% of the nursing students seek financial aid. The students in this Program are working closely with the Student Success Advisor/Case Manager to encourage and assist students in applying for financial aid.

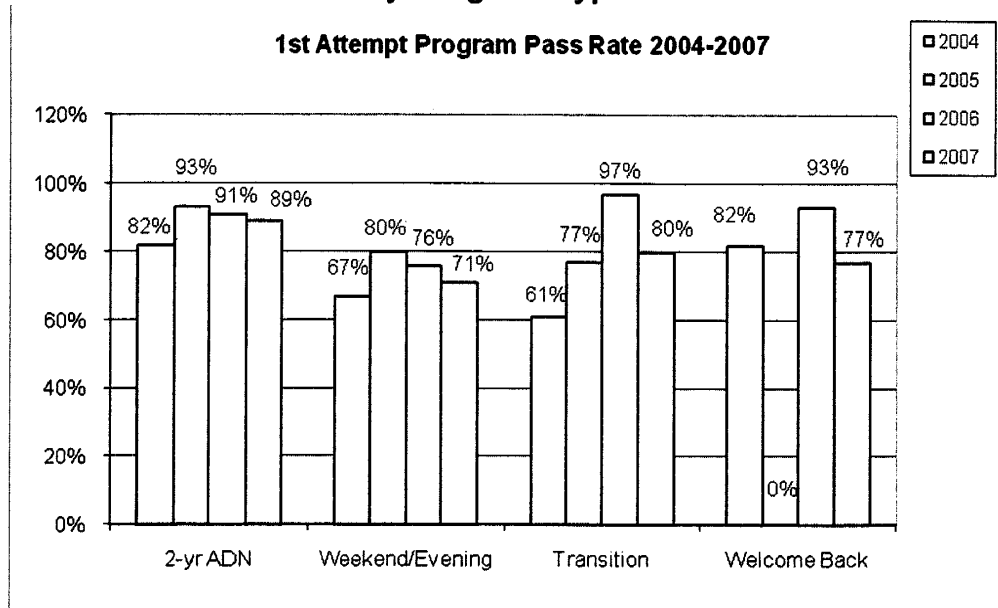
Limited English: Students with limited command of English has historically had difficulty with the Nursing Program. ESL students require additional individual tutoring and have been referred for additional ESL courses to achieve their academic goals.

3.3 If state or federal licensing/registration examinations govern the program, please comment on student success.

Graduates of the Program are eligible to take their National Licensure Examination after graduation. Passing the examination is a requirement to secure a Registered Nursing License. The overall pass rate for first time takers for 07/08 is 91.85%. The two areas that need strengthening are the LVN-RN Transition program and the Weekend-Evening Program. As has previously mentioned, changes to the Weekend-Evening Program have been made and these students will graduate in June 2009. The LVN-RN Transition lead instructor

is on sabbatical leave and there will be discussion with the instructor and the Associate Dean of Nursing to determine the necessary steps for program improvement. Table 3.3.1 lists the NCLEX pass rates by individual program.

Table 3.3.1 Pass Rates by Program Type



3.4 Discuss strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/department/program. Include activities your faculty has implemented to provide closer connections to primary, secondary and post secondary schools. Consider campus/district resources that have been useful. Using the Student Survey, comment on how students learned of this program.

The Nursing Program uses a color brochure, an entry in the *Class Schedule* each semester, and the nursing web page to promote the program. In addition, the Program interfaces with the local high schools to promote the nursing profession. Four times a year, tours of the nursing labs are conducted with the high school students as well as formal presentations provided to the students regarding the many job opportunities of a nurse. Future plans include a faculty shadowing program for students to be paired with faculty in the clinical setting and see the role of a clinical instructor. Analyses of how prospective students hear about the program are listed below.

N = 39 Students surveyed

Friend & Family member	57.5%
Nursing Webpage	12%
Work referral	32%
Grossmont Catalog	7%
Grossmont Counselor	24%
Grossmont Instructor	9.5%

Cuyamaca College Presentation	1%
Public Media	2%

Note: Since students are able to select more than one option the total exceeds 100%.

3.5 Referring to *Appendix 7, Statistical Data, Outcomes Profiles, Appendix 8, Efficiency Report, and Appendix 5, Grade Distribution Summary Report*, comment on emerging trends of course completion, success, retention, and enrollments.

Table 3.5.1 Retention rates by Ethnicity

Ethnicity	2003	2004	2005	2006	2007
Asian	96.72%	89.74%	95.24%	73.33%	93.88%
Black-Non Hispanic	93.02%	86.11%	100%	91.23%	96.77%
Filipino	92.13%	83.13%	91.51%	92.64%	97.67%
Hispanic	96.08%	91.85%	96.97%	95.65%	96.67%
American Indian/Alaskan Native	80%	95%	100%	73.3%	100%
Other	94.74%	100%	100%	100%	87.50%
Pacific Islander	0%	0%	33.33%	100%	100%
White, non Hispanic	95.93%	94.79%	95%	96.63%	91.36%
Unknown	84.85%	100%	85.71%	94.12%	88.24%

Course Retention

The average course retention rate for all nursing courses over the past five fall semesters was 93.8%. In contrast, the average course retention rate for all Grossmont College students was significantly lower (78.2%) for the same period. When view by gender, male nursing students exhibited a higher average course retention rate than females, 92.1% versus 90.1% respectively.

Nursing students' course retention rates varied and generally increased by age group. Students whose age was between 25 and 29 displayed the highest average course retention rate (95.3%) during the period of study.

Hispanic nursing students exhibited the highest average course retention rate (95.2%) for the period of study followed by Whites (94.8%), Blacks (93.6%), Other/Unknown (91.0%), and Asians (88.8%). Nursing students' average course retention rates did not exhibit signs of disproportionate impact when examined by ethnicity.

Course Success

The average course success rate for all nursing courses over the past five fall semesters was 88.3%. In contrast, the average course success rate for all Grossmont College students was significantly lower (64.6%) for the same time period. When disaggregated by gender, female nursing students exhibited a higher average course success rate than males, 89.0% versus 85.6% respectively.

Nursing students' course success rates also varied by age group and displayed a generally positive linear trend from youngest to oldest age group. Students whose age was between 30 and 49 displayed the highest average course success rate (89.0%) during the period of study, while students less than 20 years of age had the lowest (0.0%).

Nursing students who indicates their ethnicity as *White* had the highest average course success rate (90.6%) for the period of study followed by *Hispanic* (89.4%), *Other/Unknown* (85.7%), *Black* (82.2), and *Asian* (82.1%) students. Nursing students' average course success rates did not exhibit signs of disproportionate impact when examined by ethnicity.

Enrollments have dramatically increased in the Nursing Program due to twice per year admissions and the number of grants received which required Program expansion. The growth of the Nursing Program over the past two years has created faculty shortages in the Program. Faculty is consistently teaching overload and the number of part-time instructors have increased.

3.6 Referring to *Appendix 9* if the department/program offers a major or certificate in the college catalog, comment on the trends regarding number of students who earn these degrees and/or certificates.

The number of degrees awarded in nursing has steadily increased. See **Table 3.6.1**. There was a particular increase in 05-06 academic years as the Program began with twice a year admissions in Fall 05. The majority of degrees awarded up to 06-07 academic year occurred in spring. In 06-07 academic year 50 degrees were awarded in fall, 33 in spring and 28 in summer.

Table 3.6.1 Degrees Awarded Per Academic Year

	01-02	02-03	03-04	04-05	05-06
Degrees Awarded	67	64	97	97	111

SECTION 4 – DEVELOPMENT OF HUMAN RESOURCES

In Appendix 10, complete Conference, Workshops, Staff Development and Sabbaticals forms.

4.1 Describe how participation in activities listed in *Appendix 10* has resulted in improvement in curriculum and instruction.

Nursing faculty is required by the California Board of Registered Nursing to obtain 30 contact hours of education every two years. Attendance at local, regional and national workshops, conferences and symposia is critical to maintaining the nursing curriculum current to the scope of practice. These courses provide faculty with current research findings; new methods of delivering care; and knowledge of current treatment strategies when caring for patients who are acutely ill. These conferences also provide leadership training; training in the legal and ethical aspects of nursing. The information is then added to course content to maintain currency in the nursing curriculum. See **Appendix 10** for more details.

4.2 Forecast your staff development needs both within and outside of the institution.

Within the Institution: There is a continued need to address the type of student we are teaching today. Nursing faculty will continue to benefit from staff development classes focusing on innovative teaching strategies; on-line teaching and learning; evidence based practice; and methods of remediation. Due to the number of required meetings the regulatory bodies governing the Nursing Program require, it is often difficult for nursing faculty to attend additional staff development classes. Most faculty obtains their hours simply from the required departmental meetings.

Outside the Institution: It is essential that money is available for faculty to attend large educational conferences. The Nursing Program has been able to attend conferences over the last year due to the support of grant funds. These conferences provide faculty with up-to-date information and serves to enrich faculty teaching experiences. Prior to this past year, faculty was unable to attend seminars unless paid for by the individual.

4.3 Describe how the members of the department/program are helping to shape the direction of the college (e.g., writing grants, serving on college/district committees, task forces, Academic representation, etc.).

The Nursing Programs has had a dramatic impact on the WSCH for the biology classes and the general education classes on campus. Over the past two years, the Programs have obtained over 1.8 million dollars in grants. In June 2008, the

Program was awarded a \$ 958,000 grant from Scripps Healthcare to stipend faculty salaries over the next 3 years.

The Nursing Program began a Weekend-Evening Program 5 years ago which is also grant funded. The Program serves a great need in the county for those students working full time wishing to become a nurse.

The graduates of Grossmont College's School of Nursing are highly regarded as key members of the Registered Nursing community. Many of our nursing graduates hold key positions as leaders in local hospitals, clinics, and other health care facilities.

Tom Oertel has served on the District wide Tobacco committee in an effort to promote Health Campus wide. Joy Zozuk represents the Nursing Program in Academic Senate. Pat Murray and the Associate Dean of Nursing have served on the Health Professions Building taskforce. Associate Dean of Nursing also serves on the Grossmont Healthcare District building taskforce, Leadership Council, and chairs and coordinators.

There are 5 full-time nursing faculty on tenure tracks and are encouraged not to participate in extracurricular activities for their first 3 years of employment. They are instead to focus on teaching strategies, classroom management, clinical instruction, and remediation of students requiring extra assistance.

4.4 Describe how the members of the department/program contribute to the community beyond the college, locally, statewide, and nationally.

Michele Scott, nursing faculty serves on the Sharp Grossmont Hospital research committee. The Associate Dean of Nursing serves on the State Wide Simulation Alliance Committee and participates in the California Deans and Directors meetings. As previously mentioned, the Associate Dean of Nursing also serves on the Grossmont Healthcare District building taskforce. The Associate Dean of Nursing has also developed partnerships with local hospitals for use of the campus simulation lab for competency testing. The purpose of this partnership is to give back to local community hospitals that support the Program by providing clinical placement for students

4.5 Describe how decisions are made in your department/program.

Faculty meets monthly as a group along with the Associate Dean of Nursing to discuss decisions/issues. Decisions are made using a collegial process. Both the benefits versus the risks are discussed. A motion is made and faculty votes on the issue/decision. Outcomes of decisions made always keep in mind the mission of the Program as well as the College. Any policy decision then goes into the *Nursing Student Handbook* and is distributed to students every semester.

Decisions that do not impact students directly are not placed in the *Nursing Student Handbook* but remain as departmental policies and go in the Full-time and Adjunct Faculty Handbook.

4.6 Describe how computer resources, such as the Internet, department and faculty web pages, and emails are used by faculty in the department/program.

The internet is used extensively by the faculty to research the medical literature in course preparation, teaching materials acquisition, and assignments for students. The department Webpage is used by perspective students to learn about the structure and policies of the department. The Program's website is updated regularly by Christine Girsch, Health Professions Specialists. Faculty pictures have been placed under the faculty section of the nursing web page. Several instructors have an individual web page created by Chris Rogers. Email is used extensively in the Nursing Department. Faculty email each other, the students, and on campus departments. Blackboard is utilized in every course in the Nursing Department. Syllabi, course requirements, and grades are listed on Blackboard. Announcements are placed on Blackboard for students. Often student enrolled in a particular course are emailed through Blackboard as well.

4.7 If your department/program has hiring equivalencies, explain the rationale and comment on alignment with Cuyamaca. Please list equivalencies in *Appendix 11*.

The hiring equivalencies used by the department are modeled after those required by State Chancellor's Office, the California Board of Registered Nursing and recommended by the National League of Nursing Accrediting Commission. Please see **Appendix 11**.

4.8 List and describe the duties of classified staff, work study and student workers who are directly responsible to the department/program.

Franchesca Taylor and Christine Girsch, Health Professions Specialists are assigned to provide administrative support to the Nursing Program. Their duties include but are not limited to the following:

- Providing secretarial support to three program coordinators.
- Routine clerical duties (answering phones, typing, preparing correspondence, maintaining student files, maintaining clinical logs, mailing, preparing clinical paperwork for clinical facilities for all students, assisting in the preparation of state and national reports, maintaining the wait list, reviewing student files for completeness,

minute taking in faculty meetings, updating and maintaining the nursing web page).

- Providing information about the programs to the public by a variety of means (mailing brochures, answering telephone questions, greeting and answering questions for walk-ins, responding to email messages, preparing materials for presentations to students and the public.
- Accept and review student applications, transcripts and other information to determine compliance with program prerequisites.
- Accept and review student physical and dental forms to assure program compliance and verify that CPR, Immunizations, Drug Screening, Criminal Background Checks and Malpractice Insurance compliance requirements are met and on file prior to student assignment to clinical practicum.

The department also shares with the other Health Professions Program in the support provided by two Health Professions Laboratory Technicians, Pat Murray and Dan Lopez. The technicians provide services which include:

- Preparing labs and equipment.
- Providing computer support for high simulation.
- Providing instructional equipment such as projectors, computers, sound amplification equipment.
- Training and supervising work-study students in the performance of their duties.
- Performing routine maintenance on equipment.
- Providing inventory control, ordering and stocking consumable supplies.

The department also hires one RN tutor for the nursing labs. The RN tutor assists students in the refinement of basic to complex clinical skills, provides students with scenarios to improve critical thinking and assists with remediation as needed.

4.9 Discuss your staffing factors that influence the effectiveness of the program. Does your department/program need to decrease, maintain, or increase the number of full-time faculty? Support your response with enrollment trends, future outlook for your department/program and any information related to changes in the economy, business or human services needs. Include discussion of part-time vs. full-time ratios and dependence on overloads.

In spring 2005 the nursing program began admitting students twice a year. The program increased from 60 students per year to 40 students twice a year. In addition in 2003, the Nursing Program added a Weekend-Evening program which enrolls 30 students every two years. In addition to adding programs and

twice a year admission, the Nursing Program has received a capacity grant which required an additional 20 students to be enrolled. The Regional Nursing Educational Partnership grant also required the Program increase enrollment by an additional 10 students. Thus, since 2005 the enrollments in nursing have grown considerably. As a result, the Nursing Program has hired two full-time non-tenured, categorically funded faculty members. Once these grant funds end, these positions will be vital to continuing to enroll the present number of students.

Presently the Nursing Program employs 17-23 adjunct faculty for clinical teaching depending on the semester. The Nursing Program has been fortunate over the past two years as the Program has had a consistent return rate of part-time faculty. In fall 2007, the Program had a 98% return rate of part-time faculty and this year has a 99% return rate. Prior to that, the turnover of part-time faculty each semester was nearly 100%. One reason the Program has been able to increase the return rate of part-time clinical instructors has been a grant the Program received to stipend faculty salaries making them more competitive with local community colleges. In addition, Sharon Sullivan received a grant to mentor new full-and-part-time faculty. The mentoring program has been a tremendous success and resulted in a high return rate of adjunct faculty.

All nursing faculty are teaching overload. The NLNAC does not support nursing faculty teaching overload. With the volume of part-time faculty used to facilitate the Program's curriculum, the addition of at least another full-time instructor would be beneficial. All part-time faculty are just under 0.6 LED.

While the nursing shortage has been discussed at the state and national level, at this point it is impossible for the Nursing Program to increase enrollments any further. This is due to the lack of clinical placements for students. The Nursing Program has students in the hospital 7 days per week, all shifts. Presently the Program uses acute care hospitals and clinics. Clinical placement goes through the San Diego Nursing Consortium. For the fall 08 semester there were 3,099 requests for clinical placements.

SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

Refer to Appendix 7 for efficiency. Enrollment will come from Data on Demand; Appendix 5 has the sections and class sizes. Appendix 12 shows % of max.

5.1 Using *Appendices 7 and 8*, comment on student success figures since the last program review. How does this compare to the campus-wide figures?

Course Success

The average course success rate for all nursing courses over the past five fall semesters was 88.3%. In contrast, the average course success rate for all Grossmont College students was significantly lower (64.6%) for the same time period. When disaggregated by gender, female nursing students exhibited a higher average course success rate than males, 89.0% versus 85.6% respectively.

Nursing students' course success rates also varied by age group and displayed a generally positive linear trend from youngest to oldest age group. Students whose age was between 30 and 49 displayed the highest average course success rate (89.0%) during the period of study, while students less than 20 years of age had the lowest (0.0%).

Nursing students who indicates their ethnicity as *White* had the highest average course success rate (90.6%) for the period of study followed by *Hispanic* (89.4%), *Other/Unknown* (85.7%), *Black* (82.2), and *Asian* (82.1%) students. Nursing students' average course success rates did not exhibit signs of disproportionate impact when examined by ethnicity.

Course Retention

The average course retention rate for all nursing courses over the past five fall semesters was 93.8%. In contrast, the average course retention rate for all Grossmont College students was significantly lower (78.2%) for the same period. When view by gender, male nursing students exhibited a higher average course retention rate than females, 92.1% versus 90.1% respectively.

Nursing students' course retention rates varied and generally increased by age group. Students whose age was between 25 and 29 displayed the highest average course retention rate (95.3%) during the period of study.

Hispanic nursing students exhibited the highest average course retention rate (95.2%) for the period of study followed by Whites (94.8%), Blacks (93.6%), Other/Unknown (91.0%), and Asians (88.8%). Nursing students' average course retention rates did not exhibit signs of disproportionate impact when examined by ethnicity.

5.2 Analyze and comment on any trends in enrollment, numbers of sections offered, average class size and efficiency.

Enrollments in the Nursing Program have consistently remained high since its first class of 1967. The Program admits 40 students in fall and spring. The Weekend-Evening Program admits 30 students every two years. The LVN-RN Program admits 30 students every spring and the Accelerated ADN Program (Welcome Back) admits 30 students every 16 months. Each nursing course has the maximum enrollment and as attrition occurs, the Program fills vacancies with re-entry or advanced placements students. Enrollments will continue to be high as the Program has over 1,000 students on the waiting list for entry into the Nursing Program.

The number of students that can be enrolled in the program is determined by the number of clinical sites available for the placement of students. Enrollments, numbers of sections, average class size, and efficiency have increased since our last Program Review due to the addition of Programs in Nursing and twice per year admission.

5.3 Comment on any sections that are historically under-enrolled and discuss strategies that might increase enrollment.

Historically the Nursing 155A, 155B and NU 255A and 255B have lower enrollments. These courses are an elective for students needing additional assistance with course content. Over the past 2 years the Program has seen an increased attrition rate due to course failures. As a result, faculty has encouraged enrolling in these courses so that students would have additional opportunities for review and remediation. The Nursing 251 A, B and C are the work experience courses. These courses have always had lower enrollment due to the number of opportunities for students to obtain a paid work experience position in the community.

5.4 Comment of the adequacy of facilities (e.g., does room size and configuration fit the teaching strategies?) and equipment for meeting instructional needs.

Space for classroom and nursing labs has been very difficult to obtain. Often nursing courses have had to secure a classroom off campus. The Grossmont Healthcare District auditorium has frequently been used for nursing classes. For large classes, when the LVN-RN and the 2 Year ADN students come together, the Program has been forced to have class meetings off campus as the availability of a classroom large enough to house these two groups of students is not available. Nursing labs are crowded but manageable. There is inadequate room to store equipment throughout the 300 North building which has a negative

impact on all Allied Health Programs. Construction of the new Health Science building will address this issue.

5.5 How does room availability affect your enrollment?

Please see 5.2 and 5.4

5.6 Discuss alternatives your department/program has explored including off-site offerings.

The Nursing Program has had many classes off site. Clinical experiences and student conferences during clinical are held at the individual hospital. As stated in 5.4 frequently entire classes have been offered at Grossmont Healthcare District Auditorium. This however is not ideal as many times equipment has to be brought to classes that are off campus. Since the majority of the Nursing Program's courses include demonstration of a skill, equipment etc. bringing equipment back and forth to campus poses an added burden on the instructor.

5.7 Comment on the results of the Student Survey, *Appendix 6*, focusing on class times and facilities.

FACILITIES:

Classrooms – 95.5% of students were satisfied and felt the classrooms are clean and in good repair.

Equipment – 55.7% satisfied, 44.3% rate the equipment availability and currency as very good. It should be noted that the equipment consists of highly sophisticated medical equipment, high fidelity simulators and most is state-of-the-art and is deemed by the faculty to be adequate to current enrollments. The currency and state of the equipment is currently at the highest level in the history of the program.

Computer Technology – The Health Professions Computer Center is rarely used by the Nursing Students.

Class Times – The Nursing curriculum requires all students to be fully enrolled on a full-time basis. Lecture and labs must be scheduled taking into consideration the clinical days. Since classes are offered throughout the day, students have the opportunity for classes early in the morning and in the late afternoon. The Weekend-Evening Program also offers nightly classes and weekend clinical rotations. Students reported a high level of satisfaction with class times.

SECTION 6 – FISCAL PROFILE

- 6.1 Using *Appendix 12*, Subject WSCH Analysis Report: comment on trends reflected in the column “Earned WSCH/FTE (F)” for your overall department/program, and for specific courses over a five year period.**
- 6.2 Using *Appendix 14*, Fiscal Data; Outcomes Profile: analyze and comment on Earned WSCH/FTEF and Cost/FTES of the Department/Program.**

Analyzing the earned WSCH/FTEF the core nursing courses has been fairly stable with the exception of the NU 299 courses which are electives. The 10 to 1 ratio required in the clinical settings necessary for patient safety and student learning promote the WSCH/FTEF to consistently be low. For the most part, the core nursing WSCH/FTEF has been in the 200's. Cost/FTES has increased from \$4218.69 in 01/02 to \$5,320 in 05/06. The average Cost/FTES is \$4,328.72.

- 6.3 If the department/program receives any outside financial support or subsidy, list those sources and the amount. Describe how the additional resources are used and how they relate to the regular college budget.**

Bridge to Compensation Grant: Grossmont Healthcare District

Purpose: The purpose of this grant was to recruit qualified part-time faculty and retain them by making their salary competitive with local colleges in the community. An additional goal was to retain current full-time nursing faculty by providing them with a semester stipend. This grant augments part-time faculty salaries by adding \$20.00 per hour to their base salary for clinical and \$12.00 per hour to the base pay of part-time faculty who lecture. Full-time faculty is paid a \$5000.00 per semester stipend. Total amount of the grant for spring 2007 was \$113,564.00 and \$60,000 in spring 2008.

Capacity Building Grant: State Chancellors Office

Awarded in April 1, 2006 through August 31, 2008.

Total amount of the grant: \$399,192.00

Purpose: Increase enrollment of 20 additional students over two years. This grant provided monies for remodel of the campus laboratory space and allows for purchase of state-of-the-art equipment for nursing labs (simulation equipment. This grant also allows for an additional faculty member to be hired.

Nursing Faculty Mentoring

Purpose: This grant was for \$88,000 and was awarded by the Grossmont Healthcare District over 1 ½ years. This grant provides mentoring to both part-time and full-time faculty.

Registered Nurse Expansion Partnership (RNEP) Grant in partnership with the Workforce Initiative Act (WIA) and Well Point Foundation: California Community College Chancellor's Office

Total amount funded to each college \$173,600. Began October 1, 2005-August 31, 2008.

Purpose: This grant was awarded to 4 community colleges (Grossmont, Southwestern, San Diego City and Imperial Valley College) and five hospitals (Sharp, Children's, Kaiser, and Pioneers Memorial Healthcare District-in Brawley & El Centro Regional Medical Center-in El Centro). Each college enrolled 20 additional students. Each student selected to participate in this grant receives \$200.00 book scholarship, \$50.00 gas card to defray the cost of travel to clinical. Each student is also eligible for supportive services from the Educational Case Manager (Diane Gottschalk) once per month. These monthly meetings are a forum to discuss problems etc., in a non-threatening environment.

This grant also addresses attrition rates in nursing education and increase NCLEX passage rates by significantly upgrading the nursing lab equipments, increasing support for students, and providing on-going, module-based testing readiness to take the NCLEX exam. It also addresses the need to help individuals who have failed the NCLEX exam and prepares students to re-take the exam. This grant also addresses the need to recruit nursing faculty by implementing a regional "registry" of qualified potential faculty to register their curriculum vitae. In addition, the purchase of human patient simulators also occurred with this grant. Finally, 120 nurses in local hospitals were trained to be preceptors.

Scripps 4 and Scripps 5 Grant: Scripps Healthcare : Scripps Weekend-Evening 4 was for \$259,569 and weekend-evening \$5 is \$379,069.00

These grants provided funding for a cohort of 30 students for Weekend-Evening # 4 and another cohort of 30 students for Weekend-Evening # 5. Weekend evening # 5 began in fall 2007. Weekend evening # 4 ended in August 2007.

Scripps Healthcare: Begins fall 2008-spring 2011.

Total amount: \$954,356

Purpose: This grant provides a work-force partnership with Scripps employees providing early enrollment for employees who have met all of the pre-requisite requirements and are on the wait list. This grant will provide faculty funding for

the next 3 years. The funding will be in the form of a stipend to make faculty salaries competitive with other local community colleges.

VTEA (Vocational and Technical Education Act): Funds from the Carl D. Perkins Vocational and Technical Education Act. Funded to California Community Colleges. Nursing received \$16,762 for the 07/08 fiscal year. This money provides for tutoring for nursing students in the lab; purchase of equipment, supplies; curriculum development (software purchases)

A 4% financial benefit to the District was taken from all of the grants except the VTEA grant.

SECTION 7 – SUMMARY

7.1 Summarize department/program strengths and weaknesses in terms of:

- **teaching and learning**
- **student access and success**
- **development of human resources**
- **fiscal stability**

Teaching and Learning: In summary, the Nursing Program's greatest strength lies in the rigorous academic curricula. These courses graduate nurses with a solid knowledge level, strong technical skills, sound nursing judgment, all of which are highly desired by local hospitals and healthcare agencies in the community. These courses, as they have been developed, come from the strength and expertise of the faculty, all of whom have a master's degree in nursing and several have additional degrees. The nursing faculty is extremely dedicated and motivated to do everything they can to achieve student success. The curriculum is student centered and all faculty have implemented current teaching and learning strategies into the classroom. With the use of high and low fidelity simulation, decision making and critical thinking skills have been enhanced.

Faculty makes every effort to stay current in the field of nursing. With the constant changes in healthcare, this can be very challenging. It requires funding for conferences, constant and continued study, and a tremendous amount of time and effort by the faculty. Changes in treatment protocols, advances in medical treatment and nursing care, and new pharmacological agents for patient treatment are among a few examples of areas faculty need to keep current.

Student access and success: Student access and success has been very good. Enrollments in the Nursing Programs have increased. There is however a long waiting list and it is impossible to admit more students due to the limitations of clinical placements. Additionally, attrition is up especially in the Weekend-Evening program. Strategies have been put into place to address this concern as mentioned previously. ESL students continue to struggle academically in the Nursing Program. This is a challenge the Program has faced for some time. Referrals to campus resources by nursing faculty have increased over the past years to assist students with academic success.

Human Resources: The Nursing Program has been fortunate over the past year to hire two secretaries for the department. The volume of work for the department is tremendous. With the additional secretary, which is a grant funded position, job satisfaction has increased.

Presently the Department has two Health Science technicians who have done an excellent job in managing all of the nursing labs. Their contribution to student success is immeasurable.

With the addition of the faculty stipend program and the mentoring program, part-time and full-time faculty has been stable. The Department was fortunate to hire two master's prepared teachers who are also clinical nurse specialists. Many of the faculty has their Nurse Practitioner license. One faculty member is completing their Doctorate in Nursing Practice.

There continues however to have a need for additional faculty to be hired. As previously mentioned, all full-time faculty are teaching overload. With the addition of two full-time faculty, the number of part-time faculty could be reduced significantly. Having full-time faculty rather than part-time faculty provides more continuity for the students in the Program. Along with securing excellent faculty, faculty salaries in the vocational programs need to be increased. Although the Nursing Program has secured a 3 year stipend grant for faculty, after that period, the Program will again be in fiscal jeopardy.

Fiscal Stability: The Nursing Program has faced fiscal challenges especially over the last two years. With the acquisition of grants, these challenges have been managed. The two areas of concern are faculty salaries and the availability of professional development monies. The Nursing budget has remained the same for several years without any increase. As a result, grant funds have paid for all of the Department's equipment needs, staff development needs, and salary needs.

The cost per student in nursing is however very high due to the California Board of Registered Nursing mandates of a 1:10 ratio of instructor to

student when in clinical. This cannot be changed and with the current student who is often underprepared, this is a requirement for the delivery of safe patient care. Clinical instruction is very intense and time consuming. Faculty is responsible for supervising 10 students and assuring patient safety. Faculty can only supervise one student at a time and often the staff nurses are unable to assist. Today's hospitalized patients are more acutely ill than ever before. To provide quality instruction, graduate safe nurses, serve the community needs, and maintain the reputation of the Program in the community; the College will need to continue making a considerable investment into the Nursing Program.

SECTION 8 – CONCLUSIONS AND RECOMMENDATIONS

8.1 Make a rank-ordered list of department/program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 7. Do not limit recommendations to only those dealing with resources.

The following recommendations are made in rank order:

1. Hire two additional full-time tenured nursing faculty to limit the number of part-time faculty used for clinical supervision of students.
2. Work with the Faculty Bargaining Unit to develop a vocational educational pay scale which will make salaries more competitive.
3. Develop on-line and/or distance education courses for some of the nursing courses.
4. Hire a full-time non-tenured nursing faculty to serve as a Student Case Manager/Success Advisor.
5. Continue to recruit underrepresented groups and minority students.
6. Consider institutionalizing the Weekend-Evening Program when grant funds are no longer available.

Appendices

APPENDIX 1

EDUCATIONAL MASTER PLAN:NURSING

Division: Business and Professional Studies

Department: Nursing

Director or Chair: Deborah Yaddow MSN, RN

Program Description: The Nursing Programs prepare students for licensure to practice nursing in acute care, critical care, chronic, and ambulatory care settings. In a continuously changing Health Care delivery environment patient care has shifted to hospital based high acuity and outpatient care in Ambulatory Care sites. The Nursing Programs have adapted their curricula to reflect that change. The chronic national shortage of Registered Nurses has placed a continued demand for our graduates in the community as well as nationwide. After successfully passing the Test of Academic Skills as required by the State of California, and meeting all admission prerequisites, candidates are eligible for entry into the nursing program. The Nursing Program has grown to a total of four programs which include the 2 year day program, the Weekend-Evening Program, the LVN-RN Transition Program and the Welcome Back Program. The 2 year day program accepts 40 students twice yearly. The LVN-RN and Weekend-Evening Programs accept 30 students in each program yearly. The Welcome Back Program accepts 30 students every fall. Despite the pre-admission criteria, students continue to find the rigor of the nursing curricula challenging. Students, whose first language is not English, find it extremely difficult to meet the theoretical requirements of the nursing program. Academic support of tutoring and counseling is required to graduate safe and competent graduate nurses. Nursing Programs exhibit potential for growth with the appropriate support systems in place.

Activities

Activity 1:

Seek approval for and recruit for one additional fulltime faculty to provide remediation for students in the Nursing Program.

Benefits:

Promote increased pass rates on the National Licensure Exam Reduce attrition in the Nursing Program. Maintain compliance with the accrediting agencies.

Requirements:

Curriculum Development	N
Equipment	N
Facilities	N
Marketing	N
Staffing – Classified	N
Staffing – Faculty	Y
Staff Development	N

Goals and Objectives: 4, 4.1

Activity 2:
 Seek categorical funding for a part-time nurse to oversee the Simulation Laboratory.

Benefits:
 Increases the use of simulation and case scenarios for nursing students. Improved clinical outcomes with practice in a simulated environment.
 Promotes student decision making and critical thinking skills. Provides student learning in a safe simulated environment. Reduces clinical attrition.

Requirements:

Curriculum Development	N
Equipment	N
Facilities	N
Marketing	N
Staffing – Classified	N
Staffing – Faculty	Y
Staff Development	N

Goals and Objectives: 3, 3.1

Activity 3:
 Provide current nursing curricula and clinical experiences that prepare students to successfully obtain licensure as a registered nurse.

Benefits:
 Maintain the quality of the graduate.

Requirements:

Curriculum Development	N
Equipment	Y
Facilities	N
Marketing	N
Staffing – Classified	N
Staffing – Faculty	N
Staff Development	Y

Goals and Objectives: 2, 2.1

Activity 4:
 Seek a seamless matriculation agreement with San Diego State University School of Nursing for Grossmont College students to further their education with a Bachelor's in Nursing Science.

Benefits:
 Provides our students with the option of continuing their education. Meets some of the magnet status hospital standards in the community for BSN nurses at the bedside.

Requirements:

Curriculum Development	N
Equipment	Y
Facilities	Y
Marketing	N
Staffing – Classified	N
Staffing – Faculty	N
Staff Development	Y

Goals and Objectives: 5, 5.1

Activity 5:
 Provide students with computerized examinations for all exams in each nursing course.

Benefits:
 Promote student learning through the use of electronic equipment
 Foster students comfort level with electronic equipment.

Requirements:

Curriculum Development	Y
Equipment	Y
Facilities	Y
Marketing	N
Staffing – Classified	N
Staffing – Faculty	N
Staff Development	Y

Goals and Objectives: 3, 3.1

Accomplishments

Accomplishment 1:

A remediation plan is in the process of development for all students. Once the program is developed, the department will seek approval for a faculty member to provide on-going remediation for nursing students.

Goals and Objectives: 2, 2.1

Accomplishment 2:

Purchased 2 Laerdal Sim Men models, one METI ECS, 6 Laerdal Vital Sim Adult manikins; 1 NASCO Noelle Maternal and Neonatal Birthing Model; 2 Laerdal Sim Babies; 2 Laerdal Vital Sim Keds/Pedi and 2 Laerdal Vital Sim Babies with a grant from the Regional Nursing Educational Partnership. Simulation laboratory completed in summer 07, complete with overhead cameras, a control room and 2 large screen televisions. Fall 2007 will be the first semester utilizing the simulation room for students. Plan to request outside funding to support a part-time faculty member dedicated to providing simulation experiences for students.

Goals and Objectives: 3, 3.1

Accomplishment 3:

Continued to provide the community with quality graduates under difficult circumstances of fulltime faculty shortages.

Goals and Objectives: 2, 2.1

Accomplishment 4:

Meeting to discuss matriculation for Grossmont Nursing graduates scheduled for fall 07 semester. Continue emphasize to students the need to continue their education and seek a BSN and MSN.

Goals and Objectives: 1, 1.1

Accomplishment 5:

Purchased customized nursing final exams from HESI based on the NCLEX blueprint and each instructor's course syllabi and class objectives. Provide students in their last semester a comprehensive predictor examination by HESI as a tool to predict the probability of passing the national licensure exam.

Goals and Objectives: 5, 5.1

APPENDIX 2

Previous Program Review Summary

SECTION 7 – SUMMARY

7.1 Summarize department/program strengths and weaknesses in terms of:

- **academic-vocational quality**
- **student access and success**
- **development of human resources**
- **fiscal stability**

In summary, the Nursing Program's greatest strength lies in the strong academic curricula. These stringent courses graduate nurses with a solid knowledge level, strong technical skills and adequate nursing judgments, highly desired by the hospitals and other agencies in this community. The courses as developed come from the strength of the faculties, all of whom have a master of science in nursing and several have additional degrees. Degrees aside, the faculties are highly motivated and are on the cutting edge of health care.

Any weakness in this area relates to the constantly changing treatment protocols and to highly specialized areas of health care are such as cancer and chemotherapy, new advanced cardiac life support protocols, and new pharmacological agents for patient treatment. In general nursing faculty are generalists and while they make every effort to keep up with current trends, it is challenging.

Student access and success have been and continues to be good. Our attrition persists to be quite low as stated previously in this report. The only perceived weakness in this area applies to student access. We are unable to admit all the students who apply simply because our facilities do not support any additional students.

Human resources are developed as each faculty member excels in his/her specialty area. Tutoring is available for the under prepared students. Male enrollment has increased 100% over the past several years due to the changing image of the role of the male RN. The nursing secretary is a Health Professions Specialist and is a multi-talented individual who coordinates technical and people concerns as well as serving on the marketing committee on campus. The Health Professions' technicians have also become multitalented in not only setting up labs but also providing assistance in the computer technology acquired by the Nursing Programs.

Fiscal stability remains constant and will continue to do so. From a college perspective, this may be perceived as a weakness as the cost per student in the nursing programs is higher than in most other programs. However, this cannot be changed, as the hospitals require no greater than ten students per instructor in the clinical setting. This ratio is even considered high by hospitals as well as faculty. The under prepared student requires more faculty attention in order to deliver safe patient care. Staff in clinical settings is also concerned since they cannot always provide the required attention to students as delivered in the past. This has resulted into a tremendous responsibility carried by faculty. Faculties can frequently only assist one student at the time. If today's students require more faculty time a 10 to 1 ratio is neither safe nor reasonable. Today's hospitalized patients are more ill than ever before. The picture of hospitalized patients has changed. The patients who used to be on the floor are now at home; the patients who used to be in the Intensive Care Unit (ICU) are now on the floor. Supervision of students caring for those patients has tremendously increased. A lower faculty student ratio would promote student learning and minimize endangerment to patient lives.

APPENDIX 3

Catalog Descriptions

Select TWO (2) of the following courses:

Subject & Number	Title	Units
Theatre 102A or B or C or D	Theatre Production Practicum: Costumes	2
Theatre 103A or B or C or D	Theatre Production Practicum: Sets	2
Theatre 104A or B or C or D	Theatre Production Practicum: Lighting/Sound	2
Theatre 111A or B or C or D	Rehearsal and Performance: Acting	2
Theatre 112A or B or C or D	Rehearsal and Performance: Stage Management	2
Theatre 113A or B or C or D	Rehearsal and Performance: Production Crew	2
	Total	4
Theatre 122A or B or C or D	Theatre Workshop Laboratory: Acting	1
Theatre 123A or B or C or D	Theatre Workshop Laboratory: Construction	1
Theatre 124A or B or C or D	Theatre Workshop Laboratory: Production Crew	1
Theatre 130	Beginning Acting	3
Theatre 131	Intermediate Acting	3
Theatre 234 A or B	Fundamentals of Musical Theatre – Performance	3
or		
Music 234 A or B	Fundamentals of Musical Theatre – Performance	(3)
Theatre 235 A or B	Fundamentals of Musical Theatre – Scene and Song	3
or		
Dance 235 A or B	Fundamentals of Musical Theatre – Scene and Song	(3)
or		
Music 235 A or B	Fundamentals of Musical Theatre – Scene and Song	(3)
	Total	15
	Total Required Plus General Education and Elective Requirements	42.5

Certificate of Achievement

Any student who chooses to complete only the requirements listed above under Musical Theatre core curriculum qualifies for a Certificate of Achievement. An official request must be filled with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

NURSING

See pages 9-10 for special admission procedures and criteria.

As defined by the American Nurses Association, professional nursing is the diagnosis and treatment of human responses to actual and high-risk health problems.

The Associate Degree Registered Nursing Programs at Grossmont College prepare men and women for national licensure to practice professional nursing in critical, acute, chronic, ambulatory and home health care settings. For students without previous nursing education, the nursing

courses cover four semesters plus the prerequisite science courses. Nursing science didactic is coordinated with laboratory experience in local hospitals and health agencies under the guidance of nursing faculty members. In addition to the nursing courses, the major requires selected general education courses from the natural, behavioral and social sciences.

California Licensed Vocational Nurses are eligible to apply for a one-year LVN-RN Transition Program. California LVNs also may take the "30-unit option" but will not be graduates of the Nursing Program or the college unless all other requirements are met. Diploma nurses who are seeking upward mobility may complete general education and nursing major requirements and subsequently receive credit for their nursing education to gain an Associate Degree in Nursing. An individual evaluation will be made for students wishing to transfer into the Nursing Program or to receive credit for previous education.

Upon completion of the degree requirements, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

In addition to the college application, a nursing application for this major is required. Applications to the Nursing Program will be accepted for both programs after prerequisite requirements are met. A 2.5 GPA is required in the pre-requisite science courses to be eligible to apply for the nursing program. Contact the Counseling Center or the Nursing Office (Room 340C).

Effective Fall 2007, all ADN and LVN-RN students must pass the Test of Essential Academic Skills (TEAS). This is a diagnostic test that covers basic Math, Reading, and Science. Students who fail to achieve a passing score must complete additional pre-nursing course work as directed by the nursing department. Students may prepare for this test by going to the ATI testing site (<http://www.atitesting.com/>) go to Test of Essential Academic Skills (TEAS). The TEAS test will be given by the nursing faculty prior to starting the nursing program at a time set by the nursing department.

The Test of Essential Academic Skills (TEAS)
ATI Test of Essential Academic Skills (TEAS) Online Practice Assessment

As of Fall 2006 semester, students accepted to any of the nursing programs will be required to undergo a background check and a urine drug screen before starting the program or being placed at a clinical site. The cost of these procedures may be \$70-\$120. The student is responsible for paying these fees. Failure to pass the background check and urine drug screen may interfere with clinical placement and possibly progression in the nursing program.

Students accepted to any of the nursing programs may be required to undergo a background check and/or urine drug screening test before starting the program or being placed at a clinical site. The cost of these procedures may be \$70-\$120. The student will be responsible for paying these fees. Failure to pass either or both of these procedures may interfere with clinical placement and/or acceptance of the student into the program.

For an application and more information see the web page at www.grossmont.edu/nursing.

Career Opportunities

Administrator*
 Clinic Nurse (Ambulatory Care)
 Critical Care Nurse*
 Emergency Room/Lifeflight Nurse*
 Home Health Nurse
 Hospital Staff Nurse
 Industrial Nurse
 Medical Researcher*
 Nurse Anesthetist*
 Nurse Midwife*
 Nurse Practitioner*
 Office Nurse
 Public Health Nurse*
 School Nurse
 Teacher/Educator*

*Additional education required.

General Education Requirements For Nursing Majors

Courses in bold print are required in the Nursing Major.

Area A - Language And Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" grade or higher to satisfy the competency requirement.

English 110 or 120 or 124, 117

2. Oral Communication

Must be completed with a "C" grade or higher for nursing majors.

Communication 120 or 122

3. Quantitative Reasoning

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.

Anthropology 215

Biology 215

Geography 104

Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

Philosophy 125, 130

Psychology 215

Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. One course must contain a laboratory.

Courses with an asterisk are laboratory only. Courses not containing a laboratory component are underlined.

Anthropology 130

Astronomy 110, 112*

Biology 105, **140 and 141 or 144 and 145, 152**, 105, 110, 112, 114, 118, 120, 142*, 210, 211*, 212*, 220, 221*

Chemistry 110, 113, 115, 116, 120, 141, 142, 231, 232

Geography 120, 121*, 140

Geology 104, 110, 111*, 121, 210, 220, 230

Oceanography 112, 113*

Physical Science 110, 111*

Physics 110, 130, 131, 140, 240, 241

Science 110

Area C - Humanities

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121, 140, 220, 250

Arabic 120, 121, 220, 221, 250, 251

Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 146, 147, 154, 171, 189

Chinese 120, 121

Communication 124, 135, 137, 144, 145

Cross-Cultural Studies 122, 123, 126, 134, 144, 147, 149, 152, 236, 237, 238

Dance 110

English 112, 118, 122, 134-135-136-137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242, 275, 276, 277

French 120, 121, 152, 220, 221, 250, 251

German 120, 121, 220, 221, 250, 251

History 100, 101, 103, 105, 106, 126, 135, 136, 137, 147

Humanities 110, 120, 125, 130, 135, 160, 170

Italian 120, 121, 220, 221, 250, 251

Japanese 120, 121, 149, 220, 221, 250, 251

Media Communications 111, 189

Music 110, 111, 114, 115, 116, 117, 189

Philosophy 110, 112, 114, 116, 118, 140, 141, 145, 150

Photography 154

Religious Studies 120, 130, 140, 150

Russian 120, 121, 220, 221, 250, 251

Spanish 120, [120A*, 120B*], 121, 122, 123, 141, 145, 220, 221, 250, 251

Theatre Arts 110, 120, 121, 143, 144, 189

*Spanish 120A and 120B are equivalent to one semester of Spanish 120

Area D - Social Sciences

One social science course (a minimum of three units) is required.

Administration of Justice 110

Anthropology 120, 140

Child Development 115, 125

Communication 128

Cross-Cultural Studies 114, 115, 118, 119, 124, 125, 128, 130, 131, 132, 133, 135, 145, 150, 151, 154, 155, 180, 181

Economics 110, 120, 121

Family Studies 115, 120

Geography 106, 130, 170

Health Education 120, 122

Health Science 110

History 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 150, 151, 154, 155, 180, 181

Media Communications 110

Political Science 120, 121, 124, 130, 140, 150, 160

Psychology **120**, 125, 130, 132, 138, 170

Sociology **114 or 120**, 125, 130, 138, 140

Area E - Fitness/Wellness

Two courses involving physical exercise and/or dance are required. They can be chosen from the exercise science and/or dance courses listed below:

Dance 071A-B-C-D, 072A-B-C-D, 074A-B-C-D, 078A-B-C-D, 080A, 080B, 080C, 080D, 081A, 081B, 081C, 081D, 082A-B-C-D, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A, 094B, 094C, 094D, 099A-B-C-D, 116, 117A-B-C-D

Exercise Science 001, 002, 003, 004, 005, 006, 007, 008, 009, 021, 023, 027, 028, 029, 030, 035, 037, 039, 040, 041, 043A, 043B, 043C, 044, 060A, 060B, 060C, 071A-B-C-D, 072A-B-C-D, 074A-B-C-D, 076A, 076B, 076C, 078A-B-C-D, 116, 117A-B-C-D, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 180, 185A, 185B, 185C, 200, 201

Major Requirements for Nursing Majors Registered Nursing Program

Associate Degree Major Requirements

(Major Code: 52080)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 120	Introduction to Nursing: Theory and Practice	8
Nursing 130	Perioperative Nursing	5
Nursing 132	Maternal/Newborn and Child Health Nursing	5
Nursing 220	Nursing Management in Nutritional-Metabolic Disorders	5
Nursing 222	Neurologic and Psychiatric Nursing	5
Nursing 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	6
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120 or Communication 122	Interpersonal Communication	3
English 110 or English 120 or English 124	Public Speaking College Composition College Composition and Reading Advanced Composition: Critical Reasoning and Writing	(3) 3 (3) (3)
Psychology 120	Introductory Psychology	3
Sociology 114 or Sociology 120	Introduction to Sociology of Minority Group Relations Introductory Sociology	3 3 (3)
	Total	64
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	72

LVN TO RN Transition Program Associate Degree Major Requirements

(Major Code: 52081)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 110	Transition to Registered Nursing & Perioperative Nursing Care	4
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120 or Communication 122	Interpersonal Communication	3
English 110 or English 120 or English 124	Public Speaking College Composition College Composition and Reading Advanced Composition: Critical Reasoning and Writing	(3) 3 (3) (3)
Psychology 120	Introductory Psychology	3
Sociology 114 or Sociology 120	Introduction to the Sociology of Minority Group Relations Introductory Sociology	3 3 (3)
	Total	50
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	*58

CREDIT FOR PREVIOUS COURSEWORK

*Thirteen (13) units of credit will be awarded for Nursing 120 and 132 through previous coursework and a "C" grade or higher in Nursing 110, 203, and 211.

Registered Nurses From Diploma Programs

(Major Code: 52082)

Registered nurses who graduated from a diploma nursing program will be granted 37 units of nursing credit upon completion of the general education requirements, including those in the major. To receive the 37 units of credit in the major, a copy of a current, active RN license and an official transcript from the diploma school of nursing must be presented to the Nursing Department, accompanied by a Modification of Major form. Upon satisfactory completion (a **"C" grade or higher**) of the requirements in general education and in the major, an Associate in Science in Nursing degree will be awarded.

Associate Degree Major Requirements

Subject & Number	Title	Units
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
	Total	25
Diploma school curriculum		37
	Total	62
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	70

Note: Please contact the Nursing Department for explanation of advantages and limitations of this option. Vocational Nurses completing this option may be graduates of Grossmont's Nursing Program and of the College only if they complete all other graduation requirements prior to taking the licensure examination. Only those completing the requirements in the major will be eligible to wear the Grossmont Nursing Pin.

OCCUPATIONAL THERAPY ASSISTANT

See page 10 for special admission procedures and criteria.

This career major prepares the student to work as an Occupational Therapy Assistant with people who are limited by physical injury or illness, mental health problems, developmental or learning disabilities, or the aging process. Certified occupational therapy assistants (COTAs) work under the direct supervision of a registered occupational therapist (OTR) providing all levels of patient treatment. The student learns to utilize manual and creative arts, purposeful activities, exercises, adaptive devices, daily living tasks and leisure activities to assist patients to achieve their highest level of function.

Those working in occupational therapy would be expected to assist the OTR in assessing patient needs, determining therapeutic goals, planning treatment activities, carrying out treatment procedures, communicating with patients and health care providers, documenting patient progress, and maintaining clinical environments. Assistants are employed in rehabilitation facilities, hospitals, skilled nursing facilities, schools, day treatment centers, outpatient clinics and other community agencies.

Grossmont College prepares the student for an Associate Degree in Science as an Occupational Therapy Assistant. In addition to the occupational therapy courses, the major requires selected general education courses from the biological, social and behavioral sciences. The Program is fully accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20814-1220. AOTA's phone number is (301) 652-AOTA. Graduates will be able to sit for their national certification exam for Occupational Therapy Assistants, administered by the National Board for Certification of Occupational Therapy. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

As of the Fall 2006 semester, students accepted to the Occupational Therapy Assistant Program may be required to undergo a background check and/or urine drug screening test before starting the program or being placed at a clinical site. The cost of these procedures may be \$70 - \$120. The student will be responsible for paying these fees. Failure to pass either or both of these procedures may interfere with clinical placement and/or acceptance of the student into the program.

MUSICAL THEATRE

The primary focus of the Musical Theatre Program is to provide technical and practical musical theatre training in all aspects of Musical Theatre and to assist students in completing lower division requirements in preparation for transfer to baccalaureate level institutions. Secondly the curriculum prepares students for entry-level employment in professional and community theatre as they pursue their degree objectives.

Career Opportunities

Actor/Actress*
Dancer+
Director of Audience Development*
Musician+
Performers*
Production Assistant*
Song Writers+
Sound Technician*
Theatrical Agent*

*Bachelor's Degree or higher required.

+Bachelor's Degree normally recommended.

Associate Degree Major Requirements

(Major Code: 56003)

Subject & Number	Title	Units
Dance 080A or B or C or D	Modern I or II or III or IV	1.5
Dance 081A	Tap I	1.5
Dance 084A or B or C or D	Jazz I or II or III or IV	1.5
Dance 088A or B or C or D	Ballet I or II or III or IV	1.5
Dance 120A or B or C or D	Musical Theatre Dance	1.5
Dance 205 or 206	Modern Dance Improvisation and Choreography I or II	2
Music 105 or 106	Music Theory & Practice I or II	4
Music 132 or 133	Class Piano I or II	3
Music 170	Class Voice	2
Music 171	Class Voice	2
Theatre 110	Introduction to the Theatre	3
	Total	23.5

Select TWO (2) of the following courses:

Subject & Number	Title	Units
Theatre 102A or B or C or D	Theatre Production Practicum: Costumes	2
Theatre 103A or B or C or D	Theatre Production Practicum: Sets	2
Theatre 104A or B or C or D	Theatre Production Practicum: Lighting/Sound	2
Theatre 111A or B or C or D	Rehearsal and Performance: Acting	2
Theatre 112A or B or C or D	Rehearsal and Performance: Stage Management	2
Theatre 113A or B or C or D	Rehearsal and Performance: Production Crew	2
	Total	4

Subject & Number	Title	Units
Theatre 122A or B or C or D	Theatre Workshop Laboratory: Acting	1
Theatre 123A or B or C or D	Theatre Workshop Laboratory: Construction	1
Theatre 124A or B or C or D	Theatre Workshop Laboratory: Production Crew	1
Theatre 130	Beginning Acting	3
Theatre 131	Intermediate Acting	3
Theatre 234 A or B	Fundamentals of Musical Theatre – Performance	3
or		
Music 234 A or B	Fundamentals of Musical Theatre – Performance	(3)
Theatre 235 A or B	Fundamentals of Musical Theatre – Scene and Song	3
or		
Dance 235 A or B	Fundamentals of Musical Theatre – Scene and Song	(3)
or		
Music 235 A or B	Fundamentals of Musical Theatre – Scene and Song	(3)
	Total	15
	Total Required	42.5
	Plus General Education and Elective Requirements	

Certificate of Achievement

Any student who chooses to complete only the requirements listed above under Musical Theatre core curriculum qualifies for a Certificate of Achievement. An official request must be filled with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

NURSING

See page 11 and 12 for special admission procedures and criteria.

As defined by the American Nurses Association, professional nursing is the diagnosis and treatment of human responses to actual and high-risk health problems.

The Associate Degree Registered Nursing Programs at Grossmont College prepare men and women for national licensure to practice professional nursing in critical, acute, chronic, ambulatory and home health care settings. For students without previous nursing education, the nursing courses cover four semesters plus the prerequisite science courses. Nursing science didactic is coordinated with laboratory experience in local hospitals and health agencies under the guidance of nursing faculty members. In addition to the nursing courses, the major requires selected general education courses from the natural, behavioral and social sciences.

California Licensed Vocational Nurses are eligible to apply for a one-year LVN-RN Transition Program. California LVNs also may take the "30-unit option" but will not be graduates of the Nursing Program or the college unless all other requirements are met. Diploma nurses who are seeking upward mobility may complete general education and nursing major requirements and subsequently receive credit for their nursing education to

gain an Associate Degree in Nursing. An individual evaluation will be made for students wishing to transfer into the Nursing Program or to receive credit for previous education.

Upon completion of the degree requirements, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

In addition to the college application, a special application for this major is required. Applications to the Nursing Program will be accepted for both programs after prerequisite requirements are met. Contact the Counseling Center or the Nursing Office (Room 340C).

As of the Fall 2006 semester, students accepted to any of the nursing programs may be required to undergo a background check and/or a urine drug screening test before starting the program or being placed at a clinical site. The cost of these procedures may be \$70-\$120. The student will be responsible for paying these fees. Failure to pass either or both of these procedures may interfere with clinical placement and/or acceptance of the student into the program.

The National League for Nursing Accrediting Commission (61 Broadway, 33rd Floor, New York, NY 10006, 1-800-669-1656, ext. 153, www.nlnac.org) is also a resource for information about the Grossmont College Nursing Program.

Career Opportunities

Administrator*
 Clinic Nurse (Ambulatory Care)
 Critical Care Nurse*
 Emergency Room/Lifeflight Nurse*
 Home Health Nurse
 Hospital Staff Nurse
 Industrial Nurse
 Medical Researcher*
 Nurse Anesthetist*
 Nurse Midwife*
 Nurse Practitioner*
 Office Nurse
 Public Health Nurse*
 School Nurse
 Teacher/Educator*

*Additional education required.

General Education Requirements For Nursing Majors

Courses in bold print are required in the Nursing Major.

Area A - Language And Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" grade or higher to satisfy the competency requirement.

English 110 or 120 or 124, 117

2. Oral Communication

Must be completed with a "C" grade or higher for nursing majors.

Communication 120 or 122

3. Quantitative Reasoning

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.

Anthropology 215

Biology 215

Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

Philosophy 125, 130

Psychology 215

Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. One course must contain a laboratory.

Courses with an asterisk are laboratory only.

Courses not containing a laboratory component are underlined.

Anthropology 130

Astronomy 110, 112*

Biology 105, 140 and 141 or 144 and 145, 152, 110, 112, 114, 118, 120, 142*, 210, 211*, 212*, 220, 221*

Chemistry 110, 113, 115, 116, 120, 141, 142, 231, 232

Geography 120, 121*, 140

Geology 104, 110, 111*, 121, 210, 220, 230

Oceanography 112, 113*

Physical Science 110, 111*

Physics 110, 130, 131, 140, 240, 241

Science 110

Area C - Humanities

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121, 140, 220

Arabic 120, 121, 220, 221, 250, 251

Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 154, 171, 189

Chinese 120, 121

Communication 124, 135, 137, 144, 145

Cross-Cultural Studies 122, 123, 126, 134, 144, 147, 149, 152, 236, 237, 238

Dance 110

English 112, 118, 122, 134-135-136-137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242, 275, 276, 277

French 120, 121, 152, 220, 221, 250, 251

German 120, 121, 220, 221, 250, 251

History 100, 101, 105, 106, 126, 135, 137, 147

Humanities 110, 120, 125, 130, 135, 160, 170

Italian 120, 121, 220, 221, 250, 251

Japanese 120, 121, 149, 220, 221, 250, 251

Media Communications 111, 189

Music 110, 111, 114, 115, 116, 117, 189

Philosophy 110, 112, 114, 116, 118, 140, 141, 150

Religious Studies 120, 130, 140, 150

Russian 120, 121, 220, 221, 250, 251

Spanish 120, [120A*, 120B*], 121, 122, 123, 141, 145, 220, 221, 250, 251

Theatre Arts 110, 120, 121, 143, 144, 189

*Spanish 120A and 120B are equivalent to one semester of Spanish 120

Area D - Social Sciences

One social science course (a minimum of three units) is required.

- Administration of Justice 110
- Anthropology 120
- Child Development 125
- Communication 128
- Cross-Cultural Studies 114, 115, 118, 119, 124, 125, 128, 130, 131, 132, 133, 145, 150, 151, 154, 155, 180, 181
- Economics 110, 120, 121
- Family Studies 115, 120
- Geography 106, 130, 170
- Health Education 120, 122
- Health Science 110
- History 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 150, 151, 154, 155, 180, 181
- Media Communications 110
- Political Science 120, 121, 124, 130, 140, 150, 160
- Psychology 120, 125, 130, 132, 138, 170**
- Sociology 114 or 120, 125, 130, 138, 140**

Area E - Fitness/Wellness

Two courses involving physical exercise and/or dance are required. They can be chosen from the exercise science and/or dance courses listed below:

- Dance 072A-B-C-D, 074A-B-C-D, 078A-B-C-D, 080A, 080B, 080C, 080D, 081A, 081B, 082A-B-C-D, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A-B-C-D, 099A-B-C-D, 116, 117A-B-C-D
- Exercise Science 001, 002, 003, 005, 006, 007, 008, 009, 021, 023, 027, 028, 029, 030, 035, 037, 039, 040, 043A, 043B, 043C, 044, 060A, 060B, 060C, 072A-B-C-D, 074A-B-C-D, 076A, 076B, 076C, 078A-B-C-D, 094A-B-C-D, 116, 117A-B-C-D, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 180, 185A, 185B, 185C, 200, 201

**Major Requirements for Nursing Majors
Registered Nursing Program**

Associate Degree Major Requirements

(Major Code: 52080)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 120	Introduction to Nursing: Theory and Practice	8
Nursing 130	Perioperative Nursing	5
Nursing 132	Maternal/Newborn and Child Health Nursing	5
Nursing 220	Nursing Management in Nutritional-Metabolic Disorders	5
Nursing 222	Neurologic and Psychiatric Nursing	5
Nursing 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	6
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120 or Communication 122	Interpersonal Communication	3
English 110 or English 120 or English 124	Public Speaking College Composition College Composition and Reading Advanced Composition: Critical Reasoning and Writing	(3) 3 (3) (3)
Psychology 120 Sociology 114 or Sociology 120	Introductory Psychology Introduction to Sociology of Minority Group Relations Introductory Sociology	3 3 (3)
Total		64
Plus Remaining General Education Requirements for Nursing Majors		8
Total Required		72

LVN TO RN Transition Program**Associate Degree Major Requirements**

(Major Code: 52081)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 110	Transition to Registered Nursing & Perioperative Nursing Care	4
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
	Total	50
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	*58

*Thirteen (13) units of credit will be awarded for Nursing 120 and 132 through previous coursework and a "C" grade or higher in Nursing 110, 203, and 211.

Registered Nurses From Diploma Programs

(Major Code: 52082)

Registered nurses who graduated from a diploma nursing program will be granted 37 units of nursing credit upon completion of the general education requirements, including those in the major. To receive the 37 units of credit in the major, a copy of a current, active RN license and an official transcript from the diploma school of nursing must be presented to the Nursing Department, accompanied by a Modification of Major form. Upon satisfactory completion (a "C" grade or higher) of the requirements in general education and in the major, an Associate in Science in Nursing degree will be awarded.

Associate Degree Major Requirements

Subject & Number	Title	Units
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
	Total	25
	Diploma school curriculum	37
	Total	62
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	70

Thirty-Unit Option

California Licensed Vocational Nurses are eligible to complete the 30 unit option. **The following courses must be completed with a "C" grade or higher.**

Subject & Number	Title	Units
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Preceptored Patient Care Management	3
Biology 141	Human Physiology	3
Biology 142	Human Physiology Lab	2
Biology 152	Paramedical Microbiology	5
	Total Required	29

Note: Please contact the Nursing Department for explanation of advantages and limitations of this option. Vocational Nurses completing this option may be graduates of Grossmont's Nursing Program and of the College only if they complete all other graduation requirements prior to taking the licensure examination. Only those completing the requirements in the major will be eligible to wear the Grossmont Nursing Pin.

MUSICAL THEATRE

The primary focus of the Musical Theatre Program is to provide technical and practical musical theatre training in all aspects of Musical Theatre and to assist students in completing lower division requirements in preparation for transfer to baccalaureate level institutions. Secondly the curriculum prepares students for entry-level employment in professional and community theatre as they pursue their degree objectives.

Career Opportunities

Actor/Actress*

Dancer+

Director of Audience Development*

Musician+

Performers*

Production Assistant*

Song Writers+

Sound Technician*

Theatrical Agent*

* Bachelor's Degree or higher required.

+Bachelor's Degree normally recommended.

Associate Degree Major Requirements

(Major Code: 56003)

Subject & Number	Title	Units
Dance 080A or B or C or D	Modern I or II or III or IV	1.5
Dance 081A	Tap I	1.5
Dance 084A or B or C or D	Jazz I or II or III or IV	1.5
Dance 088A or B or C or D	Ballet I or II or III or IV	1.5
Dance 120A or B or C or D	Musical Theatre Dance	1.5
Dance 205 or 206	Modern Dance Improvisation and Choreography I or II	2
Music 105 or 106	Music Theory and Practice I or II	4
Music 132 or 133	Class Piano I or II	3
Music 170	Class Voice	2
Music 171	Class Voice	2
Theatre 110	Introduction to the Theatre	3
Theatre 102 or 103 and	Theatre Production Practicum	2
Theatre 104 or 105 or	Theatre Production Practicum	2
Theatre 109 or 111 and	Rehearsal and Performance	(2)
Theatre 112 or 113	Rehearsal and Performance	(2)
Theatre 122 or 123	Theatre Workshop Laboratory	1
Theatre 124 or 125	Theatre Workshop Laboratory	1
Theatre 130	Beginning Acting	3
Theatre 131	Intermediate Acting	3
Theatre 234 A or B or	Fundamentals of Musical Theatre - Performance	3
Music 234 A or B	Fundamentals of Musical Theatre - Performance	(3)
Theatre 235 A or B or	Fundamentals of Musical Theatre - Scene and Song	3
Dance 235 A or B or	Fundamentals of Musical Theatre - Scene and Song	(3)
Music 235 A or B	Fundamentals of Musical Theatre - Scene and Song	(3)
	Total	41.5

Certificate of Achievement

Any student who chooses to complete only the requirements listed above under Musical Theatre core curriculum qualifies for a Certificate of Achievement. An official request must be filled with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

NURSING

See page 12 for special admission procedures and criteria.

As defined by the American Nurses Association, professional nursing is the diagnosis and treatment of human responses to actual and high-risk health problems.

The Associate Degree Registered Nursing Programs at Grossmont College prepare men and women for national licensure to practice professional nursing in critical, acute, chronic, ambulatory and home health care settings. For students without previous nursing education, the nursing courses cover four semesters plus the prerequisite science courses. Nursing science didactic is coordinated with laboratory experience in local hospitals and health agencies under the guidance of nursing faculty members. In addition to the nursing courses, the major requires selected general education courses from the natural, behavioral and social sciences.

California Licensed Vocational Nurses are eligible to apply for a one-year LVN-RN Transition Program. California LVN's also may take the "30-unit option" but will not be graduates of the Nursing Program or the college unless all other requirements are met. Diploma nurses who are seeking upward mobility may complete general education and nursing major requirements and subsequently receive credit for their nursing education to gain an Associate Degree in Nursing. An individual evaluation will be made for students wishing to transfer into the Nursing Program or to receive credit for previous education.

Upon completion of the degree requirements, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

In addition to the college application, a special application for this major is required. Applications to the Nursing Program will be accepted for both programs after prerequisite requirements are met. Contact the Counseling Center or the Nursing Office (Room 340C).

The National League for Nursing Accrediting Commission (212-989-9393 or 61 Broadway 33rd Floor, New York, NY 10006) is also a resource for information about the Grossmont College Nursing Program.

Career Opportunities

Administrator*
 Clinic Nurse (Ambulatory Care)
 Critical Care Nurse*
 Emergency Room/Lifeflight Nurse*
 Home Health Nurse
 Hospital Staff Nurse
 Industrial Nurse
 Medical Researcher*
 Nurse Anesthetist*
 Nurse Midwife*
 Nurse Practitioner*
 Office Nurse
 Public Health Nurse*
 School Nurse
 Teacher/Educator*

*Additional education required.

General Education Requirements For Nursing Majors

Courses in bold print are required in the Nursing Major.

Area A - Language And Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" grade or higher to satisfy the competency requirement.

English 110 or 120 or 124, 117

2. Oral Communication

Must be completed with a "C" grade or higher for nursing majors.

Communication 120 or 122

3. Quantitative Reasoning

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.

Anthropology 215

Biology 215

Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

Philosophy 125, 130

Psychology 215

Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. One course must contain a laboratory.

Courses with an asterisk are laboratory only.

Courses not containing a laboratory component are underlined.

Anthropology 130

Astronomy 110, 112*

Biology 140 and 141 or 144 and 145, 152, 110, 112, 114, 116, 118, 120, 142*, 210, 211*, 212*, 220, 221*

Chemistry 110, 113, 115, 116, 120, 141, 142, 220, 231, 232

Geography 120, 121*, 140

Geology 104, 110, 111*, 121, 210, 220, 230

Oceanography 112, 113*

Physical Science 110, 111*

Physics 110, 130, 131, 140, 240, 241

Science 110

Area C - Humanities

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121, 140, 220

Arabic 120, 121, 220, 221, 250, 251

Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 154, 171, 189

Chinese 120, 121

Communication 124, 135, 137, 144, 145

Cross-Cultural Studies 122, 123, 126, 134, 144, 147, 149, 152, 236, 237, 238

Dance 110

English 112, 118, 122, 134-135-136-137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242, 275, 276, 277

French 120, 121, 152, 220, 221, 250, 251

German 120, 121, 220, 221, 250, 251

History 100, 101, 105, 106, 126, 135, 137, 147

Humanities 110, 120, 125, 130, 135, 160, 170

Italian 120, 121, 220, 221, 250, 251

Japanese 120, 121, 149, 220, 221, 250, 251

Media Communications 111, 189

Music 110, 111, 114, 115, 116, 117, 189

Philosophy 110, 112, 114, 116, 118, 140, 141, 150

Religious Studies 120, 130, 140, 150

Russian 120, 121, 220, 221, 250, 251

Spanish 120, [120A*, 120B*], 121, 122, 123, 141, 145, 220, 221, 250, 251

Theatre Arts 110, 120, 121, 143, 144, 189

*Spanish 120A and 120B are equivalent to one semester of Spanish 120

Area D - Social Sciences

One social science course (a minimum of three units) is required.

Administration of Justice 110

Anthropology 120

Child Development 125

Communication 128

Cross-Cultural Studies 114, 115, 118, 119, 124, 125, 128, 130, 131, 132, 133, 145, 150, 151, 154, 155, 180, 181

Economics 110, 120, 121

Family Studies 115, 120

Geography 106, 130, 170

Health Education 120, 122

Health Science 110

History 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 150, 151, 154, 155, 180, 181

Media Communications 110

Political Science 120, 121, 124, 130, 140, 150, 160

Psychology 120, 125, 130, 132, 138, 170

Sociology 114 or 120, 125, 130, 138, 140

Area E - Fitness/Wellness

Two courses involving physical exercise and/or dance are required. They can be chosen from the exercise science and/or dance courses listed below:

Dance 072A-B-C-D, 074A-B-C-D, 078A-B-C-D, 080A, 080B, 080C, 080D, 081A, 081B, 082A-B-C-D, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A-B-C-D, 099A-B-C-D, 116, 117

Exercise Science 001, 002, 003, 005, 006, 007, 008, 009, 021, 023, 027, 028, 029, 030, 035, 037, 039, 040, 043A, 043B, 043C, 044, 060A, 060B, 060C, 072A-B-C-D, 074A-B-C-D, 076A, 076B, 076C, 078A-B-C-D, 094A-B-C-D, 116, 117, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 180, 185A, 185B, 185C, 200, 201

Major Requirements for Nursing Majors**Registered Nursing Program****Associate Degree Major Requirements**

(Major Code: 52080)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 120	Introduction to Nursing: Theory and Practice	8
Nursing 130	Perioperative Nursing	5
Nursing 132	Maternal/Newborn and Child Health Nursing	5
Nursing 220	Nursing Management in Nutritional-Metabolic Disorders	5
Nursing 222	Neurologic and Psychiatric Nursing	5
Nursing 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	6
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120 or Communication 122	Interpersonal Communication	3
English 110 or English 120 or English 124	Public Speaking College Composition College Composition and Reading Advanced Composition: Critical Reasoning and Writing	(3) 3 (3) (3)
Psychology 120 Sociology 114 or Sociology 120	Introductory Psychology Introduction to Sociology of Minority Group Relations Introductory Sociology	3 3 3
	Total	64
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	72

LVN TO RN Transition Program**Associate Degree Major Requirements**

(Major Code: 52081)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 110	Transition to Registered Nursing and Perioperative Nursing Care	4
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120 or Communication 122	Interpersonal Communication Public Speaking	3 (3)
English 110 or English 120 or English 124	College Composition College Composition and Reading Advanced Composition: Critical Reasoning and Writing	3 (3) (3)
Psychology 120 Sociology 114 or Sociology 120	Introductory Psychology Introduction to the Sociology of Minority Group Relations Introductory Sociology	3 3 3
	Total	50
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	*58

*Thirteen (13) units of credit will be awarded for Nursing 120 and 132 through previous coursework and a "C" grade or higher in Nursing 110, 203, and 211.

Registered Nurses From Diploma Programs

(Major Code: 52082)

Registered nurses who graduated from a diploma nursing program will be granted 37 units of nursing credit upon completion of the general education requirements, including those in the major. To receive the 37 units of credit in the major, a copy of a current, active RN license and an official transcript from the diploma school of nursing must be presented to the Nursing Department, accompanied by a Modification of Major form. Upon satisfactory completion (a "C" grade or higher) of the requirements in general education and in the major, an Associate in Science in Nursing degree will be awarded.

Associate Degree Major Requirements

Subject & Number	Title	Units
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
	<hr/>	
	Total	25
Diploma school curriculum		37
	<hr/>	
	Total	62
	Plus Remaining General Education Requirements for Nursing Majors	8
	<hr/>	
	Total Required	70

Thirty-Unit Option

California Licensed Vocational Nurses are eligible to complete the 30-unit option. **The following courses must be completed with a "C" grade or higher.**

Subject & Number	Title	Units
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Preceptored Patient Care Management	3
Biology 141	Human Physiology	3
Biology 142	Human Physiology Lab	2
Biology 152	Paramedical Microbiology	5
	<hr/>	
	Total Required	29

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

OCCUPATIONAL THERAPY ASSISTANT

See page 12 for special admission procedures and criteria.

This career major prepares the student to work as an Occupational Therapy Assistant with people who are limited by physical injury or illness, mental health problems, developmental or learning disabilities, or the aging process. Certified occupational therapy assistants (COTAs) work under the direct supervision of a registered occupational therapist (OTR) providing all levels of patient treatment. The student learns to utilize manual and creative arts, purposeful activities, exercises, adaptive devices, daily living tasks and leisure activities to assist patients to achieve their highest level of function.

Those working in occupational therapy would be expected to assist the OTR in assessing patient needs, determining therapeutic goals, planning treatment activities, carrying out treatment procedures, communicating with patients and health care providers, documenting patient progress, and maintaining clinical environments. Assistants are employed in rehabilitation facilities, hospitals, skilled nursing facilities, schools, day treatment centers, outpatient clinics and other community agencies.

Grossmont College prepares the student for an Associate Degree in Science as an Occupational Therapy Assistant. In addition to the occupational therapy courses, the major requires selected general education courses from the biological, social and behavioral sciences. The Program is fully accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20814-1220. AOTA's phone number is (301) 652-AOTA. Graduates will be able to sit for their national certification exam for Occupational Therapy Assistants, administered by the National Board for Certification of Occupational Therapy. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Music 291	Performance Studies	1
	<u>Total</u>	<u>32</u>

Select FOUR (4) units from the following electives:

Subject & Number	Title	Units
Music 170	Class Voice	2
Music 171	Class Voice	2
Music 183	Basic Synthesizer Programming I	2
Music 187	MIDI Sequencing and Recording	2
Music 203	Music History I	3
Music 204	Music History II	3
Music 270	Class Voice	2
Music 271	Class Voice	2
	<u>Total</u>	<u>4</u>
	Total Required	36
	Plus General Education and Elective Requirements	

Theatre 102 or 103 and Theatre 104 or 105 or Theatre 109 or 111 and Theatre 112 or 113 Theatre 122 or 123 and Theatre 124 or 125 Theatre 130 Theatre 131 Theatre 234 or Music 234	Theatre Production Practicum	2
	Theatre Production Practicum	2
	Rehearsal and Performance	(2)
	Rehearsal and Performance	(2)
	Theatre Workshop Laboratory	1
	Theatre Workshop Laboratory	1
	Beginning Acting	3
	Intermediate Acting	3
	Fundamentals of Musical Theatre – Performance	3
	Fundamentals of Musical Theatre – Performance	(3)
	Fundamentals of Musical Theatre – Scene and Song	3
	Fundamentals of Musical Theatre – Scene and Song	(3)
	Fundamentals of Musical Theatre – Scene and Song	(3)
	<u>Total</u>	<u>40</u>
	Plus General Education Requirements	

Musical Theatre

PENDING APPROVAL FROM THE STATE OF CALIFORNIA

The Musical Theatre Program is designed to provide technical and practical musical theatre training in all aspects of Musical Theatre. The curriculum prepares students for entry-level employment in the professional and community theatre.

CAREER OPPORTUNITIES

- Actor/Actress*
- Dancer+
- Director of Audience Development*
- Musician+
- Performers*
- Production Assistant*
- Song Writer+
- Sound Technician*
- Theatrical Agent*

*Bachelor's Degree or higher required.
+Bachelor's Degree Normally recommended.

ASSOCIATE DEGREE MAJOR REQUIREMENTS

(Major Code: 56003)

Subject & Number	Title	Units
Dance 080A or B or C or D	Modern Dance I or II or III or IV	1
Dance 081A	Beginning Tap Dance	1 1/2
Dance 084A or B or C or D	Jazz Dance I or II or III or IV	1 1/2
Dance 088A or B or C or D	Ballet I or II or III or IV	1 1/2
Dance 120	Musical Theatre Dance	1 1/2
Dance 205 or 206	Modern Dance Improvisation and Choreography I or II	2
Music 105 or 106	Music Theory and Practice I or II	4
Music 132 or 133	Class Piano I or II	3
Music 170	Class Voice	2
Music 171	Class Voice	2
Theatre 110	Introduction to the Theatre	3

CERTIFICATE OF ACHIEVEMENT

Any student who chooses to complete only the requirements listed above under Musical Theatre core curriculum qualifies for a Certificate of Achievement. An official request must be filled with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Nursing

See page 11 for special admission procedures and criteria.

As defined by the American Nurses Association, professional nursing is the diagnosis and treatment of human responses to actual and high-risk health problems.

The Associate Degree Registered Nursing Programs at Grossmont College prepare men and women for national licensure to practice professional nursing in critical, acute, chronic, ambulatory and home health care settings. For students without previous nursing education, the nursing courses cover four semesters plus the prerequisite science courses. Nursing science didactic is coordinated with laboratory experience in local hospitals and health agencies under the guidance of nursing faculty members. In addition to the nursing courses, the major requires selected general education courses from the natural, behavioral and social sciences.

California Licensed Vocational Nurses are eligible to apply for a one-year LVN-RN Transition Program. California LVN's also may take the "30-unit option" but will not be graduates of the Nursing Program or the college unless all other requirements are met. Diploma nurses who are seeking upward mobility may complete general education and nursing major requirements and subsequently receive credit for their nursing education to gain an Associate Degree in Nursing. An individual evaluation will be made for students wishing to transfer into the Nursing Program or to receive credit for previous education.

Upon completion of the degree requirements, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

In addition to the college application, a special application for this major is required. Applications to the Nursing Program will be accepted for both programs after prerequisite requirements are met. Contact the Counseling Center or the Nursing Office (Room 340C).

The National League for Nursing Accrediting Commission (212-989-9393 or 350 Hudson Street, New York, NY 10014) is also a resource for information about the Grossmont College Nursing Program.

CAREER OPPORTUNITIES

Administrator*	Medical Researcher*
Clinic Nurse (Ambulatory Care)	Nurse Anesthetist*
Critical Care Nurse*	Nurse Midwife*
Emergency Room/ Lifeflight Nurse*	Nurse Practitioner*
Home Health Nurse	Office Nurse
Hospital Staff Nurse	Public Health Nurse*
Industrial Nurse	School Nurse
	Teacher/Educator*

*Additional education required.

GENERAL EDUCATION REQUIREMENTS FOR NURSING MAJORS

Courses in bold print are required in the Nursing Major.

AREA A - LANGUAGE AND RATIONALITY

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. WRITTEN COMMUNICATION

Must be completed with a "C" grade or higher to satisfy the competency requirement.

English 110 or 120 or 124, 117

2. ORAL COMMUNICATION

Must be completed with a "C" grade or higher for nursing majors.

Communication 120 or 122

3. QUANTITATIVE REASONING

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.

Anthropology 130

Biology 215

Mathematics 103, 110, 120, 125, 126, 150, 156, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

Philosophy 110

Psychology 215

Sociology 215

AREA B - NATURAL SCIENCES

Two natural science courses (a minimum of seven units) are required. Courses not containing a laboratory component are underlined. Courses with an asterisk are laboratory only.

Anthropology 130

Astronomy 110, 112*

Biology 110, 112, 114, 116, 118, 120, (140 and 141), 142*, or (144 and 145), 152, 210, 211*, 212*, 220, 221*

Chemistry 110, 113, 115, 116, 120, 141, 142, 220, 222, 223

Geography 120, 121*, 140

Geology 110, 111*

Oceanography 112

Physical Science 110, 111*

Physics 110, 130, 131, 140, 240, 241

Science 110

AREA C - HUMANITIES

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121

Arabic 120, 121, 220, 221

Art 100, 120, 124, 126, 129, 140, 141, 142, 143

Chinese 120, 121

Communication 124, 135, 137, 144, 145

Cross-Cultural Studies 122, 123, 126, 134, 135, 144, 147, 152, 236, 237, 238

Dance 110

English 112, 118, 122, 201, 203, 215, 217, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242

French 120, 121, 152, 220, 221, 250, 251

German 120, 121, 220, 221, 250, 251

History 100, 101, 105, 106, 126, 135, 137, 147

Humanities 110, 120, 125, 130, 135, 160, 170

Italian 120, 121, 220, 221, 250, 251

Japanese 120, 121, 220, 221, 250, 251

Media Communications 111

Music 110, 111, 114, 115, 203, 204

Philosophy 110, 112, 114, 116, 118, 140

Religious Studies 120, 130, 150

Russian 120, 121, 220, 221, 250, 251

Spanish 120, [120A*, 120B*], 121, 122, 123, 141, 145, 220, 221, 250, 251

Theatre Arts 110, 120, 121

*Spanish 120A and 120B are equivalent to one semester of Spanish 120

AREA D - SOCIAL SCIENCES

One social science course (a minimum of three units) is required.

Administration of Justice 110

Anthropology 120

Child Development 125

Cross-Cultural Studies 114, 115, 120, 124, 125, 128, 130, 131, 132, 133, 145, 150, 151, 154, 155, 180, 181

Economics 110, 120, 121

Family Studies 115, 120

Geography 130, 160, 170

Health Education 120, 122

Health Science 110

History 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 150, 151, 154, 155, 180, 181

Media Communications 110

Political Science 120, 121, 124, 130, 140, 150

Psychology 120, 125, 130, 132, 138, 170

Sociology 114 or 120-125, 130, 138, 140

AREA E - PHYSICAL EDUCATION

Two physical education activity courses are required. They can be taken in the area of dance or exercise science.

- Dance 072A-B-C-D, 074A-B-C-D, 078A-B-C-D, 080A, 080B, 080C, 080D, 081A, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A-B-C-D, 116, 117, 118
- ES 001, 002, 003, 005, 006, 007, 008, 009, 023A, 023B, 023C, 030, 035, 037, 039, 040, 043A, 043B, 043C, 044, 060A, 060B, 060C, 070A, 070B, 070C, 072A-B-C-D, 074A-B-C-D, 076A, 076B, 076C, 078A-B-C-D, 080A, 080B, 081A, 084A, 084B, 088A, 088B, 094A-B-C-D, 108, 116, 117, 118, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 140A, 140B, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 185A, 185B, 185C, 195, 200, 201

MAJOR REQUIREMENTS FOR NURSING MAJORS REGISTERED NURSING PROGRAM ASSOCIATE DEGREE MAJOR REQUIREMENTS

(Major Code: 52080)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 118	Nursing Pharmacology	2
Nursing 120	Introduction to Nursing	6 1/2
Nursing 131	Basic Nursing Care Planning	1
Nursing 133	The Childbearing Cycle	3
Nursing 135	Perioperative Nursing	3
Nursing 137	Psychiatric-Mental Health Nursing	3
Nursing 223	Nursing Management in Nutritional-Metabolic Disorders and Community Health	5
Nursing 225	Nursing Management in Oxygenation Disorders	5 1/2
Nursing 231	Child Health Nursing	3 1/2
Nursing 233	Complex Nursing Management	3 1/2
Nursing 235	Multiple Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning & Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
Total		64
Plus Remaining General Education Requirements for Nursing Majors		8
Total Required		72

LVN TO RN TRANSITION PROGRAM ASSOCIATE DEGREE MAJOR REQUIREMENTS

(Major Code: 52081)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 110	Transition to Registered Nursing	3
Nursing 118	Nursing Pharmacology	2
Nursing 201	Nursing Care Planning for LVN to RN Transition Students	1
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Multiple Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning & Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
Total		50
Plus Remaining General Education Requirements for Nursing Majors		8
Total Required		*58

*Additional units of credit by examination are earned through successful completion of Nursing 110, 201, 203, and 211.

REGISTERED NURSES FROM DIPLOMA PROGRAMS

(Major Code: 52082)

Registered nurses who graduated from a diploma nursing program will be granted 37 units of nursing credit upon completion of the general education requirements, including those in the major. To receive the 37 units of credit in the major, a copy of a current, active RN license and an official transcript from the diploma school of nursing must be presented to the Nursing Department, accompanied by a Modification of Major form. Upon satisfactory completion (a "C" grade or higher) of the requirements in general education and in the major, an Associate in Science in Nursing degree will be awarded.

ASSOCIATE DEGREE MAJOR REQUIREMENTS

Subject & Number	Title	Units
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning & Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
	Total	25
Diploma school curriculum		37
	Total	62
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	70

THIRTY-UNIT OPTION

California Licensed Vocational Nurses are eligible to complete the 30 unit option. The following courses must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 201	Nursing Care Planning for LVN to RN Transition Students	1
Nursing 203	Nursing Management of Activity-Exercise Disorders	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Multiple Patient Care Management	3
Biology 141	Human Physiology	3
Biology 142	Human Physiology Lab	2
Biology 152	Paramedical Microbiology	5
	Total Required	30

Note: Please contact the Nursing Department for explanation of advantages and limitations of this option. Vocational Nurses completing this option may be graduates of Grossmont's Nursing Program and of the College only if they complete all other graduation requirements prior to taking the licensure examination. Only those completing the requirements in the major will be eligible to wear the Grossmont Nursing Pin.

Occupational Therapy Assistant

See page 12 for special admission procedures and criteria.

This career major prepares the student to work as an Occupational Therapy Assistant with people who are limited by physical injury or illness, mental health problems, developmental or learning disabilities, or the aging process. Certified occupational therapy assistants (COTAs) work under the direct supervision of a registered occupational therapist (OTR) providing all levels of patient treatment. The student learns to utilize manual and creative arts, purposeful activities, exercises, adaptive devices, daily living tasks and leisure activities to assist patients to achieve their highest level of function.

Those working in occupational therapy would be expected to assist the OTR in assessing patient needs, determining therapeutic goals, planning treatment activities, carrying out treatment procedures, communicating with patients and health care providers, documenting patient progress, and maintaining clinical environments. Assistants are employed in rehabilitation facilities, hospitals, skilled nursing facilities, schools, day treatment centers, outpatient clinics and other community agencies.

Grossmont College prepares the student for an Associate Degree in Science as an Occupational Therapy Assistant. In addition to the occupational therapy courses, the major requires selected general education courses from the biological, social and behavioral sciences. The Program is fully accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20823-1220. AOTA's phone number is (301) 652-AOTA. Graduates will be able to sit for their national certification exam for Occupational Therapy Assistants, administered by the National Board for Certification of Occupational Therapy. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

select FOUR (4) units from the following electives:

Subject & Number	Title	Units
Music 170	Class Voice	2
Music 171	Class Voice	2
Music 183	Basic Synthesizer Programming I	2
Music 187	MIDI Sequencing and Recording	2
Music 270	Class Voice	2
Music 271	Class Voice	2
	Total	4
	Total Required	36
	Plus General Education and Elective Requirements	

MUSICAL THEATRE

The primary focus of the Musical Theatre Program is to provide technical and practical musical theatre training in all aspects of Musical Theatre and to assist students in completing lower division requirements in preparation for transfer to baccalaureate level institutions. Secondly the curriculum prepares students for entry-level employment in professional and community theatre as they pursue their degree objectives.

Career Opportunities

Actor/Actress*
 Dancer+
 Director of Audience Development*
 Musician+
 Performers*
 Production Assistant*
 Song Writers+
 Sound Technician*
 Theatrical Agent*

*Bachelor's Degree or higher required.

+Bachelor's Degree normally recommended.

Associate Degree Major Requirements

(Major Code: 56003)

Subject & Number	Title	Units
Dance 080A or B or C or D	Modern Dance I or II or III or IV	1.5
Dance 081A	Beginning Tap Dance	1.5
Dance 084A or B or C or D	Jazz I or II or III or IV	1.5
Dance 088A or B or C or D	Ballet I or II or II or IV	1.5
Dance 120A or B or C or D	Musical Theatre Dance	1.5
Dance 205 or 206	Modern Dance Improvisation and Choreography I or II	2
Music 105 or 106	Music Theory and Practice I or II	4
Music 132 or 133	Class Piano I or II	3
Music 170	Class Voice	2
Music 171	Class Voice	2
Theatre 110	Introduction to the Theatre	3
Theatre 102 or 103	Theatre Production Practicum 2	2

and Theatre 104 or 105 or Theatre 109 or 111 and Theatre 112 or 113 Theatre 122 or 123 Theatre 124 or 125 Theatre 130 Theatre 131 Theatre 234 A or B or Music 234 A or B	Theatre Production Practicum 2 Rehearsal and Performance (2) Rehearsal and Performance (2) Theatre Workshop Laboratory 1 Theatre Workshop Laboratory 1 Beginning Acting 3 Intermediate Acting 3 Fundamentals of Musical Theatre-Performance 3 Fundamentals of Musical Theatre-Performance (3) Fundamentals of Musical Theatre-Scene and Song 3 Fundamentals of Musical Theatre-Scene and Song (3) Fundamentals of Musical Theatre-Scene and Song (3)
Theatre 235 A or B or Dance 235 A or B or Music 235 A or B	Fundamentals of Musical Theatre-Scene and Song 3 Fundamentals of Musical Theatre-Scene and Song (3) Fundamentals of Musical Theatre-Scene and Song (3)
	Total 41.5
	Plus General Education Requirements

Certificate of Achievement

Any student who chooses to complete only the requirements listed above under Musical Theatre core curriculum qualifies for a Certificate of Achievement. An official request must be filled with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

NURSING

See page 13 for special admission procedures and criteria.

As defined by the American Nurses Association, professional nursing is the diagnosis and treatment of human responses to actual and high-risk health problems.

The Associate Degree Registered Nursing Programs at Grossmont College prepare men and women for national licensure to practice professional nursing in critical, acute, chronic, ambulatory and home health care settings. For students without previous nursing education, the nursing courses cover four semesters plus the prerequisite science courses. Nursing science didactic is coordinated with laboratory experience in local hospitals and health agencies under the guidance of nursing faculty members. In addition to the nursing courses, the major requires selected general education courses from the natural, behavioral and social sciences.

California Licensed Vocational Nurses are eligible to apply for a one-year LVN-RN Transition Program. California LVN's also may take the "30-unit option" but will not be graduates of the Nursing Program or the college unless all other requirements are met. Diploma nurses who are seeking upward mobility may complete general education and nursing major requirements and subsequently receive credit for their nursing education to gain an Associate Degree in Nursing. An individual evaluation will be made for students wishing to transfer into the Nursing Program or to receive credit for previous education.

Upon completion of the degree requirements, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

In addition to the college application, a special application for this major is required. Applications to the Nursing Program will be accepted for both programs after prerequisite requirements are met. Contact the Counseling Center or the Nursing Office (Room 340C).

The National League for Nursing Accrediting Commission (212-989-9393 or 350 Hudson Street, New York, NY 10014) is also a resource for information about the Grossmont College Nursing Program.

Career Opportunities

Administrator*
 Clinic Nurse (Ambulatory Care)
 Critical Care Nurse*
 Emergency Room/Lifeflight Nurse*
 Home Health Nurse
 Hospital Staff Nurse
 Industrial Nurse
 Medical Researcher*
 Nurse Anesthetist*
 Nurse Midwife*
 Nurse Practitioner*
 Office Nurse
 Public Health Nurse*
 School Nurse
 Teacher/Educator*

*Additional education required.

General Education Requirements For Nursing Majors

Courses in bold print are required in the Nursing Major.

Area A - Language And Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.
 English 110, 117, 120, 124

2. Oral Communication

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.
 Communication 120, 122

3. Quantitative Reasoning

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.
 Anthropology 215
 Biology 215
 Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285
 Philosophy 130
 Psychology 215
 Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. One course must contain a laboratory. Courses with an asterisk are laboratory only. **Courses not containing a laboratory component are underlined.**

Anthropology 130
 Astronomy 110, 112*
 Biology 110, 112, 114, 116, 118, 120, **140**, **141**, 142*, **144**, **145**, 152, 210, 211*, 212*, 220, 221*
 Chemistry 110, 113, 115, 116, 120, 141, 142, 231, 232
 Geography 120, 121*, **140**
 Geology 104, 110, 111*, 121
 Oceanography 112, 113*
 Physical Science 110, 111*
 Physics 110, 130, 131, 140, 240, 241
 Science 110

Area C - Humanities

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121
 Arabic 120, 121, 220, 221, 250, 251
 Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 189
 Chinese 120, 121
 Communication 124, 135, 137, 144, 145
 Cross-Cultural Studies 122, 123, 126, 134, 135, 144, 147, 149, 152, 236, 237, 238
 Dance 110
 English 112, 118, 122, 201, 203, 215, 217, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242
 French 120, 121, 152, 220, 221, 250, 251
 German 120, 121, 220, 221, 250, 251
 History 100, 101, 105, 106, 126, 135, 137, 147
 Humanities 110, 120, 125, 130, 135, 160, 170
 Italian 120, 121, 220, 221, 250, 251
 Japanese 120, 121, 149, 220, 221, 250, 251
 Media Communications 111, 189
 Music 110, 111, 114, 115, 116, 117, 189
 Philosophy 110, 112, 114, 116, 118, 140, 141
 Religious Studies 120, 130, 150
 Russian 120, 121, 220, 221, 250, 251
 Spanish 120, [120A*, 120B*], 121, 122, 123, 141, 145, 220, 221, 250, 251
 Theatre Arts 110, 120, 121, 143, 144, 189

*Spanish 120A and Spanish 120B are equivalent to one semester of Spanish 120.

Area D - Social Sciences

One social science course (a minimum of three units) is required.

Administration of Justice 110
 Anthropology 120
 Child Development 125
 Communication 128
 Cross-Cultural Studies 114, 115, 118, 119, 120, 124, 125, 128, 130, 131, 132, 133, 145, 150, 151, 154, 155, 180, 181
 Economics 110, 120, 121
 Family Studies 115, 120
 Geography 106, 130, 170
 Health Education 120, 122
 Health Science 110
 History 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 150, 151, 154, 155, 180, 181
 Media Communications 110

Political Science 120, 121, 124, 130, 140, 150, 160
 Psychology 120, 125, 130, 132, 138, 170
 Sociology 114 or 120, 125, 130, 138, 140

E - Fitness/Wellness

courses involving physical exercise and/or dance are required. They can be chosen from the exercise science and/or dance courses listed below:

Exercise Science 072A-B-C-D, 074A-B-C-D, 078A-B-C-D, 080A, 080B, 080C, 080D, 081A, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A-B-C-D, 116, 117

Exercise Science 001, 002, 003, 004, 005, 006, 007, 008, 009, 021, 023, 030, 035, 037, 039, 040, 043A, 043B, 043C, 044, 060A, 060B, 060C, 072A-B-C-D, 074A-B-C-D, 076A, 076B, 076C, 078A-B-C-D, 094A-B-C-D, 116, 117, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 140A, 140B, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 185A, 185B, 185C, 195, 200, 201

Major Requirements for Nursing Majors Registered Nursing Program

Associate Degree Major Requirements

(Major Code: 52080)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 120	Introduction to Nursing	6.5
Nursing 131	Basic Nursing Care Planning	1
Nursing 133	The Childbearing Cycle	3
Nursing 135	Perioperative Nursing	3
Nursing 137	Psychiatric-Mental Health Nursing	3
Nursing 223	Nursing Management in Nutritional-Metabolic Disorders and Community Health	5
Nursing 225	Nursing Management in Oxygenation Disorders	5.5
Nursing 231	Child Health Nursing	3.5
Nursing 233	Complex Nursing Management	3.5
Nursing 235	Multiple Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3

Sociology 114
or
Sociology 120

Introduction to Sociology of Minority Group Relations	3
Introductory Sociology	(3)
Total	64
Plus Remaining General Education Requirements for Nursing Majors	8
Total Required	72

LVN TO RN Transition Program

Associate Degree Major Requirements

(Major Code: 52081)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 110	Transition to Registered Nursing	3
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 201	Nursing Care Planning for LVN to RN Transition Students	1
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Multiple Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
Total		50
Plus Remaining General Education Requirements for Nursing Majors		8
Total Required		*58

*Additional units of credit by examination are earned through successful completion of Nursing 110, 201, 203, and 211.

Registered Nurses From Diploma Programs

(Major Code: 52082)

Registered nurses who graduated from a diploma nursing program will be granted 37 units of nursing credit upon completion of the general education requirements, including those in the major. To receive the 37 units of credit in the major, a copy of a current, active RN license and an official transcript from the diploma school of nursing must be presented to the Nursing Department, accompanied by a Modification of Major form. Upon satisfactory completion (a "C" grade or higher) of the requirements in general education and in the major, an Associate in Science in Nursing degree will be awarded.

Associate Degree Major Requirements

Subject & Number	Title	Units
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
<hr/>		
Total		25
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Diploma school curriculum		37
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Total		62
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Plus Remaining General Education Requirements for Nursing Majors		8
<hr/>		
Total Required		70

Thirty-Unit Option

California Licensed Vocational Nurses are eligible to complete the 30 unit option. The following courses must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 201	Nursing Care Planning for LVN to RN Transition Students	1
Nursing 203	Nursing Management of Activity-Exercise Disorders	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Multiple Patient Care Management	3
Biology 141	Human Physiology	3
Biology 142	Human Physiology Lab	2
Biology 152	Paramedical Microbiology	5
<hr/>		
Total Required		30

Note: Please contact the Nursing Department for explanation of advantages and limitations of this option. Vocational Nurses completing this option may be graduates of Grossmont's Nursing Program and of the College only if they complete all other graduation requirements prior to taking the licensure examination. Only those completing the requirements in the major will be eligible to wear the Grossmont Nursing Pin.

OCCUPATIONAL THERAPY ASSISTANT

See page 14 for special admission procedures and criteria.

This career major prepares the student to work as an Occupational Therapy Assistant with people who are limited by physical injury or illness, mental health problems, developmental or learning disabilities, or the aging process. Certified occupational therapy assistants (COTAs) work under the direct supervision of a registered occupational therapist (OTR) providing all levels of patient treatment. The student learns to utilize manual and creative arts, purposeful activities, exercises, adaptive devices, daily living tasks and leisure activities to assist patients to achieve their highest level of function.

Those working in occupational therapy would be expected to assist the OTR in assessing patient needs, determining therapeutic goals, planning treatment activities, carrying out treatment procedures, communicating with patients and health care providers, documenting patient progress, and maintaining clinical environments. Assistants are employed in rehabilitation facilities, hospitals, skilled nursing facilities, schools, day treatment centers, outpatient clinics and other community agencies.

Grossmont College prepares the student for an Associate Degree in Science as an Occupational Therapy Assistant. In addition to the occupational therapy courses, the major requires selected general education courses from the biological, social and behavioral sciences. The Program is fully accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20814-1220. AOTA's phone number is (301) 652-AOTA. Graduates will be able to sit for their national certification exam for Occupational Therapy Assistants, administered by the National Board for Certification of Occupational Therapy. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Certificate of Achievement

Any student who chooses to complete only the requirements listed above under Musical Theatre core curriculum qualifies for a Certificate of Achievement. An official request must be filled with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

NURSING

See page 14 for special admission procedures and criteria.

As defined by the American Nurses Association, professional nursing is the diagnosis and treatment of human responses to actual and high-risk health problems.

The Associate Degree Registered Nursing Programs at Grossmont College prepare men and women for national licensure to practice professional nursing in critical, acute, chronic, ambulatory and home health care settings. For students without previous nursing education, the nursing courses cover four semesters plus the prerequisite science courses. Nursing science didactic is coordinated with laboratory experience in local hospitals and health agencies under the guidance of nursing faculty members. In addition to the nursing courses, the major requires selected general education courses from the natural, behavioral and social sciences.

California Licensed Vocational Nurses are eligible to apply for a one-year LVN-RN Transition Program. California LVN's also may take the "30-unit option" but will not be graduates of the Nursing Program or the college unless all other requirements are met. Diploma nurses who are seeking upward mobility may complete general education and nursing major requirements and subsequently receive credit for their nursing education to gain an Associate Degree in Nursing. An individual evaluation will be made for students wishing to transfer into the Nursing Program or to receive credit for previous education.

Upon completion of the degree requirements, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

In addition to the college application, a special application for this major is required. Applications to the Nursing Program will be accepted for both programs after prerequisite requirements are met. Contact the Counseling Center or the Nursing Office (Room 340C).

The National League for Nursing Accrediting Commission (212-989-9393 or 350 Hudson Street, New York, NY 10014) is also a resource for information about the Grossmont College Nursing Program.

Career Opportunities

Administrator*
 Clinic Nurse (Ambulatory Care)
 Critical Care Nurse*
 Emergency Room/Lifeflight Nurse*
 Home Health Nurse
 Hospital Staff Nurse
 Industrial Nurse
 Medical Researcher*
 Nurse Anesthetist*
 Nurse Midwife*
 Nurse Practitioner*
 Office Nurse
 Public Health Nurse*
 School Nurse
 Teacher/Educator*

*Additional education required.

General Education Requirements For Nursing Majors

Courses in bold print are required in the Nursing Major.

Area A - Language And Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and quantitative reasoning. At least ONE course must be taken from EACH of the following three sections:

1. Written Communication

Must be completed with a "C" grade or higher to satisfy the competency requirement.

English 110 or 120 or 124, 117

2. Oral Communication

Must be completed with a "C" grade or higher for nursing majors.

Communication 120 or 122

3. Quantitative Reasoning

Must be completed with a "C" or "CR" grade or higher to satisfy the competency requirement.

Anthropology 215

Biology 215

Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

Philosophy 125, 130

Psychology 215

Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. One course must contain a laboratory.

Courses with an asterisk are laboratory only. Courses not containing a laboratory component are underlined.

Anthropology 130

Astronomy 110, 112*

Biology 140 and 141 or 144 and 145, 152, 110, 112, 114, 116, 118, 120, 142*, 210, 211*, 212*, 220, 221*

Chemistry 110, 113, 115, 116, 120, 141, 142, 220, 231, 232

Geography 120, 121*, 140

Geology 104, 110, 111*, 121

Oceanography 112, 113*

Physical Science 110, 111*

Area C - Humanities

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121, 140, 220
 Arabic 120, 121, 220, 221, 250, 251
 Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 154, 189
 Chinese 120, 121
 Communication 124, 135, 137, 144, 145
 Cross-Cultural Studies 122, 123, 126, 134, 144, 147, 149, 152, 236, 237, 238
 Dance 110
 English 112, 118, 122, 201, 203, 215, 217, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242
 French 120, 121, 152, 220, 221, 250, 251
 German 120, 121, 220, 221, 250, 251
 History 100, 101, 105, 106, 126, 135, 137, 147
 Humanities 110, 120, 125, 130, 135, 160, 170
 Italian 120, 121, 220, 221, 250, 251
 Japanese 120, 121, 149, 220, 221, 250, 251
 Media Communications 111, 189
 Music 110, 111, 114, 115, 116, 117, 189
 Philosophy 110, 112, 114, 116, 118, 140, 141, 150
 Religious Studies 120, 130, 140, 150
 Russian 120, 121, 220, 221, 250, 251
 Spanish 120, [120A*, 120B*], 121, 122, 123, 141, 145, 220, 221, 250, 251
 Theatre Arts 110, 120, 121, 143, 144, 189

*Spanish 120A and 120B are equivalent to one semester of Spanish 120

Area D - Social Sciences

One social science course (a minimum of three units) is required.

Administration of Justice 110
 Anthropology 120
 Child Development 125
 Communication 128
 Cross-Cultural Studies 114, 115, 118, 119, 124, 125, 128, 130, 131, 132, 133, 145, 150, 151, 154, 155, 180, 181
 Economics 110, 120, 121
 Family Studies 115, 120
 Geography 106, 130, 170
 Health Education 120, 122
 Health Science 110
 History 108, 109, 114, 115, 118, 119, 122, 123, 124, 127, 130, 131, 150, 151, 154, 155, 180, 181
 Media Communications 110
 Political Science 120, 121, 124, 130, 140, 150, 160
Psychology 120, 125, 130, 132, 138, 170
Sociology 114 or 120, 125, 130, 138, 140

Area E - Fitness/Wellness

Two courses involving physical exercise and/or dance are required. They can be chosen from the exercise science and/or dance courses listed below:

Dance 072A-B-C-D, 074A-B-C-D, 078A-B-C-D, 080A, 080B, 080C, 080D, 081A, 081B, 082A-B-C-D, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A-B-C-D, 099A-B-C-D, 116, 117

Exercise Science 001, 002, 003, 005, 006, 007, 008, 009, 021, 023, 027, 028, 029, 030, 035, 037, 039, 040, 043A, 043B, 043C, 044, 060A, 060B, 060C, 072A-B-C-D, 074A-B-C-D, 076A, 076B, 076C, 078A-B-C-D, 094A-B-C-D, 116, 117, 120A, 120B, 120C, 121, 125A, 125B, 125C, 130A, 130B, 130C, 135, 136, 140A, 140B, 150, 155A, 155B, 155C, 156, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 180, 185A, 185B, 185C, 200, 201

**Major Requirements for Nursing Majors
Registered Nursing Program****Associate Degree Major Requirements**

(Major Code: 52080)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 120	Introduction to Nursing: Theory and Practice	8
Nursing 130	Perioperative Nursing	5
Nursing 132	Maternal/Newborn and Child Health Nursing	5
Nursing 220	Nursing Management in Nutritional-Metabolic Disorders	5
Nursing 222	Neurologic and Psychiatric Nursing	5
Nursing 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	6
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120 or Communication 122	Interpersonal Communication 3	
English 110 or English 120 or English 124	Public Speaking College Composition College Composition and Reading Advanced Composition: Critical Reasoning and Writing	(3) 3 (3) (3)
Psychology 120	Introductory Psychology	3
Sociology 114 or Sociology 120	Introduction to Sociology of Minority Group Relations Introductory Sociology	3 (3)
Total		64
Plus Remaining General Education Requirements for Nursing Majors		8
Total Required		72

LVN TO RN Transition Program**Associate Degree Major Requirements**

(Major Code: 52081)

Note: All courses in the major must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 110	Transition to Registered Nursing	3
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 201	Nursing Care Planning for LVN to RN Transition Students	1
Nursing 203	Medical-Surgical Nursing I	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Preceptored Patient Care Management	3
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
	Total	50
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	*58

*Additional units of credit by examination are earned through successful completion of Nursing 110, 201, 203, and 211.

Registered Nurses From Diploma Programs

(Major Code: 52082)

Registered nurses who graduated from a diploma nursing program will be granted 37 units of nursing credit upon completion of the general education requirements, including those in the major. To receive the 37 units of credit in the major, a copy of a current, active RN license and an official transcript from the diploma school of nursing must be presented to the Nursing Department, accompanied by a Modification of Major form. Upon satisfactory completion (a "C" grade or higher) of the requirements in general education and in the major, an Associate in Science in Nursing degree will be awarded.

Associate Degree Major Requirements

Subject & Number	Title	Units
Biology 144	Anatomy and Physiology I	4
Biology 145	Anatomy and Physiology II	4
Biology 152	Paramedical Microbiology	5
Communication 120	Interpersonal Communication	3
or		
Communication 122	Public Speaking	(3)
English 110	College Composition	3
or		
English 120	College Composition and Reading	(3)
or		
English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to the Sociology of Minority Group Relations	3
or		
Sociology 120	Introductory Sociology	(3)
	Total	25
	Diploma school curriculum	37
	Total	62
	Plus Remaining General Education Requirements for Nursing Majors	8
	Total Required	70

Thirty-Unit Option

California Licensed Vocational Nurses are eligible to complete the 30-unit option. The following courses must be completed with a "C" grade or higher.

Subject & Number	Title	Units
Nursing 201	Nursing Care Planning for LVN to RN Transition Students	1
Nursing 203	Nursing Management of Activity-Exercise Disorders	6
Nursing 205	Psychiatric-Mental Health Nursing	3
Nursing 211	Advanced Medical-Surgical Nursing and Community Health	7
Nursing 235	Preceptored Patient Care Management	3
Biology 141	Human Physiology	3
Biology 142	Human Physiology Lab	2
Biology 152	Paramedical Microbiology	5
	Total Required	30

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

APPENDIX 4

Course Status

APPENDIX 4

Course Status

COURSE AND NUMBER	WHEN WAS COURSE UPDATED LAST	STATUS OF ALIGNMENT WITH CUYAMACA NOT APPLICABLE(N/A)	TIME OFFERED MORNING (M) AFTERNOON(A) EVENING (E) WEEKEND (W)	SEMESTER LAST OFFERED
Nurs 110	4/17/07	n/a	A	Spring 08
Nurs 118	4/16/07	n/a	A	Spring 08
Nurs 119	4/16/07	n/a	A	Spring 08
Nurs 120	4/17/07	n/a	M,A	Spring 08
Nurs 130	4/17/07	n/a	M,A	Spring 08
Nurs 132	4/17/07	n/a	M,A	Spring 08
Nurs 155 A & B	Pending approval	n/a	M,A	Spring 08
Nurs 203	4/17/07	n/a	M,A	Fall 07
Nurs 205	4/17/07	n/a	M,A	Fall 07
Nurs 220	4/17/07	n/a	M,A	Spring 08
Nurs 222	4/17/07	n/a	M,A	Spring 08
Nurs 230	4/17/07	n/a	M,A	Spring 08
Nurs 235	4/17/07	n/a	M,A,E	Spring 08
Nurs 251A,B, C	Pending approval	n/a	M,A,E	Spring 08
Nurs 252 A,B,C	Pending Approval	n/a	M,A,E	Spring 08
Nurs 253 A,B,C	Pending Approval	n/a	M,A,E	Spring 08
Nurs 255 A,B	Pending Approval	n/a	M,A	Spring 08
Nurs 265 A & B	Pending Approval	n/a	A	NU 255A-Fall 2007 Nu 255B-Spring 2008
Nurs 280	Pending approval for deletion	n/a	M,A,E	Fall 1998
Nurs 281	Pending Approval for deletion	n/a	M,A,E	Fall 1998
Nurs 299	Pending Approval	n/a	M,A,E	Fall 2006

APPENDIX 5

Grade Distribution Summaries

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 000 DIPLOMA SCHOOL NURSING CREDIT														
6379		37.0							1			1	37.0	HAMEL
COURSE TOTAL									1			1	37.0	
NURS 097 HOSPITAL PRELAB											4	4	0.0	BRADLEY
6381 **		16											0.0	
COURSE TOTAL		0.0											0.0	
NURS 118 NURSING PHARMACOLOGY						3						41	80.0	BRADLEY
6382		2.0	4	15	14	3						41	80.0	
COURSE TOTAL			4	15	14	3								
NURS 120 INTRO NURSNG/THEORY & PRACTICE											1	32	432.0	RAIMOND
6384		13.5	4	17	8	2					4	29	391.5	RAIMOND
6390		13.5	1	8	15	1					5	61	823.5	
COURSE TOTAL			5	25	23	3								
NURS 155A CLINIC SIM/BEGIN NURS STUDENTS											1	43	193.5	BRADLEY
6395		4.5							42		1	43	193.5	
COURSE TOTAL									42					
NURS 198 SUPERVISED TUTORING - NURSING											3	3	0.0	HAMEL
6397 **		16											0.0	
COURSE TOTAL		0.0												
NURS 199 SPECIAL STUDIES IN NURS												3	18.0	HAMEL
6453		6.0							3			3	18.0	
COURSE TOTAL									3					
NURS 201 NURS CARE PLAN/LVN TO RN TRANS												39	58.5	OERTEL
6398		1.5	12	19	8							39	58.5	
COURSE TOTAL			12	19	8									
NURS 203 MEDICAL SURGICAL NURSING I												21	252.0	OERTEL
6401		12.0	5	16								18	216.0	OERTEL
6402		12.0	3	11	4							39	468.0	
COURSE TOTAL			8	27	4									
NURS 205 PSYCHIATRIC-MENTAL HEALTH NURS												21	126.0	WILD
6404		6.0	16	5								21	126.0	WILD
6406		6.0	4	2	3							10	54.0	WILD
6407		6.0	5	5								40	60.0	WILD
COURSE TOTAL			25	12	3								240.0	
NURS 223 NURS MGMT NUTRI-METABOL DISORD											2	39	338.3	BRADLEY
6408		8	20.0	3	25	7					1	27	237.7	FREEMAN
6411		8	20.0	5	19	2					3	66	576.0	
COURSE TOTAL			8	44	9	2								

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS.	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	XP
NURS 225 NURS MGMT IN OXYGENATION DISOR						1						28	294.4	YADDOW	XP
6415	8	23.0	2	10	15							36	368.0	YADDOW	
6418	8	23.0	2	18	14						1	64	662.4	YADDOW	
COURSE TOTAL			4	28	29	2									
NURS 251A WORK-STUDY EXTERNSHIP							2				3	5	0.0	YADDOW	
6422 **		0.0											0.0	YADDOW	
COURSE TOTAL															
NURS 251B WORK-STUDY EXTERNSHIP							3					3	0.0	YADDOW	
6430 **		0.0											0.0	YADDOW	
COURSE TOTAL															
NURS 252A WORK-STUDY EXTERNSHIP							2		1	1	1	11	0.0	YADDOW	
6448 **		0.0										2	0.0	WEST	
6449 **		0.0											0.0	WEST	
COURSE TOTAL															
NURS 253A WORK-STUDY EXTERNSHIP							2				1	3	0.0	YADDOW	
6423 **		0.0											0.0	YADDOW	
COURSE TOTAL															
NURS 253C WORK-STUDY EXTERNSHIP							1					1	0.0	WEST	
6425 **		0.0											0.0	WEST	
COURSE TOTAL															
NURS 255A CLINIC SIM/ADV NURS STUDENTS							49				4	53	238.5	BRADLEY	XP
6426		4.5									4	53	238.5	BRADLEY	
COURSE TOTAL															
NURS 265A CLINIC SIM/LVN-RN NURS STUDENT							23					23	103.5	BRADLEY	XP
6427		4.5											103.5	BRADLEY	
COURSE TOTAL															
NURS 299 CRITICAL THINKING IN NURSING							13			1	2	16	12.8	YADDOW	
6428	8	2.0										15	13.7	YADDOW	
6429	8	2.0									1	14	11.9	YADDOW	
6450	8	2.0										9	8.2	YADDOW	
6451	8	2.0										1	0.9	YADDOW	
6452	8	2.0					50			2	3	55	47.5	YADDOW	
COURSE TOTAL															
SUBJECT TOTAL			66	170	90	10	168			2	22	528	3546.4		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 097 HOSPITAL PRELAB											1	1	0.0	HELLAND
5900 ** COURSE TOTAL		0.0											0.0	
NURS 117 PHARMACOLOGIC CALCULATION NURS														
5901	4	2.0							25		1	26	11.4	BRADLEY
5903	4	2.0							15	1	1	16	7.3	BRADLEY
COURSE TOTAL									40	1		42	18.7	
NURS 118 NURSING PHARMACOLOGY											7	47	96.0	BRADLEY
5902N	2	2.0				3					7	47	96.0	
COURSE TOTAL						3								
NURS 131 BASIC NURSING CARE PLANNING														
5904	24	24.0				1						65	1560.0	BRADLEY
COURSE TOTAL						1						65	1560.0	
NURS 133 THE CHILDBEARING CYCLE														
5908	5	19.2	4		5							20	109.7	FREEMAN
5911	5	19.2	9		2						1	21	109.7	FREEMAN
5914	5	19.2	4		9							26	142.6	FREEMAN
COURSE TOTAL			17		16						1	67	362.0	
NURS 135 PERIOPERATIVE NURSING														
5918	5	19.2			6							20	109.7	HEROLD
5921	5	19.2	3		6	1						24	131.7	HEROLD
5924	5	19.2	5		4							18	98.7	HEROLD
COURSE TOTAL			8		16	1						62	340.1	
NURS 137 PSYCHIATRIC-MENTAL HEALTH NURS														
5927	5	19.2	9		2	1						28	153.6	WILD
5930	5	19.2	7		2							19	104.2	WILD
5933	5	19.2	14		5							19	104.2	WILD
COURSE TOTAL			30		4	1						66	362.0	
NURS 155B CLINIC SIM/BEGIN NURS STUDENTS														
5936	4	4.5										38	171.0	BRADLEY
COURSE TOTAL												38	171.0	
NURS 211 ADV MED-SURG NURS/COMM HEALTH														
5938	12	17.3	2		9	1						30	355.9	OERTEL
COURSE TOTAL			2		9	1						30	355.9	
NURS 231 CHILD HEALTH NURSING														
5941	6	18.7	3		4							26	160.3	WEST
5943	6	18.7	6		4							24	153.9	HELLAND
COURSE TOTAL			9		8						1	50	314.2	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
NURS 233															
			COMPLEX NURSING MANAGEMENT												
5946	6	18.7	9	17								27	166.7	YADDOW	
5948	6	18.7	12	13		1					1	28	173.1	YADDOW	
COURSE TOTAL	1	21	30			1					2	55	339.8		
NURS 235			MULTIPLE PATIENT CARE MANAGMNT												
5952	4	28.0	7	2	3	2						14	89.6	HELLAND	XP
5954	4	28.0	7	2	4							13	83.2	OERTEL	XP
5956	4	28.0	7	3	2							12	76.8	WEST	XP
5958	4	28.0	9	1	2							12	76.8	YADDOW	XP
5960	4	28.0	8	3	3							14	89.6	YADDOW	XP
5962	4	28.0	13	4							1	18	108.8	RAIMOND	XP
COURSE TOTAL	51	15	14			2					1	83	524.8		
NURS 251A			WORK-STUDY EXTERNSHIP												
5965	**	3	0.0									8	0.0	YADDOW	
5966	**	0.0									2	2	0.0	YADDOW	
COURSE TOTAL															
NURS 251B			WORK-STUDY EXTERNSHIP												
5968	**	0.0										1	0.0	HANSEN-KYLE	
COURSE TOTAL															
NURS 253B			WORK-STUDY EXTERNSHIP												
5973	**	16	0.0									1	0.0	YADDOW	
COURSE TOTAL															
NURS 255B			CLINIC SIM/ADV NURS STUDENTS												
5970		4.5										23	108.0	BRADLEY	
COURSE TOTAL											2	23	108.0		
NURS 265B			CLINIC SIM/LVN-RN NURS STUDENT												
5971		4.5										25	112.5	BRADLEY	
COURSE TOTAL											1	25	112.5		
NURS 299			ADULT PHYSICAL ASSESSMENT												
5969	1	16.0										14	12.8	YADDOW	XP
5976	6	2.7									1	23	20.4	YADDOW	XP
5977	6	2.7										19	17.6	YADDOW	XP
5978	8	2.0	18									18	16.5	WEST	XP
5979	1	8.0										26	11.9	WEST	XP
COURSE TOTAL	18										1	100	79.2		
SUBJECT TOTAL			201	216	104	10			202	4	16	753	4744.2		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 000 DIPLOMA SCHOOL NURSING CREDIT														
6380 **		37.0							1			1	0.0	HAMEL
COURSE TOTAL													0.0	
NURS 097 HOSPITAL PRELAB														
6381 **		16.0									3	3	0.0	YADDOW
COURSE TOTAL													0.0	
NURS 118 NURSING PHARMACOLOGY I														
6382		8	7	15	12						6	40	31.1	BRADLEY
6383		8	3	15	8	2					6	34	25.6	BRADLEY
COURSE TOTAL											12	74	56.7	
NURS 119 NURSING PHARMACOLOGY II														
6387		8	2	10	7	1					1	21	18.3	BRADLEY
6391		8	4	10	6	1					2	23	19.2	BRADLEY
COURSE TOTAL											3	44	37.5	
NURS 120 INTRO NURSNG/THEORY & PRACTICE														
6384		13.5	1	18	20						1	40	540.0	RAIMOND
6388		13.5	1	13	20	3					3	40	540.0	HELLAND
COURSE TOTAL											4	80	1080.0	
NURS 135 PERIOPERATIVE NURSING														
6392N		5	7	10	3		1					21	115.2	BRADLEY
COURSE TOTAL							1					21	115.2	
NURS 155A CLINIC SIM/BEGIN NURS STUDENTS														
6395		4.5									1	66	297.0	OLIVERI
COURSE TOTAL									65		1	66	297.0	
NURS 198 SUPERVISED TUTORING - NURSING														
6397 **		16.0									2	2	0.0	HAMEL
COURSE TOTAL													0.0	
NURS 201 NURS CARE PLAN/LVN TO RN TRANS														
6398		1.5	16	10	4							30	45.0	OERTEL
COURSE TOTAL												30	45.0	
NURS 203 MEDICAL SURGICAL NURSING I														
6400		12.0	3	16	11		1					31	360.0	HEROLD
COURSE TOTAL							1					31	360.0	
NURS 205 PSYCHIATRIC-MENTAL HEALTH NURS														
6402		5	5	19.2	7							13	71.3	LONDON
6404		5	2	6	1							9	49.4	LONDON
6406		5	1	4	2							7	38.4	LONDON
COURSE TOTAL												29	159.1	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 223	NURS MGMT	NUTRI-METABOL	DISORD	2									
6408	8 20.0	1	18	9	2						30	274.3	FREEMAN
6411	8 20.0	6	17	4		1					28	256.0	FREEMAN
6415N	6 17.6	4	7	8						1	20	114.7	BRADLEY
COURSE TOTAL		11	42	21	2	1				1	78	645.0	
NURS 225	NURS MGMT	IN OXYGENATION	DISOR										
6418	8 23.0	11	11	16	1						28	294.4	YADDOW
6421	8 23.0	2	2	17	5					5	29	252.3	YADDOW
COURSE TOTAL		13	13	33	6					5	57	546.7	
NURS 251A	WORK-STUDY	EXTERNSHIP											
6424 **	0.0							2			2	0.0	YADDOW
COURSE TOTAL												0.0	
NURS 251B	WORK-STUDY	EXTERNSHIP											
6425 **	0.0							4		1	5	0.0	YADDOW
COURSE TOTAL												0.0	
NURS 251C	WORK-STUDY	EXTERNSHIP											
6426 **	0.0							5		1	6	0.0	YADDOW
COURSE TOTAL												0.0	
NURS 252A	WORK-STUDY	EXTERNSHIP											
6427 **	0.0							22	1	1	24	0.0	YADDOW
COURSE TOTAL												0.0	
NURS 252B	WORK-STUDY	EXTERNSHIP											
6428 **	0.0							16	4		20	0.0	YADDOW
COURSE TOTAL												0.0	
NURS 252C	WORK-STUDY	EXTERNSHIP											
6429 **	0.0							8	1		9	0.0	YADDOW
COURSE TOTAL												0.0	
NURS 255A	CLINIC SIM/ADV	NURS STUDENTS											
6433	4.5							33			33	148.5	OLIVERI
COURSE TOTAL												148.5	
NURS 265A	CLINIC SIM/LVN-RN	NURS STUDENT											
6435	4.5							17			17	76.5	KRACUN
COURSE TOTAL												76.5	
NURS 299	CRITICAL THINKING	IN NURSING											
6437	8 4.0							15	2	4	21	31.1	YADDOW
6438	8 4.0							12	2	2	16	25.6	YADDOW

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BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 299	CRITICAL THINKING IN NURSING							27	4	6	37	56.7	
	COURSE TOTAL							142	4	32	597	3623.9	
	SUBJECT TOTAL	63	189	149	15	3							

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	XP
NURS 097 HOSPITAL PRELAB	5900	** 16	0.0								3	3	0.0	HELLAND	XP
COURSE TOTAL													0.0		
NURS 117 PHARMACOLOGIC CALCULATION NURS	5901	4	2.0						34	3	2	39	16.9	BRADLEY	
5902	4	2.0							29	8	2	39	16.9	BRADLEY	
5905N	1	8.0							26	1	4	27	12.3	BRADLEY	
COURSE TOTAL									89	12		105	46.1		
NURS 118 NURSING PHARMACOLOGY	5903	2.0	7	13	2	4					3	29	58.0	BRADLEY	
COURSE TOTAL												29	58.0		
NURS 120 INTRO NURSNG/THEORY & PRACTICE	5906N	13.5	6	11	2						1	20	270.0	BRADLEY	XP
COURSE TOTAL												20	270.0		
NURS 131 BASIC NURSING CARE PLANNING	5904	1.5	52	5	1						1	59	85.5	FREEMAN	
COURSE TOTAL												59	85.5		
NURS 133 THE CHILDBEARING CYCLE	5908	6	19.2	9	8	1						18	118.5	FREEMAN	XP
5911	5	19.2	14	5								19	104.2	FREEMAN	
5914	5	19.2	15	10	3							18	98.7	FREEMAN	
COURSE TOTAL												55	321.4		
NURS 135 PERIOPERATIVE NURSING	5918	6	19.2	3	10	5						18	118.5	SULLIVAN	XP
5921	5	19.2	2	7	9							18	98.7	SULLIVAN	
5924	5	19.2	4	12	2							18	98.7	SULLIVAN	
COURSE TOTAL												54	315.9		
NURS 137 PSYCHIATRIC-MENTAL, HEALTH NURS	5927	6	19.2	14	4							18	118.5	WILD	XP
5930	5	19.2	15	3	1							19	104.2	WILD	
5933	5	19.2	16	2								19	98.7	WILD	
COURSE TOTAL												56	321.4		
NURS 155B CLINIC SIM/BEGIN NURS STUDENTS	5936	4.5										60	270.0	BRADLEY	
COURSE TOTAL												60	270.0		
NURS 198 SUPERVISED TUTORING - NURSING	5937	** 16	0.0								3	3	0.0	HAMEL	
COURSE TOTAL													0.0		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
NURS 199 SPECIAL STUDIES IN NURS															
5889	8	6.0	1									1	2.7	BRADLEY	
5979	1	6.0	1									1	6.0	HAMEL	
COURSE TOTAL	2		2									2	8.7		
NURS 211 ADV MED-SURG NURS/COMM HEALTH															
5938	12	17.3	3	25	11							39	462.7	OERTEL	XP
COURSE TOTAL	11		3	25	11							39	462.7		
NURS 231 CHILD HEALTH NURSING															
5941	6	18.7	5	16	6							27	173.1	WEST	
5943	6	18.7	9	24	1						1	35	218.0	HELLAND	
COURSE TOTAL	14		14	40	7						1	62	391.1		
NURS 233 COMPLEX NURSING MANAGEMENT															
5946	6	18.7	1	11	22	1					1	36	224.4	YADDOW	XP
5948	6	18.7	2	14	11						1	27	173.1	YADDOW	XP
COURSE TOTAL	3		3	25	33	1					1	63	397.5		
NURS 235 MULTIPLE PATIENT CARE MANAGMNT															
5952	4	28.0	12	3	2							17	108.8	HELLAND	
5954	4	28.0	13	2	1							16	102.4	OERTEL	
5956	4	28.0	10	3	2		1				1	17	102.4	WEST	
5958	4	28.0	11	3	2							16	102.4	YADDOW	
5960	4	28.0	12	4	2							18	115.2	TENDAL	
5962	4	28.0	13	3	3						1	19	121.6	RAIMOND	
COURSE TOTAL	71		71	18	12		1				1	103	652.8		
NURS 251A WORK-STUDY EXTERNSHIP															
5965 **	6	0.0									1	6	0.0	YADDOW	
COURSE TOTAL									5		1	6	0.0		
NURS 251B WORK-STUDY EXTERNSHIP															
5968 **	18	0.0								1	1	6	0.0	YADDOW	
COURSE TOTAL									4	1	1	6	0.0		
NURS 253A WORK-STUDY EXTERNSHIP															
5972 **	18	0.0								2		8	0.0	YADDOW	
COURSE TOTAL									6	2		8	0.0		
NURS 253B WORK-STUDY EXTERNSHIP															
5973 **	18	0.0								1		4	0.0	YADDOW	
COURSE TOTAL									3	1		4	0.0		
NURS 255B CLINIC SIM/ADV NURS STUDENTS															
5970		4.5									1	24	108.0	BRADLEY	
COURSE TOTAL									23		1	24	108.0		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 265B	CLINIC SIM/LVN-RN	NURS	STUDENT										
5971	4.5							19			19	85.5	BRADLEY
	COURSE TOTAL							19			19	85.5	
NURS 299	CRITICAL THINKING IN NURSING												
5975	6							14	1		15	20.6	YADDOW
5976	6							15			15	20.6	YADDOW
	COURSE TOTAL							29	1		30	41.2	
SUBJECT TOTAL		238	200	88	6	1		220	13	14	780	3835.8	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS HRS		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 097 HOSPITAL PRELAB													
6381	** 16 0.0									4	4	0.0	YADDOW
COURSE TOTAL												0.0	
NURS 118 NURSING PHARMACOLOGY I													
6382	8 2.0	3	9	8	3	3				7	33	23.8	BRADLEY
6383	8 2.0	4	16	5	2	2				4	33	26.5	BRADLEY
6384	8 5.3	5	9	8	5	5				11	27	65.4	BRADLEY
COURSE TOTAL		12	34	21	10	5					93	115.7	
NURS 119 NURSING PHARMACOLOGY II													
6385	8 2.0	4	9	6	2					3	24	19.2	BRADLEY
6386	8 2.0	8	11	4	5					1	29	25.6	BRADLEY
6387	8 8.0	6	13	6	2					4	25	91.4	BRADLEY
COURSE TOTAL		18	33	16	7						78	136.2	
NURS 120 INTRO NURSNG/THEORY & PRACTICE													
6388	13.5	1	10	11	4					1	27	364.5	RAIMOND
6390	13.5	3	7	19	2					1	32	432.0	HELLAND
COURSE TOTAL		4	17	30	6					2	59	796.5	
NURS 131 BASIC NURSING CARE PLANNING													
6394N**	2 0.0	36									36	0.0	BRADLEY
COURSE TOTAL												0.0	
NURS 135 PERIOPERATIVE NURSING													
6393N	5 19.2	10	14	5							29	159.1	BRADLEY
COURSE TOTAL		10	14	5							29	159.1	
NURS 140 CRITICAL THINKING NURS I													
6391	8 4.0							20	6	6	32	47.5	YADDOW
6392	8 4.0							19	1	1	20	36.6	YADDOW
COURSE TOTAL								39	7	6	52	84.1	
NURS 198 SUPERVISED TUTORING - NURSING													
6397**	16 0.0									4	4	0.0	HAMEL
COURSE TOTAL												0.0	
NURS 201 NURS CARE PLAN/LVN TO RN TRANS													
6398	1.5	15	13	1						1	30	45.0	OERTEL
COURSE TOTAL		15	13	1						1	30	45.0	
NURS 203 MEDICAL SURGICAL NURSING I													
6400	12.0	5	22	5	1					1	34	408.0	OERTEL
COURSE TOTAL		5	22	5	1					1	34	408.0	
NURS 205 PSYCHIATRIC-MENTAL HEALTH NURS													
6402	5 19.2	1	9	1						1	11	60.3	LONDON
6404	5 19.2	3	7							1	11	54.9	LONDON

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 205	PSYCHIATRIC-MENTAL HEALTH NURS					(CONT"D)							
6406	5	3	4	2						1	9	49.4	LONDON
COURSE TOTAL	19.2	7	20	3							31	164.6	
NURS 223	NURS MGMT NUTRI-METABOL DISOR												
6408	8	5	22	6	1					3	37	310.9	BRADLEY
6411	8	6	24	3	1						34	310.9	FREEMAN
6415N	6	1	14	13	2					3	30	273.6	BRADLEY
COURSE TOTAL	26.6	12	60	22	4						101	895.4	
NURS 225	NURS MGMT IN OXYGENATION DISOR												
6418	8	7	24	5		1				2	38	378.5	YADDOW
6421	8	11	15	7		1				2	34	357.5	TENDAL
COURSE TOTAL	23.0	18	39	12							72	736.0	
NURS 251A	WORK-STUDY EXTERNSHIP									1	12	0.0	HELLAND
6424 **	0.0											0.0	
COURSE TOTAL	0.0												
NURS 251B	WORK-STUDY EXTERNSHIP									1	10	0.0	HELLAND
6425 **	0.0											0.0	
COURSE TOTAL	0.0												
NURS 251C	WORK-STUDY EXTERNSHIP										16	0.0	HELLAND
6426 **	0.0											0.0	
COURSE TOTAL	0.0												
NURS 252A	WORK-STUDY EXTERNSHIP										25	0.0	HELLAND
6427 **	0.0											0.0	
COURSE TOTAL	0.0												
NURS 252B	WORK-STUDY EXTERNSHIP										14	0.0	HELLAND
6428 **	0.0											0.0	
COURSE TOTAL	0.0												
NURS 252C	WORK-STUDY EXTERNSHIP										5	0.0	HELLAND
6429 **	0.0											0.0	
COURSE TOTAL	0.0												
NURS 253A	WORK-STUDY EXTERNSHIP										2	0.0	HELLAND
6430 **	0.0											0.0	
COURSE TOTAL	0.0												
NURS 255A	CLINIC SIM/ADV NURS STUDENTS												
6433	4.5									1	57	256.5	TENDAL
COURSE TOTAL	4.5									1	57	256.5	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 265A CLINIC SIM/LVN-RN NURS STUDENT									23		1	24	108.0	OERTEL
6435		4.5							23		1	24	108.0	
COURSE TOTAL														
NURS 299 INTRO TO THE ROLE OF THE RN							1				3	37	0.0	OBREGON
6436N**	8	0.0	21	14	2							39	0.0	FREEMAN
6437N**	6	0.0	6	19	10								0.0	
COURSE TOTAL														
SUBJECT TOTAL	101	252	114	29	6	116	9	33	660	3905.1				

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
NURS 117 PHARMACOLOGIC CALCULATION NURS															
6614	4	2.0							24		3	27	11.0	MAHY	PT
6615	4	2.0						17			1	18	7.8	MAHY	PT
6616N**	1	0.0						32		3		35	0.0	OLIVERI	
COURSE TOTAL								41			4	45	18.8		
NURS 118 NURSING PHARMACOLOGY I															
6617	8	2.0	4	7	9							20	18.3	BRADLEY	
6618 **	8	0.0	10	18	11	1					3	44	0.0	BRADLEY	
COURSE TOTAL			4	7	9							20	18.3		
NURS 119 NURSING PHARMACOLOGY II															
6619	8	2.0	1	24	9		2				5	41	32.9	BRADLEY	
6620 **	8	0.0	2	19	8	2	3				5	34	0.0	BRADLEY	
COURSE TOTAL			1	24	9		2					41	32.9		
NURS 120 INTRO NURSNG/THEORY & PRACTICE															
6622N**	0.0		8	19	3							30	0.0	BRADLEY	
COURSE TOTAL													0.0		
NURS 131 BASIC NURSING CARE PLANNING															
6624	1.5		31	3							3	37	52.5	FREEMAN	
6625	1.5		32	2	1						3	35	52.5	FREEMAN	
COURSE TOTAL			63	5	1							72	105.0		
NURS 133 NURSING IN CHILDBEARING CYCLE															
6626	6	19.2	9	15	2		1				1	28	177.7	FREEMAN	XP
6627	5	19.2	10	7	1		1					19	104.2	FREEMAN	
6628	5	19.2	6	15	6						1	27	148.1	FREEMAN	
COURSE TOTAL			25	37	9		2					74	430.0		
NURS 135 PERIOPERATIVE NURSING															
6630	6	15.9	2	13	12							27	147.2	SULLIVAN	XP
6631	5	19.2	6	13	5	2					1	27	142.6	SULLIVAN	
6632	5	19.2	2	11	5	1					1	20	104.2	SULLIVAN	
COURSE TOTAL			10	37	22	3					2	74	394.0		
NURS 137 PSYCHIATRIC-MENTAL HEALTH NURS															
6634	6	15.9	3	12	3	1						19	103.6	LONDON	XP
6635	5	19.2	9	18	1						2	28	153.6	LONDON	
6636	5	19.2	7	15	1						2	25	126.2	LONDON	
COURSE TOTAL			19	45	5	1						72	383.4		
NURS 155B CLINIC SIM/BEGIN NURS STUDENTS															
6640	4	5										17	76.5	HAMEL	PT
COURSE TOTAL												17	76.5		

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BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS		HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 211 ADV MED-SURG NURS/COMM HEALTH														
6646	12	17.3	5	16	8	1						30	355.9	OERTEL
COURSE TOTAL			5	16	8	1						30	355.9	XP
NURS 225 NURS MGMT IN OXYGENATION DISOR														
6647N	9	23.0	5	10	5							20	236.6	WEST
COURSE TOTAL			5	10	5							20	236.6	PT
NURS 231 CHILD HEALTH NURSING														
6649	6	18.7	3	12	4							19	121.8	HELLAND
6650	6	18.7	3	18	2	1					2	26	153.9	HELLAND
6651N	6	18.5	4	16	1						2	21	133.2	WEST
COURSE TOTAL			10	46	7	1						66	408.9	XP
NURS 233 COMPLEX NURSING MANAGEMENT														
6652	6	18.7	3	15	6	1						27	160.3	YADDOW
6653	6	18.7	1	9	8							20	115.4	YADDOW
6654N	6	18.7	6	11	3						1	21	128.2	OLIVERI
COURSE TOTAL			10	35	17	1					5	68	403.9	XP
NURS 235 MULTIPLE PATIENT CARE MANAGMNT														
6655	4	28.0	7	4	3							16	89.6	HELLAND
6656	4	28.0	7	4	1							12	76.8	OERTEL
6657	4	28.0	6	5			1					13	76.8	RAIMOND
6658	4	28.0	7	6								14	83.2	YADDOW
6659	4	28.0	2	3	1							6	38.4	TENDAL
6660	4	28.0	5	8								13	83.2	RAIMOND
COURSE TOTAL			34	30	5	1					4	74	448.0	XP
NURS 251A WORK-STUDY EXTERNSHIP														
6663 **	23	0.0							4	1		5	0.0	YADDOW
COURSE TOTAL									4	1		5	0.0	0.0
NURS 251B WORK-STUDY EXTERNSHIP														
6664 **	23	0.0							1	2		3	0.0	YADDOW
COURSE TOTAL									1	2		3	0.0	0.0
NURS 251C WORK-STUDY EXTERNSHIP														
6662 **		0.0							3			3	0.0	BRADLEY
6665 **	23	0.0							3	1		4	0.0	YADDOW
COURSE TOTAL									3	1		4	0.0	0.0
NURS 252A WORK-STUDY EXTERNSHIP														
6666 **	23	0.0							1			2	0.0	YADDOW
COURSE TOTAL									1			2	0.0	0.0
NURS 252B WORK-STUDY EXTERNSHIP														
6667 **	23	0.0							4			5	0.0	YADDOW
COURSE TOTAL									4			5	0.0	0.0

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BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 252B WORK-STUDY EXTERNSHIP (CONT'D)													
								10	2		12	0.0	
COURSE TOTAL													
								18	1		19	0.0	
NURS 252C WORK-STUDY EXTERNSHIP													
6668	** 23											0.0	YADDOW
COURSE TOTAL													
								5	6		11	0.0	
NURS 253A WORK-STUDY EXTERNSHIP													
6669	** 23											0.0	YADDOW
COURSE TOTAL													
								13			13	23.6	
NURS 253B WORK-STUDY EXTERNSHIP													
6670	** 23							13			13	23.6	YADDOW
COURSE TOTAL													
NURS 299 CRITICAL THINKING IN NURS III													
6678	6							71		28	686	3335.8	
COURSE TOTAL													
SUBJECT TOTAL		186	292	97	7	5							

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
NURS 097 HOSPITAL PRELAB	6612**	16	0	0							2	2	0.0	HELLAND	
COURSE TOTAL													0.0		
NURS 110 TRANSITION TO REGISTERED NURS	6611	6	13.3	3	7	3	2					15	68.4	YADDOW	
	6613	6	13.3	1	3	8	1					13	59.3	YADDOW	
COURSE TOTAL												28	127.7		
NURS 117 PHARMACOLOGIC CALCULATION NURS	6614	4	2.0						20	11	3	34	14.2	WESSELS	PT
	6615	4	2.0						2	6	2	10	3.7	WESSELS	PT
	6616N**	1	0.0						43	6	5	49	0.0	WESSELS	PT
COURSE TOTAL									22	17		44	17.9		
NURS 118 NURSING PHARMACOLOGY I	6618**	8	0.0	8	18	11	4	10			5	56	0.0	WESSELS	PT
COURSE TOTAL													0.0		
NURS 119 NURSING PHARMACOLOGY II	6619	8	2.0		3	2	1				9	15	5.5	WESSELS	PT
	6620**	8	0.0	3	14	7	1	2			8	35	0.0	WESSELS	
COURSE TOTAL											9	15	5.5		
NURS 120 INTRO NURSNG/THEORY & PRACTICE	6622N**	0	0.0	3	11	5	1				1	21	0.0	BRADLEY	
COURSE TOTAL													0.0		
NURS 131 BASIC NURSING CARE PLANNING	6624	1.5	24	5							1	30	45.0	FREEMAN	XP
	6625	1.5	26	1							2	29	43.5	FREEMAN	XP
COURSE TOTAL											3	59	88.5		
NURS 133 NURSING IN CHILDBEARING CYCLE	6626	6	19.2	9	8	2					1	19	125.1	FREEMAN	XP
	6627	5	19.2	3	14	1					18	18	98.7	FREEMAN	
	6628	5	19.2	2	14	3					19	19	104.2	FREEMAN	
COURSE TOTAL											3	56	328.0		
NURS 135 PERIOPERATIVE NURSING	6630	6	15.9	2	7	5	5				1	20	103.6	SULLIVAN	XP
	6631	5	19.2	5	6	7					18	18	98.7	SULLIVAN	
	6632	5	19.2	1	13	4					18	18	98.7	SULLIVAN	
COURSE TOTAL											1	56	301.0		
NURS 137 PSYCHIATRIC-MENTAL HEALTH NURS	6634	6	15.9	4	12	1					1	18	92.7	LONDON	XP
	6635	5	19.2	6	11	1					1	18	98.7	LONDON	
	6636	5	19.2	6	11						1	18	93.3	LONDON	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 137 PSYCHIATRIC-MENTAL HEALTH NURS (CONT'D)			16	34	2						2	54	284.7
COURSE TOTAL													
NURS 198 SUPERVISED TUTORING - NURSING											2	2	0.0
6642 ** 16 0.0													HAMEL
COURSE TOTAL													0.0
NURS 211 ADV MED-SURG NURS/COMM HEALTH			6	25	3						34	403.3	OERTEL
6646 12 17.3													
COURSE TOTAL													403.3
NURS 225 NURS MGMT IN OXYGENATION DISOR			6	19	4						29	343.0	BRADLEY
6647N 9 23.0													
COURSE TOTAL													343.0
NURS 231 CHILD HEALTH NURSING			6	20	3						29	185.9	HELLAND
6649 6 18.7													
6650 6 18.7													HELLAND
6651N 6 18.5													WEST
COURSE TOTAL													613.2
NURS 233 COMPLEX NURSING MANAGEMENT			1	13	20	3					37	237.2	YADDOW
6652 6 18.7													
6653 6 18.7						1							YADDOW
6654N 6 18.7													RAIMOND
COURSE TOTAL													641.1
NURS 235 MULTIPLE PATIENT CARE MANAGMNT			15		1		3				15	96.0	HELLAND
6655 4 28.0													OERTEL
6656 4 28.0													KERSEY-MCCANDL
6657 4 28.0													YADDOW
6658 4 28.0													YADDOW
6659 4 28.0													TENDAL
6660 4 28.0													ZIMMERMAN
COURSE TOTAL													665.6
NURS 242 CRITICAL THINKING NURS III			6	5.3	30						30	54.5	YADDOW
6661 6 5.3													
6662 6 5.3													YADDOW
COURSE TOTAL													89.0
NURS 251A WORK-STUDY EXTERNSHIP									3	2	7	0.0	SULLIVAN
6663 ** 23 0.0													0.0
COURSE TOTAL													
NURS 251B WORK-STUDY EXTERNSHIP									4	1	5	0.0	SULLIVAN
6664 ** 23 0.0													0.0
COURSE TOTAL													

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BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
BUSINESS AND PROFESSIONAL STUDIES													
NURS 251C	WORK-STUDY	EXTERNSHIP						1	4	1	6	0.0	SULLIVAN
6665	**23	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 252A	WORK-STUDY	EXTERNSHIP						6	2	8	8	0.0	SULLIVAN
6666	**23	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 252B	WORK-STUDY	EXTERNSHIP						11	4	1	16	0.0	SULLIVAN
6667	**23	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 252C	WORK-STUDY	EXTERNSHIP						9	6	1	16	0.0	SULLIVAN
6668	**23	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 253A	WORK-STUDY	EXTERNSHIP						5	3	8	8	0.0	SULLIVAN
6669	**23	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 253B	WORK-STUDY	EXTERNSHIP						4	4	4	4	0.0	SULLIVAN
6670	**23	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 253C	WORK-STUDY	EXTERNSHIP						2	2	4	4	0.0	SULLIVAN
6671	**23	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 255A	CLINIC SIM/ADV	NURS STUDENTS						8	8	8	8	0.0	YADDOW
6675	**12	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 255B	CLINIC SIM/ADV	NURS STUDENTS						51	1	52	52	0.0	YADDOW
6677	**12	0.0										0.0	
	COURSE TOTAL											0.0	
NURS 265B	CLINIC SIM/LVN-RN	NURS STUDENT						15	15	15	15	61.7	OERTEL
6678	12	6.0										61.7	
	COURSE TOTAL											0.0	
NURS 299	ROLE OF RN	IN CHILN NURSING											
6680N**	6	0.0	6	16	15							0.0	RAMIRA
6681N**	5	0.0	5	20	13							0.0	MILLER
6682N**	8	0.0	7	19	10	1						0.0	HALLE
	COURSE TOTAL											0.0	
SUBJECT TOTAL		265	274	109	13	4		37	17	23	742	3970.2	

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BUSINESS AND PROFESSIONAL STUDIES													
S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 000 DIPLOMA SCHOOL NURSING CREDIT													
6380	37.0										1	37.0	HAMEL
COURSE TOTAL													
											1	37.0	
NURS 097 HOSPITAL PRELAB													
6381**	16									3	3	0.0	DASHI
COURSE TOTAL													
											3	0.0	
NURS 118 NURSING PHARMACOLOGY I													
6382	8	1	10	5	5	3				4	28	21.9	BRADLEY
6383**	8	3	11	4	5	1				12	31	0.0	BRADLEY
COURSE TOTAL													
		1	10	5	5	3				4	28	21.9	
NURS 119 NURSING PHARMACOLOGY II													
6385	8	4	15	8	4	4				1	35	32.0	BRADLEY
6386**	8	1	8	5	4	1				16	16	0.0	BRADLEY
COURSE TOTAL													
		4	15	8	4	4				35	35	32.0	
NURS 120 INTRO NURSING/THEORY & PRACTICE													
6388	17.0		6	15	1					2	24	408.0	SULLIVAN
6390	17.0		7	7	2					16	16	272.0	HELLAND
COURSE TOTAL													
			13	22	3					2	40	680.0	
NURS 140 CRITICAL THINKING NURS I													
6392	8								1	1	22	38.4	YADDOW
6393	8								1	2	19	31.1	YADDOW
COURSE TOTAL													
									2	3	41	69.5	
NURS 155A CLINIC SIM/BEGIN NURS STUDENTS													
6395**	0.0									2	40	0.0	SULLIVAN
COURSE TOTAL													
										2	40	0.0	
NURS 198 SUPERVISED TUTORING - NURSING													
6397**	16									3	3	0.0	HAMEL
COURSE TOTAL													
										3	3	0.0	
NURS 201 NURS CARE PLAN/LVN TO RN TRANS													
6398	1.5	22	2	2						2	28	42.0	OERTEL
COURSE TOTAL													
		22	2	2						2	28	42.0	
NURS 203 MEDICAL SURGICAL NURSING I													
6400	12.0	9	16	1						2	28	336.0	OERTEL
COURSE TOTAL													
		9	16	1						2	28	336.0	
NURS 205 PSYCHIATRIC-MENTAL HEALTH NURS													
6402	5	1	7	2		1				2	13	60.3	LONDON
6404	5	3	3	1						2	7	38.4	LONDON
6406	5	3	4	1						2	7	27.4	LONDON
COURSE TOTAL													
		1	7	2						2	13	60.3	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 205	PSYCHIATRIC-MENTAL HEALTH NURS	4	14	4							27	126.1	
COURSE TOTAL													
NURS 235	PRECEPTED PATIENT CARE MGMT	4	0	0							34	0.0	ESTRELLA
COURSE TOTAL													
NURS 251A	WORK-STUDY EXTERNSHIP							12	1		13	0.0	SULLIVAN
COURSE TOTAL													
NURS 251B	WORK-STUDY EXTERNSHIP							7	1		8	0.0	SULLIVAN
COURSE TOTAL													
NURS 251C	WORK-STUDY EXTERNSHIP								1		1	0.0	SULLIVAN
COURSE TOTAL													
NURS 252A	WORK-STUDY EXTERNSHIP							5			5	0.0	SULLIVAN
COURSE TOTAL													
NURS 252B	WORK-STUDY EXTERNSHIP										2	0.0	SULLIVAN
COURSE TOTAL													
NURS 253A	WORK-STUDY EXTERNSHIP										2	0.0	SULLIVAN
COURSE TOTAL													
NURS 255A	CLINIC SIM/ADV NURS STUDENTS							44		3	47	211.5	YADDOW
COURSE TOTAL													
NURS 255B	CLINIC SIM/ADV NURS STUDENTS							15		5	20	90.0	BRADLEY
COURSE TOTAL													
NURS 265A	CLINIC SIM/LVN-RN NURS STUDENT							22		2	24	108.0	OERTEL
COURSE TOTAL													
NURS 299	NUTRITION/METABOLIC DISORDERS									1	28	246.9	FREEMAN
COURSE TOTAL													
NURS 6408		8	20	0							22	221.3	BRADLEY
NURS 6410N**		8	0	0							22	0.0	BRADLEY
NURS 6414		8	26	0							24	285.3	YADDOW

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 299	NUTRITION/METABOLIC DISORDERS (CONT"D)												
6416	8 26.0	8	14	2							25	285.3	YADDOW
6418N**	6 0.0	7	24	3							34	0.0	MCCALMONT
6420N**	6 0.0	7	10	1							19	0.0	BRADLEY
COURSE TOTAL		22	60	14		1				2	99	1038.8	
SUBJECT TOTAL		62	130	56	12	9		118	2	29	418	2792.8	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
NURS 095 NURSING OVERVIEW														
6609N**	6	0	0								27	0.0	HOLT	PT
COURSE TOTAL														
6610**	16	0	0							5	5	0.0	HELLAND	
COURSE TOTAL														
NURS 110 TRANSITION TO REGISTERED NURS														
6613	10	10	0	2							21	120.0	OERTEL	
6614	10	10	0	1							18	102.9	OERTEL	
COURSE TOTAL														
6615N	1	8	0						1		27	12.3	SIMANELLO	XP
6616N	1	8	0						4		32	14.6	SIMANELLO	
COURSE TOTAL														
6617	8	1	0		6	1				6	46	18.3	BRADLEY	
6618**	8	0	0		3	4				5	41	0.0	BRADLEY	
COURSE TOTAL														
6619	8	2	0		4	12				3	39	32.9	BRADLEY	
6620**	8	0	0		10	14	2			3	34	0.0	BRADLEY	
COURSE TOTAL														
NURS 119 NURSING PHARMACOLOGY II														
6622	17	0			1	16				3	39	32.9	BRADLEY	
6623	17	0			1	15				3	34	0.0	BRADLEY	
6625N**	0	0			3	13				1	20	0.0	ESTRELLA	XP
COURSE TOTAL														
NURS 120 INTRO NURSNG/THEORY & PRACTICE														
6627	8	18	0		2	6				1	19	148.1	SULLIVAN	XP
6628	8	18	0		3	6				1	17	139.9	SULLIVAN	
COURSE TOTAL														
NURS 130 PERIOPERATIVE NURSING														
6631	8	18	0		1	10				1	20	164.6	FREEMAN	
6632	8	18	0		1	4				1	17	139.9	FREEMAN	
COURSE TOTAL														
NURS 155B CLINIC SIM/BEGIN NURS STUDENTS														
6640	4	5			2	14				1	67	301.5	ESTRELLA	
COURSE TOTAL														

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BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 198 SUPERVISED TUTORING - NURSING	6642	** 16	0	0							5	5	0.0	HAMEL
COURSE TOTAL		0.0											0.0	
NURS 205 PSYCHIATRIC-MENTAL HEALTH NURS	6647	6	15.9	3			1				8	8	43.6	LONDON
COURSE TOTAL			4	3			1						43.6	
NURS 211 ADV MED-SURG NURS/COMM HEALTH	6646	12	17.3	4	4	1					25	25	296.6	OERTEL
COURSE TOTAL			4	16	4	1							296.6	
NURS 235 PRECEPTED PATIENT CARE MGMT	6655	4	28.0	4	8						1	15	89.6	HELLAND
	6656	4	28.0	3	4							13	83.2	OERTEL
	6657	4	28.0	8	2						3	14	89.6	SIMANELLO
	6658	4	28.0	7	2							15	76.8	YADDOW
	6659	4	28.0	2	2						4	6	38.4	SIMANELLO
	6660	4	28.0	3	6							9	57.6	LONDON
COURSE TOTAL			27	27	14						4	72	435.2	
NURS 242 CRITICAL THINKING NURS III	6661	6	5.3						24		1	24	43.6	YADDOW
	6662	6	5.3						21		1	22	38.2	YADDOW
COURSE TOTAL									45			46	81.8	
NURS 251A WORK-STUDY EXTERNSHIP	6663	** 23	0.0						8	1	1	10	0.0	SULLIVAN
COURSE TOTAL													0.0	
NURS 251B WORK-STUDY EXTERNSHIP	6664	** 23	0.0						3			3	0.0	SULLIVAN
COURSE TOTAL													0.0	
NURS 251C WORK-STUDY EXTERNSHIP	6665	** 23	0.0						5	1	1	7	0.0	SULLIVAN
COURSE TOTAL													0.0	
NURS 252A WORK-STUDY EXTERNSHIP	6666	** 23	0.0						2			2	0.0	SULLIVAN
COURSE TOTAL													0.0	
NURS 252B WORK-STUDY EXTERNSHIP	6667	** 23	0.0						1		1	2	0.0	SULLIVAN
COURSE TOTAL													0.0	
NURS 253A WORK-STUDY EXTERNSHIP	6669	** 23	0.0						3			3	0.0	SULLIVAN
COURSE TOTAL													0.0	

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BUSINESS AND PROFESSIONAL STUDIES														

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 253A WORK-STUDY EXTERNSHIP													0.0	
COURSE TOTAL														
NURS 255A CLINIC SIM/ADV NURS STUDENTS	6675	12	6.0						7			7	28.8	YADDOW
COURSE TOTAL									7			7	28.8	XP
NURS 255B CLINIC SIM/ADV NURS STUDENTS	6676	12	6.0						17		1	18	69.9	YADDOW
COURSE TOTAL									17		1	18	69.9	
NURS 265B CLINIC SIM/LVN-RN NURS STUDENT	6678	12	6.0						18		2	20	74.1	OERTEL
COURSE TOTAL									18		2	20	74.1	
NURS 299 CHILD HEALTH NURSING	6648	6	17.3	1	14	8					1	25	142.4	HELLAND
	6649	6	17.3	4	14	4						23	130.5	HELLAND
	6650N**	6	0.0	11	9							20	0.0	WEST
	6683	6	17.3	8	13	4					1	25	148.3	YADDOW
	6684	6	17.3	1	14	7					1	23	130.5	YADDOW
	6685 **	6	0.0	9	12						1	22	0.0	MCCALMONT
	6687N**	8	0.0	3	16	1					1	24	0.0	BRADLEY
COURSE TOTAL				6	50	32					3	96	551.7	
SUBJECT TOTAL			84	191	120	24	3		207	5	22	656	3473.7	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 097 HOSPITAL PRELAB														
6379 **	16	0.0									1	1	0.0	FREEMAN
6380 **	16	0.0									3	3	0.0	YADDOW
COURSE TOTAL													0.0	
NURS 118 NURSING PHARMACOLOGY I														
6383	8	2.0	1	9	2						6	18	11.0	BRADLEY
6384N**	8	0.0	1	14	6						5	35	0.0	BRADLEY
6413 **	8	0.0	1	15	5						1	35	0.0	BRADLEY
COURSE TOTAL											6	18	11.0	
NURS 119 NURSING PHARMACOLOGY II														
6385	8	2.0	12	7	4		3				1	26	23.8	BRADLEY
6386N**	8	0.0	6	12	4	2					1	25	0.0	BRADLEY
6414 **	8	0.0	5	7	5		1				1	19	0.0	BRADLEY
COURSE TOTAL											1	26	23.8	
NURS 120 INTRO NURSNG/THEORY & PRACTICE														
6387	17.0		2	16	1						1	20	340.0	ESTRELLA
6388	17.0		8	11	1						1	20	340.0	TENDAL
COURSE TOTAL											1	40	680.0	
NURS 130 PERIOPERATIVE NURSING														
6389 **	8	0.0	3	5	8	4						20	0.0	SULLIVAN
6390	8	18.0	1	8	10	1						20	164.6	SULLIVAN
6391 **	8	0.0	1	10	8						1	20	0.0	BRADLEY
COURSE TOTAL											1	20	164.6	
NURS 132 MATERNAL/NEWBORN-CHILD HEALTH														
6392	8	18.0	2	10	7						1	20	156.3	HELLAND
6393	8	18.0	6	11	1						1	18	148.1	HELLAND
COURSE TOTAL											1	38	304.4	
NURS 155A CLINIC SIM/BEGIN NURS STUDENTS														
6396	4.5											1	4.5	ESTRELLA
COURSE TOTAL												1	4.5	
NURS 198 SUPERVISED TUTORING - NURSING														
6398 **	16	0.0									3	3	0.0	TENDAL
COURSE TOTAL													0.0	
NURS 201 NURS CARE PLAN/LVN TO RN TRANS														
6399	5	4.8	19	14	2	3					2	40	52.1	OERTEL
COURSE TOTAL											2	40	52.1	
NURS 203 MEDICAL SURGICAL NURSING I														
6400	12.0		15	19							3	37	444.0	OERTEL
COURSE TOTAL											3	37	444.0	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
NURS 205 PSYCHIATRIC-MENTAL HEALTH NURS																
6402	5	16.0	2	10	2						1	15	64.0	LONDON		
6403	5	16.0	1	7	2							10	45.7	LONDON		XP
6404	5	16.0	1	6	2	1					1	10	45.7	LONDON		XP
COURSE TOTAL	4	23	4	23	6	1					1	35	155.4			
NURS 220 MGMT NUTRITION/METABOL DISORD																
6406	8	18.0	1	6	9	1						17	139.9	BRADLEY		
6407	8	18.0	1	9	5							15	123.4	BRADLEY		
COURSE TOTAL	2	15	2	15	14	1						32	263.3			
NURS 222 NEUROLOGIC & PSYCHIATRIC NURS																
6410	8	18.0	1	14	2							17	139.9	LONDON		
6411	8	18.0	3	9	5	2						19	156.3	LONDON		
6412N**	5	0.0	2	13	4							19	0.0	LONDON		
COURSE TOTAL	4	23	4	23	7	2						36	296.2			XP
NURS 251A WORK-STUDY EXTERNSHIP																
6416 **		0.0					6					6	0.0	FERNANDES		
6417 **		0.0					2					2	0.0	TENDAL		
COURSE TOTAL																
NURS 251B WORK-STUDY EXTERNSHIP																
6418 **		0.0					4					4	0.0	FERNANDES		
6419 **		0.0					2				1	3	0.0	TENDAL		
COURSE TOTAL																
NURS 251C WORK-STUDY EXTERNSHIP																
6420 **		0.0					2					2	0.0	FERNANDES		
COURSE TOTAL																
NURS 252A WORK-STUDY EXTERNSHIP																
6422 **		0.0					1					1	0.0	FERNANDES		
6423 **		0.0								1		1	0.0	TENDAL		
COURSE TOTAL																
NURS 252B WORK-STUDY EXTERNSHIP																
6424 **		0.0					1					1	0.0	FERNANDES		
COURSE TOTAL																
NURS 252C WORK-STUDY EXTERNSHIP																
6426 **		0.0					1					1	0.0	FERNANDES		
COURSE TOTAL																
NURS 253A WORK-STUDY EXTERNSHIP																
6408 **		0.0					1					1	0.0	HOLT		
COURSE TOTAL																

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BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
NURS 255A CLINIC SIM/ADV NURS STUDENTS									16			16	0.0	YADDOW	XP
6434 **		0.0											0.0		
COURSE TOTAL															
NURS 255B CLINIC SIM/ADV NURS STUDENTS									11			11	0.0	SIMANELLO	XP
6436 **		0.0											0.0		
COURSE TOTAL															
NURS 265A CLINIC SIM/LVN-RN NURS STUDENT									26		3	29	130.5	OERTEL	
6438		4.5							26		3	29	130.5		
COURSE TOTAL															
NURS 299 ROLE OF RN/ACUTE MED/SURG SETT												29	0.0	HAMEL	PT
6415N**		8	2	15	12							32	0.0	FREEMAN	
6439N**		8	4	18	9	1							0.0		
COURSE TOTAL															
SUBJECT TOTAL			75	158	62	10	3	27			17	352	2529.8		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
NURS 097 HOSPITAL PRELAB															
6611 **	16	0.0									1	1	0.0	HAMEL	
COURSE TOTAL													0.0		
NURS 110 TRANSITION TO RN/PERIOP NURS															
6614N	12	10.7	12	12	2		1					27	198.1	OERTEL	
6615N	12	8.0	6	3								9	49.4	OERTEL	
6624 **	1	0.0	1	3								4	0.0	OERTEL	
COURSE TOTAL	18	15	2									36	247.5		
NURS 118 NURSING PHARMACOLOGY I															
6616	8	2.0	2	14	19	4	5					46	40.2	BRADLEY	
6618 **	8	0.0	1	8	17	6	3					37	0.0	BRADLEY	
COURSE TOTAL	2	14	4				5					46	40.2		
NURS 119 NURSING PHARMACOLOGY II															
6619	8	2.0	11	20	4		1					38	32.9	ESTRELLA	
6621 **	8	0.0	10	12	4							33	0.0	ESTRELLA	
COURSE TOTAL	11	20	4				1					38	32.9		
NURS 120 INTRO NURSNG/THEORY & PRACTICE															
6622	17	0	1	14	2		1					19	323.0	ESTRELLA	XP
6623	17	0	4	12	4							20	340.0	TENDAL	XP
6625N**	0	0.0	3	19	5		2					30	0.0	BRADLEY	XP
COURSE TOTAL	5	26	6				1					39	663.0		
NURS 130 PERIOPERATIVE NURSING															
6627	8	18.0	1	9	7	3						20	164.6	SULLIVAN	
6628	8	18.0	3	12	2	3						21	164.6	SULLIVAN	
COURSE TOTAL	4	21	9									41	329.2		
NURS 132 MATERNAL/NEWBORN-CHILD HEALTH															
6631	8	18.0	1	11	5	2						20	156.3	FREEMAN	
6632	8	18.0	1	14	3							19	148.1	FREEMAN	
COURSE TOTAL	2	25	8									39	304.4		
NURS 155A CLINIC SIM/BEGIN NURS STUDENTS															
6633	4	5							8			9	40.5	ESTRELLA	
COURSE TOTAL									8			9	40.5		
NURS 155B CLINIC SIM/BEGIN NURS STUDENTS															
6634	4	5							14			17	76.5	HELLAND	XP
6635 **	0	0.0							3			4	0.0	BRADLEY	XP
COURSE TOTAL									14			17	76.5		
NURS 198 SUPERVISED TUTORING - NURSING															
6636 **	16	0.0										2	0.0	TENDAL	
COURSE TOTAL												2	0.0		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS HRS		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 205 PSYCHIATRIC-MENTAL HEALTH NURS													
6642 **	8 0.0	2		1							3	0.0	HAMEL
COURSE TOTAL												0.0	
NURS 211 ADV MED-SURG NURS/COMM HEALTH													
6637	12 17.3	7	17	4							28	332.2	OERTEL
6640 **	12 0.0		6	1							7	0.0	OERTEL
COURSE TOTAL											28	332.2	
NURS 220 MGMT NUTRITION/METABOL DISORD													
6638	8 18.0		6	7	4						17	139.9	SIMANELLO
6639	8 18.0	3	10	6							19	156.3	SIMANELLO
6641N**	8 0.0	2	8	8	1						19	0.0	SIMANELLO
COURSE TOTAL											36	296.2	
NURS 222 NEUROLOGIC & PSYCHIATRIC NURS													
6643	8 18.0	5	14								19	156.3	LONDON
6644	8 18.0	2	10	1							13	107.0	LONDON
6645N**	8 0.0	14	13	2						3	32	0.0	MCDONALD
COURSE TOTAL											32	263.3	
NURS 230 MGMT CARDIO-PULMON/CIRCUL DISO													
6648	12 17.3		9	4	1						14	166.1	YADDOW
6649	12 17.3		6	6	2					1	15	166.1	YADDOW
6651N**	12 0.0		12	15	2						29	0.0	YADDOW
COURSE TOTAL											29	332.2	
NURS 235 PRECEPTED PATIENT CARE MGMT													
6655	4 28.0	11	3								14	89.6	LONDON
6656	4 28.0	12	2	1							15	96.0	OERTEL
6657	4 28.0	10	1	1	1						13	83.2	YADDOW
6658	4 28.0	3	2			1					6	38.4	SCHULTZ
6659	4 28.0	2	1	1							3	19.2	HARDY
6660	4 28.0	9	4	4	1						13	83.2	YADDOW
COURSE TOTAL											64	409.6	
NURS 251A WORK-STUDY EXTERNSHIP													
6663 **	23 0.0							6		1	7	0.0	SULLIVAN
6664 **	23 0.0							12			12	0.0	SIMANELLO
COURSE TOTAL												0.0	
NURS 251B WORK-STUDY EXTERNSHIP													
6665 **	23 0.0							6			6	0.0	SULLIVAN
6666 **	23 0.0							1			1	0.0	SIMANELLO
6689 **	12 0.0							4		1	5	0.0	HAMEL
COURSE TOTAL												0.0	

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
NURS 251C WORK-STUDY EXTERNSHIP														
6667 **	23	0.0							4		2	6	0.0	FERNANDES
6668 **	23	0.0							5			5	0.0	SIMANELLO
COURSE TOTAL														
NURS 252A WORK-STUDY EXTERNSHIP														
6669 **	23	0.0							3			3	0.0	FERNANDES
6670 **	23	0.0							1	1		2	0.0	SIMANELLO
COURSE TOTAL														
NURS 252B WORK-STUDY EXTERNSHIP														
6672 **	23	0.0							1			1	0.0	SIMANELLO
COURSE TOTAL														
NURS 252C WORK-STUDY EXTERNSHIP														
6673 **	23	0.0							1			1	0.0	FERNANDES
COURSE TOTAL														
NURS 253A WORK-STUDY EXTERNSHIP														
6675 **	23	0.0							1	1		2	0.0	SULLIVAN
COURSE TOTAL														
NURS 253B WORK-STUDY EXTERNSHIP														
6678 **	23	0.0									1	1	0.0	SIMANELLO
COURSE TOTAL														
NURS 255A CLINIC SIM/ADV NURS STUDENTS														
6681 **		0.0							25		2	27	0.0	MCDONALD
6682		12							7			7	28.8	YADDOW
COURSE TOTAL														
NURS 255B CLINIC SIM/ADV NURS STUDENTS														
6683		12							17		1	18	69.9	SIMANELLO
COURSE TOTAL														
NURS 265B CLINIC SIM/LVN-RN NURS STUDENT														
6685		12							15		2	17	61.7	OERTEL
COURSE TOTAL														
SUBJECT TOTAL														
106 206 78 20 9 61 16 496 3528.1														

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

APPENDIX 6

Results of Student Surveys

Appendix 6

Results of Student Surveys Departments

Departments	Satisfied	Unsatisfied	Rarely Used
Career Counseling	2%	0%	98%
Counseling Center	94%	6%	n/a
DSPS	99%		
Financial Aid	98%	2%	
Health Services	94%	6%	
LRC Computer lab (Setl)	92%	8%	
LRC Instructional Media			96%
LRC Main Library	96%		
Math Study Center	5%		95%
Student Affairs office	8%		92%
Tutoring Center			100%

Facilities

Facilities	Satisfied	Very Good	Unsatisfied	Rarely Use
Classrooms	95.5			
Equipment	55.7	44.3		
Computer Technology (HP)		2%		98%

APPENDIX 7

Statistical Data: Outcome Profiles

Age	Success and Retention by Age Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	2	50.0%	1	25.0%	1	25.0%	3	75.0%	4	0.6%
20 - 24	155	89.1%	7	4.0%	12	6.9%	162	93.1%	174	26.0%
25 - 29	147	88.6%	8	4.8%	11	6.6%	155	93.4%	166	24.8%
30 - 49	279	90.9%	12	3.9%	16	5.2%	291	94.8%	307	45.8%
50+	19	100.0%	0	0.0%	0	0.0%	19	100.0%	19	2.8%
Total	602	89.9%	28	4.2%	40	6.0%	630	94.0%	670	100.0%

Age	Success and Retention by Age Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	0.1%
20 - 24	125	83.9%	13	8.7%	11	7.4%	138	92.6%	149	17.2%
25 - 29	164	84.5%	19	9.8%	11	5.7%	183	94.3%	194	22.5%
30 - 49	429	90.3%	23	4.8%	23	4.8%	452	95.2%	475	55.0%
50+	44	97.8%	1	2.2%	0	0.0%	45	100.0%	45	5.2%
Total	762	88.2%	56	6.5%	46	5.3%	818	94.7%	864	100.0%

Age	Success and Retention by Age Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	0.1%
20 - 24	85	87.6%	6	6.2%	6	6.2%	91	93.8%	97	14.5%
25 - 29	151	83.9%	12	6.7%	17	9.4%	163	90.6%	180	26.9%
30 - 49	305	90.2%	11	3.3%	22	6.5%	316	93.5%	338	50.4%
50+	46	85.2%	1	1.9%	7	13.0%	47	87.0%	54	8.1%
Total	587	87.6%	31	4.6%	52	7.8%	618	92.2%	670	100.0%

Age	Success and Retention by Age Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	0.2%
20 - 24	68	91.9%	4	5.4%	2	2.7%	72	97.3%	74	11.8%
25 - 29	141	88.1%	12	7.5%	7	4.4%	153	95.6%	160	25.5%
30 - 49	318	87.6%	21	5.8%	24	6.6%	339	93.4%	363	57.8%
50+	28	93.3%	1	3.3%	1	3.3%	29	96.7%	30	4.8%
Total	555	88.4%	39	6.2%	34	5.4%	594	94.6%	628	100.0%

Age	Success and Retention by Age Fall 2006									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	2	50.0%	2	50.0%	2	50.0%	4	0.5%
20 - 24	74	82.2%	10	11.1%	6	6.7%	84	93.3%	90	12.0%
25 - 29	175	90.7%	14	7.3%	4	2.1%	189	97.9%	193	25.6%
30 - 49	353	85.7%	29	7.0%	30	7.3%	382	92.7%	412	54.7%
50+	44	81.5%	5	9.3%	5	9.3%	49	90.7%	54	7.2%
Total	646	85.8%	60	8.0%	47	6.2%	706	93.8%	753	100.0%

Age	Success and Retention by Age Fall 2007									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	0.2%
20 - 24	104	88.9%	4	3.4%	9	7.7%	108	92.3%	117	17.6%
25 - 29	160	95.2%	5	3.0%	3	1.8%	165	98.2%	168	25.3%
30 - 49	301	91.5%	6	1.8%	22	6.7%	307	93.3%	329	49.5%
50+	43	86.0%	0	0.0%	7	14.0%	43	86.0%	50	7.5%
Total	608	91.4%	15	2.3%	42	6.3%	623	93.7%	665	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	35	94.59%	0	0.00%	2	5.41%	35	94.59%	37	5.5%
Black non-Hispanic	27	72.97%	4	10.81%	6	16.22%	31	83.78%	37	5.5%
Filipino	113	84.33%	10	7.46%	11	8.21%	123	91.79%	134	20.0%
Hispanic	68	90.67%	5	6.67%	2	2.67%	73	97.33%	75	11.2%
American Indian/Alaskan Native	5	100.00%	0	0.00%	0	0.00%	5	100.00%	5	0.7%
Other	3	100.00%		0.00%		0.00%	3	100.00%	3	0.4%
Pacific Islander	9	100.00%	0	0.00%	0	0.00%	9	100.00%	9	1.3%
White non-Hispanic	327	92.63%	9	2.55%	17	4.82%	336	95.18%	353	52.7%
Unknown	15	88.24%	0	0.00%	2	11.76%	15	88.24%	17	2.5%
Total	602	89.85%	28	4.2%	40	5.97%	630	94.03%	670	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	54	88.52%	5	8.2%	2	3.28%	59	96.72%	61	7.1%
Black non-Hispanic	30	69.77%	10	23.3%	3	6.98%	40	93.02%	43	5.0%
Filipino	109	85.83%	8	6.3%	10	7.87%	117	92.13%	127	14.7%
Hispanic	137	89.54%	10	6.5%	6	3.92%	147	96.08%	153	17.7%
American Indian/Alaskan Native	8	80.00%	0	0.0%	2	20.00%	8	80.00%	10	1.2%
Other	18	94.74%	0	0.0%	1	5.26%	18	94.74%	19	2.2%
Pacific Islander	0	0.00%	0	0.0%		0.00%	0	0.00%	0	0.0%
White non-Hispanic	378	90.43%	23	5.5%	17	4.07%	401	95.93%	418	48.4%
Unknown	28	84.85%	0	0.0%	5	15.15%	28	84.85%	33	3.8%
Total	762	88.19%	56	6.5%	46	5.32%	818	94.68%	864	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	34	87.18%	1	2.6%	4	10.26%	35	89.74%	39	5.8%
Black non-Hispanic	28	77.78%	3	8.3%	5	13.89%	31	86.11%	36	5.4%
Filipino	66	79.52%	3	3.6%	14	16.87%	69	83.13%	83	12.4%
Hispanic	128	86.49%	8	5.4%	12	8.11%	136	91.89%	148	22.1%
American Indian/Alaskan Native	18	90.00%	1	5.0%	1	5.00%	19	95.00%	20	3.0%
Other	10	100.00%		0.0%		0.00%	10	100.00%	10	1.5%
Pacific Islander		0.00%		0.0%		0.00%	0	#DIV/0!	0	0.0%
White non-Hispanic	278	90.55%	13	4.2%	16	5.21%	291	94.79%	307	45.8%
Unknown	25	92.59%	2	7.4%	0	0.00%	27	100.00%	27	4.0%
Total	587	87.61%	31	4.6%	52	7.76%	618	92.24%	670	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	18	85.71%	2	9.5%	1	4.76%	20	95.24%	21	3.4%
Black non-Hispanic	50	96.15%	2	3.8%	0	0.00%	52	100.00%	52	8.4%
Filipino	90	84.91%	7	6.6%	9	8.49%	97	91.51%	106	17.1%
Hispanic	92	92.93%	4	4.0%	3	3.03%	96	96.97%	99	0.8%
American Indian/Alaskan Native	4	80.00%	1	20.0%		0.00%	5	100.00%	5	0.8%
Other	20	100.00%	0	0.0%	0	0.00%	20	100.00%	20	3.2%
Pacific Islander		0.00%	1	33.3%	2	66.67%	1	33.33%	3	0.5%
White non-Hispanic	254	90.71%	12	4.3%	14	5.00%	266	95.00%	280	45.1%
Unknown	27	77.14%	3	8.6%	5	14.29%	30	85.71%	35	5.6%
Total	555	89.37%	32	5.2%	34	5.48%	587	94.52%	621	84.9%

Ethnicity	Success and Retention by Ethnicity Fall 2006									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	21	70.00%	1	3.3%	8	26.67%	22	73.33%	30	4.0%
Black non-Hispanic	43	75.44%	9	15.8%	5	8.77%	52	91.23%	57	7.6%
Filipino	139	85.28%	12	7.4%	12	7.36%	151	92.64%	163	21.6%
Hispanic	97	84.35%	13	11.3%	5	4.35%	110	95.65%	115	15.3%
American Indian/Alaskan Native	10	66.67%	1	6.7%	4	26.67%	11	73.33%	15	2.0%
Other	10	90.91%	1	9.1%	0	0.00%	11	100.00%	11	1.5%
Pacific Islander	2	100.00%	0	0.0%	0	0.00%	2	100.00%	2	0.3%
White non-Hispanic	297	91.10%	18	5.5%	11	3.37%	315	96.63%	326	43.3%
Unknown	27	79.41%	5	14.7%	2	5.88%	32	94.12%	34	4.5%
Total	646	85.79%	60	8.0%	47	6.24%	706	93.76%	753	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2007									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	43	87.76%	3	6.1%	3	6.12%	46	93.88%	49	7.4%
Black non-Hispanic	29	93.55%	1	3.2%	1	3.23%	30	96.77%	31	4.7%
Filipino	121	93.80%	5	3.9%	3	2.33%	126	97.67%	129	19.4%
Hispanic	87	96.67%	0	0.0%	3	3.33%	87	96.67%	90	13.5%
American Indian/Alaskan Native	2	100.00%	0	0.0%		0.00%	2	100.00%	2	0.3%
Other	13	81.25%	1	6.3%	2	12.50%	14	87.50%	16	2.4%
Pacific Islander	7	100.00%	0	0.0%		0.00%	7	100.00%	7	1.1%
White non-Hispanic	292	90.12%	4	1.2%	28	8.64%	296	91.36%	324	48.7%
Unknown	14	82.35%	1	5.9%	2	11.76%	15	88.24%	17	2.6%
Total	608	91.43%	15	2.3%	42	6.32%	623	93.68%	665	100.0%

Gender	Success and Retention by Gender Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	80	94.1%	1	1.2%	4	4.7%	81	95.3%	85	13.3%
Female	522	89.2%	27	4.6%	36	6.2%	549	93.8%	585	86.7%
Not Reported										
Total	602	89.9%	28	4.2%	40	6.0%	630	94.0%	670	100.0%

Gender	Success and Retention by Gender Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	137	87.8%	12	7.7%	7	4.5%	149	95.5%	156	18.1%
Female	625	88.3%	44	6.2%	39	5.5%	549	95.4%	708	81.9%
Not Reported										
Total	762	88.2%	56	6.5%	46	5.3%	698	80.8%	864	100.0%

Gender	Success and Retention by Gender Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	73	79.3%	2	2.2%	17	18.5%	75	81.5%	92	13.8%
Female	510	89.0%	28	4.9%	35	6.1%	538	93.9%	573	86.2%
Not Reported										
Total	583	87.7%	30	4.5%	52	7.8%	613	92.2%	665	100.0%

Gender	Success and Retention by Gender Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	83	86.5%	6	6.3%	7	7.3%	89	92.7%	96	15.5%
Female	472	89.9%	26	5.0%	27	5.1%	498	94.9%	525	84.5%
Not Reported										
Total	555	89.4%	32	5.2%	34	5.5%	587	94.5%	621	100.0%

Gender	Success and Retention by Gender Fall 2006									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	103	83.7%	14	11.4%	6	4.9%	117	95.1%	123	16.4%
Female	539	86.2%	46	7.4%	40	6.4%	585	93.6%	625	83.6%
Not Reported										
Total	642	85.8%	60	8.0%	46	6.1%	702	93.9%	748	83.6%

Gender	Success and Retention by Gender Fall 2007									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	105	89.0%	4	3.4%	9	7.6%	109	92.4%	118	17.9%
Female	498	92.1%	11	2.0%	32	5.9%	509	94.1%	541	82.1%
Reported										
Total	603	91.5%	15	2.3%	41	6.2%	618	93.8%	659	100.0%

APPENDIX 8

Efficiency Report

Efficiency (WSCH/FTEF)

Grossmont College Efficiency

?

Subject: NURS

	Sum ↻														
	Year/Semester ↻														
	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring	2006 - Fall	2007 - Spring	Total
Efficiency ↻	277.99	334.46	270.95	247.63	247.14	228.13	252.90	234.72	249.68	254.03	207.34	240.68	244.66	229.93	3520.25

APPENDIX 9

Degrees and Certificates Awarded

Degrees and Certificates Awarded by Semester

	Academic Year 2001-2002			Academic Year 2002-2003			Academic Year 2003-2004			Academic Year 2004-2005			Academic Year 2005-2006	
	Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006
Type	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Degrees		65	2	2	42	20	2	68	28	26	48	23	4	30
Certificates														
Total		65	2	2	42	20	2	68	28	26	48	23	4	30

	Academic Year 2006-2007		
Type	Summer 06	Fall 06	Spring 07
Degrees	28	49	33
Certificates			
Total	28	49	33

APPENDIX 10

Sabbaticals, Conferences, Workshop and Staff Development Activities

**Appendix 10
Sabbaticals, Conferences, Workshops and Staff Development Activities**

Name	Activity	Relevance
Estrella, Roland	Item writing seminar	Improve test writing abilities
Helland, Diane	Boot camp for Nurse Educators, Item Writing Seminar, National League of Nursing annual summit ; Napa Valley Simulation Center symposium; Multiple Pediatric seminars at Rady Children's Hospital	Facilitates the development and implementation of innovative teaching strategies for the classroom. Implementation of high fidelity simulation in the classroom
Jordan, Laurie	Item writing seminar	Improve test writing abilities
London, Linda	Item Writing Seminar, National League of Nursing annual summit ; Napa Valley; Multiple Psychiatric seminars	Facilitates the development and implementation of innovative teaching strategies for the classroom. Maintain current in field of expertise.
Maloy, Lisa	National League of Nursing annual summit; Item writing seminar; new faculty orientation	Facilitates the development and implementation of innovative teaching strategies for the classroom. Improve test writing abilities
Mattas, Cheryl	American Association of Critical Care Nurses annual conference; new faculty orientation	Maintains currency in the field of critical care and her teaching field; Exposes new faculty to the campus and provides for methods for improvement in teaching.
Oertel, Tom	Sabbatical leaves (2); Item writing seminar; Napa Valley Simulation Center; Simulation seminar	Sabbatical # 1 examined how Psych technicians could eliminate NU 120 and NU 222 (Psych) to facilitate advanced placement; Sabbatical #2: to finish doctoral dissertation; Simulation workshops provide for the implementation of high fidelity simulation in the classroom.
Puleo, Diana	Item writing conference; Diabetes conference	Improve test writing abilities; Maintain current in field of expertise.
Scott, Michele	Simulation seminar; Med-Surg and Critical care conferences; new faculty orientation	Simulation workshops provide for the implementation of high fidelity simulation in the classroom. Maintain current in field of expertise.

Tendal, Nancy	NLN summit; Simulation workshops; various medical-surgical and critical care conferences	Facilitates the development and implementation of innovative teaching strategies for the classroom. Implementation of high fidelity simulation in the classroom; Simulation workshops provide for the implementation of high fidelity simulation in the classroom. Maintain current in-field of expertise.
Vanlandingham, Laurel	Item writing seminar; Obstetrical nursing seminars	Improve test writing abilities; maintain current in field of expertise.
Yaddow, Debbie	American Association of Critical Care Nurses annual conference; Boot Camp for Nurse Educators;	Maintain current in field of expertise; Facilitates the development and implementation of innovative teaching strategies for the classroom. Implementation of high fidelity simulation in the classroom.
Zozuk, Joy	Boot camp for nurse educators; new faculty orientation; simulation workshops	Facilitates the development and implementation of innovative teaching strategies for the classroom. Implementation of high fidelity simulation in the classroom.

APPENDIX 11

Department Equivalencies

APPENDIX 11

GROSSMONT COLLEGE

MINIMUM QUALIFICATIONS & EQUIVALENCES FOR NURSING FACUTLY

I. **MINIMUM QUQALIFICATIONS FOR FULL TIME AND ADJUNCT FACULTY**

(From Minimum Qualifications for Faculty in California Community College)

A. **Educational Experience**

1. Master's in nursing **OR**
2. Holding a baccalaureate or higher degree from an accredited college or university and validated experience in subject matter **AND** Master's in Health education or health science **OR**
3. The minimum qualifications as set forth by the Board of Registered Nursing, whichever is higher **AND**
4. Hold a current valid license to practice as a registered nurse and be free from any disciplinary action by the California Board of Nursing, **AND**
5. Experience in teaching similar subject matter content within two years preceding the course of hire **OR**
6. Have at least five years of clinical; experience in an acute care facility within the last six years in the specialized area in which he/she is teaching.

II. **EQUIVALENCY TO MINIMUM QUALIFICATIONS**

A. **EXPERIENCE/EDUCATION**

1. Master's Degree in Nursing **OR**
2. Candidacy status for a Master's Degree in Nursing with a baccalaureate or higher degree from an accredited college or university and validated experience in subject matter **OR**
3. A Master's in health education or health science with a Baccalaureate Degree **AND**

4. Show evidence of specialized training, which may include, but not be limited to a certificate of training or an advanced degree in a given subject
5. Experience in teaching similar subject matter content within the two years preceding the course of hire **OR**
6. Have a least five years of clinical experience in an acute care facility within the last six years in the specialized area which he/she is teaching **AND**
7. Hold a current valid license to practice as a Registered Nurse and be free from any disciplinary action from the California Board of Registered Nursing.

APPENDIX 12

Subject WSCH Analysis Report

SKDS71- IN
 RUN ON: 01-16-2002 10:04:55
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	120300	1.284	350.00	272.41	320.00	249.06	91.42
NURS		1.284	350.00	272.41	320.00	249.06	91.42

***** BUSINESS AND PROFESSIONAL STUDIES *****

1.284	350.00	272.41	320.00	249.06	91.42
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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS196	070300	.167	72.00	431.13	48.00	287.42	66.66
CSIS250	070300	.200	150.00	750.00	66.00	330.00	44.00
CSIS251D	070300	.200	72.00	360.00	63.00	315.00	87.50
CSIS293	070300	.350	144.00	411.42	144.00	411.42	100.00
CSIS296	070300	.350	144.00	411.42	126.00	360.00	87.50
CSIS299	070300	.400	144.00	360.00	111.00	277.50	77.08
CSIS***	CSIS	16.297	8916.00	547.09	7212.50	442.56	80.89
CVTE100	121300	.133	120.00	902.25	86.00	646.61	71.66
CVTE101	121300	.267	240.00	898.87	172.00	644.19	71.66
CVTE102	121300	1.033	480.00	464.66	344.00	333.01	71.66
CVTE103	121300	.517	240.00	464.21	172.00	332.68	71.66
CVTE200	121300	.583	225.00	385.93	160.00	274.44	71.11
CVTE201	121300	.350	108.00	308.57	102.00	291.42	94.44
CVTE202	121300	.350	102.00	291.42	42.00	120.00	41.17
CVTE203	121300	.350	102.00	291.42	60.00	171.42	58.82
CVTE205	121300	2.100	750.00	357.14	480.00	228.57	64.00
CVTE***	CVTE	5.683	2367.00	416.50	1618.00	284.70	68.35
FS 110	130400	.200	120.00	600.00	114.00	570.00	95.00
FS 115	130400	.200	120.00	600.00	129.00	645.00	107.50
FS 120	130400	.400	246.00	615.00	198.00	495.00	80.48
FS 199	130400	.800	507.00	633.75	465.00	581.25	91.71
FS***	FS	.800	507.00	633.75	465.00	581.25	91.71
HESC110	219900	.200	90.00	450.00	54.00	270.00	60.00
HESC150	219900	.200	90.00	450.00	84.00	420.00	93.33
HESC***	HESC	.400	180.00	450.00	138.00	345.00	76.66
NM 299	069900	.200	51.00	255.00	51.00	255.00	100.00
NM***	NM	.200	51.00	255.00	51.00	255.00	100.00
NURS000	120300	.133	37.00	37.00	37.00	37.00	100.00
NURS118	120300	.133	70.00	526.31	80.00	601.50	114.28
NURS120	120300	3.236	850.50	262.75	823.50	254.41	96.82
NURS155A	120300	.225	292.50	1300.00	193.50	860.00	66.15
NURS199	120300	.089	18.00	18.00	18.00	18.00	100.00
NURS201	120300	.089	49.50	556.17	58.50	657.30	118.18
NURS203	120300	2.044	480.00	235.81	468.00	228.94	97.50
NURS205	120300	1.016	300.00	295.18	240.00	236.15	80.00
NURS255A	120300	.225	292.50	1300.00	238.50	1060.00	81.53
NURS265A	120300	.225	157.50	700.00	103.50	460.00	65.71
NURS***	NURS	7.194	2547.50	354.09	2260.50	314.20	88.73
OTA 100	121800	.133	70.00	526.31	30.00	225.56	42.85
OTA 101	121800	.217	140.00	645.16	32.00	147.46	22.85
OTA 110	121800	.350	210.00	600.00	48.00	137.14	22.85
OTA 210	121800	.222	96.00	432.43	68.00	306.30	70.83
OTA 220	121800	.283	120.00	424.02	85.00	300.35	70.83
OTA 230	121800	.067	24.00	358.20	17.00	253.73	70.83

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU	102	210500	112.00	307.10	91.00	249.52	81.25
AOU	103	210500	190.97	406.31	109.13	232.19	57.14
AOU	200	210500	135.00	675.00	60.00	300.00	44.44
*****	AOU	1.034	437.97	423.28	260.13	251.40	59.39
BOT	299	051400	30.00	447.76	4.00	59.70	13.33
*****	BOT	.067	30.00	447.76	4.00	59.70	13.33
BUS	120	050200	100.00	374.53	86.00	322.09	86.00
BUS	121	050200	100.00	374.53	112.00	419.47	112.00
BUS	164	051400	60.00	451.12	34.00	255.63	56.66
BUS	251	050990	80.00	451.12	64.00	481.20	106.66
BUS	299	051400	186.75	801.50	29.00	124.46	15.52
*****	BUS	1.033	506.75	490.56	325.00	314.61	64.13
CA	163	130630	25.00	373.13	30.00	447.76	120.00
*****	CA	.067	25.00	373.13	30.00	447.76	120.00
CD	101	130510	30.00	447.76	16.25	242.53	54.16
CD	125	130510	105.00	525.00	99.00	495.00	94.28
CD	131	130510	202.50	1012.50	112.50	562.50	55.55
CD	148	130510	135.00	675.00	90.00	450.00	66.66
CD	299	130510	112.22	676.02	87.27	525.72	77.76
*****	CD	.833	584.72	701.94	405.02	486.21	69.26
CSIS	142	070300	96.00	360.90	84.00	315.78	87.50
CSIS	143	070300	96.00	360.90	62.00	233.08	64.58
CSIS	145	070300	48.00	360.90	26.00	195.48	54.16
CSIS	174B	070300	48.00	360.90	46.00	345.86	95.83
CSIS	274B	070300	148.00	556.39	56.00	210.52	37.83
CSIS	275B	070300	100.00	751.87	28.00	210.52	28.00
*****	CSIS	1.197	536.00	447.78	302.00	252.29	56.34
HESC	110	219900	75.00	375.00	46.50	232.50	62.00
HESC	299	219900	791.25	385.97	593.44	289.48	75.00
*****	HESC	2.250	866.25	385.00	639.94	284.41	73.87
NURS	223	120300	680.00	225.41	660.00	218.78	97.05
NURS	225	120300	724.50	232.45	736.00	236.14	101.58
NURS	299	120300	80.00	298.50	55.00	205.22	68.75
*****	NURS	6.401	1484.50	231.90	1451.00	226.67	97.74
RESP	112	121000	120.00	266.66	48.00	106.66	40.00
*****	RESP	.450	120.00	266.66	48.00	106.66	40.00

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS2296	070300	.350	144.00	411.42	126.00	360.00	87.50
CSIS2297	070300	.350	144.00	411.42	96.00	274.28	66.66
CSIS2299	070300	.600	216.00	360.00	183.00	305.00	84.72
****	CSIS	16.619	8776.00	528.07	7195.50	432.96	81.99
CVTE1107	121300	.067	25.00	373.13	15.00	223.88	60.00
CVTE1110	121300	.133	120.00	902.25	78.00	586.46	65.00
CVTE1111	121300	.267	240.00	898.87	156.00	584.26	65.00
CVTE1112	121300	1.033	480.00	464.66	304.00	294.28	63.33
CVTE1113	121300	.517	240.00	464.21	156.00	301.74	65.00
CVTE2110	121300	.583	300.00	514.57	155.00	265.86	51.66
CVTE2111	121300	.350	120.00	342.85	90.00	257.14	75.00
CVTE2112	121300	.350	90.00	257.14	48.00	137.14	53.33
CVTE2113	121300	.350	120.00	342.85	60.00	171.42	53.00
CVTE2215	121300	2.175	900.00	413.79	480.00	220.68	53.33
CVTE2299	121300	.067	50.00	746.26	10.00	149.25	20.00
****	CVTE	5.892	2685.00	455.70	1552.00	263.40	57.80
FS 110	130400	.200	120.00	600.00	111.00	555.00	92.50
FS 115	130400	.200	120.00	600.00	102.00	510.00	85.00
FS 120	130400	.400	270.00	675.00	213.00	532.50	78.88
FS 299	130400	.267	155.00	580.52	62.00	232.20	40.00
****	FS	1.067	665.00	623.24	488.00	457.35	73.38
HESC110	219900	.200	120.00	600.00	120.00	600.00	100.00
HESC150	219900	.200	120.00	600.00	75.00	375.00	62.50
HESC205	219900	.133	80.00	601.50	30.00	225.56	37.50
HESC206	219900	.200	120.00	600.00	45.00	225.00	37.50
****	HESC	.733	440.00	600.27	270.00	368.34	61.36
MM 299	069900	.200	60.00	300.00	54.00	270.00	90.00
****	MM	.200	60.00	300.00	54.00	270.00	90.00
NURS118	120300	.133	270.00	275.84	58.00	436.09	5800.00
NURS120	120300	.978	90.00	909.09	270.00	275.84	100.00
NURS131	120300	.099	270.00	1200.00	85.50	863.63	95.00
NURS155B	120300	.225	270.00	1200.00	270.00	1200.00	100.00
NURS199	120300	.225	6.00	6.00	6.00	6.00	100.00
NURS255B	120300	.225	270.00	1200.00	108.00	480.00	40.00
NURS265B	120300	.225	157.50	700.00	85.50	380.00	54.28
****	NURS	1.885	1063.50	563.95	883.00	468.23	83.02
OTA 100	121800	.133	70.00	526.31	32.00	240.60	45.71
OTA 120	121800	.133	70.00	526.31	12.00	90.22	17.14
OTA 130	121800	.350	210.00	600.00	36.00	102.85	17.14
OTA 140	121800	.283	175.00	618.37	30.00	106.00	17.14
****	OTA	.899	525.00	583.98	110.00	122.35	20.95
RESP116	121000	.200	108.00	540.00	45.00	225.00	41.66
RESP118	121000	.425	135.00	317.64	105.00	247.05	77.77

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
A0J	101	2105000	157.50	504.64	125.00	400.51	79.36
A0J	104	2105000	759.38	764.19	236.25	237.74	31.11
A0J	199	2105000	1.13	1.13	1.13	1.13	100.00
A0J	250C	2105000	37.50	375.00	28.50	285.00	76.00
*****	A0J	1.405	955.51	679.69	390.88	278.04	40.90
BOT	124	0514000			14.00	14.00	1400.00
*****	BOT				14.00	14.00	1400.00
BUS	086	0514000	15.00	55.97	12.00	44.77	80.00
BUS	120	0502000	200.00	749.06	208.00	779.02	104.00
BUS	121	0502000	200.00	749.06	176.00	659.17	88.00
BUS	121	0514000	60.00	451.12	32.00	240.60	53.33
BUS	164	0514000	72.00	720.00	52.50	525.00	72.91
BUS	252	0509000	100.00	751.87	66.00	496.24	66.00
BUS	256	0509900	100.00	720.00	51.00	510.00	70.83
BUS	257	0509900	719.00	567.03	597.50	471.21	83.10
*****	BUS	1.268	719.00	567.03	597.50	471.21	83.10
CA	163	1306300	35.00	522.38	36.00	537.31	102.85
CA	166	1306300	35.00	522.38	34.00	507.46	97.14
*****	CA	.134	70.00	522.38	70.00	522.38	100.00
CD	103	1305100	22.00	328.35	18.00	268.65	81.81
CD	125	1305100	315.00	787.50	249.00	622.50	79.04
CD	127	1305100	135.00	675.00	114.00	570.00	84.44
CD	128	1305100	135.00	675.00	129.00	645.00	95.55
CD	299	1305100	237.38	749.77	97.50	307.95	41.07
*****	CD	1.183	844.38	713.39	607.50	513.26	71.94
CSIS	142	0703000	108.00	270.67	108.00	270.67	100.00
CSIS	143	0703000	108.00	270.67	88.00	220.55	81.48
CSIS	144	0703000	36.00	270.67	20.00	150.37	55.55
CSIS	145	0703000	36.00	270.67	30.00	225.56	83.33
CSIS	174B	0703000	148.00	556.39	54.00	203.00	36.48
CSIS	175B	0703000	100.00	751.87	44.00	330.82	44.00
CSIS	274B	0703000	98.00	368.42	43.00	161.65	43.87
CSIS	275B	0703000	100.00	751.87	40.00	300.75	40.00
CSIS	299	0703000	734.00	355.96	30.00	150.00	3000.00
*****	CSIS	2.062	734.00	355.96	457.00	221.62	62.26
CVTE	225	1213000	69.00	460.00	51.00	340.00	73.91
*****	CVTE	.150	69.00	460.00	51.00	340.00	73.91
HESC	150	2199000	60.00	300.00	28.50	142.50	47.50
*****	HESC	.200	60.00	300.00	28.50	142.50	47.50
NURS	133	1203000	384.00	241.06	351.60	220.72	91.56
NURS	135	1203000	384.00	227.75	345.60	204.98	90.00
NURS	137	1203000	384.00	227.97	351.60	208.73	91.56

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS199	120300	2.023	3.00	3.00	3.00	3.00	100.00
NURS211	120300	2.023	389.25	192.35	506.03	250.06	130.00
NURS231	120300	2.121	420.76	198.34	427.77	201.64	101.66
NURS233	120300	2.056	420.76	204.57	434.78	211.38	103.33
NURS235	120300	3.099	630.00	203.23	721.00	232.59	114.44
NURS299	120300	.266	75.00	281.95	45.00	169.17	60.00
NURS	120300	14.530	3090.77	212.70	3186.38	219.28	103.09

***** BUSINESS AND PROFESSIONAL STUDIES *****
 20.934 6542.66 312.53 5402.76 258.08 82.57

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** NON CREDIT CLASSES***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CD	001	130510	39.38	39.38	25.88	25.88	65.71
***** CD			39.38	39.38	25.88	25.88	65.71
NURS097	120300	1.181	360.00	304.74	268.00	226.86	74.44
***** NURS		1.181	360.00	304.74	268.00	226.86	74.44

***** BUSINESS AND PROFESSIONAL STUDIES *****
 1.181 399.38 338.08 293.88 248.77 73.58

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	CSIS	15.855	8276.00	521.98	6398.50	403.56	77.31
CVTE100		.133	120.00	902.25	110.00	827.06	91.66
CVTE101		.267	240.00	898.87	220.00	823.97	91.66
CVTE102		1.033	480.00	464.66	440.00	425.94	90.00
CVTE103		.517	240.00	366.21	216.00	417.79	106.66
CVTE200		.433	150.00	464.42	160.00	369.51	88.88
CVTE201		.350	108.00	308.57	96.00	274.28	58.82
CVTE202		.350	102.00	291.42	60.00	171.42	88.23
CVTE203		.350	102.00	291.42	90.00	257.14	74.00
CVTE205		1.875	750.00	400.00	555.00	296.00	40.00
CVTE208		.183	75.00	409.83	30.00	163.93	40.00
*****	CVTE	5.491	2367.00	431.06	1977.00	360.04	83.52
FS 110		.200	150.00	750.00	135.00	675.00	90.00
FS 115		.200	120.00	600.00	117.00	585.00	97.50
FS 120		.400	285.00	712.50	246.00	615.00	86.31
*****	FS	.800	555.00	693.75	498.00	622.50	89.72
HESC110		.300	240.00	800.00	150.00	500.00	62.50
HESC150		.200	90.00	450.00	93.00	465.00	103.33
HESC199		.500	339.00	678.00	252.00	504.00	74.33
*****	HESC	.500	339.00	678.00	252.00	504.00	74.33
NURS120		5.119	877.50	171.41	1080.00	210.97	123.07
NURS155A		.225	292.50	1300.00	297.00	1320.00	101.53
NURS201		.089	49.50	556.17	45.00	505.61	90.90
NURS203		1.442	420.00	291.24	360.00	249.63	85.71
NURS255A		.225	292.50	1300.00	148.50	660.00	50.76
NURS265A		.225	157.50	700.00	76.50	340.00	48.57
*****	NURS	7.325	2089.50	285.24	2007.00	273.98	96.05
OTA 100		.133	70.00	526.31	58.00	436.09	82.85
OTA 101		.217	140.00	645.16	52.00	239.63	37.14
OTA 110		.350	210.00	600.00	78.00	222.85	37.14
OTA 210		.222	96.00	432.43	20.00	90.09	20.83
OTA 220		.283	120.00	424.02	25.00	88.33	20.83
OTA 230		.067	24.00	358.20	5.00	74.62	20.83
*****	OTA	1.272	660.00	518.86	238.00	187.10	36.06
RESP105		.267	140.00	524.34	92.00	344.56	65.71
RESP108		.800	270.00	337.50	234.00	292.50	86.66
RESP114		.133	70.00	526.31	54.00	406.01	77.14
RESP115		.267	120.00	449.43	56.00	209.73	46.66
RESP208		.425	112.50	264.70	105.00	247.05	93.33
RESP222		.100	315.00	150.00	147.00	70.00	46.66
*****	RESP	3.992	1027.50	257.38	688.00	172.34	66.95
SLPA100		.267	120.00	449.43	80.00	299.62	66.66
SLPA200		.267	180.00	674.15	60.00	224.71	33.33

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES
 *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS118	120300	.134	70.00	522.38	74.00	552.23	105.71
NURS119	120300	.134	70.00	522.38	44.00	328.35	62.85
NURS135	120300	.718	120.00	167.06	126.00	175.41	105.00
NURS205	120300	.993	180.00	181.26	180.00	181.26	100.00
NURS223	120300	3.214	732.00	227.71	692.00	215.27	94.53
NURS225	120300	2.682	690.00	257.22	655.50	244.36	95.00
NURS299	120300	.266	100.00	375.93	70.00	263.15	70.00
NURS		8.142	1962.00	240.96	1841.50	226.16	93.85
RESP112	121000	.600	120.00	200.00	75.00	125.00	62.50
RESP		.600	120.00	200.00	75.00	125.00	62.50

***** BUSINESS AND PROFESSIONAL STUDIES *****
 16.402 5096.76 310.73 4713.64 287.37 92.48

SKDS71 S
 RUN ON: J1-27-2003 12:00:20
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSS T COLLEGE
 SUBJECT WSCH ANALYSIS
 *** NON CREDIT CLASSES***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	120300	1.400	350.00	249.98	320.00	228.55	91.42
*****	NURS	1.400	350.00	249.98	320.00	228.55	91.42

***** BUSINESS AND PROFESSIONAL STUDIES *****

1.400	350.00	249.98	320.00	228.55	91.42
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SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE107	121300	.067	25.00	373.13	30.00	447.76	120.00
CVTE110	121300	.133	120.00	902.25	102.00	766.91	85.00
CVTE111	121300	.267	240.00	898.87	204.00	764.04	85.00
CVTE112	121300	1.033	480.00	464.66	408.00	394.96	85.00
CVTE113	121300	.517	240.00	464.21	204.00	394.58	85.00
CVTE210	121300	.433	200.00	461.89	160.00	369.51	80.00
CVTE211	121300	.350	120.00	342.85	96.00	274.28	80.00
CVTE212	121300	.350	96.00	342.28	60.00	171.42	62.50
CVTE213	121300	.350	120.00	374.85	78.00	222.85	65.00
CVTE215	121300	2.250	900.00	400.00	570.00	2253.33	63.33
CVTE218	121300	.183	48.00	262.29	30.00	163.93	42.50
CVTE230	121300	.133	100.00	751.87	40.00	300.75	40.00
CVTE		6.066	2689.00	443.29	1982.00	326.73	73.70
FS 110	130400	.200	150.00	750.00	150.00	750.00	100.00
FS 115	130400	.400	300.00	750.00	186.00	465.00	62.00
FS 120	130400	.400	285.00	712.50	198.00	495.00	69.47
FS		1.000	735.00	735.00	534.00	534.00	72.65
MM 192	069900	.350	144.00	411.42	102.00	291.42	70.83
MM		.350	144.00	411.42	102.00	291.42	70.83
NURS131	120300	.165	120.00	724.63	105.00	634.05	87.50
NURS155B	120300	.225	360.00	1600.00	76.50	340.00	21.25
NURS		.390	480.00	1228.87	181.50	464.66	37.81
OTA 100	121800	.133	70.00	526.31	22.00	165.41	31.42
OTA 120	121800	.133	70.00	526.31	26.00	195.48	37.14
OTA 130	121800	.350	210.00	600.00	78.00	222.85	37.14
OTA 140	121800	.283	175.00	618.37	65.00	229.68	37.14
OTA		.899	525.00	583.98	191.00	212.45	36.38
RESP116	121000	.200	105.00	525.00	72.00	360.00	68.57
RESP118	121000	.650	450.00	692.30	187.50	288.46	41.66
RESP122	121000	2.250	315.00	140.00	216.00	96.00	68.57
RESP205	121000	.267	120.00	449.43	56.00	209.73	46.66
RESP232	121000	1.575	367.50	233.33	147.00	93.33	40.00
RESP250	121000	.200	105.00	525.00	42.00	360.00	68.57
RESP268	121000	.150	93.00	620.00	42.00	280.00	45.16
RESP		5.292	1555.50	293.93	792.50	149.75	50.94
SLPA100	122000	.267	140.00	524.34	60.00	224.71	42.85
SLPA110	122000	.267	140.00	524.34	48.00	179.77	34.28
SLPA205	122000	.267	140.00	524.34	48.00	179.77	34.28
SLPA		.801	420.00	524.34	156.00	194.75	37.14

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	CVTE	.150	75.00	500.00	66.00	440.00	88.00
HESC110		200	150.00	750.00	150.00	750.00	100.00
HESC150		200	149.06	745.30	122.23	611.15	82.00
HESC206		200	112.50	562.50	78.75	393.75	70.00
*****	HESC	.600	411.56	685.93	350.98	584.96	85.28
NURS117		.066	35.00	530.30	22.00	333.33	62.85
NURS118		.067	36.00	537.31	20.00	298.50	55.55
NURS119		.067	36.00	537.31	40.00	597.01	111.11
NURS133		2.147	516.00	240.26	477.60	222.38	92.55
NURS135		2.148	478.88	222.94	442.99	206.23	88.74
NURS137		1.974	389.25	237.75	402.23	215.42	103.33
NURS211		1.640	388.13	396.33	258.75	264.21	66.66
NURS225		.979	663.57	326.30	461.26	226.81	69.51
NURS231		2.033	631.14	345.86	462.83	253.63	73.33
NURS233		1.824	630.00	286.10	518.00	235.24	82.22
NURS235		2.202	49.69	373.60	25.84	194.28	52.00
NURS299		.133	4332.91	283.51	3556.79	232.73	82.08
*****	NURS	15.282	4332.91	283.51	3556.79	232.73	82.08

***** BUSINESS AND PROFESSIONAL STUDIES *****

22.986 7985.57 347.40 6538.31 284.44 81.87

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	120300	1.937	500.00	258.06	256.00	132.12	51.20
NURS		1.937	500.00	258.06	256.00	132.12	51.20
***** BUSINESS AND PROFESSIONAL STUDIES *****							
		1.937	500.00	258.06	256.00	132.12	51.20

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS296	070300	.350	144.00	411.42	132.00	377.14	91.66
CSIS299	070300	.200	72.00	360.00	48.00	240.00	66.66
****	CSIS	12.923	6858.00	530.66	5683.00	439.74	82.86
CVTE100	121300	.133	120.00	902.25	106.00	796.99	88.33
CVTE101	121300	.267	240.00	898.87	212.00	794.00	88.33
CVTE102	121300	1.033	480.00	464.66	424.00	410.45	88.33
CVTE103	121300	.517	240.00	464.21	212.00	410.05	88.33
CVTE200	121300	.433	200.00	461.89	186.00	429.56	93.00
CVTE201	121300	.350	108.00	308.57	108.00	308.57	100.00
CVTE202	121300	.350	102.00	291.42	108.00	308.57	105.88
CVTE203	121300	.350	102.00	291.42	108.00	308.57	105.88
CVTE205	121300	2.400	750.00	312.50	720.00	205.71	96.00
CVTE208	121300	.183	75.00	409.83	54.00	300.00	72.00
****	CVTE	6.016	2417.00	401.76	2202.00	366.02	91.10
FS 110	130400	.200	120.00	600.00	150.00	750.00	125.00
FS 115	130400	.200	135.00	675.00	114.00	570.00	84.44
FS 120	130400	.400	246.00	615.00	222.00	555.00	90.24
****	FS	.800	501.00	626.25	486.00	607.50	97.00
HESC110	219900	.200	90.00	450.00	84.00	420.00	93.33
HESC150	219900	.200	90.00	450.00	51.00	255.00	56.66
****	HESC	.400	180.00	450.00	135.00	337.50	75.00
NURS120	120300	3.380	810.00	239.60	796.50	235.60	98.33
NURS201	120300	.089	49.50	556.17	45.00	505.61	90.90
NURS203	120300	1.583	480.00	303.22	408.00	257.73	85.00
NURS255A	120300	.225	292.50	1300.00	256.50	1140.00	87.69
NURS265A	120300	.225	157.50	700.00	108.00	480.00	68.57
****	NURS	5.502	1789.50	325.20	1614.00	293.31	90.19
OTA 100	121800	.133	70.00	526.31	44.00	330.82	62.85
OTA 101	121800	.217	140.00	645.16	68.00	313.36	48.57
OTA 110	121800	.350	210.00	600.00	90.00	257.14	42.85
OTA 210	121800	.222	96.00	432.43	44.00	198.19	45.83
OTA 220	121800	.283	120.00	424.02	55.00	194.34	45.83
OTA 230	121800	.067	24.00	358.20	11.00	164.17	45.83
****	OTA	1.272	660.00	518.86	312.00	245.28	47.27
RESP105	121000	.267	140.00	524.34	88.00	329.58	62.85
RESP108	121000	.800	270.00	337.50	198.00	247.50	73.33
RESP114	121000	.133	70.00	526.31	46.00	345.86	65.71
RESP115	121000	.267	120.00	449.43	88.00	329.58	73.33
RESP208	121000	.650	225.00	346.15	165.00	253.84	73.33
RESP222	121000	2.100	315.00	150.00	231.00	110.00	73.33
****	RESP	4.217	1140.00	270.33	816.00	193.50	71.57
SLPA100	122000	.267	140.00	524.34	56.00	209.73	40.00
SLPA115	122000	.133	60.00	451.12	32.00	240.60	53.33

DIVISION - BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102		308	144.00	467.53	117.00	379.87	81.25
AOJ 103		447	227.50	508.94	221.00	494.40	97.14
AOJ 110		200	150.00	750.00	114.00	570.00	76.00
AOJ 262B		067	62.50	932.83	12.50	186.56	20.00
AOJ		1.022	584.00	571.42	464.50	454.50	79.53
BUS 120		267	200.00	749.06	216.00	808.98	108.00
BUS 121		267	200.00	749.06	212.00	794.00	106.00
BUS 251		133	60.00	451.12	58.00	436.09	96.66
BUS		667	460.00	689.65	486.00	728.63	105.65
CA 163		067	25.00	373.13	29.00	432.83	116.00
CA 166		067	40.00	597.01	28.00	417.91	70.00
CA		134	65.00	485.07	57.00	425.37	87.69
CD 125		400	330.00	825.00	213.00	532.50	64.54
CD 138		200	160.00	800.00	56.00	280.00	35.00
CD 160		200	270.00	1350.00	102.00	510.00	37.77
CD		800	760.00	950.00	371.00	463.75	48.81
CSIS105		283	108.00	270.67	109.73	387.73	10973.00
CSIS132		142	108.00	406.01	55.00	387.32	5500.00
CSIS142		339	108.00	360.90	110.00	275.68	101.85
CSIS143		266	48.00	751.87	46.00	172.93	42.59
CSIS145		133	100.00	375.93	38.00	285.71	79.16
CSIS173B		133	100.00	375.93	95.65	736.84	98.00
CSIS174B		266	50.00	375.93	12.00	359.58	95.65
CSIS175B		133	100.00	375.93	11.00	390.22	24.00
CSIS186A		033	100.00	375.93	11.00	333.33	1100.00
CSIS186B		033	100.00	375.93	84.00	315.78	84.00
CSIS274B		266	100.00	751.87	30.00	225.56	30.00
CSIS275B		133	100.00	751.87	43.86	329.77	4386.00
CSIS280		133	100.00	751.87	117.86	344.61	11786.00
CSIS299		342	714.00	264.93	862.10	319.88	120.74
CSIS		2.695	150.00	750.00	153.00	765.00	102.00
HESC110		200	150.00	750.00	120.00	600.00	80.00
HESC150		200	150.00	750.00	273.00	682.50	91.00
HESC		400	300.00	750.00	273.00	682.50	91.00
NURS118		201	189.25	941.54	135.55	674.37	71.62
NURS119		201	250.00	1243.78	149.00	741.29	59.66
NURS135		838	180.00	526.31	1174.00	207.53	96.60
NURS140		266	140.00	181.26	104.00	390.97	74.28
NURS205		993	180.00	181.26	186.00	187.31	103.33
NURS223		4.781	1049.13	219.41	999.25	208.98	95.84
NURS225		3.687	805.00	218.31	828.00	224.54	102.25
NURS		10.968	2793.38	254.67	2575.80	234.84	92.21

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** NON CREDIT CLASSES***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	120300	1.900	350.00	184.18	352.00	185.23	100.57
NURS		1.900	350.00	184.18	352.00	185.23	100.57

***** BUSINESS AND PROFESSIONAL STUDIES *****

		1.900	350.00	184.18	352.00	185.23	100.57
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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE112	121300	1.033	480.00	464.66	376.00	363.98	78.33
CVTE113	121300	.584	240.00	410.95	188.00	321.91	78.33
CVTE210	121300	.433	200.00	461.89	179.00	413.39	89.50
CVTE211	121300	.350	120.00	342.85	108.00	308.57	90.00
CVTE212	121300	.350	96.00	274.28	102.00	291.42	106.25
CVTE213	121300	.350	120.00	342.85	66.00	188.57	55.00
CVTE215	121300	2.400	900.00	375.00	690.00	287.50	76.66
CVTE218	121300	.183	48.00	262.29	51.00	278.68	106.25
CVTE230	121300	.133	100.00	751.87	34.00	255.63	34.00
CVTE		6.283	2689.00	427.98	2105.00	335.03	78.28
FS 110	130400	.200	150.00	750.00	144.00	720.00	96.00
FS 115	130400	.200	150.00	750.00	156.00	780.00	104.00
FS 120	130400	.400	285.00	712.50	225.00	562.50	78.94
FS		.800	585.00	731.25	525.00	656.25	89.74
NURS131	120300	.177	90.00	506.75	88.50	498.31	98.33
NURS155B	120300	.402	270.00	1200.00	88.50	219.82	24.58
NURS		.402	360.00	894.18			
OTA 120	121800	.133	70.00	526.31	28.00	210.52	40.00
OTA 130	121800	.350	210.00	600.00	84.00	240.00	40.00
OTA 140	121800	.283	175.00	618.37	70.00	247.34	40.00
OTA		.766	455.00	593.99	182.00	237.59	40.00
RESP116	121000	.200	105.00	525.00	54.00	270.00	51.42
RESP118	121000	.650	450.00	692.30	142.50	219.23	31.66
RESP122	121000	1.800	315.00	175.00	162.00	90.00	51.42
RESP199	121000	.267	9.00	9.00	9.00	9.00	100.00
RESP205	121000	2.100	120.00	449.43	80.00	299.62	66.66
RESP232	121000	.200	367.50	175.00	210.00	100.00	57.14
RESP250	121000	.200	105.00	525.00	54.00	270.00	51.42
RESP268	121000	.150	93.00	620.00	60.00	400.00	64.51
RESP		5.367	1564.50	291.50	771.50	143.74	49.31
SLPA100	122000	.267	140.00	524.34	56.00	209.73	40.00
SLPA200	122000	.267	140.00	524.34	48.00	179.77	34.28
SLPA		.534	280.00	524.34	104.00	194.75	37.14
***** BUSINESS AND PROFESSIONAL STUDIES *****							
		52.663	28243.50	536.30	22862.50	434.12	80.94

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ	100	210500	138.38	593.90	126.08	541.11	91.11
AOJ	101	210500	59.25	713.85	33.58	404.57	56.67
AOJ	110	210500	150.00	750.00	81.00	405.00	54.00
AOJ	142	210500	150.00	750.00	102.00	510.00	68.00
AOJ	251A	210500	100.00	598.80	87.50	523.95	87.50
AOJ	251B	210500	80.00	479.04	75.00	449.10	93.75
AOJ	299	210500	721.97	760.12	385.05	405.40	53.33
AOJ	299	210500	1399.60	699.86	890.21	445.14	63.60
BUS	086	051400	20.00	74.85	52.00	194.61	260.00
BUS	120	050200	200.00	749.06	212.00	794.00	106.00
BUS	121	050200	200.00	749.06	192.00	719.10	96.00
BUS	252	050900	72.00	720.00	34.50	345.00	47.91
BUS	256	050990	99.69	749.54	47.85	359.77	47.99
BUS	257	050990	36.00	360.00	19.50	195.00	54.16
BUS	257	050990	627.69	553.42	557.85	491.84	88.87
CA	163	130630	35.00	522.38	33.00	492.53	94.28
CA	166	130630	35.00	522.38	28.00	417.91	80.00
CA	166	130630	70.00	522.38	61.00	455.22	87.14
CD	125	130510	315.00	787.50	213.00	532.50	67.61
CD	128	130510	135.00	675.00	117.00	585.00	86.66
CD	299	130510	45.00	671.64	31.00	462.68	68.88
CD	299	130510	495.00	742.12	361.00	541.22	72.92
CSIS	142	070300	104.00	390.97	92.00	345.86	88.46
CSIS	143	070300	104.00	390.97	82.00	308.27	78.84
CSIS	144	070300	48.00	360.90	28.00	210.52	58.33
CSIS	145	070300	48.00	360.90	34.00	255.63	70.83
CSIS	172	070300	100.00	751.87	34.00	255.63	34.00
CSIS	173B	070300	100.00	751.87	88.00	661.65	88.00
CSIS	174B	070300	48.00	360.90	38.00	285.71	79.16
CSIS	274B	070300	48.00	360.90	40.00	300.75	83.33
CSIS	274B	070300	600.00	451.12	436.00	327.81	72.66
CVTE	225	121300	75.00	500.00	78.00	520.00	104.00
CVTE	225	121300	75.00	500.00	78.00	520.00	104.00
HESC	205	219900	150.00	750.00	75.00	375.00	50.00
HESC	206	219900	150.00	750.00	72.00	360.00	48.00
HESC	206	219900	300.00	750.00	147.00	367.50	49.00
NURS	110	120300	174.57	455.79	139.65	364.62	79.99
NURS	117	120300	35.00	530.30	21.00	318.18	60.00
NURS	119	120300	36.00	537.31	13.00	194.02	36.11
NURS	133	120300	384.00	228.00	358.80	213.03	93.43
NURS	135	120300	359.25	213.12	335.25	198.89	93.31
NURS	137	120300	359.25	219.20	323.33	197.28	90.00

SKDS71-IN
 RUN ON: 0, 21-2004 11:11:02
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES
 GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS
 *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS211	120300	1.974	454.13	229.96	441.15	223.38	97.14
NURS225	120300	.818	452.81	552.94	375.19	458.16	82.85
NURS231	120300	2.191	733.69	334.86	684.68	312.49	93.32
NURS233	120300	3.531	736.32	208.51	708.27	200.57	96.19
NURS235	120300	2.502	630.00	251.79	728.00	290.96	115.55
NURS242	120300	.266	99.38	373.60	97.39	366.12	97.99
NURS242A	120300	.225	90.00	400.00	67.50	300.00	75.00
NURS265A	120300	17.033	4544.40	266.79	4293.21	252.04	94.47

***** BUSINESS AND PROFESSIONAL STUDIES *****
 22.848 8111.69 355.01 6824.27 298.67 84.12

SKDS71-IN
 RUN ON: 07-21-2004 11:11:02
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

GROSSMON COLLEGE
 SUBJECT WSCH ANALYSIS
 *** NON CREDIT CLASSES***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	120300	2.119	500.00	235.90	208.00	98.13	41.60
*****	NURS	2.119	500.00	235.90	208.00	98.13	41.60

***** BUSINESS AND PROFESSIONAL STUDIES *****							
		TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
		2.119	500.00	235.90	208.00	98.13	41.60

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	CSIS	10.709	5706.00	532.82	4601.00	429.63	80.63
CVTE1100		.133	120.00	902.25	110.00	827.06	91.66
CVTE101		.267	240.00	898.87	220.00	823.97	91.66
CVTE102		1.033	480.00	464.66	440.00	425.94	91.66
CVTE103		.517	240.00	464.21	220.00	425.53	91.66
CVTE200		.433	150.00	346.42	176.00	406.46	117.33
CVTE201		.350	108.00	308.57	96.00	274.28	88.88
CVTE202		.350	102.00	291.42	108.00	308.57	105.88
CVTE203		.350	102.00	291.42	108.00	308.57	105.88
CVTE205		2.075	750.00	361.44	690.00	332.53	92.00
CVTE208		.183	75.00	409.83	57.00	311.47	76.00
*****	CVTE	5.691	2367.00	415.91	2189.00	384.64	92.47
FS 110		.200	135.00	675.00	141.00	705.00	104.44
FS 115		.200	135.00	675.00	114.00	570.00	84.44
FS 120		.400	285.00	712.50	177.00	442.50	62.10
*****	FS	.800	555.00	693.75	432.00	540.00	77.83
HESC110		.200	90.00	450.00	84.00	420.00	93.33
HESC150		.200	90.00	450.00	69.00	345.00	76.66
*****	HESC	.400	180.00	450.00	153.00	382.50	85.00
NURS000		2.408	1020.00	423.55	37.00	37.00	3700.00
NURS120		.089	52.50	589.88	42.00	282.36	66.66
NURS201		1.122	420.00	374.33	336.00	471.91	80.00
NURS203		.225	292.50	1300.00	211.50	299.46	80.00
NURS255A		.225	157.50	700.00	90.00	940.00	72.30
NURS255B		.225	157.50	700.00	108.00	480.00	57.14
NURS265A		.225	157.50	700.00	108.00	480.00	68.57
*****	NURS	4.294	2100.00	489.03	1504.50	350.35	71.64
OTA 100		.133	70.00	526.31	36.00	270.67	51.42
OTA 101		.217	140.00	645.16	56.00	258.06	40.00
OTA 110		.350	210.00	600.00	84.00	240.00	40.00
OTA 210		.222	96.00	432.43	52.00	234.23	54.16
OTA 220		.283	120.00	424.02	65.00	229.68	54.16
OTA 230		.067	24.00	358.20	13.00	194.02	54.16
*****	OTA	1.272	660.00	518.86	306.00	240.56	46.36
RESPI05		.267	140.00	524.34	172.00	644.19	122.85
RESPI08		1.100	405.00	368.18	387.00	351.81	95.55
RESPI14		.133	90.00	676.69	86.00	646.61	95.55
RESPI15		.267	120.00	449.43	80.00	299.62	66.66
RESPP208		.650	225.00	346.15	142.50	219.23	63.33
RESPP222		2.100	315.00	150.00	199.50	95.00	63.33
*****	RESP	4.517	1295.00	286.69	1067.00	236.21	82.39
SLPA100		.267	140.00	524.34	100.00	374.53	71.42
SLPA115		.133	70.00	526.31	40.00	300.75	57.14
SLPA205		.267	140.00	524.34	56.00	209.73	40.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ	102	210500	144.00	467.53	117.00	379.87	81.25
AOJ	103	210500	227.50	509.06	195.00	436.33	85.71
AOJ	107	210500	726.00	767.60	703.31	743.61	96.87
AOJ	110	210500	261.00	652.50	171.00	427.50	65.51
AOJ	250D	210500	58.50	585.00	19.01	190.10	32.49
AOJ	262A	210500	50.00	746.26	18.00	268.65	36.00
AOJ	*****	2.267	1467.00	646.91	1223.32	539.45	83.38
BUS	120	050200	200.00	749.06	228.00	853.93	114.00
BUS	121	050200	100.00	374.53	108.00	404.49	108.00
BUS	251	050990	69.38	517.76	57.81	431.41	83.32
BUS	*****	.668	369.38	552.96	393.81	589.53	106.61
CA	163	130630	25.00	373.13	22.00	328.35	88.00
CA	166	130630	40.00	597.01	25.00	373.13	62.50
CA	*****	.134	65.00	485.07	47.00	350.74	72.30
CD	125	130510	330.00	825.00	255.00	637.50	77.27
CD	128	130510	135.00	675.00	117.00	585.00	86.66
CD	*****	.600	465.00	775.00	372.00	620.00	80.00
CSIS	142	070300	112.00	421.05	90.00	338.34	80.35
CSIS	143	070300	112.00	421.05	76.00	285.71	67.85
CSIS	144	070300	56.00	421.05	18.00	135.33	32.14
CSIS	145	070300	56.00	421.05	18.00	135.33	32.14
CSIS	172	070300	100.00	751.87	66.00	496.24	66.00
CSIS	173B	070300	100.00	751.87	44.00	330.82	44.00
CSIS	175B	070300	50.00	375.93	31.00	233.08	62.00
CSIS	299	070300	56.00	421.05	40.00	300.75	71.42
CSIS	*****	1.330	642.00	482.70	383.00	287.96	59.65
HESC	110	219900	150.00	750.00	129.00	645.00	86.00
HESC	150	219900	168.75	843.75	155.25	776.25	92.00
HESC	299	219900	105.00	525.00	36.00	180.00	34.28
HESC	*****	.600	423.75	706.25	320.25	533.75	75.57
NURS	118	120300	35.00	522.38	28.00	417.91	80.00
NURS	119	120300	35.00	522.38	35.00	522.38	100.00
NURS	140	120300	140.00	526.31	80.00	300.75	57.14
NURS	205	120300	180.00	181.26	156.00	157.09	86.66
NURS	299	120300	1645.00	300.36	1146.00	209.25	69.66
NURS	*****	6.869	2035.00	296.23	1445.00	210.34	71.00
RESP	112	121000	135.00	112.50	129.00	107.50	95.55
RESP	*****	1.200	135.00	112.50	129.00	107.50	95.55

RDG71-INS
 RUN ON: 10-31-2005 10:22:57
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS
 *** NON CREDIT CLASSES***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	120300	.650	350.00	538.46			
NURS		.650	350.00	538.46			

***** BUSINESS AND PROFESSIONAL STUDIES *****

.650 350.00 538.46

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE201	121300	.350	96.00	274.28	96.00	274.28	100.00
CVTE202	121300	.350	96.00	274.28	108.00	308.57	112.50
CVTE203	121300	.350	102.00	291.42	72.00	205.71	70.58
CVTE205	121300	2.225	750.00	337.07	675.00	303.37	90.00
CVTE208	121300	.183	48.00	262.29	54.00	295.08	112.50
CVTE299	121300	.200	150.00	750.00	60.00	300.00	40.00
CVTE		6.041	2472.00	409.20	2154.00	356.56	87.13
FS	110	.200	135.00	675.00	129.00	645.00	95.55
FS	115	.400	300.00	750.00	189.00	472.50	63.00
FS	120	.400	285.00	712.50	159.00	397.50	55.78
FS		1.000	720.00	720.00	477.00	477.00	66.25
HESC110	219900	.200	90.00	450.00	96.00	480.00	106.66
HESC150	219900	.200	90.00	450.00	63.00	315.00	70.00
HESC		.400	180.00	450.00	159.00	397.50	88.33
NURS120	120300	2.966	680.00	229.26	680.00	229.26	100.00
NURS155A	120300	.225	270.00	1200.00	4.50	20.00	1.66
NURS203	120300	1.700	420.00	247.05	444.00	261.17	105.71
NURS265A	120300	.225	157.50	700.00	130.50	580.00	82.85
NURS		5.116	1527.50	298.57	1259.00	246.09	82.42
OTA	100	.133	70.00	526.31	66.00	496.24	94.28
OTA	101	.217	140.00	645.16	92.00	423.96	65.71
OTA	110	.350	210.00	600.00	138.00	394.28	65.71
OTA	210	.222	96.00	432.43	36.00	162.16	37.50
OTA	220	.283	120.00	424.02	45.00	159.01	37.50
OTA	230	.067	24.00	358.20	9.00	134.32	37.50
OTA		1.272	660.00	518.86	386.00	303.45	58.48
RESP105	121000	.267	180.00	674.15	172.00	644.19	95.55
RESP108	121000	1.100	405.00	368.18	387.00	351.81	95.55
RESP114	121000	.133	100.00	751.87	86.00	645.61	86.00
RESP201	121000	.267	140.00	524.34	136.00	509.36	97.14
RESP208	121000	.650	240.00	369.23	255.00	392.30	106.25
RESP222	121000	3.150	367.50	116.66	357.00	113.33	97.14
RESP		5.567	1432.50	257.31	1393.00	250.22	97.24
SLPA100	122000	.267	140.00	524.34	60.00	224.71	42.85
SLPA115	122000	.133	70.00	526.31	26.00	195.48	37.14
SLPA199	122000	.267	21.00	21.00	21.00	21.00	100.00
SLPA205	122000	.067	140.00	524.34	40.00	149.81	28.57
SLPA216	122000	.057	20.00	298.50	10.00	149.25	50.00
SLPA218	122000	.801	411.00	513.10	167.00	208.48	40.63

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ	102	210500	225.00	730.75	54.00	175.38	24.00
AOJ	103	210500	325.00	728.04	91.00	203.85	28.00
AOJ	107	210500	828.00	845.32	310.50	316.99	37.50
AOJ	110	210500	300.00	750.00	207.00	517.50	69.00
AOJ	262B	210500	50.00	746.26	12.00	179.10	24.00
AOJ	*****	2.200	1728.00	785.16	674.50	306.47	39.03
BOT	164	051400	60.00	451.12	38.00	285.71	63.33
BOT	*****	.133	60.00	451.12	38.00	285.71	63.33
BUS	120	050200	400.00	749.06	380.00	711.61	95.00
BUS	121	050200	400.00	749.06	316.00	591.76	79.00
BUS	251	050990	60.00	448.76	68.00	508.60	113.33
BUS	*****	1.201	860.00	715.65	764.00	635.76	88.83
CA	163	130630	25.00	373.13	20.00	298.50	80.00
CA	166	130630	40.00	597.01	29.00	432.83	72.50
CA	*****	.134	65.00	485.07	49.00	365.67	75.38
CD	125	130500	180.00	900.00	135.00	675.00	75.00
CD	136	130500	135.00	675.00	84.00	420.00	62.22
CD	137	130500	153.00	765.00	78.00	391.00	51.11
CD	174	130500	82.50	412.50	116.25	581.25	140.90
CD	299	130500	135.00	675.00	141.00	705.00	104.44
CD	*****	1.000	685.50	685.50	554.45	554.45	80.88
CSIS	110	070100	270.00	385.71	201.00	287.14	74.44
CSIS	142	070100	112.00	421.05	78.00	293.23	69.64
CSIS	143	070100	112.00	425.85	70.00	266.15	62.50
CSIS	172	070100	100.00	751.87	28.00	210.52	28.00
CSIS	174B	070100	100.00	751.87	86.00	646.61	86.00
CSIS	175B	070100	100.00	751.87	90.00	676.69	90.00
CSIS	299	070100	56.00	421.05	22.00	165.41	39.28
CSIS	*****	1.761	850.00	482.68	575.00	326.51	67.64
HESC	099	219900	150.00	750.00	168.00	840.00	112.00
HESC	110	219900	149.06	745.30	166.95	834.75	112.00
HESC	150	219900	168.75	843.75	114.75	573.75	68.00
HESC	*****	.600	467.81	779.68	449.70	749.50	96.12
NURS	118	120300	35.00	522.38	17.00	253.73	48.57
NURS	119	120300	35.00	522.38	26.00	388.05	74.28
NURS	130	120300	180.00	225.00	180.00	225.00	100.00
NURS	132	120300	459.00	241.57	342.00	180.00	74.50
NURS	201	120300	52.50	589.88	60.00	674.15	114.28
NURS	205	120300	150.00	134.95	175.00	157.44	116.66
NURS	220	120300	324.00	202.50	288.00	180.00	88.88
NURS	222	120300	324.00	202.50	324.00	202.50	100.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	120300	1.709	350.00	204.76	244.00	142.74	69.71
*****	NURS	1.709	350.00	204.76	244.00	142.74	69.71

***** BUSINESS AND PROFESSIONAL STUDIES *****							
		TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
		1.709	350.00	204.76	244.00	142.74	69.71

2-14-2006 11:33:31
 INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS
 *** DAILY CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES		SUBJECT TOP		TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU	100	2105000	.208	138.38	665.28	95.33	458.31	68.89	
AOU	101	2105000	.083	44.44	535.42	25.18	303.37	56.66	
AOU	104	2105000	.950	717.19	754.93	270.94	285.20	37.77	
AOU	107	2105000	.979	605.31	618.29	665.84	680.12	109.99	
AOU	110	2105000	.400	261.00	652.50	174.00	435.00	66.66	
AOU	142	2105000	.200	135.00	675.00	75.00	375.00	55.55	
AOU	142	2105000	2.820	1901.32	674.22	1306.29	463.22	68.70	
BUS	120	0502000	.534	300.00	561.79	296.00	554.30	98.66	
BUS	121	0502000	.534	400.00	749.06	356.00	666.66	89.00	
BUS	252	0509000	.100	72.00	720.00	31.90	270.00	37.50	
BUS	256	0508000	.133	99.69	749.54	13.50	239.84	31.90	
BUS	257	0508000	.100	36.00	360.00	13.50	135.00	37.50	
BUS	257	0508000	1.401	907.69	647.88	724.40	517.05	79.80	
CA	163	1306300	.067	35.00	522.38	35.00	522.38	100.00	
CA	166	1306300	.067	35.00	522.38	26.00	388.05	74.28	
CA	166	1306300	.134	70.00	522.38	61.00	455.22	87.14	
CD	125	1305000	.200	180.00	900.00	174.00	870.00	96.66	
CD	129	1305000	.200	135.00	675.00	81.00	405.00	60.00	
CD	137	1305000	.200	90.00	675.00	105.00	525.00	77.77	
CD	299	1305000	.133	50.00	676.69	50.00	375.93	55.55	
CD	299	1305000	.733	50.00	736.69	410.00	559.34	75.92	
CSIS	110	0701000	.700	500.00	771.42	438.00	625.71	81.11	
CSIS	142	0701000	.266	104.00	390.97	74.00	278.19	71.15	
CSIS	143	0701000	.266	104.00	390.97	50.00	187.96	48.00	
CSIS	172	0701000	.133	100.00	751.87	48.00	360.90	48.00	
CSIS	173B	0701000	.133	100.00	751.87	96.00	721.80	96.00	
CSIS	174B	0701000	.133	48.00	360.90	22.00	165.41	45.83	
CSIS	274B	0701000	.133	48.00	360.90	20.00	150.37	41.66	
CSIS	299	0701000	.266	112.00	421.05	64.00	240.60	57.14	
CSIS	299	0701000	2.030	1156.00	569.45	812.00	400.00	70.24	
CVTE	225	1213000	.150	75.00	500.00	39.00	260.00	52.00	
CVTE	299	1213000	.200	225.00	1125.00	75.00	375.00	33.33	
CVTE	299	1213000	.350	300.00	857.14	114.00	325.71	38.00	
HESC	205	2199000	.200	150.00	750.00	39.00	195.00	26.00	
HESC	205	2199000	.400	300.00	750.00	51.00	255.00	34.00	
HESC	205	2199000	.400	300.00	750.00	90.00	225.00	30.00	
NURS	110	1230100	.542	212.50	391.84	243.75	449.47	114.70	
NURS	117	1230100	.066	30.00	454.54	29.50	446.96	98.33	
NURS	118	1230100	.067	18.00	268.65	23.00	343.28	127.77	
NURS	119	1230100	.067	35.00	522.38	38.00	567.16	108.57	
NURS	130	1230100	1.600	360.00	225.00	324.00	202.50	90.00	
NURS	132	1230100	1.600	360.00	225.00	333.00	208.12	92.50	

REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***
 SPRING 2005

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE1111	121300	.267	240.00	898.87	196.00	734.08	81.66
CVTE1112	121300	1.033	480.00	464.66	392.00	379.47	81.66
CVTE1113	121300	.517	240.00	464.21	196.00	379.11	81.66
CVTE2110	121300	.433	200.00	461.89	176.00	406.46	88.00
CVTE2111	121300	.350	120.00	342.85	96.00	274.28	80.00
CVTE2112	121300	.350	96.00	342.85	102.00	291.42	106.25
CVTE2113	121300	.350	120.00	342.85	102.00	291.42	106.25
CVTE2115	121300	2.075	900.00	433.73	675.00	325.30	75.00
CVTE2118	121300	.183	48.00	262.29	54.00	295.08	112.50
CVTE2230	121300	.133	100.00	751.87	38.00	285.71	38.00
CVTE		5.891	2689.00	456.45	2117.00	359.36	78.72
FS	110	.200	150.00	750.00	117.00	585.00	78.00
FS	115	.200	150.00	750.00	162.00	810.00	108.00
FS	120	.400	285.00	712.50	174.00	435.00	61.05
FS		.800	585.00	731.25	453.00	566.25	77.43
NURS120	123010	2.401	1020.00	424.69	697.00	290.21	68.33
NURS155B	123010	1.153	270.00	234.15	301.50	261.46	111.66
NURS		3.554	1290.00	362.88	998.50	280.88	77.40
OTA	120	.133	70.00	526.31	26.00	195.48	37.14
OTA	130	.350	210.00	600.00	78.00	222.85	37.14
OTA	140	.283	175.00	618.37	65.00	229.68	37.14
OTA		.766	455.00	593.99	169.00	220.62	37.14
RESP116	121000	.200	105.00	525.00	120.00	600.00	114.28
RESP118	121000	.875	360.00	411.42	300.00	342.85	83.33
RESP122	121000	3.150	315.00	100.00	360.00	114.28	114.28
RESP150	121000	.200	120.00	600.00	117.00	585.00	97.50
RESP199	121000	.200	4.50	449.43	4.50	4.50	100.00
RESP205	121000	.267	120.00	449.43	89.00	329.58	73.33
RESP232	121000	2.100	367.50	175.00	231.00	110.00	62.85
RESP268	121000	.150	93.00	620.00	66.00	440.00	70.95
RESP		6.942	1485.00	213.91	1286.50	185.32	86.63
SLPA100	122000	.267	140.00	524.34	52.00	194.75	37.14
SLPA110	122000	.267	140.00	524.34	76.00	284.64	54.28
SLPA200	122000	.267	140.00	524.34	44.00	164.79	31.42
SLPA		.801	420.00	524.34	172.00	214.73	40.95

***** BUSINESS AND PROFESSIONAL STUDIES *****
 57.387 29830.00 519.79 22936.00 399.66 76.88

02-14-2006 11:33:31
 INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX		EARNED WSCH	EARNED		% OF MAX
				WSCH/FTEF	EARNED WSCH		WSCH/FTEF	EARNED WSCH	
NURRS205	123010	.331	95.40	288.21	47.70	144.10	50.00		
NURRS211	123010	1.474	454.13	308.03	324.38	220.02	71.42		
NURRS235	123010	2.068	630.00	304.64	504.00	243.71	80.00		
NURRS242	123010	.266	99.38	373.60	91.43	343.72	92.00		
NURRS255A	123010	.225	72.00	320.00	112.50	500.00	156.25		
NURRS265B	123010	.225	90.00	400.00	90.00	400.00	100.00		
NURRS299	123010	3.232	908.24	281.01	616.31	190.68	67.85		
***** NURS		11.763	3364.65	286.02	2777.57	236.11	82.55		
OTA 299	121800	.100	45.00	450.00	19.50	195.00	43.33		
***** OTA		.100	45.00	450.00	19.50	195.00	43.33		

***** BUSINESS AND PROFESSIONAL STUDIES *****
 19.731 8584.66 435.07 6314.76 320.03 73.55

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** NON CREDIT CLASSES***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURS097	123010	1.087	500.00	459.77	384.00	353.10	76.80
*****	NURS	1.087	500.00	459.77	384.00	353.10	76.80

***** BUSINESS AND PROFESSIONAL STUDIES *****

1.087	500.00	459.77	384.00	353.10	76.80
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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE210	1213000	.433	180.00	415.70	161.00	371.82	89.44
CVTE211	1213000	.350	96.00	274.28	90.00	257.14	93.75
CVTE212	1213000	.350	96.00	274.28	108.00	308.57	112.50
CVTE213	1213000	.350	120.00	342.85	66.00	188.57	55.00
CVTE215	1213000	2.250	900.00	400.00	645.00	286.66	71.66
CVTE218	1213000	.183	48.00	262.29	54.00	295.08	112.50
CVTE230	1213000	.133	100.00	751.87	34.00	255.63	34.00
CVTE239	1213000	.200	225.00	1125.00	75.00	375.00	33.33
CVTE		6.266	2861.00	456.59	2163.00	345.19	75.60
FS 110	130100	.200	150.00	750.00	105.00	525.00	70.00
FS 115	130100	.400	300.00	750.00	195.00	487.50	65.00
FS 120	130100	.400	285.00	712.50	171.00	427.50	60.00
FS		1.000	735.00	735.00	471.00	471.00	64.08
NURS120	123010	2.611	680.00	260.41	663.00	253.90	97.50
NURS155A	123010	.225	135.00	600.00	40.50	180.00	30.00
NURS155B	123010	.225	270.00	1200.00	76.50	340.00	28.33
NURS		3.061	1085.00	354.43	780.00	254.80	71.88
OTA 120	121800	.133	70.00	526.31	46.00	345.86	65.71
OTA 130	121800	.350	210.00	600.00	138.00	394.28	65.71
OTA 140	121800	.283	175.00	618.37	115.00	406.36	65.71
OTA		.766	455.00	593.99	299.00	390.33	65.71
RESP116	1210000	.200	135.00	675.00	123.00	615.00	91.11
RESP118	1210000	.875	360.00	411.42	300.00	342.85	83.33
RESP122	1210000	3.150	405.00	128.57	360.00	114.28	88.88
RESP150	1210000	.200	135.00	675.00	123.00	615.00	91.11
RESP205	1210000	.267	140.00	524.34	136.00	509.33	97.14
RESP232	1210000	.150	105.00	700.00	102.00	680.00	97.14
RESP268	1210000	7.992	1647.50	206.14	1501.00	187.81	91.10
RESP							
SLPA100	1220000	.267	140.00	524.34	60.00	224.71	42.85
SLPA110	1220000	.267	140.00	524.34	52.00	194.75	37.14
SLPA199	1220000	.267	6.00	6.00	6.00	6.00	100.00
SLPA200	1220000	.267	140.00	524.34	44.00	164.79	31.42
SLPA216	1220000	.067	10.00	149.25	5.00	74.62	50.00
SLPA218	1220000	.067	10.00	149.25	5.00	74.62	50.00
SLPA		.935	446.00	477.00	172.00	183.95	38.56

***** BUSINESS AND PROFESSIONAL STUDIES *****
 58.465 30246.50 517.34 22418.50 383.45 74.11

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOUJ 100	2105000	.233	138.38	593.90	67.65	290.34	48.88
AOUJ 101	2105000	.083	44.44	535.42	11.85	142.77	26.66
AOUJ 104	2105000	.873	717.19	821.24	191.25	218.99	26.66
AOUJ 107	2105000	.979	595.31	607.89	595.31	607.89	100.00
AOUJ 110	2105000	.400	261.00	652.50	147.00	367.50	56.32
AOUJ 142	2105000	.200	135.00	675.00	48.00	240.00	35.55
AOUJ 250B	2105000	.100	55.50	555.00	24.00	240.00	43.24
AOUJ		2.868	1946.82	678.66	1085.06	378.25	55.73
BUS 086	0514000	.268	300.00	561.79	10.50	39.17	1050.00
BUS 120	0502000	.534	400.00	749.06	248.00	464.41	82.66
BUS 121	0502000	.534	400.00	749.06	260.00	486.89	65.00
BUS 252	0509000	.100	72.00	720.00	40.50	405.00	56.25
BUS 256	0508000	.133	99.69	749.54	55.83	419.77	56.00
BUS 257	0508000	.100	72.00	720.00	37.50	375.00	52.08
BUS		1.669	943.69	565.42	652.33	390.85	69.12
CD 125	1305000	.400	330.00	825.00	171.00	427.50	51.81
CD 138	1305000	.200	67.50	337.50	45.00	225.00	66.66
CD 199	1305000	.201	149.07	741.64	102.69	510.89	100.00
CD 299	1305000	.801	547.07	682.98	319.19	398.48	68.88
CSIS110	0701000	.700	540.00	771.42	294.00	420.00	54.44
CSIS142	0701000	.133	100.00	751.87	56.00	421.05	56.00
CSIS143	0701000	.133	100.00	751.87	46.00	345.86	46.00
CSIS144	0701000	.133	100.00	751.87	38.00	285.71	38.00
CSIS145	0701000	.133	100.00	751.87	46.00	345.86	46.00
CSIS172	0701000	.133	100.00	751.87	58.00	436.09	58.00
CSIS173B	0701000	.133	100.00	751.87	104.00	781.95	104.00
CSIS		1.498	1140.00	761.01	642.00	428.57	56.31
CVTE225	1213000	.150	75.00	500.00	57.00	380.00	76.00
HESC205	2199000	.200	150.00	750.00	30.00	150.00	20.00
HESC206	2199000	.200	150.00	750.00	48.00	240.00	32.00
HESC299	2199000	.533	280.00	525.03	184.00	345.02	65.71
HESC		.933	580.00	621.45	262.00	280.72	45.17
NURS110	1230100	.528	220.50	417.61	270.68	512.65	122.75
NURS118	1230100	.067	40.00	597.01	46.00	686.56	115.00
NURS119	1230100	.067	40.00	597.01	38.00	567.16	95.00
NURS130	1230100	1.525	360.00	236.06	369.00	241.96	102.50
NURS132	1230100	1.600	360.00	225.00	351.00	219.37	97.50
NURS211	1230100	2.093	350.33	167.34	363.30	173.53	103.70
NURS220	1230100	1.262	360.00	285.14	324.00	256.63	90.00
NURS222	1230100	1.825	360.00	197.26	288.00	157.80	80.00
NURS230	1230100	1.391	389.25	279.71	376.28	270.39	96.66

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
NURSS235	123010	1.835	525.00	286.10	448.00	244.14	85.33
NURSS255A	123010	.066	139.50	2091.45	31.50	472.26	22.58
NURSS255B	123010	.233	139.50	597.94	81.00	347.19	58.06
NURSS265B	123010	.225	90.00	400.00	76.50	340.00	85.00
NURS		12.719	3374.08	265.26	3063.26	240.82	90.78

***** BUSINESS AND PROFESSIONAL STUDIES *****
 20.639 8606.66 416.99 6080.84 294.62 70.65

Efficiency (WSCH/FTEF)

Grossmont College Efficiency

?

Subject: NURS

	Sum ☻														
	Year/Semester ☻														
	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring	2006 - Fall	2007 - Spring	Total
Efficiency ☻	277.99	334.46	270.95	247.63	247.14	228.13	252.90	234.72	249.68	254.03	207.34	240.68	244.66	229.93	3520.25

APPENDIX 13

Fiscal FTES Analysis by Program Report

GCCCD
06/07 Grossmont College Program Review
Program Data Elements

01/02 02/03 03/04 04/05 05/06

Nursing (1230.10)

Course #

NURS 000 NURS 203
 NURS 110 NURS 205
 NURS 117 NURS 211
 NURS 118 NURS 220
 NURS 119 NURS 222
 NURS 120 NURS 223
 NURS 130 NURS 225
 NURS 131 NURS 230
 NURS 132 NURS 231
 NURS 133 NURS 233
 NURS 135 NURS 235
 NURS 137 NURS 242
 NURS 140 NURS 255A
 NURS 155A NURS 255B
 NURS 155B NURS 265A
 NURS 199 NURS 265B
 NURS 201 NURS 299

FTES

Summer	413	572	386	379	112
Fall	3,712	3,849	4,190	2,950	2,671
Spring	4,120	3,738	4,382	3,776	3,843
Total WSCH	8,244	8,159	8,958	7,105	6,626
Total FTES	274.81	271.95	298.59	236.83	220.86

Top 123010 Nursing - Unrestricted \$1,159,339 \$1,238,586 \$874,467 \$1,094,581 \$1,174,978

Costs per FTES \$4,218.69 \$4,554.46 \$2,928.65 \$4,621.80 \$5,320.01

123010 Nursing - Restricted \$171,332 \$398,756 \$730,674 \$531,672 \$680,828

ALUMNI SURVEY: SAMPLE

Alumni Survey for Grossmont College Nursing Department Graduates

Instructions: As part of our National League of Nursing Accreditation we are required to have our graduates provide us information that will assist us in strengthening our program. Please take a moment to complete the survey.

The information you provide will remain strictly confidential. Responses from those returning the survey will be combined before they are presented – individual responses will not be reported.

If you have any questions, please contact Debbie Yaddow at (619) 644-7426. Thank you for assisting the Nursing Department in this effort.

Please complete and submit this survey by Tuesday, July 1st.

Please do not submit more than one survey.

1. Program: 2-year RN LVN-RN Weekend Evening Welcome Back

Please read each statement and select your response.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
2.	Knowledge gained from the program was sufficient for entry level practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Patient/client care/job skills learned during the program were sufficient for entry level practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Organizational and time management skills learned during the program were sufficient for entry level practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Communication skills learned during the program were sufficient to effectively deal with patients, families and members of the interdisciplinary team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Problem solving/critical thinking skills learned during the program were sufficient for entry level practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. If you ***did not*** obtain a registered nursing position, please check this box and proceed to **question 11.**

Registered Nursing Position

8. What clinical area was it in? Med-Surg OB Pediatrics Psych-Mental Health
 Ambulatory Home Health Intensive Care
 Other, please specify:

9. Did you complete a formal orientation program in connection with your first RN position?

- Yes No Not applicable

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

10. How satisfied were/are you with your first RN

-

position?

Other Position

11. What is your present job title?

12. What clinical area do you work in?
- Med-Surg OB Pediatrics Psych-Mental Health
- Ambulatory Home Health Intensive Care
- Other, please specify:

13. How long have you been in this position?

- Less than 6 months 6-9 months 9-12 months More than 12 months Not Applicable

14. Are you enrolled in a degree program? Yes No

15. If enrolled in a degree program, please specify type?

- Baccalaureate
- Master's Degree or Practitioner program
- Not applicable

Please provide additional comments below:

Submit Survey

CLINICAL INSTRUCTOR PACKET

GROSSMONT COLLEGE

CLINICAL INSTRUCTOR PACKET

Grossmont College Nursing
Clinical Instructor Packet

<u>Contents:</u>	<u>Page:</u>
Student roster (not included)	
Lead teacher contact information (not included)	
Adjunct instructions	2
Clinical assignment form (master)	3
Orientation Letter (sample)	4
Clinical Rotation Schedule (sample)	5
Clinical Guidelines letter (sample)	6
Suggested Orientation schedule	8
Hints for the First Clinical Day	10
Writing a Nursing Care Plan - course outline	11
Care Plan Grading Guidelines	14
Care Plan Criteria and Evaluation Form (master)	15
Weekly self-evaluation form (sample)	16
Final Clinical Evaluation form (sample)	17
Enhancement Activities	18
Care Plan (not included)	
Final Evaluation Forms (not included)	
Syllabus (not included)	
NANDA book (not included)	
Textbook (not included)	

~~ROSSMONT COLLEGE NURSING~~
Adjunct Instructions

Before beginning clinical

1. Request a file in the Nursing Office to be your "mailbox".
2. A clinical day consists of
 - a. Pre-conference (15-30 minutes to review plan for day, answer questions, assess student preparedness, etc.)
 - b. Time doing patient care
 - c. Post-conference (60 minutes for teaching, review of the day, venting, etc)
3. Arrange meeting rooms with facility room scheduler for orientation, pre-conferences, and post-conferences.
4. Arrange off-the-unit placements with appropriate department heads (OR, PACU, endoscopy, ER, etc) if appropriate.
5. Make a rotation roster (where each student is assigned each clinical day) if some students are off the unit. Make enough copies for each student and each pertinent hospital unit. (sample provided)
6. Assemble sample hospital charting paperwork so can instruct students. This can be learned and assembled during a training visit to the hospital unit.
7. Check with facility education department about other student requirements such as accucheck qualification, computer training, security badges, or parking passes.
8. The first clinical day is devoted to orientation. Write a letter for your students that tells them what they need to know to be prepared for orientation meeting (sample provided). Make sure the lead teacher has your letter in time to distribute it in class.
9. Prepare for student orientation (sample provided).
10. Write and copy "Clinical Guidelines" to be distributed to the students during orientation (sample provided)

During Clinical Rotation

11. Absences are problematic and should be discouraged. Keep lead teacher apprised of any clinical absences. Make-up days can be difficult to arrange.
12. Grading Care Plans: Find out from lead teacher how many Care Plans are required from each rotation and when they are due. Paperwork can be turned in to you via your file in the Nursing Office.
13. Weekly paperwork: Each student must turn in a weekly self-evaluation. You also evaluate each student's performance for that week and grade it S (satisfactory), NI (needs improvement) or U (unsatisfactory). Be sure to make specific comments. If the student is not "satisfactory", be sure to let your lead teacher know and discuss with the lead teacher what are appropriate recommendations for remediation. After grading the weekly evaluations, make a copy of each. Return the copy to the student. You retain the original. They are kept for posterity (and the BRN.)
14. You may request additional paperwork or assignments as you see fit, but always clear them with the lead teacher so that all the students are treated equally.
15. Discuss any "problem students" with the lead teacher ASAP.
16. Pass as many meds with the students as you can. On a case-by-case basis, certain meds can be delegated to be given with the primary nurse but the student must get permission from you first.
17. Ensure that there is contact between yourself and your lead teacher every week.

At the End of Clinical Rotation

18. Final evaluation forms are to be completed on each student at the end of the rotation (see sample). They are to be shared with each student individually, after which the student signs the form. The student's final grade should reflect his weekly grades. One copy is given to the student, one copy goes to the lead teacher, and one copy goes into the student file.
19. At the end of the rotation, compile a packet for each student that contains;
 - a. each of the weekly evaluation forms
 - b. the final evaluation form (place on top)The packets then go to the Nursing secretary to file.

GROSSMONT COLLEGE NURSING PROGRAM
CLINICAL ASSIGNMENTS

DATE: _____ TIME: _____ INSTRUCTOR: _____
PAGER: _____

Level of students:

<i>STUDENT</i>	<i>PATIENT</i>	<i>ROOM</i>	<i>COMMENTS</i>

Alternates:

Student responsibilities:

**Grossmont College
Sample Orientation Letter**

**Nursing 130 Peri-op
Sharp Grossmont Hospital**

Dear Students,

Here's all you need to get ready for your orientation at Grossmont Hospital.

Orientation will be the first part of our first clinical day. Because we will be there for the full 12 hours, you will probably be doing some patient care that day as well.

Attire: Complete green school uniform with ID.

Times: Orientation will be 7 a.m. to 7 p.m. Clinical days will be 6:45 a.m. to 7 p.m. with post-conference from 6 to 7 p.m.

Location: Orientation day we will meet in the main hospital lobby. Thereafter, we will be on 2E, an oncology and surgical floor. You will also have the opportunity to rotate through OR, PACU, endoscopy and the wound care center.

Directions: The hospital is on Grossmont Center Drive across from Grossmont Shopping Center.

Parking: This is the tricky part. Students have to park in the trolley lot that is north of Grossmont Center Drive and east of Fletcher Parkway. Drive into the lot from Fletcher Parkway via Bus Court (next to the AAA building). Shuttle service from that lot to the hospital runs every 15 minutes between 5 a.m. and 10 p.m. It is your responsibility to be in the lobby of the Main Hospital by 7:00 on orientation day.

Bring: Don't bring much with you because we will be walking around the hospital. Bring your stethoscope, paper, pen, this letter, maybe a clipboard? Bring a drug reference book (Davis?) Also bring a little money if you want to buy a snack or lunch. Do **NOT** bring your books, purse, or other valuables. If you lock your purse in your car (a bad idea), make sure it is out of sight. Put it in your trunk **BEFORE** leaving your house so nobody sees you putting it there.

Instructor: Sharon Sullivan

If you are going to be absent or late, beep me at (619) 555-5555 before 6:30 a.m.

GROSSMONT COLLEGE CLINICAL ROTATION SAMPLE
January 24 to March 14
6:45 a.m. to 7 p.m.

<u>Date</u>	<u>OR</u>	<u>PACU</u>	<u>Wound</u>	<u>Endo</u>	<u>3East</u>
Jan 31 am	1	2	3	4	5,6,7,8,9,10
pm	2	1	4	3	
Feb 7 am	5	6	7	8	1,2,3,4,9,10
pm	6	5	8	7	
Feb 14 am	9	10	1	2	3,4,5,6,7,8
pm	10	9	2	1	
Feb 21 am	3	4	5	6	1,2,7,8,9,10
pm	4	3	6	5	
Feb 28 am	7	8	9	10	1,2,3,4,5,6
pm	8	7	10	9	
March 7 am	TBA*	TBA*	TBA*		TBA
pm	TBA*	TBA*	TBA*		
March 14 am	TBA*	TBA*	TBA*		TBA
pm	TBA*	TBA*	TBA*		

*TBA – Students who, due to circumstances, are unable to have a valuable experience the first time may be allowed to have additional time in off-unit experiences.

Students

- 1 – Gia Allen
- 2 – Alicia Costom
- 3 – Sarah Davis
- 4 – Amy Jones
- 5 – Pailai Green
- 6 – Rebeca Morris
- 7 – Rajean Nelson
- 8 – Shannon Roberts
- 9 – Laurretta Brown
- 10- Nieysha Cooper

Instructor: Sharon Sullivan
Beeper: (619) 555-5555

GROSSMONT COLLEGE CLINICAL GUIDELINES SAMPLE

Nursing 130

Grossmont Hospital

Instructor: Sharon Sullivan RN, MSN, FNP

Welcome to your peri-operative rotation. We will be on 4E, which is a telemetry unit with some surgical patients. Because we will only be working for 7 days, it's imperative that you make the most of every learning opportunity. It is hoped that each of you will have the opportunity to rotate through other intensive experiences: OR, PACU, the wound care center, and endoscopy. I will do everything I can to make your days as experience-packed as I can. Every clinical rotation is a "work in progress". I value your input. Please be sure to share your thoughts on what works well AND what is not working well. If you have a problem, I encourage you to discuss it with me. However, first try to think of a potential solution. I know we will have a great rotation, although it will be by *very* quickly!

You will probably find that your patients have concerns that have not yet been covered in class. The onus is on you to research your assigned patient and be prepared to take care of him or her. This means studying your reference books so you will know what the diagnoses are and what the expected manifestations and treatments are, as well as the nursing implications. Know what your care is likely to entail and what complications you should be on the alert for. If you approach this properly, you will learn more from each clinical day that you could ever learn from lecture.

Hours: 6:45 a.m. to 7:00 p.m. Tuesdays (Lunch on your own for 30 minutes during the shift)

Pre-conference 6:45 – 7 a.m.

Patient care 7 a.m. – 6 p.m.

Post-conference 6:00 – 7 p.m.

Clinical Areas: 4E, OR, PACU

Identification: Wear your name pin at all times, including pre-lab.

Parking: In the shuttle lot. Since the shuttle goes every 15 minutes, get there early enough in case you've just missed one.

Clothing: Wear your uniform and ID every day. For pre-lab, you must wear either your uniform or professional street attire with lab coat. You must wear your ID during pre-lab or you will not be permitted access to confidential patient information.

Attendance: Because each 12-hour day equals 2 ordinary clinical days, you are not permitted any absences at all. "Making up" an absence may not be possible. If you must be absent, please try to call me before the rotation begins. In the morning, beep me at (619) 681-7725 or contact me the BEFORE 10 p.m. the night before. You should also call the hospital and let the unit know that you will not be in as planned.

Pre-conference begins promptly at 6:45. If you are late, you will miss important information. If you are more than 30 minutes late, you will have to do a make up assignment.

Pre-lab: You are required to make pre-lab visits to the hospital on Monday evenings. At that time you will research your patient's records (chart and computer) for appropriate information to help you plan for your clinical day. Do not ask the staff questions that could be easily answered

with a little research on your part. Do not remove the chart, etc without informing the unit clerk. Do not monopolize the unit workstation. Although your assignments will be posted by 4 p.m, you should not attempt to do your pre-lab during shift change (7-7:30) since the records would not be available and the staff would probably be less than helpful. You may do NO nursing care during pre-lab visit, although I encourage you to introduce yourself to your patient.

Pre-conference: We will meet at 6:45 **sharp** each day in the 4E conference room. You should be prepared with your MAR printed out for that day so you can schedule your med administration. We will discuss any questions you have regarding that day's assignment and to pass on information or assignment changes.

Post-conference: Post-conference will be held from 6 – 7 p.m. in the unit conference room. We will be discussing your patients in depth. Be prepared to discuss pt name, diagnosis, assessment findings, pertinent labs and test findings, your primary nursing diagnoses/ priorities, interventions, and how you would adjust your care based on the day's findings. This is also the appropriate venue to discuss any grievances, concerns, or frustrations you have.

Clinical Practice: Grossmont nurses work 12-hour shifts. 7a – 7:30p (CNAs work 8). It is understandably hectic during your first couple of hours on the unit. Please be considerate and helpful. Report is given nurse-to-nurse. It is important that you let the CNAs know what care you will be doing for your patient(s) to avoid duplication or omission. If, for some reason, you find yourself unable to complete the work, make sure the staff knows early enough so they can make accommodations. In other words, don't wait until the afternoon to tell someone that you weren't able to do the bath. By then, no one else will have time, either.

For serious changes in patient condition during your care, notify the primary nurse immediately. After the primary nurse has been alerted, notify me.

You must report to your primary nurse whenever you leave the unit (i.e. for a break or errand.)

Clinical supervision: I want to supervise all medications and treatments unless I direct you otherwise. Obviously, I can't be everywhere at once (much as I try), but I am responsible for evaluating you and I can't evaluate what I haven't observed.

Remember heparin, Coumadin, and insulin must be checked by two RNs.

You may draw up medications without me but you may not administer the medication until I've checked it. Save the empty vial or ampule to show me, taping it to the syringe.

End of shift report: At 5:45 each day, verbally report off to the primary nurse. Make sure she is clear on what has and has not been done (any meds or procedures held, charting incomplete, etc.)

Weekly Assignments: You must turn in a complete, detailed, individualized self-evaluation each week. 4 care plans will be done. Any care plan that is not satisfactory will have to be re-done for credit. Try to have all 4 care plans done within the first 6 weeks. Care plans and other assignments are to be placed in the instructor's file in the Nursing Office no later than 11 a.m. each Friday. (When the Friday is a holiday, turn it in by 4 p.m. Thursday.)

Reaching the instructor: Sharon Sullivan

Beeper: (619) 555-5555

Email: QUST@aol.com (I check email once/ day)

CLINICAL ORIENTATION DAY (Sample)

Introduce self

Student introductions. Who is NA? Other relevant background?

Explain plan of the day

Location of conference room. Where to leave "stuff". When meeting room not available.

Distribute *Clinical Guidelines*.

Discuss

Tell about clinical floor

What kind of unit? How many beds? Private rooms?

RN shifts, patient loads

NA shifts, patient loads, duties

Tell about any off-unit placements

Distribute rotation schedule

Hours for each off-unit area

Alternate assignment for each area

Distribute any additional readings

How 12 hr day organized c assignment splits

Remind of weekly paperwork

Self-eval

Care plans – how many, when due

Down time: see teacher for alternate assignments

Don't leave floors charting up to date, reporting off

Write time out on assignment sheet

Remind that 2 identifiers required to give meds

Charting:

When labs available

Pain assess c q V.S. O2 sat q a.m.

V.S. routine= q4h

Confidentiality and printing

Where can students taking charts for pre-lab research?

Your expectations

Unit tour: morning meeting room

kardex

each room cork board for charge cards, I+O

dietary I+Os. What totaled q8h/ q12 h

magnetic signs on door frames (NPO)

Pt assignment board – no pt names

Nurse locator board

Where assignments will be posted

Any codes (nsg lounge/ utility room/ ?)

Hospital Tour – distribute schedule to off-site areas along the way

Other ideas:

Hyperbarics talk

IV pump

Practice pre-lab

Scavenger hunt

Sample med list. What can you tell about this pt?

Total Joint Class

Computer training

Care Plan class

Practice narrative charting for given scenario

GROSSMONT COLLEGE NURSING

HINTS FOR THAT FIRST CLINICAL DAY

The hardest part of the clinical day is getting all the 9 a.m. meds out on time. Since every nurse will be trying to get at the pyxis/med cart at the same time, here's what I've found works the best:

Tell the students in pre-conference that they **MUST** be ready to give meds when you come around to give the meds with them. That means:

1. The patient has water, a cup, and possibly a straw at the bedside if he/she is getting oral meds, and the student has alcohol wipes and a NS flush if it's an IVP.
2. The student will have a **RECENT** (within the hour) **ACCURATE** BP reading available if the pt is getting any antihypertensives.
3. The student will know any pertinent lab results for that day (e.g. potassium for lasix)
4. The student will have a **RECENT** apical pulse if the pt is getting digoxin
5. The student will be able to tell you why the pt is on each med. (They can look at their research. I don't expect them to be memorized.)

If the student is not prepared when you get to the room, tell him/her what needs to be done and to come get you when the student is ready. Then move on to the next student.

It's a good idea to try to get all the 9 a.m. meds removed from the pyxis/med cart by 8:15 or you will never be able to get near it until 10. Tell the students to come get you as soon as they have obtained their initial set of VS and have done an initial assessment so you can pull the meds with them. When removing meds from the pyxis, don't be questioning the student about the meds at that time. That would slow the process and distract the student. Just get the meds out of the pyxis ASAP. The meds can then be placed in the pt cubbie or the student's pocket until it's time to give them. If there are students who are not able to pull meds by 8:15, you pull the meds for them.

Once all the meds are pulled, you can start making rounds to give the meds. Give the meds that will go fastest (po) first and wait to do the time-consuming ones (NG, IVPB) until last. If you start soon after 8 a.m., you will be able to get all the 9:00 meds passed by 10 a.m. Then you can breathe a sigh of relief and relax. The worst is over.

Question the students randomly as to why the pt is getting a particular med as you are passing meds with the student. Don't ask every one. Just ask the important or esoteric ones – or the students you don't trust. (It's also a good way to find out for yourself when you can't remember what a drug is for!)

As a rule of thumb, it's best not to get involved in giving prn's until after the 9:00 meds are out. Otherwise, you will be constantly interrupted and will never get the meds passed.

The students will need to be reminded to locate IVPBs in advance so that if they are in the refrigerator, there's time to warm them up and, if they aren't there at all, there's time to request them from pharmacy.

It's always hectic until after the 9:00s are passed. It **WILL** get more efficient!

Writing a Nursing Care Plan

A quick review

Nursing Diagnosis

- ◆ A clinical judgment about individual, family, or community responses to actual or potential health problems/ life processes. (NANDA)
- ◆ Not a medical diagnosis
- ◆ NANDA defines the “label” for the identified problem

Must come from NANDA book. Sometimes must specify type (ie. Ineffective Tissue Perfusion or Risk for Infection)

- ◆ 3 components for actual problems (PES)
 - Problem (per NANDA)
 - Etiology (“related factors”)
 - Signs and symptoms (“defining characteristics”)
- ◆ Only 2 components for potential problems
 - Problem (per NANDA)
 - Etiology (“risk factors”)
- ◆ Written as
 - Problem
 - R/T (etiology)
 - AEB (S+S)
- ◆ For actual problem
 - ◆ Written as
 - Problem
 - R/T (etiology)
 - AEB (S+S)
- ◆ For potential problem
 - ◆ *Written as*
 - “Risk for” problem
 - R/T or Risk Factors

Expected Outcomes

- ◆ A goal established by both nurse and patient which addresses a specific Nursing Diagnosis and is
 - Measurable
 - Realistic
 - Achievable within a specified time frame
- ◆ One goal per Nursing Diagnosis
- ◆ Goals may be short term (within a shift) or long term
- ◆ Must be patient-centered
- ◆ Stated in terms of “Patient will.....”
- ◆ Is it specific, realistic, measurable?

- ◆ Does it have a time frame?
- ◆ Does the patient agree?
- ◆ Example: “The patient will void at least 350 cc within 6 hours after surgery”

Interventions

- ◆ All the *nursing* activities that help a patient achieve the expected outcome
- ◆ May be independent or collaborative
- ◆ Types of interventions
 - Assessment/monitor
 - ◆ I.e. Nurse will request dietitian to consult with pt....”
 - Collaborate
 - Teach
 - Counsel
 - Advocate
- ◆ Writing a nursing intervention
 - Subject (understood): the nurse
 - Verb: nurse behavior
 - Time
 - Qualifiers such as quantity or conditions (How)
- ◆ Example:
 - Offer 100cc clear fluid of patient’s choice q1h throughout day shift.
- ◆ Make sure that all assessments are “bundled” into 1-2 interventions
- ◆ Make sure each intervention directly leads toward the expected outcome
- ◆ Make sure each intervention addresses the stated etiology
- ◆ Make sure each intervention is precise, specific, and individualized so that it only applies to this patient at this time.
- ◆ Don’t use vague terms like “encourage” or “facilitate”.

Rationales

- ◆ Explains why and how an intervention will achieve resolution of a problem
- ◆ May quote or paraphrase an authoritative source (textbooks, journals, care plan books, agency policies, reputable websites)
- ◆ Must cite source with page number
- ◆ Common mistake is to quote WHAT to do instead of WHY
- ◆ Example intervention: With initial assessment, remind pt not to ambulate on sprained ankle.
 - Wrong: “The initial management of sprains is accomplished with rest, ice, compression, and elevation.” (source citation)
 - Right: “ When pt continues to ambulate, results in external rotation of lower extremity c knee extension, hip abduction, and partial plantar flexion of the ankle, placing stresses on muscles and joints. These stresses result in additional symptoms that can be harder to deal with than the original sprain.” (source citation)

Evaluation

- ◆ Determines effectiveness of plan of care
- ◆ Should reflect Expected Outcome. How well was E.O. achieved?
 - Achieved
 - Partially achieved
 - Not achieved
- ◆ Must state how you know E.O. was achieved (pt behavior)
- ◆ What about future of Care Plan?
 - Maintain
 - Resolved
 - Revise
- ◆ 3-part statement
 - Expected Outcome achieved/ partially achieved/ not achieved
 - State proof that E.O. was achieved (or not)
 - Care Plan resolved/to be continued/ to be modified
- ◆ Example:
 - Expected Outcome not met.
 - On 9/9 patient states “I didn’t sleep very well last night and still feel very tired.”
 - Continue Care Plan

Your care plan should tell a story. Your clinical instructor gets a picture of your pt from the information you present on your care plan. Should tell:

who (the pt/ the nurse) – E.O. = the pt. NI=the nurse

what (what is to be done), E.O., NI

when, (when will each thing be done) E.O., NI

where, (where will each thing be done) – E.O., NI

why (why will each NI be done) - rationales

and HOW. (how do you want each E.O. and NI to be done)

Care Plan Grading Guidelines Summary

Care plans are to be individualized to this patient on this day. Generic interventions copied out of a book are not acceptable.

Nursing Diagnosis: Each care plan must have 2 nursing diagnoses *as listed in the latest NANDA*. Some students will use older references and may copy outdated diagnosis terminology. This is not okay.

Expected Outcomes must

1. be measurable (ambulate 200 ft)
2. state a specified time frame (eg. by end of shift)

One Expected Outcome per Nursing Diagnosis.

Interventions must be NURSING interventions, not something the patient or doctor will do.

They must

1. be specific (instead of “medicate prn”, state “medicate with Demerol 50-75 mg q4h if pain is rated >4 on pain scale”)
2. state a specified time or deadline (eg. q4h)
3. include qualifiers (distance, amount, number).

Avoid using vague terms like “encourage”. Instead, state what the nurse will do to encourage (“Offer 100cc of fluid”).

Rationales may be quoted or paraphrased but must cite source including page. A common mistake is to use “because the book says to” (e.g. “The nurse should assess pain level with every V.S.”) instead of quoting WHY the book says to (e.g. “Assessing pain level frequently assures that the patient is obtaining sufficient pain relief”).

Evaluation has a 3-parts

1. The goal (or expected outcomes) was met or not met.
2. How you know the goal was met or not (eg. The pt walked 200 ft)
3. States whether the care plan is resolved, to be modified (and if so, how) or to be continued.

Students cannot not use the common nursing diagnoses more than once each rotation (i.e. pain, risk for infection). They aren’t learning any more if they keep recycling the same nursing diagnoses for every patient, even if it does apply! Encourage creativity. They don’t have to use the most important diagnosis as long as the ones they use are applicable.

Make sure any “pathophysiology” write-up is an explanation of the pathophys, not just a review of patient history (i.e. “He had a X-ray that showed this so he had surgery to do that”).

Grossmont College, School of Nursing
Nursing _____
Care Plan Criteria and Evaluation Form

Student: _____

Date: _____

CRITERIA	S	NI	U
<ul style="list-style-type: none"> • Significant subjective data are identified • Significant objective data are identified • Data collected from patient, medical record • Data is complete and relevant on front sheet 			
<p>NURSING DIAGNOSIS (include 2 DX)</p> <ul style="list-style-type: none"> • Clusters and interprets data related to actual or risk nursing diagnosis • Most significant dx for patient's well-being • Nursing Diagnosis statements are NANDA approved • Actual Nursing Diagnosis has Defining Characteristics (AEB) Etiology (related to) • Risk for Nursing Diagnosis has risk factors 			
<p>PLANNING</p> <ul style="list-style-type: none"> • Expected Outcome(s) are: realistic • Measurable • Behavioral • Have a designated time frame 			
<p>IMPLEMENTATION</p> <p>A. Nursing Interventions (<u>5</u> for each dx)</p> <ul style="list-style-type: none"> • Nursing interventions are aimed at resolving or preventing identified problem and achieving expected outcome • Interventions are individualized and specific for the patient • Interventions are realistic 			
<p>EVALUATION</p> <ul style="list-style-type: none"> • Statement whether each expected outcome achieved/partially achieved or not achieved Includes behavior to support evaluative statement • Statement whether care plan resolved, maintained or revised 			

Grade _____

Additional Comments:

Instructor Signature: _____

WEEKLY CLINICAL EVALUATION FORM

NAME: Nancy Nurse COURSE: NURS 130
 DATE(S) of CARE: 8-30-05 WEEK #: 2

I. PROVIDER OF CARE	STUDENT SELF EVALUATION OF CLINICAL PERFORMANCE	INSTRUCTOR COMMENTS
A. Assessment 1,5	Noticed that pt not using IS properly. Kept close tabs on hourly output since pt has ↑ BUN, creat	Good job of relating lab values to pt care.
B. Nursing Diagnosis 2	I think I have the 3-part N.D. down!	You do! But be sure your NI are individualized
C. Planning 3	Learned in pre-lab that pt only speaks Spanish so I brought some phrases w me.	Great!
D. Implementation 2,4,10	Forgot IS use in Spanish!!! Did my first "no touch" dx change & painting. It was fine.	
E. Evaluation 3	Lungs remained clear + output 730 cc/h I did okay for my first day.	✓ agree
II. Manager of Care 1	There is no way I feel ready to handle >1 pt.	This was a particularly challenging pt. Most will be easier
III. Member Within a Discipline	Forgot to tell RA when I left the floor for break. Helped partner bathe new pt.	I'm sure you won't forget again.

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

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

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

INSTRUCTOR SIGNATURE XXV

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

Routing: Original – to student file; Copy – to student

01-1330-001W/rev. 8/03/mb - 1/05mh

GROSSMONT COLLEGE SCHOOL OF NURSING
STUDENT CLINICAL PERFORMANCE EVALUATION

Name: Nancy Nurse
Course: Nu Semester/Year: Spring 2005
Instructor: WXX Date: 3/10/05 Site: Kaiser SE
Final: Clinical Grade: S
Absent Dates/Hours: 0 Make-up Dates/Hours: N/A

Recommendations for Continued Improvement:

Nancy relates well with both patients and staff. She remains calm when stressed + appropriately prioritizes patient care.

She should spend more time attending to paperwork details, however. Care Plans are not "wrong", but tend to be superficial + too general. A more thorough pre-lab research would be beneficial in applying theory to the bedside.

Definition of Clinical Grades:

- S = Satisfactory** Clinical performance is safe; adequately demonstrates expected behaviors; applies nursing process and theory at course level consistent with clinical criteria; utilizes critical thinking; functions within a defined timeframe; requires only occasional supportive cues.
- NI = Needs Improvement** Clinical performance is not consistent in meeting clinical criteria; essential information and background knowledge is deficient; reluctant to initiate learning experiences; requires prolonged time and/or frequent continuous verbal and/or physical cues.
- U = Unsatisfactory** Clinical performance is unsafe or inadequate. Unable to demonstrate expected behaviors; unable to apply nursing process and/or theory at expected course level; requires continuous verbal and physical cues.

Criteria for Passing Clinical:

By the end of the course, the student must:

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

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

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

Ideas for Clinical Mini-Assignments

1. Read and research the medication list of another patient. What can you tell about the patient just from the med list? (or provide an “interesting” med list)
2. Research the lab history of a patient. Interpret the lab results (or provide a copy of some unusual labs).
3. Write your patient’s entire assessment as a narrative note.
4. Research one diagnostic test, either one that your patient had or another. Prepare to explain it at post-conference (or assign a diagnostic test to be researched).
5. What were the diagnostic tests that have been performed on your patient? How were they done? What do the results mean for this patient?
6. Read the H+P of another student’s patient. Which of this information will impact the patient’s recovery from this hospitalization?
7. Review the chart of another patient. Why is this patient still hospitalized?
8. For each of the following nursing abilities, write a brief statement of how you addressed each one for your patient today.
 - a. Provide for physical safety
 - b. Prevent spread of pathogens
 - c. Determine when necessary to use sterile technique
 - d. Maintain sterility
 - e. Maintain skin and mucous membrane integrity
 - f. Promote respiratory function
 - g. Promote circulatory function
 - h. Promote fluid and nutrition balance
 - i. Promote elimination
 - j. Promote physical activity
 - k. Provide for physical comfort
 - l. Provide for personal hygiene
 - m. Provide for rest and sleep
 - n. Promote restoration of physical independence
9. Spend an hour or two with the unit clerk, learning how orders are transmitted to the relevant departments.
10. There are two patients with identical prn “pain” orders. Both have ordered:

Morphine 2-6 mg IM q 3 hrs
Patient #1 rates his pain @ a “6” and was given 2 mg of Morphine.
Patient #2 rated his pain @ a “5” and was given 4 mg of Morphine.
What might the nurse’s thinking have been?
11. Spend 30 minutes consciously using therapeutic communication to learn about your patient.
12. Prepare a simple EKG class to present at post-conference.

13. Call the Interventional Radiology Department and see if they are doing any procedures that would be instructive to watch.
14. Write your personal clinical objectives for this course. What would you like to do/learn?
15. "Shadow" the teacher for 2 hours.
16. Write how you used critical thinking today.
17. Prepare and present your care plan as a concept map.
18. Take some complex Doctor's Orders and write what is the best order for implementing them.
19. What did you learn today from your patient?
20. Have students practice giving a phone report as if calling a doctor, using SBAR process (Situation, Background, Assessment, Recommendation).

ADJUNCT PACKET ADDENDUM

In most courses, it is necessary for you to make the patient assignments for your students in advance (usually the day before clinical). You get paid for 2 hours/week to perform this function. This is to ensure that each student is challenged and gets a variety of experiences. The students are not encouraged to choose their own patients because some students will take the easy way out.

Students must put in the entire clinical shift. You may not allow students to go home early except in exceptional circumstances and this must be cleared in advance with the lead teacher. This is because the BRN requires that the students put in a minimum number of clinical hours to maintain our accreditation.

If you become sick or have an emergency that prevents you from fulfilling your clinical obligation, please let your lead teacher know ASAP so a suitable substitute may be obtained and the student can be notified.

COURSE OUTLINES

GROSSMONT COLLEGE

Official Course Outline

NURSING 118 – NURSING PHARMACOLOGY I

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 118	Nursing Pharmacology I	1	1 hour lecture

2. Course Prerequisites

None.

Course Corequisites

Concurrent enrollment or successful completion with a "C" grade or higher in Nursing 110 or 120 or equivalent.

3. Catalog Description

This course is designed for nursing students. Students will be introduced to basic pharmacological concepts. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects, and drug interactions for each prototype drug for the following major drug classifications: nervous system drugs and cardiovascular system drugs. Emphasis will be placed on nursing management through the nursing process that minimizes adverse effects and maximizes therapeutic effects for patients receiving these medications. Students will evaluate available medication teaching materials for appropriateness to health, nurse, and person for the medications covered.

4. Course Objectives

The student will:

- a) Use basic pharmacological concepts. (N,H)
- b) List the generic and brand names of each prototype drug in the nervous system drug classification. (N,H)
- c) Describe the pharmacotherapeutics, pharmacodynamics, pharmacokinetic contraindications and precautions, adverse effects, and drug interactions for each prototype drug in the nervous system (N,H)
- d) Plan nursing management strategies for each prototype drug that minimize adverse effects and maximize therapeutic effects for patients receiving nervous system drugs (N,H)
- e) Evaluate pharmacology information on the World Wide Web using specific criteria and its appropriateness to health, nurse, and person. (N,H)

Conceptual Framework: E=Environment; H=Health; P=Person;N=Nursing

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None.

7. Course Content

This course is designed for nursing students. Students will be introduced to basic pharmacological concepts. Students will learn the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects, and drug interactions for each prototype drug for the following major drug classifications: nervous system drugs and cardiovascular system drugs. Emphasis will be placed on nursing management through the nursing process that minimizes adverse effects and maximizes therapeutic effects for patients receiving these medications. Students will evaluate available medication teaching materials for appropriateness to health, nurse, and person for the medications covered.

8. Method of Instruction

- a. Lecture and group discussion.
- b. Case studies.

9. Methods of Evaluating Student Performance

- a. Written quizzes.
- b. Written papers.
- c. Written final exam.

10. Outside Class Assignments

- a. Read required texts.
- b. Compare study guide assignments for each topic.
- c. Visit pharmacological internet web sites.

11. Texts

- a. Required Text(s):
 - (1) Lilley, Linda, et. al. Pharmacology and the Nursing Process. St. Louis, MO: Mosby Elsevier, Fifth Edition
- b. Supplementary texts and workbooks:
 - None.

Date approved by the Governing Board: 4/02

GROSSMONT COLLEGE

Official Course Outline

NURSING 119 – NURSING PHARMACOLOGY II

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 119	Nursing Pharmacology II	1	1 hour lecture

2. Course Prerequisites

A "C" grade or higher in Nursing 118 or equivalent.

Recommended Preparation

None.

3. Catalog Description

This course is a continuation of Nursing 118. Students will learn the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions for the following major drug classifications: respiratory, genitourinary, endocrine and immune system drugs, anti-infectives and antineoplastic drugs. Emphasis will be placed on nursing management through the nursing process that minimizes adverse effects and maximizes therapeutic effects for patients receiving these medications. Students will evaluate available medication teaching materials for appropriateness to health, nurse, and person for the medications covered.

4. Course Objectives

The student will:

- List the generic and brand names of each prototype drug in the following drug classifications: respiratory, genitourinary, endocrine and immune system drugs, anti-infectives and antineoplastic drugs.
- Describe the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions for the major drug classifications for the following major drug classifications: respiratory, genitourinary, endocrine and immune system drugs, anti-infectives and antineoplastic drugs.
- Plan nursing management strategies for each prototype drug that minimizes adverse effects and maximizes therapeutic effects for patients receiving the following medications: respiratory, genitourinary, endocrine and immune system drugs, anti-infectives and antineoplastic drugs.
- Evaluate available teaching materials for appropriateness to health, nurse, and person for the medications covered.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None.

7. Course Content

This course is designed for nursing students. Students will learn the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions for the following major drug classifications: respiratory, genitourinary, endocrine and immune system drugs, anti-infectives and antineoplastic drugs. Emphasis will be placed on nursing management

through the nursing process that minimizes adverse effects and maximizes therapeutic effects for patients receiving these medications. Students will evaluate available medication teaching materials for appropriateness to health, nurse, and person for the medications covered.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Case studies.

9. Methods of Evaluating Student Performance

- a. Written quizzes.
- b. Written papers.
- c. Written final exam.

10. Outside Class Assignments

- a. Read required text.
- b. Complete study guide assignments for each topic.
- c. Visit pharmacological internet web sites.

11. Texts

- a. Required Text(s):
 - (1) Lilley, L.L., Harrington, S., & Snyder, J.S. (2007) Pharmacology and the Nursing Process. 5th ed Mosby Elsevier.
- b. Supplementary texts and workbooks:
 - None.

Date approved by the Governing Board: 4/02

GROSSMONT COLLEGE

Official Course Outline

NURSING 120 – INTRODUCTION TO NURSING: THEORY AND PRACTICE

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 120	Introduction to Nursing: Theory and Practice	8	3.5 hours lecture 15.5 hours laboratory

2. Prerequisites

Admission to the Generic Nursing Program and admission requirements as noted in the catalog under Admission: Registered Nursing Program.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

Nursing 120 is the introductory nursing course. The focus is on the development of technical nursing skills and related theory as a basis for further nursing coursework. Nursing theory addresses assessment of persons and their environment in determining their state of health. Nursing care planning is introduced. Course content includes: the normal aging process, communication skills, basic physical assessment and nursing process. Scientific principles are used to support the nursing diagnosis. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

- a. Demonstrate competence in nursing assessment techniques to determine a patient's state of health. (H)
- b. Develop a sense of inquiry in implementing the nursing process in clinical practice. (N)
- c. Demonstrate caring in relationships with patients and families. (P)
- d. Demonstrate mastery in the performance of selected nursing skills. (N)
- e. Relate the scientific rationale for nursing skills implemented. (N)
- f. Identify members of the healthcare team whose expertise can assist patients to achieve optimum health. (E)
- g. Develop critical thinking skills in distinguishing between those nursing care situations that require instructor's assistance and those that can be managed independently. (N)
- h. Appraise communication and interviewing skills in assessing and evaluating a Well Elder person's functional health patterns. (N)
- i. Accept responsibility for knowledge of and adherence to professional, legal and ethical standards. (E)
- j. Critique own strengths and collaborate with instructors to develop strategies for improvement where needed. (P)
- k. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

KEY:

Concept

Objective

H = Health Domain

A

N = Nursing Domain

B, D, E, G, H, K

P = Person Domain

C, J

E = Environment Domain

F, I

5. **Instructional Facilities**

- a. Access to the Internet.
- b. Standard classroom and campus laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities.

6. **Special Materials Required of Student**

- a. Electronic storage media.
- b. Grossmont College nursing student uniform with embroidery.
- c. Photo ID name badge.
- d. Bandage scissors.
- e. Watch with second hand indicator.
- f. Safety goggles.
- g. Stethoscope.
- h. Penlight.
- i. Reliable transportation to clinical facilities.

Optional

Lab coat with Grossmont College patch.

7. **Course Content**

- a. Introduction to the basic concepts of nursing as an independent and collaborative practice.
- b. Care for patients and families with the goal of optimal health promotion or adaptation to illness.
- c. Environment, psychological, social, spiritual, cultural, political and economic factors that influence health and health care.
- d. Technical nursing skills in instructor-supervised campus laboratory sessions.
- e. Scientific theory as it relates to the practice of these technical nursing skills.
- f. Mastery of selected skills, achieved through practice in a tutor-supervised skills lab.
- g. Nursing care under instructor supervision in a hospital setting.
- h. Head to toe nursing assessment for adult and geriatric patient's in the hospital setting.
- i. Functional health patterns as a data gathering tool to recognize patients dysfunctional patterns that interfere with optimal health and well-being.
- j. Nursing care planning, implementation and evaluation for adult/geriatric patients.
- k. Five rights of medication administration.
- l. Calculate drug dosages for patients in clinical settings.

8. **Method of Instruction**

- a. Lecture.
- b. Discussion.
- c. Software, audiovisual.
- d. Demonstrations.
- e. Critical thinking activities.
- f. Supervised nursing care.
- g. Clinical conferences.

9. Methods of Evaluating Student Performance

- a. Written papers and presentation.
- b. Pretests and posttests.
- c. Objective examinations including final.
- d. Clinical skills competency testing.
- e. Verbal questioning.
- f. Instructor evaluation of supplementary assignments.
- g. Student self evaluation.
- h. Clinical evaluation.

10. Outside Class Assignments

- a. Practice in skills lab.
- b. Clinical skills competency testing.
- c. Pre-clinical assessment and preparation.
- d. Weekly patient data sheets.
- e. Computer simulations/video viewing.

11. Texts

a. Required Text(s):

- (1) Ackley, B. J. and Gail B. Gladwig. Nursing Diagnosis Handbook: A Guide to Planning Care. St. Louis, Elsevier 2006, 7th edition.
- (2) Anderson, K.N. Mosby's Medical, Nursing and Allied Health Dictionary. Elsevier, 2006. 7th edition.
- (3) Daniels, R. Delmar's Guide to Laboratory and Diagnostic Tests. San Francisco, Delmar, 2002, first edition.
- (4) Karch, A. M. Lippincott's 2005 Nursing Drug Guide. Philadelphia: Lippincott.
- (5) NANDA. NANDA Nursing Diagnoses: Definitions and Classification. Philadelphia: North American Nursing Diagnosis Association, 2007-2008.
- (6) Swearingen, P.L., and D.G. Ross. Manual of Medical-Surgical Nursing. St. Louis: Elsevier, 6th edition, 2007.
- (7) Taylor, C., C. Lillis, P. LeMone. Fundamentals of Nursing. Philadelphia, PA: Lippincott, 5th edition, 2005.
- (8) Taylor, C., C. Lillis, P. LeMone and M. LeBorn. Procedure Checklists to Accompany Fundamentals of Nursing: The Art and Science of Nursing Care. Philadelphia, PA: Lippincott, 5th edition, 2005.
- (9) Taylor, C., C. Lillis, P. LeMone, and M. LeBorn. Study Guide to Accompany Fundamentals of Nursing: The Art and Science of Nursing Care. Philadelphia, PA: Lippincott, 5th edition, 2005.

b. Supplementary texts and workbooks:

- (1) Aschenbrenner, D.S., L.W. Cleveland and S.J. Venable. Drug Therapy in Nursing. NY: Lippincott Williams and Wilkins, 2nd edition, 2006.
- (2) Aschenbrenner, D.S. and S.J. Venable. Study Guide to Accompany Drug Therapy in Nursing. NY: Lippincott Williams and Wilkins, 2nd edition, 2006.
- (3) Pickar, G. Dosage Calculations: A Ratio-Proportion Approach San Francisco: Delmar, 2005.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 130 – PERIOPERATIVE NURSING

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 130	Perioperative Nursing	5	3 hours lecture 8 hours laboratory

2. Prerequisites

A "C" grade or higher in Nursing 120 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course focuses on the biological, psychological, social, cultural and spiritual changes patients and their families experience before, during and after surgery. Emphasis is placed on genitourinary, orthopedic and gastrointestinal disorders requiring surgery. Concurrent clinical experience is in acute care settings, the operating room and post-anesthesia care units. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

- a. Utilizing nursing diagnoses, plan, implement and evaluate nursing care for patients with medical-surgical problems. (N)
- b. Relate scientific rationale to nursing interventions. (N)
- c. Demonstrate caring in relationships with patients and families. (H)
- d. Participate with the health team to establish a therapeutic environment that facilitates communication with adult medical-surgical patients and significant others. (E)
- e. Distinguish those nursing care situations that require instructor's assistance from those that can be managed independently. (N, P)
- f. Plan nursing care for patients and families that acknowledge cultural influences on perceptions of illness and treatment. (N)
- g. Apply basic critical thinking skills in caring for adult medical-surgical patients. (N)
- h. Execute technical skills, including intravenous insertion, commonly associated with preoperative and ambulatory patients. (N)
- i. Compare and contrast knowledge of the pre-operative, intra-operative, and post-operative care associated with the surgical patient.
- j. Plan pain management theory to the care of postoperative patients.
- k. Demonstrate adherence to professional, legal and ethical standards and to policies of the college and the agency.
- l. Critique own strengths and develop strategies for improvement when needed.
- m. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

4. Course Objectives (continued)

KEY:

Concept	Objective
H = Health Domain	A
N = Nursing Domain	B, C, D, E, M
P = Person Domain	F, J, K, I
E = Environment Domain	H, J, L

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and laboratory.
- c. Audiovisual equipment: ELMO, overhead projector and/or digital projector.
- d. Computer laboratory.
- e. Selected clinical facilities.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Uniform (white lab coat with school patch optional).
- c. Photo identification badge.
- d. Bandage scissors.
- e. Watch with second hand indicator.
- f. Safety goggles.
- g. Stethoscope.

7. Course Content

- a. Nursing care planning for patients with medical/surgical problems.
- b. Scientific rationale to nursing interventions.
- c. Nurse patient relationship.
- d. Therapeutic environment that facilitates communication.
- e. Nursing care situations that require instructor's assistance.
- f. Cultural influences on perception of illness.
- g. Critical thinking.
- h. Technical skills for preoperative and ambulatory patients.
- i. Pre-operative, intra-operative and post-operative learning.
- j. Pain management.
- k. Legal and ethical standards.
- l. Own strengths and strategies for improvement.
- m. Clinical experience and nursing care planning.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Guest speakers.
- d. Case studies.
- e. Software, audiovisual.
- f. Clinical conferences.
- g. Clinical experience.
- h. Role playing.
- i. Student presentations.

9. Methods of Evaluating Student Performance

- a. Quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Instructor evaluation of supplementary assignments.
- e. Written nursing care plans.
- f. Clinical evaluation form.
- g. Student self evaluation.

10. Outside Class Assignments

- a. Research-based nursing care plan.
- b. Weekly care plans.
- c. Pre-clinical assessments.
- d. Report of general surgery.
- e. Autotutorials.
- f. Computer simulations.

11. Texts

- a. Required Text(s):
 - (1) Lewis, S.M., M.M. Heitkemper, and S.R. Dirksen. Medical-Surgical Nursing: Assessment and Management of Clinical Problems. St. Louis, MO: Elsevier, 7th edition, 2007.
 - (2) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2007-2008.
 - (3) Zozuk, J. Perioperative Nursing. El Cajon, CA: Grossmont College, 2007.
 - (4) NANDA: North American Nursing Diagnosis Association: Nursing Diagnosis: Definitions and Classifications. Philadelphia: Nursing Diagnosis Association, 2007-2008.
- b. Supplementary texts and workbooks:
 - (1) Swearingen, Pamela L. Manual of Medical-Surgical Nursing Care. St. Louis, MO: C.V. Mosby, 5th edition.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 132 – MATERNAL/NEWBORN AND CHILD HEALTH NURSING

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 132	Maternal/Newborn and Child Health Nursing	5	3 hours lecture 8 hours laboratory

2. Prerequisites

A "C" grade or higher in Nursing 120 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

Building on knowledge and skills of Nursing 120, the student learns about the emotional psychological changes women and their families experience during pregnancy, birth and postpartum; the impact of the childbearing cycle on functional health patterns; and related nursing care. Child nursing addresses the nursing management of children with dysfunctional health patterns, many of which result in chronic problems. Environmental factors such as physical, psychological, social, spiritual and cultural elements are discussed in the way they impact the hospitalized pediatric patient. Refinement of critical thinking skills, clinical decision-making, and a focus on growth and development are emphasized. Concurrent clinical experience is in acute and ambulatory care settings. This is a required course for the Nursing Program.

4. Course Objectives

Maternal/Newborn Course Objectives.

The student will:

- a. Discuss critical elements of the role of the Registered Nursing in the maternal/newborn setting. (N)
- b. Assess and interpret functional health patterns and formulate appropriate nursing diagnoses for patients experiencing pregnancy, birth or parenting. (H)
- c. Formulate nursing diagnoses to plan, implement, and evaluate nursing care for patients. (N)
- d. Relate scientific rationale to nursing interventions. (N)
- e. Demonstrate caring in relationships with patients and families. (N)
- f. Plan and provide nursing care for patients and families that acknowledge cultural influences on attitudes toward pregnancy, birthing and parenting. (E)
- g. Evaluate the learning needs of patients and families, implementing teaching strategies that achieve desired outcomes. (N)
- h. Demonstrate increasing responsibility for adhering to professional, legal and ethical standards and to policies of the college and the agency. (E)
- i. Critique own strengths and areas for growth, and develop strategies for improvement where needed. (P)
- j. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

4. Course Objectives continued

Child Health Course Objectives:

The student will:

- a. Discuss critical elements of the role of the Registered Nurse in the child health nursing setting. (N)
- b. Plan and implement the nursing process for pediatric patients with chronic illness and various disorders of childhood affecting functional health patterns. (H)
- c. Identify common psychosocial responses to acute and chronic disability and implement the nursing process in the area of rehabilitation. (N)
- d. Compare and contrast the impact of acute and chronic illness on children and families and plan collaborative interventions to support attitudinal and life changes. (P)
- e. Initiate discharge planning based on the child's environment and health needs using multidisciplinary collaboration. (E)
- f. Identify the learning needs of the child and family and construct, implement and evaluate teaching strategies using measurable outcomes. (N)
- g. Differentiate between cultural and environmental factors which influence children and families compliance with medical and nursing treatments. Initiate modifications which better conform to the child's lifestyles and values. (E)
- h. Utilize standards of professionalism and accountability to maintain and support patient advocacy. (N)
- i. Critique own strengths and weaknesses through periodic written self evaluations. (P)
- j. Adhere to legal and ethnical professional standards and to the policies of the college and agency. (E)
- k. Research patient data before the clinical experience and develop a plan of care for each clinical day. (N)

KEY:

Concept

Objective

	<u>Obstetrics</u>	<u>Pediatrics</u>
H = Health Domain	B	B
N = Nursing Domain	A, C, D, G, J	A, C, F, H, I, K
P = Person Domain		D
E = Environment Domain	E, F, H	E, G, J

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Uniform.
- c. Photo identification badge.
- d. Bandage scissors.
- e. Watch with second hand indicator.
- f. Safety goggles.
- g. Stethoscope.
- h. Penlight (optional).
- i. Transportation to clinical facilities.

7. Course Content

Maternal/Newborn Course Content

- a. Nursing during pregnancy, childbirth and the immediate postpartum period.
- b. Needs of the woman, her partner, the newborn and the total family are emphasized.
- c. Childbearing cycle on functional health patterns and related nursing care.
- d. Nursing diagnoses to plan, implement and evaluate nursing care for patients.
- e. Scientific rationale to nursing interventions.
- f. Care in relationship with patients and families.
- g. Cultural influences on attitudes towards pregnancy, birthing and parenting.
- h. Learning needs of parents and families.
- i. Professional, legal and ethical responsibilities.
- j. Own strengths for growth and strategies for improvement.
- k. Patients and families in the hospital setting.
- l. Learning needs of parents and families.

Child Health Course Content

- a. Nursing management of children with acute and chronic disorders and multisystem dysfunction.
- b. Patient education, discharge planning, rehabilitation and growth and development needs.
- c. Assess, plan, implement, evaluate and revise nursing care.
- d. Skills for patients in clinical settings.
- e. Chronic illness and families.
- f. Cultural and environmental factors which influence compliance with medical and nursing treatments.
- g. Professionalism and accountability to support patient advocacy.
- h. Calculate drug dosage for children.
- i. Own strengths for growth and strategies for improvement.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Demonstrations.
- d. Instructional materials.
- e. Software, audiovisual.
- f. Supervised nursing care.
- g. Clinical conferences.

9. Methods of Evaluating Student Performance

- a. Written examinations.
- b. Verbal questioning.
- c. Nursing care plans.
- d. Instructor evaluation of supplementary assignments.
- e. Clinical evaluation form.

10. Outside Class Assignments

- a. Pre-clinical preparation.
- b. Weekly nursing care plans.
- c. Written study guides.
- d. Pre-class homework.

11. Texts

a. Required Text(s):

- (1) McKinney, James, Murray and Ashwill. Maternal-Child Nursing, 2nd edition, St. Louis, MO: Elsevier, 2005.
- (2) Helland, Diane. Maternal/Newborn Child Health: Pediatrics Syllabus. El Cajon, CA: Grossmont College, 2006.
- (3) Vanlandingham, L. Maternal/Newborn Nursing Syllabus. El Cajon, CA: Grossmont College, 2006.
- (4) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2006-2007.

b. Supplementary texts and workbooks:

- (1) Gahart, Betty. Intravenous Medications. St. Louis, MO: Elsevier, 2006-2007.
- (2) Ackley, B., G. Ladwig. Nursing Diagnosis Handbook. St. Louis, MO, Mosby, 7th edition, 2006.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 155 A-B – CLINICAL SIMULATIONS FOR BEGINNING NURSING STUDENTS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 155 A-B	Clinical Simulations for Beginning Nursing Students	1 ½	4 ½ laboratory

2. Course Prerequisites

None.

Corequisite

Concurrent enrollment or successful completion with a grade of "C" or higher in Nursing 120 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Recommended Preparation

None.

3. Catalog Description

This course is designed so that nursing students may practice fundamental clinical nursing techniques, clinical judgment, and critical thinking skills in the safe environment of the college lab under the direction of a nurse faculty member. Scenarios offered are taken from actual patient situations in local health care facilities. This course is offered on a credit/no credit basis only.

4. Course Objectives

The student will:

- Appropriately execute basic nursing procedures on a simulated patient.
- Prioritize nursing care for patients with simple health problems.
- Formulate teaching strategies for patients and families to achieve specific outcomes.
- Examine the effects of cultural influences on the delivery of nursing care.

5. Instructional Facilities

- Nursing lab room 355A.
- Health Sciences computer lab.

6. Special Materials Required of Student

None.

7. Course Content

- Computer aided clinical simulations of nursing topics.
- Mannequins serving as patients, each with a chart simulating a patient case.
- Video review of nursing procedures, skills or theory.
- Role playing of nurse patient or nurse co-worker communication encounters.
- Problem solving simulations.

8. Method of Instruction

- a. One to one and dyad supervision in a simulated clinical setting.
- b. Demonstration and practice of nursing procedures.
- c. Computer aided instruction

9. Methods of Evaluating Student Performance

- a. Computer tutorials with automated grading of post test.
- b. Successful demonstration of mastery of nursing procedures.
- c. Written assignments.
- d. Final exam demonstrating mastery of basic nursing procedures.

10. Outside Class Assignments

- a. Review of course notes and readings as assigned by instructor.
- b. Written assignments consistent with learning objectives.

11. Texts

- a. Required Text(s):
 - (1) Gahart, Berry L. Intravenous Medications. St. Louis, MO: Harcourt Health Sciences, current edition.
 - (2) Lewis, S.M.; M.M. Heitkemper and S. R. Dirksen. Medical-Surgical Nursing, Assessment and Management of Clinical Problems. St. Louis, MO: Harcourt Health Sciences, current edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 5/00

GROSSMONT COLLEGE

Official Course Outline

NURSING 203 – MEDICAL-SURGICAL NURSING I

1. <u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 203	Medical-Surgical Nursing I	6	3 hours lecture 11 hours laboratory

2. Prerequisites

Completion of Nursing 110 with a grade of "C" or better and admission requirements as noted in the catalog under *Admission: Registered Nursing Programs*.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

An in-depth study of the nursing process as it is applied to adult and geriatric patients who are amenable to nursing management. Theory content focuses on the person and their state of health as it pertains to neurological, endocrine immune, and cancer disorders. The transition to the RN role and development of critical thinking skills are emphasized. In addition, there is special consideration given to environmental impact on the state of health and illness. Concurrent clinical experience is in acute care, critical care, and skilled care. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

- a. Assess, analyze and formulate nursing diagnoses; plan, implement, and evaluate nursing care for adult/geriatric patients with dysfunctional physical and psychological health problems. (N)
- b. Identify opportunities for patient education, and incorporate teaching plans and principles of rehabilitation in total care of patients. (H)
- c. Plan and implement nursing care for patients and families that acknowledge cultural influences on perceptions of illness and treatment. (P)
- d. Participate with the health team to establish a therapeutic environment that facilitates communication with patients and significant others. (P)
- e. Distinguish between those nursing care situations which require instructor's assistance and those which can be managed independently. (N)
- f. Critique own strengths and areas for growth and develop strategies for improvement where needed. (N)
- g. Analyze feedback from instructor and nursing staff to promote competence in nursing practice. (N)
- h. Demonstrate adherence to professional, legal and ethical standards and to policies of the college and the agency. (N)
- i. Apply nursing theory to nursing care of selected patients in the clinical laboratory. (N, H)
- j. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

4. Course Objectives (continued)

KEY:

Concept

H = Health Domain

N = Nursing Domain

P = Person Domain

E = Environment Domain

Objective

B, I

A, E, F, G, H, N, I, J

C, D

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities.
- f. Field trips.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Uniform/designated clinical attire.
- c. Name pin and school patch.
- d. Watch with second hand indicator.
- e. Safety goggles.
- f. Stethoscope.
- g. Penlight.
- h. Transportation to clinical facilities.

7. Course Content

- a. Nursing process for adult and geriatric patients.
- b. Person and their state of health.
- c. Neurologic, immune, endocrine and cancer disorders.
- d. Critical thinking skills.
- e. Environmental impact and the patient's state of health.
- f. Clinical experience in acute and critical care.
- g. Clinical nursing skills to care for adult and geriatric patients.
- h. Nursing care planning to care for adult and geriatric patients.
- i. Revise nursing care when necessary.
- j. Nursing assessment skills for all patients.
- k. Patients and family needs in chronic care.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Seminars.
- d. Demonstrations.
- e. Guest speakers.
- f. Self-instructional materials.
- g. Software, audiovisual.
- h. Supervised nursing care.
- i. Clinical conferences.
- j. Nursing rounds.
- k. Role playing.

9. Methods of Evaluating Student Performance

- a. Pretests/quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Written nursing care plans.
- e. Instructor evaluation of supplementary assignments.
- f. Student self-evaluation.
- g. Clinical evaluation performance form.

10. Outside Class Assignments

- a. Pre-clinical assessment.
- b. Written mini care plan for each patient.
- c. Written major care plan.
- d. Critiques of special clinical experiences.
- d. Computer simulations.

11. Texts

- a. Required Text(s):
 - (1) Ackley and Ladwig. Nursing Diagnosis Handbook. St. Louis, MO: Elsevier, 7th edition, 2006.
 - (2) Deglin, Judith. Davis's Drug Guide for Nurses. Philadelphia: F.A. Davis.
 - (3) Lewis, Heitkemper and Dirksen. Medical-Surgical Nursing: Assessment and Management of Clinical Problems. St. Louis, MO: Elsevier, 6th edition, 2004.
 - (4) Oertel, Thomas. Medical-Surgical Nursing I. El Cajon, CA: Grossmont College, 2006.
 - (5) OSHA. OSHA's Bloodborne Pathogen Standard. Washington, D.C., 2001.
 - (6) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2006-2007.
- b. Supplementary Texts and Workbooks:
 - Pagana, Kathleen D. and Timothy J. Pagana. Mosby's Diagnostic and Laboratory Test Reference. St. Louis, MO: Elsevier.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 205 – PSYCHIATRIC-MENTAL HEALTH NURSING

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 205	Psychiatric-Mental Health Nursing	3	2 hours lecture 5 hours laboratory

2. Prerequisites

Completion of Nursing 110 with a grade of "C" or higher and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course focuses on the nursing management of adolescents, adults and geriatric patients with psychiatric-mental health challenges. Theory content focuses on the person and their state of mental illness. The student utilizes the nursing process to develop nursing care plans. Concurrent clinical experience is in acute care, ambulatory care and day treatment centers. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

- a. Assess and interpret physiologic and psychological health patterns to formulate appropriate nursing diagnoses. (H)
- b. Utilize identified nursing diagnoses to plan, implement and evaluate nursing care for patients, setting priorities based on the degree of threat to wellness and quality of life. (N)
- c. Propose scientific rationale to the nursing diagnoses and nursing interventions. (E)
- d. Participate with the health team to establish a therapeutic environment that facilitates communication with patients and significant others. (N)
- e. Develop a therapeutic environment with patients and families. (P)
- f. Initiate interactions with health team members whose expertise is relevant to the patient's dysfunctional health patterns. (E)
- g. Compare and contrast those nursing care situations that require instructor's assistance from those that can be managed independently. (N)
- h. Appraise cultural elements that influence attitudes toward mental health and mental illness. (H)
- i. Identify correlation of adaptive/maladaptive behaviors to the mental health/mental illness continuum. (N)
- j. Evaluate the learning needs of patients and families, implementing teaching strategies that achieve desired outcomes. (P)
- k. Demonstrate increasing responsibility for adherence to professional, legal and ethical standards and to policies of the college and the agency. (E)
- l. Apply nursing theory to the care of selected patients in the clinical laboratory. (N)

4. Course Objectives (continued)

- m. Critique own strengths and areas for growth and develop strategies for improvement where needed. (P)
- n. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

KEY**Concept**

H = Health Domain

N = Nursing Domain

P = Person Domain

E = Environment Domain

Objective

A, H

B, D, G, I, L, N

E, J, M

C, F, K

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and campus laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities – TBA.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Casual dress without tennis shoes.
- c. Photo ID name badge.
- d. Watch with second hand indicator.
- e. Reliable transportation to clinical facilities.

7. Course Content

- a. Therapeutic communication and nursing management of patients with mental health challenges.
- b. Grieving, anxiety, depression, psychoses, personality disorders, and substances abuse.
- c. Nursing care planning for patients with psychiatric disorders.
- d. Clinical experience with patients with psychiatric disorders.
- e. Therapeutic environment for patients and families.
- f. Cultural elements towards mental illness.
- g. Interact with other health care providers.
- h. Learning needs of patients and families.
- i. Own growth and areas of improvement.
- j. Nursing situations that require assistance and those that can be solved independently.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Guest speakers.
- d. Case presentation.
- e. Demonstrations/role playing.
- f. Clinical conferences.
- g. Software and audiovisual.

9. Methods of Evaluating Student Performance

- a. Quizzes.
- b. Written examinations.
- c. Written nursing care plans.
- d. Written nurse-patient interactions.
- e. Verbal questioning.
- f. Instructor evaluation of supplementary assignments.
- g. Student self evaluation.
- h. Clinical evaluation.

10. Outside Class Assignments

- a. Major nursing care plan.
- b. Weekly mini care plans.
- c. Pre-clinical assessments.
- d. Nurse-patient interaction paper.
- e. Critiques of special clinical experiences.
- f. Auto tutorials.
- g. Computer simulations.

11. Texts

- a. Required Text(s):
 - (1) Townsend, M. Psychiatric-Mental Health Nursing: Concepts of Care in Evidenced-Based Practice. Philadelphia: F.A. Davis, 5th edition, 2004.
 - (2) Ackley and Ladwig. Nursing Diagnosis Handbook. Elsevier, 7th edition, 2006.
 - (3) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2006-2007.
 - (4) Lewis, Sharon M., Margaret M. Heitkemper, and Shannon R. Dirksen. Medical-Surgical Nursing: Assessment and Management of Clinical Problems. St. Louis, MO: Elsevier, 2004.
 - (5) Psychiatric-Mental Health Nursing. El Cajon, CA: Grossmont College, 2006-2007.
- b. Supplementary texts and workbooks:

None.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 211 – ADVANCED MEDICAL-SURGICAL NURSING AND COMMUNITY HEALTH

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	NURS 211	Advanced Medical-Surgical Nursing and Community Health	7	4 hours lecture 11 hours laboratory

2. Prerequisites

Completion of Nursing 203 and 205 with a grade of "C" or higher and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Corequisites

None.

Recommended Preparation

None.

3. Catalog Description

An advanced course in nursing management of adult and geriatric patients with complex health problems. Theory content focuses on the person, environment and their state of health as it pertains to oxygenation and metabolic/elimination disorders. Refinement of critical thinking skills and clinical decision making are emphasized. Concurrent clinical experience is in acute care, critical care, and ambulatory care. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

- a. Assess, diagnose, plan and prioritize, implement and evaluate nursing care for patients with dysfunctional health patterns requiring complex nursing management. (N)
- b. Formulate actual and high risk nursing diagnoses justifying diagnoses and the interventions necessary to achieve expected outcomes using scientific rationale. (N)
- c. Relate nursing theory to nursing care of selected patients in the clinical laboratory. (N)
- d. Collaborate with health team members to individualize patient care. (N)
- e. Demonstrate caring in relationships with patients and families. (E)
- f. Identify opportunities for patient education and incorporate teaching plans and principles of rehabilitation in total care of patients. (P)
- g. Construct and implement specific preventive measures for individuals with dysfunctional health patterns at risk for developing complex health problems. (E)
- h. Establish and maintain nurse-patient relationships based on principles of therapeutic communication. (H)
- i. Utilize standards of professionalism and accountability to maintain and support patient advocacy. (N)
- j. Critique own strengths and develop strategies for improvement where needed. (N)
- k. Demonstrate adherence to legal, ethical and professional standards and adhere to policies of the college and the agency. (E)
- l. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

4. Course Objectives

KEY:

Concept	Objective
H = Health Domain	H
N = Nursing Domain	A, B, C, D, J, I, L
P = Person Domain	F, H
E = Environment Domain	E, G, I, K

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities.
- f. Field trips.

6. Special Materials Required of Student

- a. Electronic storage device.
- b. Uniform.
- c. Name pin and school patch.
- d. Bandage scissors.
- e. Watch with second hand indicator.
- f. Safety goggles.
- g. Stethoscope.
- h. Penlight.
- i. Transportation to clinical facilities.

7. Course Content

- a. Nursing care for adult and geriatric patients with complex health problems.
- b. High risk diagnoses.
- c. Nursing theory to nursing care.
- d. Individualize patient care.
- e. Other health team members.
- f. Care in relationships with patients and families.
- g. Preventative procedures for ill patients.
- h. Nurse patient relationships.
- i. Professionalism and accountability.
- j. Legal, ethical and professional standards.
- k. Plan of care for each clinical day.
- l. Care plan for each clinical day.
- m. Ambulatory patients.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Seminars.
- d. Demonstrations.
- e. Guest speakers.

8. Method of Instruction (continued)

- f. Self-instructional materials.
- g. Software, audiovisual.
- h. Supervised nursing care.
- i. Clinical conferences.
- j. Nursing rounds.

9. Methods of Evaluating Student Performance

- a. Quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Nursing care plans.
- e. Instructor evaluation of supplementary assignments.
- f. Clinical evaluation form.

10. Outside Class Assignments

- a. Pre-clinical preparation.
- b. Written mini care plan for each patient.
- c. Written major care plan.
- d. Critiques of special clinical experiences.
- e. Computer simulations.
- f. Review of video tapes.
- g. Research paper.

11. Texts

- a. Required Text(s):
 - (1) Ackley, Betty J. and Gail B. Ladwig. Nursing Diagnosis Handbook. 7th edition. St. Louis, 2006, Elsevier, MO.
 - (2) Deglin, Judith. Davis's Drug Guide for Nurses. 8th edition. Philadelphia, PA: F.A. Davis, 2004.
 - (3) Lewis, Sharon M., Margaret M. Heitkemper, and Shannon R. Dirksen. Medical-Surgical Nursing: Assessment and Management of Clinical Problems. 6th edition. St. Louis, MO: Mosby, 2004.
 - (4) Oertel, Thomas. Advanced Medical-Surgical Nursing and Community Health. El Cajon, CA: Grossmont College, Course Syllabus, 2006-2007.
 - (5) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2006-2007.
- b. Supplementary texts and workbooks:
None.

GROSSMONT COLLEGE

Official Course Outline

NURSING 220 – NURSING MANAGEMENT IN NUTRITIONAL-METABOLIC DISORDERS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 220	Nursing Management in Nutritional-Metabolic Disorders	5	3 hours lecture 8 hours laboratory

2. Prerequisites

A "C" grade or higher in Nursing 130 and 132 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course addresses acute and chronic health problems that are more complex than those studied previously. Nursing theory focuses on the nursing management of patients with alterations in the Nutritional-Metabolic Functional Health Pattern. The nurse focuses on the unique characteristics and abilities of the person with consideration of the environmental impacts on the state of health and illness. Concurrent clinical experience is in acute settings. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

- a. Differentiate the relationship between health and pathophysiology, stating all appropriate nursing diagnoses for the adult and elderly patient. (H)
- b. Plan, implement and evaluate nursing care, setting priorities for complex medical-surgical patients. (N)
- c. Apply nursing theory to nursing care of selected patients in the clinical laboratory. (N)
- d. Utilize knowledge of scientific principles to evaluate effectiveness of nursing care and revise the nursing care plan when appropriate. (N)
- e. Execute technical skills commonly associated with the care of patients with complex medical-surgical problems. (N)
- f. Evaluate the impact of acute and chronic illness on the patient and the family. (P)
- g. Plan collaborative interventions to support effective coping. (P)
- h. Plan nursing care for patients and families that acknowledges cultural influences on perceptions of illness and treatment. (E)
- i. Assess the learning needs of patient's families and implementing teaching strategies which achieve desired outcomes. (P)
- j. Analyze legal and ethical issues pertaining to selected nursing/medical interventions for the patient in the acute ambulatory care and home health settings. (E)
- k. Critique own strengths and areas for growth and develop strategies for improvement. (P)
- l. Identify and appropriately delegate tasks to team members. (E)
- m. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

4. Course Objectives (continued)

KEY:

Concept	Objective
H = Health Domain	A
N = Nursing Domain	B, C, D, E, M
P = Person Domain	F, J, K, I
E = Environment Domain	H, J, L

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Uniform.
- c. Name pin and school patch.
- d. Bandage scissors.
- e. Watch with second hand indicator.
- f. Safety goggles.
- g. Stethoscope.
- h. Penlight (optional).
- i. Transportation to clinical facilities.

7. Course Content

- a. Nursing diagnoses for adult and elderly patients.
- b. Nursing care planning and priorities for patients with complex health issues.
- c. Nursing theory and nursing care.
- d. Scientific principles to direct nursing care.
- e. Technical nursing skills for patients with complex health problems.
- f. Acute and chronic illness and families.
- g. Interventions and patient's coping skills.
- h. Cultural influences and perception of health/illness.
- i. Learning needs of patients and families.
- j. Legal and ethical issues related to nursing interventions.
- k. Clinical experience with patients.
- l. Nursing care plans for patients.
- m. Clinical skills for all patients.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Seminars.
- d. Demonstrations.
- e. Guest speakers.
- f. Self-instructional materials.

8. Method of Instruction (continued)

- g. Software, audiovisual.
- h. Supervised nursing care.
- i. Supervised clinical experience.
- j. Nursing rounds.

9. Methods of Evaluating Student Performance

- a. Quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Nursing care plans.
- e. Instructor evaluation of supplementary assignments.
- f. Student self evaluation.
- g. Clinical evaluation.

10. Outside Class Assignments

- a. Pre-clinical preparation.
- b. Critiques of special clinical experiences.
- c. Computer simulations.
- d. Nursing care plans.

11. Texts

- a. Required Text(s):
 - (1) Achley, B. J., and G. B. Ladwig. Nursing Diagnosis Handbook: A Guide to Planning Care. St. Louis: Mosby, 7th edition, 2006.
 - (2) Puleo, D. Nursing Management in Nutritional Metabolic Disorders and Community Health. El Cajon, CA: Grossmont College, 2006-2007, Blackboard online.
 - (3) Lewis, M., M. M. Heitkemper, and S.R. Dirksen (2007). Medical-Surgical Nursing: Assessment and Management of Clinical Problems. Elsevier, 7th ed., St. Louis: MO, 2004.
 - (4) Lewis, M., M.M. Heitkemper, and S.R. Dirksen (2007). Study Guide for Medical-Surgical Nursing: Assessment and Management of Clinical Problems. Elsevier, St. Louis: MO.
 - (5) North American Nursing Diagnosis Association: Nursing Diagnosis: Definitions and Classifications. Philadelphia: Nursing Diagnosis Association, 2006-2007.
 - (6) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2006-2007.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 222 – NURSING MANAGEMENT IN NEUROLOGIC AND PSYCHIATRIC DISORDERS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 222	Nursing Management in Neurologic and Psychiatric Disorders	5	3 hours lecture 8 hours laboratory

2. Prerequisites

A grade of “C” or high in Nursing 130 and 132 and admission requirements as noted in the Grossmont College catalog under Admission: Registered Nursing Program.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course focuses on nursing management of patients from youth to old age who have neurological illnesses and psychosocial and behavioral disorders. The focus is on nursing considerations regarding environmental factors such as physical, psychological, social, spiritual and cultural elements and the way they impact the hospitalized patient. Concurrent clinical experiences are in acute and outpatient settings, and day treatment centers. This is a required course for the Nursing Program.

4. Course Objectives

Neurological:

The student will:

- a. Plan, implement, evaluate, modify and individualize nursing care for patients with neurological and residual dysfunctions. (N)
- b. Identify common psychosocial responses to chronic disability and implement nursing care in the area of rehabilitation using the nursing process. (N)
- c. Assess the impact of residual dysfunction on patients and families and plan collaborative interventions to support attitudinal and life changes. (N)
- d. Initiate discharge planning based on multidisciplinary collaboration. (E)
- e. Identify the learning needs of the patient and family. (P)
- f. Differentiate between cultural and environmental factors that influences patients' and families compliance with medical and nursing treatment. (E)
- g. Utilize standards of professionalism and accountability to maintain and support patient advocacy. (H)
- h. Critique own strengths and weaknesses through periodic written self-evaluations. (N)
- i. Adhere to legal, ethical and professional standards and to policies of the college and the agency. (E)
- j. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

4. Course Objectives (continued)**KEY:****Concept:****H = Health Domain****N = Nursing Domain****P = Person Domain****E = Environment Domain****Objective:****G****A, B, C, H, K****E****D, F, I**

Psychiatric objectives.

The students will:

- a. Assess and interpret psychological health patterns to formulate appropriate nursing diagnoses. (H)
- b. Utilize identified nursing diagnoses to plan, implement, and evaluate nursing care for patients with psychiatric disorders. (N)
- c. Relate psychiatric nursing theory to the nursing diagnoses and nursing interventions. (N)
- d. Initiate interaction with health team members whose expertise is relevant to the patient's psychiatric disorder. (E)
- e. Demonstrate the ability to communicate effectively with the patient experiencing psychological difficulties. (E)
- f. Distinguish those nursing care situations that require instructor's assistance from those that can be managed independently. (N)
- g. Discuss cultural elements that influence attitudes toward mental health and mental illness. (H)
- h. Evaluate the learning needs of patients and families, implementing teaching strategies that achieve desired outcomes. (P)
- i. Adhere to professional, legal and ethical standards and to the policies of the college and agency. (E)
- j. Critique own strengths and areas for growth, and develop strategies for improvement where needed. (P)
- k. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

KEY:**Concept:****H = Health Domain****N = Nursing Domain****P = Person Domain****E = Environment Domain****Objective:****A, G****B, C, F, K****H, J****D, E, I**5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and campus laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities – TBA.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Casual dress without tennis shoes/uniform.
- c. Photo ID name badge.
- d. Reliable transportation to clinical facilities.
- e. Watch with second hand indicator.
- f. Bandage scissors.
- g. Safety goggles.
- h. Stethoscope and penlight.

7. Course Content

- a. Nursing care for patients with neurologic and residual dysfunctions.
- b. Psychosocial responses to chronic disability.
- c. Nursing care in the area of rehabilitation.
- d. Impact of residual dysfunction on patients and families.
- e. Discharge planning with multidisciplinary collaboration.
- f. Cultural and environmental factors that influence patients' and families compliance.
- g. Psychological health patterns and nursing diagnoses.
- h. Nursing diagnoses to plan, implement, and evaluate nursing care for psychiatric disorders.
- i. Nursing theory and nursing diagnoses and nursing interventions.
- j. Nursing care situations that require instructor's assistance.
- k. Cultural elements that influence attitudes towards mental illness.
- l. Learning needs of patients and families.
- m. Legal and professional standards.
- n. Clinical experience with nursing care planning.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Software, audiovisual.
- d. Demonstrations.
- e. Critical thinking activities.
- f. Supervised nursing care.
- g. Clinical conferences.

9. Methods of Evaluating Student Performance

- a. Written papers and presentation.
- b. Pretests and posttests.
- c. Objective examinations.
- d. Clinical skills competency testing.
- e. Verbal questioning.
- f. Instructor evaluation of supplementary assignments.
- g. Student self evaluation.
- h. Clinical evaluation.

10. Outside Class Assignments

- a. Weekly care plans.
- b. Major nursing care plan.
- c. Pre-clinical assessments.
- e. Computer simulation.
- f. Review of video tapes.

11. Texts

a. Required Text(s):

- (1) F.A. Davis, Townsend, M. Essential of Psychiatric Mental Health Nursing. 5th ed., Philadelphia, PA, 2004.
- (2) Ackley, Betty J. and Gail B. Ludwig. Nursing Diagnosis Handbook. 7th edition. St. Louis, MO: Elsevier, 2006.
- (3) Lewis, S.M., M.M. Heitkemper, and S.R. Dirksen. Medical-Surgical Nursing: Assessment and Management of Clinical Problems. St. Louis: MO: Elsevier, 7th edition, 2007.
- (4) Deglin, Judith. Davis's Drug Guide for Nurses. Philadelphia, PA: F.A. Davis, 2004.
- (5) Psychiatric-Mental Health Nursing. El Cajon, CA: Grossmont College. Current Course. Syllabus 2006-2007.

b. Supplementary texts and workbooks:

- Gahart, Betty. Intravenous Medications. St. Louis, MO: Elsevier, 2006-2007.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 230 – NURSING MANAGEMENT IN CARDIO-PULMONARY AND CIRCULATORY DISORDERS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	6	2.5 hours lecture 12.5 hours laboratory

2. Prerequisites

A "C" grade or higher in Nursing 220 and 222 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course focuses on the nursing management of patients with acute cardiopulmonary and circulatory health problems, which are more complex than those studied previously. Nursing theory addresses the person and their state of health as it pertains to compromises in oxygenation. There is a strong emphasis on the application of critical thinking. Concurrent clinical experience is in acute care, critical care, and ambulatory care settings. The course also offers a campus laboratory designed to teach the students technical skills necessary to manage cardiopulmonary patients. Suctioning, tracheotomy care, and other complex skills are presented. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

- Differentiate the relationship between selected pathophysiology, stating all appropriate nursing diagnoses for the adult and elderly patient. (N)
- Plan, implement and evaluate nursing care, setting priorities for urgent and emergent situations. (N)
- Apply nursing theory to nursing care of selected patients in the clinical laboratory. (N)
- Utilize knowledge of scientific principles to evaluate effectiveness of nursing care and revise the nursing care plan when appropriate. (N)
- Execute technical skills commonly associated with the care of patients experiencing alterations in oxygenation. (N)
- Evaluate the impact of acute and chronic illness on the patient and the family. (P, H)
- Plan collaborative interventions to support effective coping for patients with acute and chronic health problems. (N, H)
- Plan nursing care for patients and families that acknowledge cultural influences on perceptions of illness and treatment. (N, P, H)
- Assess the learning needs of patients and families, implementing teaching strategies which achieve desired outcomes. (P)
- Analyze legal and ethical issues pertaining to selected nursing/medical interventions for the patient in the acute and intensive care. (N)
- Demonstrate increasing responsibility for adhering to professional, legal and ethical standards and policies of the college and agency. (E)

4. Course Objectives continued

- l. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)
- m. Critique own strengths and areas for growth and develop strategies for improvement. (N)
- n. Research patient data the day before the clinical experience and develop a plan of care for each clinical day. (N)

KEY:

Concept

H = Health Domain

N = Nursing Domain

P = Person Domain

E = Environment Domain

Objective

F, G, H

A, B, C, D, E, G, H, J, L, M, N

F, H, I

K, H

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom and laboratory.
- c. Audiovisual equipment.
- d. Computer laboratory.
- e. Selected clinical facilities.

6. Special Materials Required of Student

- a. Electronic storage media.
- b. Uniform.
- c. Grossmont College name badge.
- d. Bandage scissors.
- e. Watch with second hand indicator.
- f. Safety goggles.
- g. Stethoscope.
- h. Penlight (optional).
- i. Transportation to clinical facilities.
- j. EKG calipers.

7. Course Content

- a. Pathophysiology and nursing diagnoses for adult and elderly patients.
- b. Nursing care plan for urgent and emergent situations.
- c. Nursing theory and patients in clinical settings.
- d. Scientific principles to evaluate effectiveness of nursing care.
- e. Technical skills for patients with alterations in oxygenation.
- f. Impact of chronic illness on patients and families.
- g. Collaborative interventions to support effective coping.
- h. Nursing care that acknowledges cultural influences.
- i. Learning needs of patients and families.
- j. Legal and ethical issues for patients in acute and intensive care.
- k. Clinical experience with nursing care planning.
- l. Own strengths and areas for growth.

8. Method of Instruction

- a. Lecture.
- b. Discussion.
- c. Seminars.
- d. Demonstrations.
- e. Self-instructional materials.
- f. Software, audiovisual.
- g. Supervised nursing care.
- h. Clinical conferences.

9. Methods of Evaluating Student Performance

- a. Quizzes.
- b. Written examinations.
- c. Verbal questioning.
- d. Nursing care plans.
- e. Instructor evaluation of supplementary assignments.
- f. Clinical evaluation form.

10. Outside Class Assignments

- a. Pre-clinical preparation.
- b. Critiques of special clinical experiences.
- c. Weekly nursing care plans.
- d. Written study guides.
- e. Review of video tapes.
- f. Pre-class homework.

11. Texts

- a. Required Text(s):
 - (1) Aehlert, Barbara. ECG's Made Easy, Third edition. St. Louis, MO: C.V. Mosby, 2006.
 - (2) Gahart, Betty L. Intravenous Medications. Newest edition. St. Louis, MO: Elsevier, 2006-2007.
 - (3) Lewis, Heitkemper, Dirksen. Medical-Surgical Nursing. 6th edition, C.V. Mosby, 2004.
 - (4) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2006-2007.
 - (5) Maloy L. and C. Mattas. Nursing Management in Cardio-Pulmonary and Circulatory Disorders Cajon, CA: Grossmont College, 2007. On Blackboard and on Reserve in LRC.
- b. Supplementary texts and workbooks:
 - None.

Date approved by the Governing Board: April 17, 2007

GROSSMONT COLLEGE

Official Course Outline

NURSING 235 – PRECEPTED PATIENT CARE MANAGEMENT

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 235	Precepted Patient Care Management	3	1 hour lecture 6 hours laboratory

2. Course Prerequisites

A "C" grade or higher in Nursing 211 or Nursing 132, 222 and 230 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs. Students assigned preceptorships in a critical care area (ICU, DOU/Telemetry, and ER) must possess current ACLS certification.

3. Catalog Description

This advanced course addresses nursing management theory, professional, legal and ethical aspects of nursing and current issues in nursing and health care delivery. Concurrent clinical experience is with a registered nurse preceptor in selected health care facilities. The clinical focus is on assuming the registered nurse role.

4. Course Objectives

The student will:

- a. Manage patient care under the direct supervision of a registered nurse preceptor focusing on prioritizing, planning, delegating and evaluating patient care.
- b. Collaborate with preceptor, patient and other members of the health care team and plan nursing care for the daily patient assignment.
- c. Develop time management skills to provide care for a number of patients realistic for an entry-level practitioner in the assigned patient care area.
- d. Utilize standards of professionalism and accountability to maintain and support patient advocacy.
- e. Critique own strengths and areas for growth and develop strategies for improvement where needed.
- f. Demonstrate adherence to legal, ethical and professional standards and adherence to policies of the college and the agency.

5. Instructional Facilities

- a. Standard classroom and laboratory.
- b. Audiovisual equipment: overhead projector, ELMO, digital projector.
- c. Computer laboratory.
- d. Selected clinical facilities.

6. Special Materials Required of Student

- a. Uniform.
- b. Name pin and school patch.
- c. Bandage scissors.
- d. Watch with second hand indicator.
- e. Safety goggles.
- f. Stethoscope.
- g. Penlight (optional).

7. Course Content

The four-week Precepted Patient Care Management course provides the nursing student with theory and clinical practice in assuming the professional role of a registered nurse. Factors affecting role transition are considered and job-seeking skills are developed. Concurrent clinical practice is under the direct supervision of a registered nurse preceptor. In collaboration with other members of the health care team, the student implements all aspects of the nursing process for the patient assignment.

8. Method of Instruction

- a. Seminars.
- b. Discussion.
- c. Student presentations.
- d. Self-instructional materials.
- e. Software, audiovisual.
- f. Supervised nursing care.
- g. Clinical conferences.

9. Methods of Evaluating Student Performance

- a. In collaboration with instructor, formative and summative evaluation of clinical performance by preceptor, both informally and on evaluation forms.
- b. Evaluation of seminar presentation.
- c. Seminar participation.
- d. Final examination/research paper/presentation.
- e. Evaluations of clinical performance based on student's own clinical objectives.

10. Outside Class Assignments

- a. Development of learning objectives.
- b. Maintain time sheets.
- c. Research paper/presentation.
- d. Preparation for research paper/presentation.
- d. Review of video tapes/computer-assisted learning.
- e. Board of Registered Nursing Disciplinary hearings attendance, if available.

11. Texts

- a. Required Text(s):
 - (1) Tappen, Ruth, Sally Weiss, and Diane Whitehead. Essentials of Nursing Leadership and Management. Philadelphia, PA: F.A. Davis, 2003.
 - (2) Nursing 235 Team. Syllabus, Precepted Patient Care Management, Nursing 235. El Cajon, CA: Grossmont College, 2007.
 - (3) Nursing 235 Team. Preceptor Handbook, Precepted Patient Care Management, Nursing 235. El Cajon, CA: Grossmont College, 2007.
 - (4) Nursing Department. Nursing Student Handbook. El Cajon, CA: Grossmont College, 2007.
- b. Supplementary texts and workbooks:
None.

GROSSMONT COLLEGE

Official Course Outline

NURSING 251 A-B-C - WORK-STUDY EXTERNSHIP

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 251 A-B-C	Work-Study Externship	1	60 hours unpaid 75 hours paid

2. Course Prerequisites

Successful completion of the first year of the Nursing Program including Nursing 135, either Nursing 133 or 137 and recommendation of the nursing faculty.

Recommended Preparation

None.

3. Catalog Description

A work-study course authorized by the California Board of Registered Nursing in which a Grossmont College nursing student is employed by or volunteers at a clinical site with whom the Nursing Program has established an affiliation agreement. The clinical site supports the objectives of the course and provides supervision through RN mentors and preceptors. The student applies previously acquired nursing theory and clinical skills in the management of patient care. The college instructor and practice site mentors meet periodically to evaluate progress towards meeting objectives. This course is offered on a credit/no credit basis and may be repeated three times.

4. Course Objectives

The student will:

- a. Formulate objectives to meet individual learning experience needs through consultation with a nursing faculty member,
- b. Function within the guidelines of the Work-Study/Externship Program working cooperatively with and accepting supervision from the responsible RN preceptor.
- c. Critique and progressively improve proficiency in the performance of clinical skills within the role of "Students" as described in the California Nursing Practice Act. Such skills will have been taught in the Nursing Program and be approved by the preceptor.
- d. Implement nursing care responsibilities under the direct or indirect supervision of the preceptor.
- e. Progressively improve time management and organizational skills.
- f. Examine clinical problem solving and critical thinking skills to enhance patient care management.
- g. Demonstrate effective and timely communication with members of the health care delivery team.
- h. Maintain professional and ethical behavior and provide culturally competent care.

5. Instructional Facilities

Selected acute, chronic, ambulatory care and home health settings with whom the Program establishes an affiliation agreement.

6. Special Materials Required of Student

None.

7.Course Content

Selected nursing settings with affiliating providers will serve as clinical sites for nursing students who meet the course prerequisites. The experience will be individualized to meet the specific goals and objectives of the student. Nursing faculty will be available off site for support and guidance to assist students in accomplishing objectives. Clinical supervision will be the responsibility of hospital employee RN mentors and preceptors. The student will function within the "Student Nurse" guidelines of the California Nursing Practice Act. There will be no new skills taught.

8.Method of Instruction

Field experience.

9.Methods of Evaluating Student Performance

- a.Written log and summary paper addressing extent to which objectives were attained.
- b.Collaborative evaluation by instructor and preceptor.

10.Outside Class Assignments

Review of content from previous nursing courses.

11.Texts

a.Required text:

Vestal, Katherine. Nursing Management: Concepts and Issues. Philadelphia, PA: Lippincott, 1995.

b.Supplementary texts and workbooks:

Texts and resources from prior or concurrent nursing courses.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

NURSING 252 A-B-C – WORK-STUDY EXTERNSHIP

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	NURS 252 A-B-C	Work-Study Externship	2	120 hours unpaid 150 hours paid

2. Course Prerequisites

A "C" grade or higher in Nursing 130 and 132 or Nursing 201 and 203 and recommendation of the nursing faculty.

Recommended Preparation

None.

3. Catalog Description

A work-study course authorized by the California Board of Registered Nursing in which a Grossmont College nursing student is employed by or volunteers at a clinical site with whom the Nursing Program has established an affiliation agreement. The clinical site supports the objectives of the course and provides supervision through RN mentors and preceptors. The student applies previously acquired nursing theory and clinical skills in the management of patient care. The college instructor and practice site mentors meet periodically to evaluate progress towards meeting objectives. This course is offered on a credit/no credit basis and may be repeated three times.

4. Course Objectives

The student will:

- Formulate objectives to meet individual learning experience needs through consultation with a nursing faculty member,
- Function within the guidelines of the Work-Study/Externship Program working cooperatively with and accepting supervision from the responsible RN preceptor.
- Critique and progressively improve proficiency in the performance of clinical skills within the role of "Students" as described in the California Nursing Practice Act. Such skills will have been taught in the Nursing Program and be approved by the preceptor.
- Implement nursing care responsibilities under the direct or indirect supervision of the preceptor.
- Progressively improve time management and organizational skills.
- Examine clinical problem solving and critical thinking skills to enhance patient care management.
- Demonstrate effective and timely communication with members of the health care delivery team.
- Maintain professional and ethical behavior and provide culturally competent care.

5. Instructional Facilities

Selected acute, chronic, ambulatory care and home health settings with whom the Program establishes an affiliation agreement.

6. Special Materials Required of Student

None.

7. Course Content

Selected nursing settings with affiliating providers will serve as clinical sites for nursing students who meet the course prerequisites. The experience will be individualized to meet the specific goals and objectives of the student. Nursing faculty will be available off site for support and guidance to assist students in accomplishing objectives. Clinical supervision will be the responsibility of hospital employee RN mentors and preceptors. The student will function within the "Student Nurse" guidelines of the California Nursing Practice Act. There will be no new skills taught.

8. Method of Instruction

Field experience.

9. Methods of Evaluating Student Performance

- a. Written log and summary paper addressing extent to which objectives were attained.
- b. Collaborative evaluation by instructor and preceptor.

10. Outside Class Assignments

Review of content from previous nursing courses.

11. Texts

- a. Required text:
 - (1) Vestal, Katherine. Nursing Management: Concepts and Issues. Philadelphia, PA: Lippincott, 1995.
- b. Supplementary texts and workbooks:

Texts and resources from prior or concurrent nursing courses.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

NURSING 253 A-B-C – WORK-STUDY EXTERNSHIP

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 253 A-B-C	Work-Study Externship	3	180 hours unpaid 225 hours paid

2. Course Prerequisites

A "C" grade or higher in Nursing 130 and 132 or Nursing 201 and 203 and recommendation of the nursing faculty.

Recommended Preparation

None.

3. Catalog Description

A work-study course authorized by the California Board of Registered Nursing in which a Grossmont College nursing student is employed by or volunteers at a clinical site with whom the Nursing Program has established an affiliation agreement. The clinical site supports the objectives of the course and provides supervision through RN mentors and preceptors. The student applies previously acquired nursing theory and clinical skills in the management of patient care. The college instructor and practice site mentors meet periodically to evaluate progress towards meeting objectives. This course is offered on a credit/no credit basis and may be repeated three times.

4. Course Objectives

The student will:

- a. Formulate objectives to meet individual learning experience needs through consultation with a nursing faculty member,
- b. Function within the guidelines of the Work-Study/Externship Program working cooperatively with and accepting supervision from the responsible RN preceptor.
- c. Critique and progressively improve proficiency in the performance of clinical skills within the role of "Students" as described in the California Nursing Practice Act. Such skills will have been taught in the Nursing Program and be approved by the preceptor.
- d. Implement nursing care responsibilities under the direct or indirect supervision of the preceptor.
- e. Progressively improve time management and organizational skills.
- f. Examine clinical problem solving and critical thinking skills to enhance patient care management.
- g. Demonstrate effective and timely communication with members of the health care delivery team.
- h. Maintain professional and ethical behavior and provide culturally competent care.

5. Instructional Facilities

Selected acute, chronic, ambulatory care and home health settings with whom the Program establishes an affiliation agreement.

6. Special Materials Required of Student

None.

7. Course Content

Selected nursing settings with affiliating providers will serve as clinical sites for nursing students who meet the course prerequisites. The experience will be individualized to meet the specific goals and objectives of the student. Nursing faculty will be available off site for support and guidance to assist students in accomplishing objectives. Clinical supervision will be the responsibility of hospital employee RN mentors and preceptors. The student will function within the "Student Nurse" guidelines of the California Nursing Practice Act. There will be no new skills taught.

8. Method of Instruction

Field experience.

9. Methods of Evaluating Student Performance

- a. Written log and summary paper addressing extent to which objectives were attained.
- b. Collaborative evaluation by instructor and preceptor.

10. Outside Class Assignments

Review of content from previous nursing courses.

11. Texts

- a. Required text:
(1) Vestal, Katherine. Nursing Management: Concepts and Issues. Philadelphia, PA: Lippincott, 1995.
- b. Supplementary texts and workbooks:
Texts and resources from prior or concurrent nursing courses.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

NURSING 255 A-B – CLINICAL SIMULATIONS FOR ADVANCED NURSING STUDENTS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 255 A-B	Clinical Simulations for Advanced Nursing Students	1.5	4.5 hours laboratory

2. Course Prerequisites

None.

Corequisite

Concurrent enrollment or successful completion with a grade of "C" or higher in Nursing 220 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Recommended Preparation

None.

3. Catalog Description

This course is designed so that nursing students may practice advanced clinical nursing techniques, clinical judgment, and critical thinking skills in the safe environment of the college lab under the direction of a nurse faculty member. Scenarios offered are taken from actual patient situations in local health care facilities. This course is offered on a credit/no credit basis only.

4. Course Objectives

The student will:

- a. Appropriately execute advanced nursing procedures on simulated patients.
- b. Prioritize nursing care for patients with advanced health care problems.
- c. Formulate teaching strategies for patients and families to achieve specific outcomes.
- d. Examine the effects of cultural influences on the delivery of nursing care.

5. Instructional Facilities

- a. Nursing lab room 355A.
- b. Health Sciences computer lab.

6. Special Materials Required of Student

None.

7. Course Content

- a. Computer aided clinical simulations of advanced nursing topics.
- b. Mannequins serving as patients, each with a chart simulating a patient case.
- c. Video review of advanced nursing procedures, skills or theory.
- d. Role playing of nurse patient or nurse co-worker communication encounters.
- e. Advanced problem solving simulations.

8. Method of Instruction

- a. One to one and dyad supervision in a simulated clinical setting.
- b. Demonstration and practice of advanced nursing procedures.
- c. Computer aided instruction

9. Methods of Evaluating Student Performance

- a. Computer tutorials with automated grading of post test.
- b. Successful demonstration of mastery of advanced nursing procedures.
- c. Written assignments.
- d. Final exam demonstrating mastery of advanced nursing procedures.

10. Outside Class Assignments

- a. Review of course notes and readings as assigned by instructor.
- b. Written assignments consistent with learning objectives.

11. Texts

- a. Required Text(s):
 - (1) Gahart, Berry L. Intravenous Medications. St. Louis, MO: Harcourt Health Sciences, current edition.
 - (2) Lewis, S.M.; M.M. Heitkemper and S. R. Dirksen. Medical-Surgical Nursing, Assessment and Management of Clinical Problems. St. Louis, MO: Harcourt Health Sciences, current edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 5/00

GROSSMONT COLLEGE

Official Course Outline

NURSING 265 A-B – CLINICAL SIMULATIONS FOR LVN TO RN TRANSITION STUDENTS

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 265 A-B	Clinical Simulations for LVN to RN Transition Students	1 ½	4 ½ hours laboratory

2. Course Prerequisites

None.

Corequisite

Concurrent enrollment or successful completion with a grade of "C" or higher in Nursing 203 and admission requirements as noted in the catalog under Admission: Registered Nursing Programs.

Recommended Preparation

None.

3. Catalog Description

This course is designed so that LVN to RN transition students may practice advanced clinical nursing techniques, clinical judgment, and critical thinking skills related to patients with advanced medical-surgical nursing problems, in the safe environment of the college lab under the direction of a nurse faculty member. Building on previously acquired skills, transition to the role of the registered nurse is emphasized. Scenarios offered are taken from actual patient situations in local health care facilities. This course is offered on a credit/no credit basis only.

4. Course Objectives

The student will:

- a. Appropriately execute nursing procedures on simulated patients with advanced health care problems.
- b. Prioritize nursing care for patients with advanced health care problems.
- c. Formulate teaching strategies for patients and families to achieve specific outcomes.
- d. Examine the effects of cultural influences on the delivery of nursing care.
- e. Analyze differences between the LVN and RN role.

5. Instructional Facilities

- a. Nursing lab room 355A.
- b. Health Sciences computer lab.

6. Special Materials Required of Student

None.

7. Course Content

- a. Computer aided clinical simulations of advanced nursing topics.
- b. Mannequins serving as patients, each with a chart simulating an advanced patient case.
- c. Video review of nursing procedures, skills or theory.
- d. Role playing of nurse patient or nurse co-worker communication encounters.
- e. Problem solving advanced simulations.
- f. Exploration of the role of the Registered Nurse.

8. Method of Instruction

- a. One to one and dyad supervision in a simulated clinical setting.
- b. Demonstration and practice of nursing procedures.
- c. Computer aided instruction

9. Methods of Evaluating Student Performance

- a. Computer tutorials with automated grading of post test.
- b. Successful demonstration of mastery of nursing procedures.
- c. Written assignments.
- d. Final exam demonstrating mastery of advanced nursing procedures.

10. Outside Class Assignments

- a. Review of course notes and readings as assigned by instructor.
- b. Written assignments consistent with learning objectives.

11. Texts

- a. Required Text(s):
 - (1) Gahart, Berry L. Intravenous Medications. St. Louis, MO: Harcourt Health Sciences, current edition.
 - (2) Lewis, S.M., M.M. Heitkemper and S. R. Dirksen. Medical-Surgical Nursing, Assessment and Management of Clinical Problems. St. Louis, MO: Harcourt Health Sciences, current edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 5/00

GROSSMONT COLLEGE

Official Course Outline

NURSING 280 – STRATEGIES AND SKILLS FOR NEW GRADUATES

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
NURS 280	Strategies and Skills for New Graduates	1	1 hour lecture

2. Course Prerequisites

A "C" grade or higher in Nursing 211 and 235 or equivalent.

Recommended Preparation

None.

3. Catalog Description

Seminar designed to assist the new graduate in identifying problems related to role transition and to develop strategies for personal and professional growth in preparation for employment.

4. Course Objectives

The student will:

- a. Describe the meaning of role and specifically role transition from student nurse to practicing nurse.
- b. Identify personal strategies developed to master the problems associated with role transition, role conflict, and role overload.
- c. Establish career goals for the next two years and project goals for the next five years.
- d. Recognize personal and professional values that may be challenged in the work environment and utilize a process to determine decision making.
- e. List sources of power and employ strategies to build and use power effectively.
- f. Analyze the dynamics of work groups and utilize this knowledge to work effectively with others.
- g. Develop a professional support system through the use of networks, peer groups, preceptors, and mentors.
- h. Utilize stress theory to formulate personal stress reduction strategies.
- i. Differentiate assertive from non-assertive behavior and aggressive behavior and employ skills for acting assertively.
- j. State time management principles which relate to organization of nursing care activities.
- k. Demonstrate through role playing, positive interactions with nurse managers.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None.

7. Course Content

The course will include discussion of role transition, stress reduction, communication, time management, and values clarification concepts as they relate to new nursing graduates entering the competitive nursing job market. Strategies will be identified which will assist the new graduate in building a power base, working within groups, dealing with nurse managers, acting assertively, and networking. Situations from concurrent work experience will be utilized as a base for discussion and problem solving.

8. Method of Instruction

- a. Lecture.
- b. Discussion.

9. Methods of Evaluating Student Performance

- a. Self-evaluation.
- b. Essay examination demonstrating application of semester content to hypothetical situations.

10. Outside Class Assignments

- a. Review of content from previous nursing courses.
- b. Professional journal and textbook readings.

11. Texts

- a. Required Text(s):
(1) Wyalowski, Elizabeth. Managing Client Care. St. Louis, MO: Mosby, latest edition.
- b. Supplementary texts and workbooks:
Texts and syllabi from previous nursing courses.

Date approved by the Governing Board: 5/97

GROSSMONT COLLEGE

Official Course Outline

NURSING 281 – PRECEPTORED WORK EXPERIENCE IN NURSING

1.	<u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
	NURS 281	Preceptored Work Experience in Nursing	2.5	12.5 hours work experience

2. Course Prerequisites

A "C" grade or higher in Nursing 211 and 235 or equivalent.

Recommended Preparation

None.

3. Catalog Description

An individualized preceptored experience on selected nursing units at local hospitals. Experience focuses on developing skills to enhance marketability of the new graduate.

4. Course Objectives

The new graduate nurse will:

- a. Formulate objectives to meet individual learning needs through consultation with a nursing faculty member and consult with preceptor to confirm practicality.
- b. Implement nursing care responsibilities under the direct or indirect supervision of the preceptor.
- c. Critique and progressively improve proficiency in the performance of clinical skills within the role of "Students" as described in the California Nursing Practice Act. Such skills will have been taught in the Nursing Program and be approved by the preceptor.
- d. Progressively improve time management and organizational skills.
- e. Examine clinical problem solving and critical thinking skills to enhance patient care management.
- f. Demonstrate effective and timely communication with members of the health care delivery team.
- g. Function as a patient advocate and utilize assertiveness skills in problem situations seeking feedback from preceptor on effectiveness.
- h. Incorporate a minimum of one stress reduction strategy into his/her daily life.
- i. Identify a minimum of two personal strategies to facilitate role transition.
- j. Observe and critique the group dynamics on the assigned unit.
- k. Maintain professional and ethical behavior and provide culturally competent care.

5. Instructional Facilities

Selected health care facilities.

6. Special Materials Required of Student

None.

7. Course Content

Selected nursing care areas at local health care facilities will serve as clinical sites for integration of previously acquired nursing knowledge and skills. Students will work directly with staff on day, evening, and night shifts to facilitate transition from student nurse to graduate nurse. Periodic conferences with the nursing faculty will clarify and direct student learning. Close coordination will be maintained between college staff and hospital personnel.

8. Method of Instruction

Field experience.

9. Methods of Evaluating Student Performance

- a. Written log and summary paper addressing extent to which objectives were attained.
- b. Collaborative evaluation by nursing faculty and clinical preceptor.

10. Outside Class Assignments

Review of content from previous nursing courses.

11. Texts

- a. Required Text(s):
(1) Wywialowski, Elizabeth. Managing Client Care. St. Louis, MO: Mosby, latest edition.
- b. Supplementary texts and workbooks:
None.

Date approved by the Governing Board: 5/97

EMPLOYEE SURVEY OF THE
GRADUATE: SAMPLE

Employer Survey for Grossmont College Nursing Department Graduates

Dear Supervisor:

As part of the Grossmont College Nursing Program evaluation, we conduct an annual survey to gather data about the work performance of our graduates. We are asking that you complete the following questionnaire for any Grossmont College graduate that you have employed in the last year.

Information from the survey will only be used for the purpose of program evaluation. If you are receiving this email and are not a nurse manager, please forward to the appropriate unit managers at your facility.

This data is a requirement of the National League of Nursing Accrediting Commission and the California Board of Registered Nursing.

The information you provide will remain strictly confidential. Responses from those returning the survey will be combined before they are presented – individual responses will not be reported.

If you have any questions, please contact Debbie Yadow at (619) 644-7426. Thank you for assisting the Nursing Department in this effort.

Please complete and submit this survey by Tuesday, July 1st.

Please do not submit more than one survey for each graduate under your supervision.

Graduate Name:	Abay Meron (e.g., Doe Jane)	
Title of Employee:	(e.g., Critical Care Nurse I)	
Agency Name:	(e.g., Townsville Hospital)	
How long has graduate been employed by this agency?	Years: Select	Months: Select

Please read each statement and select your response.

	The graduate:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1.	Has sufficient knowledge for entry level practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Is competent in the basic patient/client care skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Is competent in the higher level technical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Is accountable for his/her own actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Accepts responsibility for updating own knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Collaborates with other professionals in planning and implementing patient/client care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Communicates effectively with colleagues, patient/clients and other members of the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Demonstrates sensitivity to patient/client needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Applies biological science principles in providing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	patient/client care.						
10.	Reflects awareness of legal implications in his/her practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Uses principles of problem solving in patient/client care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Utilizes critical thinking in making decisions about patient/client care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Is able to organize and implement patient/client care within agency expectations for time frame.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Utilizes department procedures manual in an effective manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Recognizes own learning needs and takes responsibility for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Participates in planned change within the system by using appropriate channels and methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Confidently makes drug calculations and accurately administers dosages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Demonstrates cultural sensitivity when delivering healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Provides quality care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supervisor's:

Name		Title	
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Please provide additional comments below:

Submit Survey

FINAL EVALUATION TOOL: SAMPLE

GROSSMONT COLLEGE SCHOOL OF NURSING
FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name: _____ Course: NURS _____

Semester/Year: _____ Site: _____

Instructor's Name: _____

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

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

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

Student's Signature / Date

Instructor's Signature / Date

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

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

Definition of Clinical Grades:

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

Criteria for Passing Clinical:

By the end of the course, the student must:

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

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

NURSING FACULTY HANDBOOK

Nursing Faculty



HANDBOOK

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INTRODUCTION

Dear Colleague:

The Nursing Faculty welcomes you to Grossmont College and to a teaching experience with us and with our students. We are proud of our Programs and want you to share in our enthusiasm. We hope that the information contained in this handbook will assist you in feeling “at home” at Grossmont College.

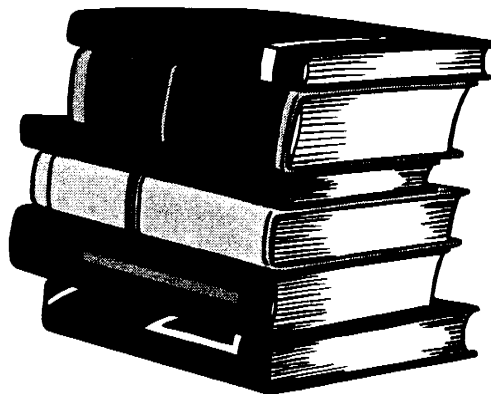
This Handbook has been written to provide you with the information you may need to teach in the Nursing Program. The purpose of the Handbook is to be a supplement to the *Adjunct Faculty Handbook*, *The Grossmont College Faculty Handbook*, and the *Nursing Student Handbook*. If at any time you have a question that you cannot find an answer to in the Handbooks, ask your full time Faculty mentor or the Associate Dean.

You are invited to participate in any of our meetings or on any of our committees. Please make the Nursing Administrator aware of any facet of our Program which interests you.

We look forward to working with you. Please do not hesitate to call on any of us for clarification or for assistance.

Sincerely,

The Nursing Faculty



MISSION STATEMENT

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

NURSING PHILOSOPHY

PERSON

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

ENVIRONMENT

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

HEALTH

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

NURSING AND NURSE

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

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

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

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

Associate Degree Nurse

Within the totality of nursing practice, “the Associate Degree nurse is an accountable, adaptable generalist who is prepared to successfully take the NCLEX-RN and function as a Registered Nurse in diverse care settings. As Registered Nurses Associate Degree Nurse graduates are members of the community of nursing, collaborating with the patient, significant support person(s), and other members of the health care team to assist the client to achieve positive outcomes.” (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs – 2000)

The ADN graduate carries out the complementary and interrelated nursing practice roles of provider care, manager of care, and member within the discipline of nursing (NLN). The curriculum uses the nursing process to fulfill the roles of nursing practice. These assumptions, as well as the core competencies of the National League for Nursing (NLN, 2000), guide the education of the associate degree nurse. The NLN core competencies are integrated into the three roles of the nursing practice: provider of care, manager of care, and member within the discipline of nursing.

The provider of care includes the following assumptions:

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

The manager of care includes the following assumptions:

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

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

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

PHILOSOPHY OF EDUCATION

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

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

CURRICULUM FRAMEWORK

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

Figure 1 Nursing Department Curriculum Framework



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

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

PERSON

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

ENVIRONMENT

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

HEALTH

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

NURSING

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

LEARNING

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

EDUCATIONAL OUTCOMES (Terminal Objectives)

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

PROVIDER OF CARE:

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

Utilizing critical thinking and clinical judgment in the application of the nursing process.

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

MANAGER OF CARE:

The graduate possesses the knowledge and skills necessary for:

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

MEMBER WITHIN THE DISCIPLINE OF NURSING:

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

- A. Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.
- B. Utilizing resources for life-long learning and self-development.
- C. Using constructive criticism for improving nursing practice.
- D. Recognizing the importance of nursing research.
- E. Recognizing the importance of and participating in professional nursing organizations.
- F. Practicing within parameters of individual knowledge and experience.

Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.

07-0169-0

I. COMPLETING THE HIRING PROCESS

1. Salary placement and the hiring process paperwork is managed by The Grossmont College Personnel Office (ext. 7636). Completing the paperwork ensures payment in a timely manner.

II. ONCE YOU ARE HIRED

FROM THE DEAN OF BUSINESS AND PROFESSIONALS STUDIES

1. Receive a "Hire" letter.

WITH THE NURSING ADMINISTRATOR

1. Show your original current California nursing license and provide a copy for your file.
2. Show your original current CPR card and provide a copy for your file.
3. Provide your resume.
4. Provide your BRN Faculty Approval to teach if previously employed as an instructor.
5. Obtain a picture ID from the Personnel office.
6. Apply for background check and drug screen.
7. Clarify your assignment and responsibilities.
8. Clarify classroom/Clinical days and hours.
 - (a) Schedule an orientation meeting to review the following topics (this may be done with the Assistant Director).
 - (b) Philosophy, conceptual framework, and objectives of the program.
9. The Handbooks
 - (a) Grossmont College Faculty Handbook or Grossmont College Adjunct Handbook
 - (b) Nursing Faculty Handbook
 - (c) Nursing Student Handbook (Please read student handbook carefully.)
10. Nursing Office Policies/Procedures
 - (a) Faculty mailboxes in Health Science Office
 - (b) Faculty absences/illnesses
 - (c) Reporting student injuries and Workman's Compensation procedure (See Appendix A).
 - (d) Full-Time and Adjunct Instructor Job Description (See Appendix B).
 - (e) Discuss Faculty Evaluation Process (New Employees are always evaluated during their first teaching assignment. See Faculty Evaluation Form Appendix C.)
11. Campus services (word processing, faculty computer room in LRC, counseling, etc.)
 - (a) Parking reimbursement, duplicating procedures, and office supplies.
 - (b) Campus parking permit (from Campus Business Office).
 - (c) Faculty and student roster with telephone numbers.
12. Clarify Professional Development obligations.
 - (a) Number of hours you are required to work attending meetings during Professional Development Week (the week before class begins).
 - (b) The activities include faculty meetings, team meetings, and workshops during that week.
 - (c) The report of these activities is submitted to the Associate Dean on the Friday of Professional Development Week on the form.
13. Obtain the name of the course coordinator and your assigned full time faculty mentor.]

III. WITH THE COURSE COORDINATOR or MENTOR

1. Scheduled a meeting time to review the following topics.
 - (a) Method of communicating with the teaching team to:
 - i. maintain consistency with other instructors.
 - ii. discuss student concerns and/or problems.
 - iii. clarify or answer any questions.
 - (b) Objectives for the course as stated in the syllabus. (student entry and exit expectations)
 - (c) Clinical absences and making up time (see Student Handbook).
 - (d) Criteria and due dates for graded and non-graded assignments. For example:
 - i. pre-clinical preparation assignment.
 - ii. nursing care plans.
 - iii. criteria for satisfactory and unsatisfactory care plans
 - (e) clinical evaluating form
 - (f) documentation expectations for students and faculty
 - i. supervision of skills
 - ii. clinical teaching and evaluation (more details in this handbook)
 - (g) using college and nursing department resources to support clinical learning
 - (h) clinical course evaluation forms
 - (i) documentation
 - (j) when and how to initiate a remediation plan (see *Nursing Student Handbook*)
 - i. Management of student concerns and problems.
2. Team coordinator or mentor is the first contact.
 - (a) pre- and post conferences times and topics
 - (b) faculty and student orientatin to the hospital
 - (c) clinical schedules: typical experiences (e.g. ICU, OR, cath lab, post-partum, etc.)
 - (d) staff/manager communication in the clinical area
3. Encouraging staff/manager communication
4. Providing means for staff/manager to communicate with instructor in clinical and after hours
 - (a) Obtain names of students in their clinical groups, syllabus, required text(s)

IV. RESPONSIBILITIES FOR CLINICAL TEACHING AND STUDENT EVALUATION

PREPARATION BEFORE BEGINNING CLINICAL TEACHING

1. Arrange for and meet with nurse manager on units the group will be using.
 - (a) Provide a syllabus.
 - (b) Discuss goals, placement/level of student in curriculum, what skills students will be coming with and what they hope to achieve.
 - (c) Discuss instructor expectations of students and staff.
 - (d) Encourage staff/manager-instructor communication.
2. Provide means for staff to communicate with instructor both in the facility and after hours. (i.e. pager #)
3. Provide clinical schedule for nursing units used.
 - (a) NOTE: Some faculty provide specific information in the form of a letter, e.g. when students come, etc. Some of your info could go in this letter.
4. Post a copy of the course clinical objectives on each unit.
5. Provide **the hospital Nursing Education Office** a copy of the clinical schedule so that they know the locations of students should a student need to be contacted.
6. Orient yourself to the clinical facility.
 - (a) Review policies and procedures.
7. Obtain pertinent facility forms including confidentiality agreements, if required.
8. Familiarize self with procedure for obtaining AV equipment, etc.
9. Arrange a schedule for orientation day.
 - (a) Schedule times for nurse manager and other speakers pertinent to the areas used/focus of course.
10. Arrange for conference rooms. (The team should be able to give you some guidance on who to contact and any hospital-specific strategies.)
 - (a) Schedule rooms for both pre- and post conferences.
 - (b) Additional time must be scheduled for orientation day.
11. Arrange for any AV, etc. which is required for orientation, e.g., hospital's own Universal Precautions film.
12. Orient yourself to the unit by working on the unit as necessary.

V. ORIENTATION OF STUDENTS

1. Before Orientation day provide the students with
 - (a) Location and time of Orientation.
 - (b) What they need to bring.
 - (c) What they should wear.
2. On Orientation Day Orient students to
 - (a) The Hospital in general.
 - (b) To the specific unit. Reinforce use of hospital policy and procedure manual.
 - (c) To the specific clinical objectives for the course, including course specific Clinical Evaluation Form.
 - (d) To the course assignments which are clinically related.
 - (e) To your expectation, e.g., your procedure for observing procedures, reviewing charting, etc.
 - (f) To how students should contact instructor in hospital, after clinical, and, if full-time, office hours.
 - (g) And provide necessary handouts.

VI. PRE-LAB RESPONSIBILITIES

1. On the day prior to am clinical experiences (preferably before 1500) make assignments, which reflect the objectives of the course. If it is a pm clinical experience the patient assignment can be done the morning of clinical. A sample Grossmont assignment sheet is in Appendix D.
2. Provide some alternative patient assignments or a contingency plan should the student's assigned patient be discharged/transferred.
3. Post assignments in a place agreed upon with the students and staff.
4. Familiarize self with assigned patient profiles.

VII. CLINICAL CONFERENCES

1. Assess student preparedness for clinical assignment.
2. Encourage students to present patient and share with the group the plan of care including nursing diagnoses and nursing interventions.
3. Allow students to have an opportunity to present in conferences.
4. Encourage group participation and provide feedback.
5. Determine what supervision will be needed and plan your schedule to accommodate student needs in pre-conferences.
6. Reinforce classroom content through clinical application and current clinical examples.
7. Clinical conferences are not used for lecture.

VIII. CLINICAL SUPERVISION

Your clinical day will involve:

1. Assuring patient safety.
2. Supervising students giving nursing care.
3. Interactions with staff.
4. Interactions with patients.
5. Interactions with students:
 - (a) Clarification of their plan for patient care.
6. Questioning to reinforce and clarify theory integration.
7. Reinforcing student use of assessment and nursing diagnoses.
8. Reinforcing student use of the nursing process when providing care.
9. Assisting them in developing organizational, problem-solving and critical thinking skills.
10. Assisting students in differentiating when independence is appropriate and when collaboration is necessary.
11. Giving positive feedback for successful performance.
12. Providing constructive feedback so students are clear on whether or not they are meeting expectations.
13. Role modeling.
 - (a) Provide bedside instruction, which reinforces behaviors on the Clinical Evaluation Form.
14. Review of student charting.
15. Observing and documenting student interactions with staff.
16. Being available for student counseling when necessary. Encourage use of the many services available on campus. Consult your Faculty Mentor and Nursing Administrator for assistance.
17. Report student injuries to Grossmont College Health Services and the Nursing Administrator and coordinate care for the student. See Appendix A for the form with instructions.
18. Report student tardiness and absences to the full time faculty mentor.

IX. DOCUMENTATION OF CLINICAL PERFORMANCE AND REVIEW/GRADING OF WRITTEN WORK

1. Make weekly entries on Clinical Evaluation Form. Document all counseling.
2. Review and provide written feedback on care plans and written assignments.
3. Grade graded care plan(s) in a timely fashion using criteria following team guidance.
4. Submit student grades to full time faculty mentor prior to the end of the course or as agreed upon. (See *Adjunct Faculty Handbook* related to timelines of feedback to students.)
5. Maintain regular communication with your faculty mentor.
6. Keep the faculty mentor aware of concerns, problems or potential problems.

X. STUDENTS NOT MEETING OBJECTIVES

1. Contact faculty mentor as soon as possible to discuss student.
2. The student is advised immediately if it is a serious matter.
3. The following points are to be addressed when discussing the problem with the student:
 - (a) Nature of the problem.
 - (b) The student's impression of the incident.
 - (c) How the student can improve—(i.e., remediation with faculty tutor)
 - (d) Document the conference in clinical evaluation form.

Refer to the Student Handbook for guidance.

XI. CONCLUDING THE COURSE

1. Complete all parts of the evaluation form including the final evaluation on the Clinical Evaluation Form.
2. Student conferencing is done to individually go over student progress pointing out strengths and areas to improve.
3. Meet with Team to discuss student progress/problems. (This should be done in the interim also.)
4. Make every effort to attend final Team meeting when grades are computed. If this is not possible, share with the faculty mentor the evaluation of each student's clinical performance.
5. Submit all completed evaluation forms.
6. Complete a Clinical Facility Evaluation Form available in the Nursing Office. (See Appendix F)
7. Provide feedback to faculty for curricular improvement/change.
8. Discuss with the Associate Dean the hospital units used and the strengths and weaknesses of the units. The team or Director will send thank you letters to the units and staff for their participation in the student learning experiences.

XII. IN CASE OF YOUR ILLNESS/ABSENCE

Notify your teaching team contact ASAP.

1. Notify the Nursing Administrator ASAP. The Nursing Office will then notify the Dean's Office. The Dean's office will then notify Personnel.

XIII. FULL TIME FACULTY

1. **OFFICE HOURS** (see Faculty Handbook).
 - (a) Office hours for full time faculty (5 hours per week).
 - i. May be scheduled before or after class or clinical.
 - ii. You will be sent a form at the beginning of each semester that needs to be submitted to the Dean.
 - iii. This time is NOT part of pre-lab, pre or post conference.
 - iv. Post office hours.
2. **KEYS**
 - (a) Obtain from campus business office.
3. **CLASSROOM**
 - (a) See Grossmont Faculty Handbook.
4. **SYLLABUS**
 - (a) Requirements in Grossmont Faculty Handbook.
 - (b) Submitted to Dean.
5. **EXAM**
 - (a) Section numbers.
 - (b) Name of all instructors (full time and adjunct).
 - (c) Submitted to the Dean.
6. **ATTENDANCE**
 - (a) Obtain a list of students from the nursing office, check telephone numbers for corrections.
 - (b) Check that all students are registered.
 - (c) Keep records of attendance.
7. **GRADES**
 - (a) Submit at the end of the course.

Finally, have a great experience. We look forward to working with you. Do not hesitate to call on any of us for assistance.

Faculty Checklist for Semester Responsibilities

Beginning of the semester:

Distribute latest phone list for student updates and return to the nursing secretary	
Check the student list of immunizations, CPR malpractice and remind students who are not current to turn in to you	
Check attendance roster to assure everyone is registered	
Have students complete facility paperwork-for 1 st semester only	
Have students complete HIPPA compliances-1 st semester only	
Add Course and Clinical evaluations to syllabus	
Request upload of student roster into Blackboard before semester starts	

During the Semester

Complete course and clinical evaluations. Turn them into the nursing secretary with the name of the course, semester, and section number.	
Turn in to the office completed student evaluations which include the final evaluation on the students last day of clinical	
Turn in drop rosters when they are due to Admissions and Records	
Turn in final grades for the course to Admissions and Records	
Keep records of all contacts made to part-time clinical faculty in your course	

End of the Semester

Complete Program evaluations if applicable and turn into the nursing office	
Complete course and clinical evaluations as above	
Turn in all student evaluations to the nursing office for filing	
Turn in a copy of your final exam to Instructional operations with the appropriate form	
Turn in final grades including attendance rosters	
Complete rotations for the next semester and turn into the nursing office	
Turn in completed minutes/ records of all contact made with part-time faculty throughout the semester	
Give copy of the final evaluations to the next teacher	
Send list of students progressing into next semester to teacher, DON, and nursing office	
Update The P Drive	
Submit "Plan of Action" for Course and Clinical Evaluations that were <3.5 during the semester	
Turn in faculty evaluation of each clinical facility to Nursing Office	

APPENDIX A

Procedures for Treatment and Reporting for Health Professions Students Injured in the Clinical Work Site

When a Health Professions student is injured on campus in a non-clinical work experience related accident or illness, that student would seek treatment and services as any other student. You may be treated by your own medical services and insurance and/or go to the campus Health Services office and receive treatment, insurance services and make an accident report.

Any bloodborne pathogen exposure incident is serious and needs an immediate response and medical evaluation.

If you are injured at a clinical site while doing your clinical experience, you are covered for workers compensation by Grossmont-Cuyamaca Community College District and are eligible for treatment at a Sharp Occupational Health Services facility. The locations and hours are on the back side of this page. When the Occupational Health Services office is closed, you may go to Urgent Care Services, or after it closes, go to one of the fourth listed emergency departments.

Here is what you should do if you have an injury, illness or a bloodborne pathogen exposure incident while in the clinical experience worksite:

(Of course, if an injury is life threatening or urgent, seek medical treatment first.)

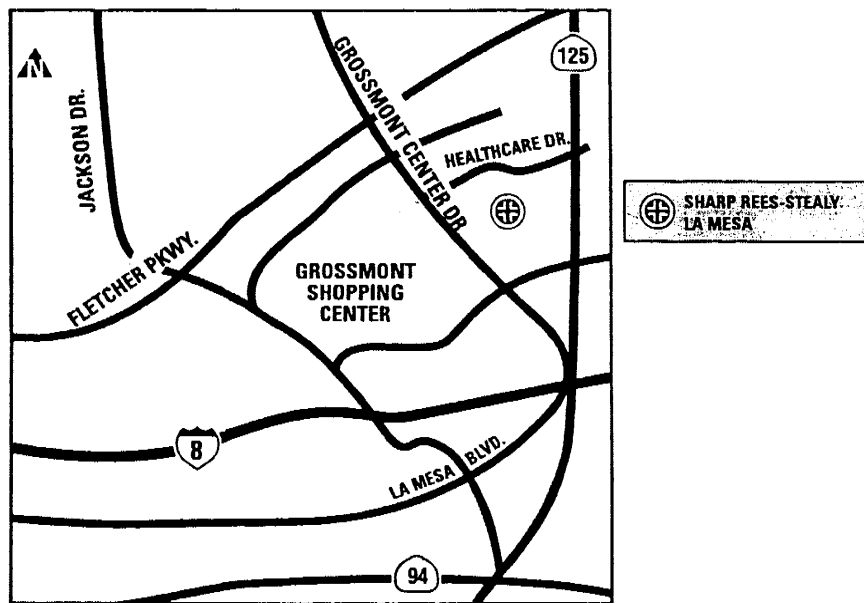
1. First, immediately notify your clinical site supervisor (may be the person you report to at the clinical site, or who immediately supervises you.)
2. Next, as soon as possible, but within 24 hours, notify your College clinical supervisor (instructor, department head or, if not immediately available, the Health Professions Office at 619-644-7301, or Risk Management at 619-644-7710). Ask for a referral and the paperwork for reporting the incident.
3. Some paperwork from Grossmont College will need to be completed. If convenient, do this before going for medical treatment. If it is medically urgent or more convenient to seek medical evaluation and treatment first, you can receive a referral by phone after you decide which facility you will go to and complete steps 1 and 2 above.
4. Proceed to one of the Occupational Health Services clinics listed on the back of this page. After hours going to one of the Urgent Care or an Emergency Department is an option.
5. The Occupational Health clinic will begin medical treatment. If you had a bloodborne pathogen exposure incident, you will be given counseling and a schedule for appropriate testing, treatment and follow up. Return visits may be necessary. It is important to follow through on the recommended course of action.
6. Within 24 hours pick up from your College clinical supervisor, the Health Professions office, or the Risk Management office (in the District Annex building in parking lot #4) the forms and instruction you will need. On the *Worker's Compensation DWC-1* form complete items 1-8. These forms and instructions are also available on the www.gcccd.net website under departments/Risk Management and Benefits/Forms/Worker's Compensation Forms (on the bottom right window).
7. Return the forms to your College clinical supervisor, the Health Professions office, or the Risk Management office along with copies of any forms received from Sharp.

4-4-05 Knowledge, the right attitude and good judgment prevent accidents.

FOR WORK-RELATED INJURY OR ILLNESS

Send employee to

**Sharp Rees-Stealy La Mesa
Occupational Health Services
Grossmont Medical Plaza, Suite 601
5525 Grossmont Center Drive • La Mesa, CA 91942
(619) 644-6600**



Occupational Health Services • 8 a.m.–5 p.m., Monday–Friday

Urgent Care Services • 8 a.m.–8 p.m. daily

Downtown Urgent Care Services • 8 a.m.–10 p.m. daily

2001 Fourth Ave., (619) 446-1575

163 South to Park/Fourth Ave. exit, veer right. Continue straight across Fourth Ave.

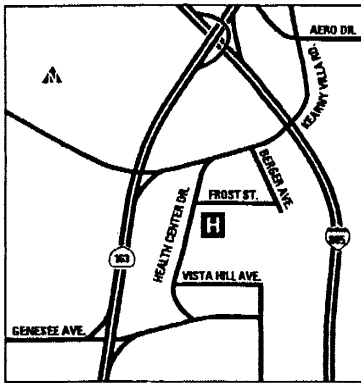
Turn right on Third Ave. Turn right on Grape St. Parking lot is immediately to your right.

(Tell the security guard that you are an occupational medicine patient and there will be no charge for parking.)

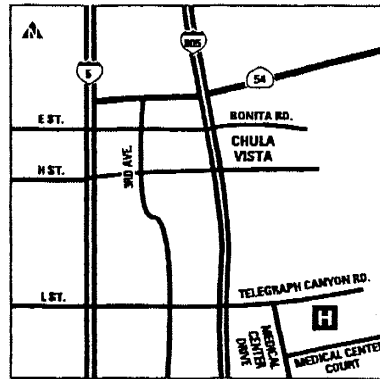
See reverse for Sharp Hospital Emergency Department information.



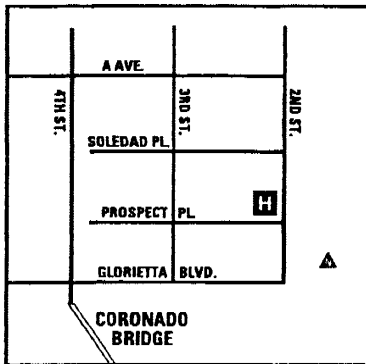
FOR WORK-RELATED INJURY OR ILLNESS
After-Hours Care
Send Employee to the Nearest
Sharp Hospital Emergency Department



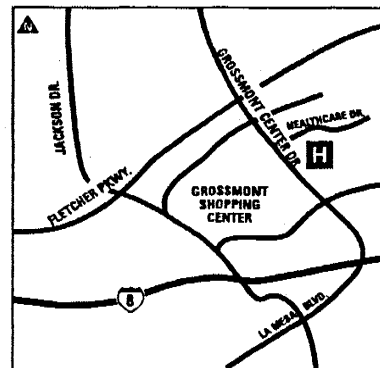
SHARP MEMORIAL HOSPITAL
7901 Frost St.
San Diego, CA 92123
(858) 541-3411



**SHARP CHULA VISTA
MEDICAL CENTER**
751 Medical Center Court
Chula Vista, CA 91911
(619) 482-5825



SHARP CORONADO HOSPITAL
250 Prospect Place
Coronado, CA 92118
(619) 522-3722



SHARP GROSSMONT HOSPITAL
5555 Grossmont Center Drive
La Mesa, CA 91942
(619) 644-4411

PLEASE POST

APPENDIX B

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

FULL-TIME INSTRUCTOR (REGULAR AND CONTRACT)

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular/contract college instructor to participate in the planning, implementation, and evaluation of educational programs, courses, and other experiences that will directly result in the educational growth of the students and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the faculty role. All other listed professional responsibilities are examples of activities which are part of the unique role of each faculty member and is reflective of their individual expertise and interests.

A. Classroom responsibilities

1. *Meet classes/laboratories on days and times assigned.
2. *Develop and implement instruction for each class/laboratory period which is consistent with the official course outline.
3. *Develop, and distribute during the first week of class, a written syllabus for each course to communicate to students course objectives, grading criteria and classroom policies.
4. *Demonstrate respect for student rights as specified in District policy and applicable laws.
5. *Submit requisitions for textbooks and instructional materials in a timely manner.
6. *Refer students to tutoring and related student services when appropriate.
7. *Supervise students in off-campus activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.
8. *Provide academic assistance and related services to students during scheduled office hours.

B. Evaluation of Students

1. *Periodically evaluate student progress toward meeting course objectives; advise the students of course objectives, methods of evaluation and the results of the evaluation.
2. *Return assignments and examination results in a timely fashion.
3. *Assign grades to students in the manner provided by District policy and administrative procedure and prescribed by the Education Code and Title V regulations for the State of California.
4. Participate in the credit by examination program where applicable.
5. Provide appropriate dean with assistance on the evaluation of student petitions.

C. Curriculum

Participate in the development and review of curriculum as needed.

D. Student Advising

1. Advise students enrolled the instructor's classes in such matters as:
 - a. course content, scope and meaning;
 - b. major course requirements for the degree or certificate;
 - c. learning skills;
 - d. collateral or enrichment reading or experience opportunities for further understanding of the courses or subject field;
 - e. career alternatives/opportunities related to the subject field.
2. Participate as a faculty advisor to student organizations or clubs.

- E. Professional Development
 - 1. *Participate in required professional development activities.
 - 2. Continue to develop professional skills and knowledge.
 - 3. Participate in planning staff development programs.
 - 4. Participate in institutional research activities and grants.
 - 5. Assist in the planning, development and implementation of a professional intern or student teacher program.
 - 6. Attend/participate in professional conferences, seminars or meetings.
- F. Additional Responsibilities
 - 1. *Regularly attend and participate in department/division meetings.
 - 2. Attend commencement ceremonies and convocations.
 - 3. Participate in the process of shared governance by contribution to the academic community through committee work on the department, division, college and/or district level, or participate in other significant nonclassroom college, district or community activities.
 - 4. *Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures.
 - 5. Participate in supervision of student assistants and paraprofessionals.
 - 6. Participate in articulation activities and the coordination of inter-divisional and intra-divisional learning activities.
 - 7. *Abide by departmental regulations concerning the proper use, care and security of equipment.
 - 8. Advise management of unsafe conditions or potential hazards and recommend solutions.
 - 9. *Participate in advisory committee meetings when required by divisional programs.
 - 10. *Report absences due to illness or for personal necessity to the division dean/director or designated officer; advise management of the intended date of return prior to the class meeting
 - 11. Provide recommendation for purchase of instructional supplies and equipment.
 - 12. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
 - 13. *Participate in the tenuring process.
 - 14. Participate in the evaluation of regular faculty and adjunct faculty.

5/21/91 rev. 02/04

ADJUNCT INSTRUCTOR

I. General Responsibilities

Under administrative leadership, it is the responsibility of the adjunct instructor to perform those tasks and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the adjunct instructor role. All other listed professional responsibilities are examples of activities which are part of the unique role of each adjunct instructor and is reflective of their individual expertise and interests.

A. Classroom Responsibilities

1. *Meet classes/laboratories on days and times assigned.
2. *Develop and implement instruction for each class laboratory period which is consistent with the official course outline.
3. *Develop and distribute during the first week of class, a written syllabus for each course to communicate to students, course objectives, grading criteria and classroom policies.
4. *Demonstrate respect for student rights as specified in District policy and applicable laws.
5. *Submit requisitions for textbooks and instructional materials and/or recommend to department chairs/coordinators appropriate text selections, in a timely manner.
6. *Refer students to tutoring and related student services when appropriate.
7. *Supervise students in off-campus or co-curricular activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.

B. Evaluation of Students

1. *Periodically, evaluate student progress toward meeting course objectives; advise the students about methods of evaluation and the results of the evaluation.
2. *Return assignments and examination results in a timely fashion.
3. *Assign grades to students in the manner provided by District policy and administrative procedure and prescribed by the Education Code and Title V regulations of the State of California.
4. Participate in the credit by examination program where applicable.
5. Assist appropriate administrators with recommendations regarding waivers and student petitions where applicable.

C. Curriculum

1. Participate in the development and review of curriculum as needed.

D. Student Advising

1. Advise students enrolled in the instructor's classes on such matters as:
 - a. Course content, scope and meaning;
 - b. major course requirements for the degree or certificate;
 - c. learning skills;
 - d. collateral or enrichment reading or experience opportunities for further understanding of the course or subject field;
 - e. career alternatives/opportunities related to the subject field.

E. Professional Development

1. *Participate in required professional development activities.
2. Continue to develop professional skills and knowledge.
3. Participate in planning staff development programs.
4. Participate in institutional research activities and grants.
5. Assist in the planning, development and implementation of a professional intern or student teacher program.
6. Attend/participate in professional conferences, seminars or meetings.

APPENDIX D

GROSSMONT COLLEGE NURSING PROGRAM
CLINICAL ASSIGNMENTS

DATE: _____ TIME: _____ INSTRUCTOR: _____
PAGER: _____

Level of students:

<u>STUDENT</u>	<u>PATIENT</u>	<u>ROOM</u>	<u>COMMENTS</u>

Alternates:

Student responsibilities:

**Grossmont College
Nursing Program**

CLINICAL ASSIGNMENT SHEET

DATE:

INSTRUCTOR: TOM OERTEL (619) 293-9819

STUDENT	PATIENT	ROOM

**INTENSIVE CARE UNIT
CLINICAL OBJECTIVES**

The student will:

1. Be assigned an ICU Staff Nurse Preceptor and work under his/her guidance.
2. Participate in the basic nursing care of at least one ICU patient.
3. Assist in physical assessment of clients including vital signs, heart and lung sounds, abdominal exam, EKG monitoring, and hemodynamic monitoring. In NU 230, emphasis should be placed on neurological assessment and ICP monitoring. After assessment, the student will identify the Functional Health Patterns that have been impacted by the client's health problems.
4. Identify nursing diagnoses relevant to the client, and formulate realistic expected outcomes and nursing interventions for the client.
5. Perform nursing procedures (catheterizations, dressings, etc.) under the guidance of the ICU staff nurse, pursuant to Grossmont College and clinical area's policies. (See "Medication Administration" below.)
6. Provide emotional support to clients and family members using techniques of therapeutic communication and principles of psychiatric nursing.
7. Participate in CPR at a basic level: airway, breathing, compressions.
8. Medication administration: Students will administer medications under the direct supervision of an intensive care nurse during the ICU experience. Students will administer medications in the usual manner (know the medications, triple check precautions, etc.). Students may mix and administer IV push and drip medications. Students may administer blood and blood products. One exception: students may not administer cardiac resuscitation medications.

Faculty Evaluation of Clinical Facilities

Semester _____ Year _____

Clinical Facility and Unit _____

Nursing Instructor _____

Course _____

	Unsatisfactory	Satisfactory	Comments
Parking			
Availability of appropriate off-unit experiences			
Conference rooms			
Appropriate patients			
Faculty orientation			
Accessibility of assistance/guidance			
Nursing role modeling			
Providing necessary codes and clearances			
Availability of resources for students			

APPENDIX F

Grossmont-Cuyamaca Community College District Non-Discrimination Statement of Principles

All users have the right to be free from any conduct connected with the use of Grossmont-Cuyamaca Community College District (GCCCD) computing systems which discriminates against any person. Discriminatory conduct includes, but is not limited to, written or graphic conduct that satisfies one of the following conditions: (1) harasses, denigrates or shows hostility or aversion toward an individual or group based on that person's gender, race, color, national origin or disability, or (2) has the purpose or effect of creating a hostile, intimidating, or offensive educational environment. "Harassing conduct" and "hostile educational environment" are defined below:

1. "Harassing conduct" includes, but is not limited to, the following: epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, that relate to race, color, national origin, gender or disability. This includes acts that purport to be "jokes" or "pranks," but that are hostile or demeaning.
2. A "hostile educational environment" is established when harassing conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in our benefit from the GCCCD computing systems.

Any user who believes he or she has been subject to discrimination on the basis of race, color, national origin, gender, or disability may inform the system administrator or the appropriate college or district administrator. Upon receiving any such complaint, GCCCD will process the complaint in accordance with established grievance procedures.

Grossmont E-mail Account Application

Instructional users should complete the information below and return this form to Instructional Computing Services at Grossmont College. After your application is processed, access information will be provided to you.

First name (please print) _____

Last name (please print) _____

Dept. _____

Office/Room number _____

Ext. _____ Home or msg. # _____
(area code)

Current e-mail address _____

Initial password _____
(At least 6 characters, Alphanumeric, no common names)

For dial-up access, please make an appointment with Sang Bai at x 7742.

Comments/Special instructions/Additional network services

I have read and have signed the Grossmont-Cuyamaca Community College District Computer System Security and Use Statement and Non-Discrimination Statement of Principles. The full text version is available in the Learning Resource Center.

Signature

Date

APPENDIX H

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
COMPUTER SYSTEM SECURITY AND USE STATEMENT**

I understand that the Grossmont-Cuyamaca Community College District (GCCCCD) network represents an essential asset of the district and that misuse of networking resources may result in the loss of privileges. Users may be held accountable for their conduct under any applicable campus policy, procedure, or collective bargaining agreement. Under California state Law anyone who maliciously accesses, alters, deletes, damages, or destroys any computer system, network, computer program or data is guilty of a felony. Complaints alleging misuse of network resources will be directed to those responsible for taking appropriate disciplinary action.

I understand that the GCCCCD computing systems are provided for the use of Grossmont and Cuyamaca Community District students, faculty, and staff, in support of the educational programs of the colleges and are to be used for such related activities only. Commercial uses are specifically excluded.

I agree to use the network in a legal and ethical manner which respects the rights, privacy, and needs of others, which honors copyright and license agreements, and which does not interfere with the operation, integrity, or security of the network. I understand that all communications are to reflect the mutual respect and civility expected in an academic community.

I understand that I am responsible for all activity under my username, and understand that abuse of the network privilege will result in the immediate suspension of network access. I understand that I may not, under any circumstance, transfer or confer these privileges to another individual.

I am aware that network traffic may be subject to search under court order. System administrators may monitor network traffic or access user files as required to protect the integrity of the network. I am aware that all users have the right to be free from any conduct connected with the use of GCCCCD computing systems which discriminates against any person on the basis of race, color, national origin, sex, or disability.

Nothing in this statement supersedes the right of a network service provider to impose more restrictive terms.

I have read the above GCCCCD Internet Security and Use Statement and agree to comply with all policies and procedures set forth by the Grossmont-Cuyamaca Community College District.

Print Name

Signature

Date

A complete statement of the Grossmont-Cuyamaca Computing Operating Procedure is posted at all lab sites and the Learning Resource Centers on both campuses.

SEQUENCE OF NURSING CLASSES

Generic Program: Admits 40 students in August and January**First Year:**

Nursing 118 and 119 (8 weeks each)	Pharmacology Must be completed before entering second year
Nursing 120 (16 weeks)	Fundamentals
Nursing 130 (8 weeks)	Perioperative Nursing
Nursing 132 (8 weeks)	Obstetrical/ Newborn and Pediatric Nursing

Second Year

Nursing 220 (8 weeks)	Nutrition/Metabolic Nursing
Nursing 222 (8 weeks)	Neuro and Psychiatric Nursing
Nursing 230 (12 weeks)	Cardio-Pulmonary Nursing
Nursing 235 (4 weeks)	Preceptorship

Weekend-Evening Program: Admits 30 students every fall**First Year**

Nursing 118 and 119 (8 weeks each)	Pharmacology Must be completed before entering second year
Nursing 120 (16 weeks)	Fundamentals
Nursing 130 (8 weeks)	Perioperative Nursing
Nursing 132 (8 weeks)	Obstetrical/ Newborn and Pediatric Nursing

Second Year

Nursing 220 (8 weeks)	Nutrition/Metabolic Nursing
Nursing 222 (8 weeks)	Neuro and Psychiatric Nursing

Nursing 230 Cardio-Pulmonary Nursing
(12 weeks)

Nursing 235 Preceptorship
(4 weeks)

LVN to RN Transition Program: (3 semesters in length) Admits 30 students every spring

First Semester:

Nursing 110 Transition to Registered Nursing
(12 weeks)

Nursing 118 + 119 Pharmacology
(8 weeks each)

Second Year:

Nursing 203 Med-Surg Nursing I
(16 weeks)

Nursing 205 Psychiatric Nursing
(5 weeks)

Nursing 211: Advanced Med-Surg and Community Health
(10 weeks)

Nursing 235 Preceptorship
(4 weeks)

Welcome Back Program

Nursing 120 Fundamentals
(16 weeks)

Nursing 132 Obstetric/ Newborn and Pediatric Nursing
(8 weeks)

Nursing 220 Nutrition Metabolic
(8 weeks)

Nursing 222 Neuro and Psych Nursing
(8 weeks)

Nursing 230 Cardio-Pulmonary Nursing
(12 weeks)

Nursing 235 Preceptorship
(4 weeks)

For details of the content of any of these courses, refer to Grossmont College Catalog or contact the listed teacher and request a syllabus.

NURSING STUDENT HANDBOOK

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

_____ SIGNATURE

_____ PRINT NAME

_____ DATE

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

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SECTION I: VISION AND EDUCATIONAL PHILOSOPHY OF GROSSMONT COLLEGE

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

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

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

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

• **Nursing Programs History/Overview**

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

The Nursing Programs are approved by the California Board of Registered Nursing (BRN). The most recent approval visit by the BRN was in May, 2005. The Program received continued approval for another five years from the BRN. The next BRN approval visit will take place in spring 2009. The Nursing Programs were accredited by the National League for Nursing Accrediting Commission (NLNAC) through June, 2007. The Nursing Programs received candidacy status for NLNAC re-accreditation in Fall, 2008 and is scheduled for an accreditation visit in October 2008.

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

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

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

The Nursing Program's Mission Statement:

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

The Nursing Program's Philosophy:

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

• **Person:**

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

• **Environment:**

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

- **Health:**

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

- **Nursing and Nurse:**

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

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

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

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

Associate Degree Nurse

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

support person(s), and other members of the health care team to assist the client to achieve positive outcomes.” (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs – 2000)

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

The provider of care includes the following assumptions:

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

The manager of care includes the following assumptions:

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

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

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

PHILOSOPHY OF EDUCATION

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

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

CURRICULUM FRAMEWORK

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

Figure 1 Nursing Department Curriculum Framework



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

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

PERSON

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

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

ENVIRONMENT

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

HEALTH

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

NURSING

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

Nurses practice in an ever-changing scope of settings to provide and manage care.

LEARNING

Teaching and learning are interactive, multidimensional processes through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is an individualistic, dynamic, continuous, and lifelong process. Learning integrates knowledge

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

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

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

PROVIDER OF CARE:

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

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

MANAGER OF CARE:

The graduate possesses the knowledge and skills necessary for:

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

MEMBER WITHIN THE DISCIPLINE OF NURSING:

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

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

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

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

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

SECTION IV: HIGHLIGHTS OF THE LEGAL ACCOUNTABILITY OF NURSING HIGHLIGHTS

California Nurse Practice Act: Practice of Nursing Defined

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

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

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

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

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

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

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

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

TO: NURSING SCHOOL ADMINISTRATORS, FACILITY AND STUDENTS

FROM: BOARD OF REGISTERED NURSING

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

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

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

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

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

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

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

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

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

** The Evaluations department in Admission and Records will evaluate each student's transcript to determine eligibility for graduation.

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

The California Board of Registered Nursing protects the public by screening applicants for licensure in order to identify potentially unsafe practitioners. The law provides for denial of licensure for crimes or acts, which are substantially related to registered nurse qualifications, functions, or duties. A crime or act meets the criterion if, to a substantial degree, it evidences present or potential unfitness to perform nursing functions in a manner consistent with the public health, safety or welfare.

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

SECTION V: ETHICAL STANDARDS AND PROFESSIONALISM

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

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

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

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

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

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

• Academic Fraud:

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

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

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

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

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

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

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

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

SECTION VII: ADMISSION, CLASSROOM AND CLINICAL POLICIES

▪ **Non-discrimination Policy**

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

▪ **Prerequisite Classes**

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

▪ **Pre-Enrollment Test**

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

There are no recency or repeat requirements for the TEAS results. The student may repeat the TEAS twice. If a student fails the TEAS twice, that student must re-apply to the Nursing Program.

If the student is re-entering the Nursing Program and has not previously taken the TEAS exam, the applicant must pass the TEAS with a "Composite Score" of 67% or greater to be considered for re-entry.

▪ **Registration**

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

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

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

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

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

- ✓ **Malpractice Insurance:** Students are also required to have current malpractice insurance and a copy must be submitted to the Nursing Office. It is the student's responsibility to submit copies of malpractice insurance renewal to the nursing program. The student cannot practice in the clinical setting without current malpractice insurance coverage on file at all times. The **minimum** coverage for professional liability is \$1,000,000/occurrence and \$3,000,000/general aggregate.
- ✓ **Background Checks and Drug Screen:** As of the Fall 2006 semester, students are required to undergo a background check and/or a urine drug screening test before starting the nursing program or being placed at a clinical site. The cost of the background check and drug screen are assumed by the student. [See separate section in this **Handbook**, "Background Checks and Drug Screen."]
- ✓ **Physical and Dental Exams:** A physical exam is acceptable if completed within 6 months prior to the first day of class. A dental exam is acceptable if completed within 12 months prior to the first day of class. The forms are available from the Nursing website, <http://www.grossmont.edu/nursing> , under "Student Forms."

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

- **Standard Precautions and HIPAA Requirements**

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

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

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

- **Immunizations**

The Nursing Department requires documentation of immunity/seropositivity for polio, measles, mumps, rubella, diphtheria, tetanus, and Hepatitis B. Current tuberculin test results and a

varicella titer must be on file before entering the Nursing Program. The form is available from the Nursing website, <http://www.grossmont.edu/nursing> , under "Student Forms." A low cost immunization program is available for most of these immunizations through the Grossmont College Student Health Services Department.

▪ **TB Clearance Requirements**

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

TB clearance and requirements

- If non-reactive PPD skin test: repeat PPD within one year from the date of the previous PPD:
 - Note: Applicants who have received BCG vaccination still need to have a PPD skin test unless the student has documentation of a positive PPD skin test.
- If newly reactive PPD [see NIH guidelines]:
 - Must have documentation of negative chest X-ray
 - While prophylactic medical treatment is not required, the student is encouraged to discuss this option with their healthcare provider or at the College's Student Health Services.
- If previously (+) reactive with negative chest X-ray:
 - An annual TB questionnaire is required. The form is available from the Nursing website, <http://www.grossmont.edu/nursing> , under "Student Forms."
 - Documentation of negative chest X-ray must be in the student's file in the Nursing Program office
- PPD and pregnancy: per the Centers for Disease Control (CDC) guidelines (April 2005), the PPD is considered safe and valid throughout pregnancy. The PPD is not contraindicated during pregnancy. PPD testing remains a requirement for the Nursing Program unless one of the above criteria is met.
 - Quantiferon-TB Gold Blood Test has not been evaluated for use during pregnancy.

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

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

1. the student must sign a Waiver Form indicating the specific immunization(s) or titers or test that is being voluntarily refused and the rationale for the refusal [form available in the Nursing Office and on the nursing web page at www.grossmont.edu/nursing.]
2. the student will indicate on the Waiver Form that he/she understands that the Program will make reasonable efforts to secure alternative clinical experiences for the student ***but these experiences may not be available.***

3. **Note:** Lack of available clinical experiences may prevent the student from completing the Nursing Program.
4. The required immunizations/titers and tests are: MMR injections or titer (Measles, Mumps, Rubella); Hepatitis B series or titer; Varicella (proof of positivity, injection, or titer); Tetanus/diphtheria (Td) injection. The students should consult his/her healthcare provider regarding possible side-effects/contraindications to these immunizations and skin test.

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

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

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

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

• **Transcript Evaluation by the Counseling Department**

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

▪ **Classroom Attendance and Conduct**

1. Theory absences per semester may not be greater than the number of hours the class meets per week.
2. Should theory absences exceed the number of hours the class meets per week, the lead instructor and/or teaching team will meet to consider dropping the student from the class.
3. Repeated tardiness is disruptive to the class and interferes with learning. A student who has been tardy three times will receive a classroom absence.
4. Cell phones and pagers must be set to "Vibrate" mode. If expecting an emergency message, please discuss this issue with the instructor prior to class.

5. Tape recorders can only be used with the approval of the individual instructor.
6. The College's "Code of Conduct" will be observed.

▪ **Clinical/Campus Laboratory Attendance**

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

1. The student must attend all clinical/campus lab sessions. If absence is excused and unavoidable, and appropriate make up experiences are available, the student may arrange with the instructor for a make-up experience.
2. The instructor and/or the teaching team will evaluate any absence beyond one. The decision to grant make-up will be based on the student's ability/opportunity to meet the objectives of the course.
3. Excessive absences may result in a student not meeting the clinical objectives, which in turn constitutes failure of the nursing course. The student is then subject to the re-entry policy.
4. Should makeup of equivalent clinical experience be approved and available, it must be completed by the date stipulated by the faculty.
5. A student who is late for the clinical laboratory may be sent home and this will constitute a clinical absence.
6. A student who is evaluated as being unprepared for that day's clinical assignment may be sent home by the instructor and this will be considered a clinical absence. This may also cause the entry of an unsatisfactory grade on the student's *Clinical Evaluation Performance Form*.
7. If the student is ill on the prelab day or on a clinical day and are unable to report to the laboratory facility where assigned, the student is responsible for notifying the clinical instructor and agency in accordance with the policies established during hospital orientation.
8. For patient and staff safety, students should not come to clinical when sick. The clinical instructor has an obligation to send the student home and to discuss clinical make-up at a later date.
9. If the clinical instructor is late, the students must make every reasonable effort to contact the clinical instructor (e.g. through cell phone or pager). Students must not participate in patient care if the instructor is not present. If the clinical instructor has not arrived within 30 minutes from the start of the usual clinical time and cannot be reached, the students must:
 - a. leave a message with the Nursing Office (619-644-7301);
 - b. write a list of the students who attended clinical;
 - c. leave the clinical site after informing the clinical site personnel.

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

▪ **Grading and Tests**

General Information:

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

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

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

Course Grades: for students entering BEFORE August, 2008

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

1. Achievement of 73% or better of the total possible points accumulated from all written work and examinations and,
2. Achievement of 73% or better of the total possible points accumulated from the major examinations as designated in each course syllabi and,
3. Satisfactory clinical performance, including non-graded written assignments and pre-lab preparation and,
4. Completion of all required community service hours.

Letter grades are determined by the following percentages:

A = 90-100%

B = 80-89%

C = 73-79%

D = less than 73%

Additional notes:

- a. Both clinical and classroom aspects of each course must be passed. Failure in the clinical or the classroom part of any course results in re-taking the entire course as the Board of Registered Nursing requires that classroom and clinical courses are concurrent.
- b. Contracting for course grades and extra credit assignments for points are not permitted.
- c. All graded and non-graded assignments must be satisfactorily completed in order to pass the course. The student may fail the course if all of the assignments are not completed. Refer to the policy, "Standards for Written Work," for additional information.

Course Grades: for students entering August, 2008

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

1. Achievement of 75% or better of the total possible points accumulated from all written work and examinations and,
2. Achievement of 75% or better of the total possible points accumulated from the major examinations as designated in each course syllabi and,
3. Satisfactory clinical performance, including non-graded written assignments and pre-lab preparation and,
4. 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%**

Additional notes:

- a. Both clinical and classroom aspects of each course must be passed. Failure in the clinical or the classroom part of any course results in re-taking the entire course as the Board of Registered Nursing requires that classroom and clinical courses are concurrent.
- b. Contracting for course grades and extra credit assignments for points are not permitted.
- c. All graded and nongraded assignments must be satisfactorily completed in order to pass the course. The student may fail the course if all of the assignments are not completed. See the policy, "Standards for Written Work," for additional information.

Pharmacology Policy:

1. Students must complete both NU 118 and NU 119 before entrance into their 3rd semester.

2. Students may repeat NU 118 and/or NU 119 one time. After the second attempt the student must obtain a Petition form from Admissions and Records to petition to retake the class. Students who fail NU 118 and/or NU 119 are not required to complete an exit interview.
3. If the student is currently in the Nursing Program and fails a clinical Nursing course (110, 120, 130, 132, 203, or 205), the student may continue in Pharmacology to complete the class within the same semester only.
4. Only students who are currently enrolled in the Grossmont College Nursing Program are eligible to take Nursing 118 and Nursing 119.

Accommodations for Students with Disabilities:

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

Computerized Exams:

To prepare students for taking the computerized NCLEX-RN examination for licensure, each nursing course has submitted course syllabi for a custom final exam to be developed by HESI. Students pay for this exam as part of the course registration.

For HESI exams, the conversion score will be used to determine the number of points for the exam. Note: this does not apply to NURS 235 (Precepted Nursing).

Formula: percentage (conversion score) = points. Example: 67% (conversion score) = 67 points.

Community Service

Beginning in the 1st semester, each student will perform community service every semester as a course requirement. The Community Service Assignment is designed to show students alternative ways of learning. The community service must be pre-approved by the course instructor. The student will complete the Community Service Form which includes learning outcomes for each experience. The Community Service requirement must be completed every semester. Implementation throughout the Nursing Program begins in the fall semester, 2008.

In the grading section of each course syllabus, the Community Service requirement will be discussed, including the number of required hours of community service and how/when to submit the completed Community Service form. The Community Service form is available from the Nursing website, <http://www.grossmont.edu/nursing>.

Mandatory Tutoring/Remediation

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

Examination Review

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

Examination Makeup

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

Confidentiality of Student Information and Grades

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

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

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

Challenge Exams/Credit By Examination

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

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

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

- **Standards for Written Work**

Style and Format

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

Late Work

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

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

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

• **Policy On Incomplete Grades**

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

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

• **Modification of Major**

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

Modifications of Major (MOM) can only be done for courses required in the major [for example, A&P, microbiology, pharmacology, communication]. The course descriptions must be similar for the required course and the requested course. [Course descriptions should be provided with the MOM request.] The course must be taken at an accredited college. International transcripts must first be approved by the Admissions and Records Evaluation Section at Grossmont College before an MOM from another country can be granted.

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

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

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

Standards for Clinical Performance

- **Drug Calculations Exam**

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

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

their work.

- b. Each exam will be allotted 30 minutes. Simple 4 function calculators may be used. Cell phones, Palm Pilots, or advanced calculators may not be used.
 - c. The questions will reflect medication calculations that students in that semester will perform.
 - d. The teaching teams will develop the questions for each semester.
 - e. If a student fails to place the answer with the correct units (example: ml/hr, units/hr, etc.), this question will be counted as incorrect.
7. Pass medications only with direct instructor supervision if they have not yet successfully completed the math exam. Direct supervision includes review of the 5 rights, review of drug action and nursing considerations, drug dose calculations when necessary, rate of administration when necessary, relevant labs when necessary and administration of the medication to the patient with the instructor present.

Sample Drug Calculation:

Ordered: Administer 1250 units of heparin per hour

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

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

▪ **Computer Codes:**

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

▪ **Work Schedules and Child Care:**

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

▪ **Transportation:**

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

▪ **Clinical Flexibility**

Students in the Nursing Program are expected to assume responsibility for and have some degree of flexibility in their schedules. If clinical facilities are not available during the assigned

laboratory hours, the clinical schedule may be altered. Selected experiences may require student availability at other than regularly scheduled clinical times. These experiences will be discussed as early as possible.

▪ **Pre-Lab Preparation:**

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

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

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

▪ **Level of Preparedness:**

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

• **Student Assignments:**

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

• **Student Responsibilities for Clinical Evaluation**

Each student is responsible for:

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

• **Clinical Assignments:**

Students are placed in clinical groups based upon their educational needs. Students are not placed in clinical groups based upon geographic proximity to home. The faculty formulates the make-up of clinical groups. Prior to posting of the clinical rotations and assignments, students with clinical placement problems or extenuating circumstances may write a letter to the lead instructor and/or teaching team describing the circumstances and the consideration/changes that the student is requesting.

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

• **DRESS CODE FOR CLINICAL LABORATORY**

- Uniform:** A specific dye-lot uniform (Hunter Green) embroidered with "Grossmont College School of Nursing" in gold letters shall be ordered from Smart Scrub or Gelscrubs. Uniform style is limited to selected school choice. White tee shirts may be worn under the green scrub top. Prices range from \$30-36 for top and bottom as well as an embroidery fee. A good idea would be to have at least two tops for clinical shifts. Orders for fall semester should be placed by July 1; for spring semester by Jan. 31.
- Hair:** Neat in appearance. Long hair is to be worn up off the shoulders or tied back with an inconspicuous holder. Must not come in contact with the front of the uniform or with patients.
- Jewelry:** One set of simple, inconspicuous stud or post earrings are acceptable. No dangling earrings or hoops. No ornate rings, multiple chain necklaces or bracelets. Watches with a second hand or digital second indicator are mandatory. Piercing of any other visible body part except ears is not acceptable and must be removed for clinical.
- Tattoos** Tattoos may not be visible while performing clinical assignments and prelab.
- Shoes:** Clean, all white, low-top, closed toe and heel and preferably rubber-soled.
- Sweaters:** White only. Cardigan or lab coat acceptable. Hunter green warm-up jackets are allowed.
- Nails:** Nail extenders are not allowed while providing patient care.
- Hosiery:** White or tan nylons for women; all-white socks are permissible for pants.
- Name Badge:** The official Grossmont College student picture identification card must be worn on the uniform and during prelab at all times.
- Pre-lab:** During pre-lab (patient assignment research) students must be dressed neatly with a lab coat, Grossmont College picture identification badge, and a Grossmont College Patch attached to the left arm of the lab coat. (The Nursing Program patch is available at campus bookstore.)

NOTE: Professional appearance is mandatory.

The Dress Code must be consistent with the dress code of the hospital to which the student is assigned. Modifications of the Dress Code may be made for certain clinical rotations based on

the dress policy of the facility utilized. The clinical instructor will discuss such changes. Students questioning the appropriateness of clinical attire should consult with their clinical instructor prior to purchase/wearing. Students will be sent home if infractions of the dress code occur. This will result in a clinical absence.

- **Patient Confidentiality**

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

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

- **Medication Error Protocol**

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

Procedure:

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

Paperwork for a medication error:

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

- **Use of Weekly Clinical Evaluation Form**

Students and faculty document and evaluate clinical performance on the *Weekly Clinical Evaluation Form*. *Weekly Clinical Evaluation Form* is the same for all courses with a clinical

component and has a format which follows the nursing process and addresses the National League for Nursing (NLN) Core Competencies for Associate Degree Nursing.

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

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

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

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

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

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

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

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

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

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

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

WEEKLY CLINICAL EVALUATION FORM

NAME: _____

COURSE: _____

DATES OF CARE: _____

WEEK # _____

PROVIDER OF CARE	STUDENT SELF EVALUATION OF CLINICAL PERFORMANCE	INSTRUCTOR COMMENTS
A. Assessment		
B. Nursing Diagnosis		
C. Planning		
D. Implementation		
E. Evaluation		
F. Manager of Care		
G. Member Within a Discipline		

STUDENT OVERALL CLINICAL RATING _____ (S, NI, U)*

INSTRUCTOR RATING _____ (S, NI, U)*

- Additional Instructor Comments and/ or Areas of Concern:

- Suggested and/ or Required Remediation:

- Outcome of Remediation

I have read this week's Clinical Evaluation.

STUDENTS SIGNATURE: _____

DATE: _____

INSTRUCTOR SIGNATURE: _____

DATE: _____

*Remediation Plans: (S) Satisfactory, (NI) Needs Improvement, (U) Unsatisfactory. If a student receives a NI or a U on a weekly evaluation, a remediation plan shall be developed, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. Please refer to the course syllabus for definitions of "S", "NI", and "I."
 Routing: Original- student file; Copy- student

- **Final Student Clinical Performance Evaluation Form**

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

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

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

[Form: next page]

GROSSMONT COLLEGE SCHOOL OF NURSING
FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name: _____ Course: NURS _____

Semester/Year: _____ Site: _____

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

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

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

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

Student's Signature*

Date Signed by Student

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

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

Definition of Clinical Grades:

S = Satisfactory

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

U = Unsatisfactory

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

I = Incomplete

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

Criteria for Passing Clinical:

By the end of the course, the student must:

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

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

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

SECTION VIII: Remediation Policies

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

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

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

Academic

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

Skills

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

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

Critical Thinking

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

Remediation Plan

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

Description of problem(s):

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

Other comments: _____

Possible consequences: _____

Signatures:
Student _____ Date _____
Faculty _____ Date _____
Faculty _____ Date _____

Outcome

Proof of completion: _____

Signatures:
Student _____ Date _____
Faculty _____ Date _____

TEAS Remediation Policy

Effective spring, 2008, prospective nursing students must pass a diagnostic assessment test prior to admission into the nursing program. This assessment test consists of basic Math, English, Reading, and Science.

POLICY:

Upon completion of the prerequisites and placement on the waitlist, the prospective nursing student must take the Test of Essential Academic Skills (TEAS) at a designated testing session. The prospective nursing student who achieves a passing composite score of 67% or higher will be eligible for admission and notified when a seat becomes available.

The prospective nursing student who achieves a less than passing composite score must remediate and retake the exam at another scheduled test date. It is mandatory that students complete the required remediation within 1 year of your original TEAS exam date. Failure to do so will result in the student restarting the application process. If a student does not pass the TEAS after two attempts, the opportunity is given to re-apply to the nursing program and be placed at the end of the waiting list with all rules and requirements in effect as a new applicant. The TEAS pre-entrance exam will be offered to the student a total of 2 times through the School of Nursing at Grossmont College.

PROCEDURE FOR REMEDIATION:

For those who achieve between 45% - 67% in the Math, English, or Reading Comprehension sections of the TEAS, you may self remediate prior to retaking the TEAS.

For those who achieve less than 45% in the Math, English or Reading Comprehension sections of the TEAS, the student must complete 1 of the following 2 options;

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

OR

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

**** Students have 1 year to complete these courses and/or a TEAS review course and submit proof of a passing grade of C or better or course credit to the Nursing Office. Failure to do so will result in the student's name being removed from the wait list. The student will then have the option of reapplying to the program.**

The Nursing Department recommends the following optional items for additional practice with the TEAS exam:

1. Purchase of the TEAS Study Guide
2. Purchase of 2 on-line TEAS practice exams
To purchase these materials go to www.atitesting.com

SECTION IX: DEPARTMENT STRUCTURE AND STUDENT INPUT

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

Opportunities for Student Feedback

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

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

Program and Course Evaluation Policy

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

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

SECTION X: DISCIPLINARY POLICIES

• Suspension Policy/Procedure

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

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

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

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

 - 1) Dishonesty
 - 2) Falsification of patient records
 - 3) Interpersonal behaviors with agency staff, co-workers, peers, or faculty which result in miscommunications, disruption of patient care and/or unit functioning.
 - 4) Failure to maintain patient confidentiality according to HIPAA regulations.
 - 5) Academic Fraud.
2. The instructor will communicate the problem area(s) to the teaching team and the Associate Dean of Nursing. Documentation will include a description of the behavior and the status of the patient, if appropriate. The student also may provide written input for review.
3. If the student is suspended, the student will have an opportunity to meet with the Dean of Student Affairs to share his/her perception of the problem.
4. The lead instructor and/or the teaching team and Associate Dean of Nursing will then confer and will present recommendations to the student both verbally and in writing.
5. If it is the consensus of the Associate Dean of Nursing and the teaching team that a course failure is appropriate, the student will be informed verbally and in writing.
6. If the student is not allowed to progress in the nursing program, the student will schedule an exit interview with the Associate Dean of Nursing to discuss options.
7. Following the exit interview, the student will receive a written copy of the exit interview.
8. Consideration for readmission will be based upon the degree of the infraction and/or to which remediation has been accomplished. It is the responsibility of the student to submit written evidence of how he/she has addressed the problem areas and recommendations for remediation. The Student Progression Committee will evaluate the data submitted and determine whether the applicant will be considered for readmission.
9. All applicants eligible for readmission will be ranked and placed in the reentry applicant pool.

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

- **Course Failure**

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

- a. Failure to obtain an average of 75% on all exams.
- b. A theory grade less than 75% for the course.
- c. Unsatisfactory clinical performance on the final clinical evaluation.
- d. A clinical failure results in a course failure despite the grade achieved in theory.
- e. Lack of completion of all required community service hours or graded/nongraded assignments.

SECTION XI: HEALTH AND SAFETY POLICIES

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

- **Pregnancy Policy**

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

Antepartum

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

Postpartum

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

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

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

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

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

• **Other Safety Information**

- ↓ Affiliating agencies may require additional testing, i.e., drug screening.
- ↓ Students are responsible for notifying the clinical instructor of any change in their health status which may impact their own and/or patient safety.
- ↓ Splash Goggles: Students are required to purchase a pair of splash goggles and have them available for use in all clinical areas.

SECTION XII: STUDENT SERVICES

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

Hamel, Elisabeth	644-7061	343E	Puleo, Diana	644-7892	354
Helland, Diane	644-7428	300B2	Scott, Michele	644-7048	342D
Jordan, Laurie	644-7041	342C	Sullivan, Sharon	644-7452	300B2
London, Linda	644-7450	342B	Tendal, Nancy	644-7350	300B4
Maloy, Lisa	644-7099	300B3	Vanlandingham, Laurel	644-7042	342C
Mattas, Cheryl	644-7096	300B3	Yaddow, Debbie	644-7301	340A
Ngo, Angela	644-7319	342D	Zozuk, Joy	644-7049	300B2
Oertel, Tom	644-7429	354			

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

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

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

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

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

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

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

can view audiovisual materials at the Media Center on the second floor. Librarians can assist with research papers and general questions. For more information on the library and the TECH Mall as well as library hours, etc., go to www.grossmont.edu/techmall.

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

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

SECTION XIII: GENERAL ADMINISTRATIVE POLICIES

- **Student Records/Files**

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

- **Emergency Contacts**

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

- **Student Work Experience/Externship**

Work experiences/externships provide opportunities for students who have completed the first year of the nursing program 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. If a student requires more supervision than is designated in a work experience, the student may not be able to participate in a work experience/externship program. 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.

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

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

A work experience/externship in a specialty area such as psychiatric-mental health, emergency department, intensive care units and other critical area areas will only be considered on an individual basis. Students requesting placement in a specialty area must submit a written request with rationale and specific clinical objectives to the Associate Dean of Nursing who will direct it to the appropriate work experience faculty for consideration.

- **Gift Policy**

Gifts from students to faculty are discouraged.

• **Transfer Policy/Advanced Placement**

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

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

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

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

See "Algorithm for Transfer into the Nursing Program."

• **Nursing Program Re-Entry Policy**

1. A student must petition for Reentry into the Nursing Program if the student:
 - Received a failing grade in any course in the Nursing Major, including Pharmacology;
 - Received a failing grade in clinical performance;
 - Elected to receive a "W"/Withdraw from any course in the Nursing Major **for any reason**.
 - If the student left due to an illness, injury or childbirth, please refer to the "Pregnancy Policy" and the "Post-Surgery/Extended Illness Policy" in the ***Nursing Student Handbook*** for other re-entry requirements.
 - Note: if the student is discharged from the Nursing Program for unprofessional conduct or a violation of legal or ethical standards set forth by the Program, then re-entry may not be possible.
2. Limitations to Re-entry:
 - Re-entry is neither automatic nor guaranteed. A student who has been dismissed as a result of unsatisfactory clinical performance will require special consideration.
 - Re-entry will be considered on a "space-available basis."
 - Re-entry is evaluated on an individual basis.
 - Each student will be considered for re-entry only **one time** to complete the Nursing Curriculum. Special consideration may be given in extraordinary circumstances. [See "Pharmacology Course" for additional details.]

- Re-entry is into the program that the student exited from. Re-entry or Re-entry by movement between programs [e.g. from Generic to Weekend/Evening] is not permitted.
- Student must be on the “Re-entry List” so that there is no more than **a three year absence**. The “Re-entry List” is explained below.

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

- Having an Exit Interview with the Associate Dean of Nursing as soon as possible after not successfully completing a course or if electing a “W” in a nursing course;
 - The course instructor or teaching team may also be present or may submit information and recommendations for review during the Exit Interview.
 - At the Exit Interview, the reasons for the exit from the Program are discussed. Based on the recommendations and information from the course instructor and/or the teaching team, the Associate Dean of Nursing will make “Recommendations for Remediation” and discuss strategies with the student for future success in the Nursing Program.
 - The student may make verbal and written comments during the Exit Interview.
 - The student will receive a written copy of these recommendations and strategies.
 - **Note: an Exit interview is necessary before the Re-entry Process can begin. If a student originally failed to attend an Exit Interview and is considering re-entry, the student can start the process by scheduling an Exit Interview. This step cannot be bypassed. There is no stated deadline for the Exit Interview.**
- Demonstrating remediation (if necessary) based on the recommendations from the Exit Interview and other sources of counseling;
- Completing and submitting the “Petition for Re-entry to the Grossmont College Nursing Program.” [A duplicate form is available from the Nursing Program].
 - The student may include additional documentation of improvement or add additional documentation if requested by the Associate Dean of Nursing or Student Progression Committee.
 - The deadline date for re-entry applicants is the end of the academic semester preceding the requested re-entry.

4. The approval process for Re-Entry:

- The student’s completed “Petition for Re-entry to the Grossmont College Nursing Program” is sent to the Student Progression Committee (SPC). Based on the information from the Petition and any other additional documentation (if necessary), the Student Progression Committee makes recommendations for acceptance or denial of re-entry to the Associate Dean of Nursing.
- If the petition is accepted, then the student’s name is placed on the “Re-Entry List” along with the date of the re-entry request and the course that the student needs.
- As seats become available in the needed courses, the Associate Dean of Nursing notifies the student on the Re-Entry List on a first come, first served basis.
- If approved for re-entry, the re-entering student must provide documentation of satisfactory physical and dental health, CPR certification, immunization status, TB clearance, Liability Insurance, and Background Check and Drug Screen [if the student has been out of the Nursing Program for greater than one semester].

- The forms are available from the Nursing Secretary:
 - Physical exam: must be done within 6 months
 - Dental exam: must be done within 12 months
- If the petition is denied, the student will be informed of the denial.

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

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

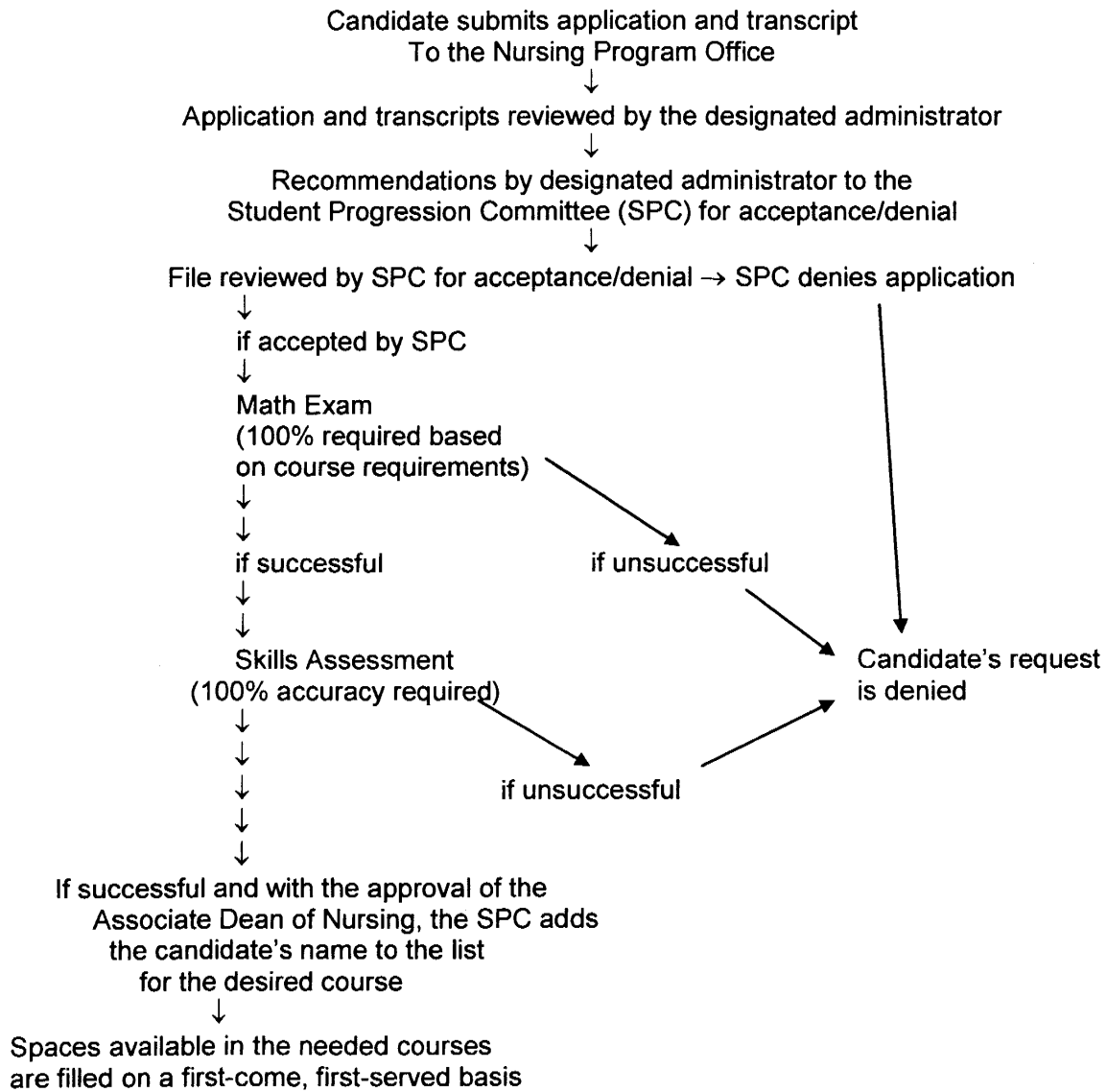
- **Thirty-Unit Option [LVN to RN Transition Program only]**

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

- **Student Loan Policy**

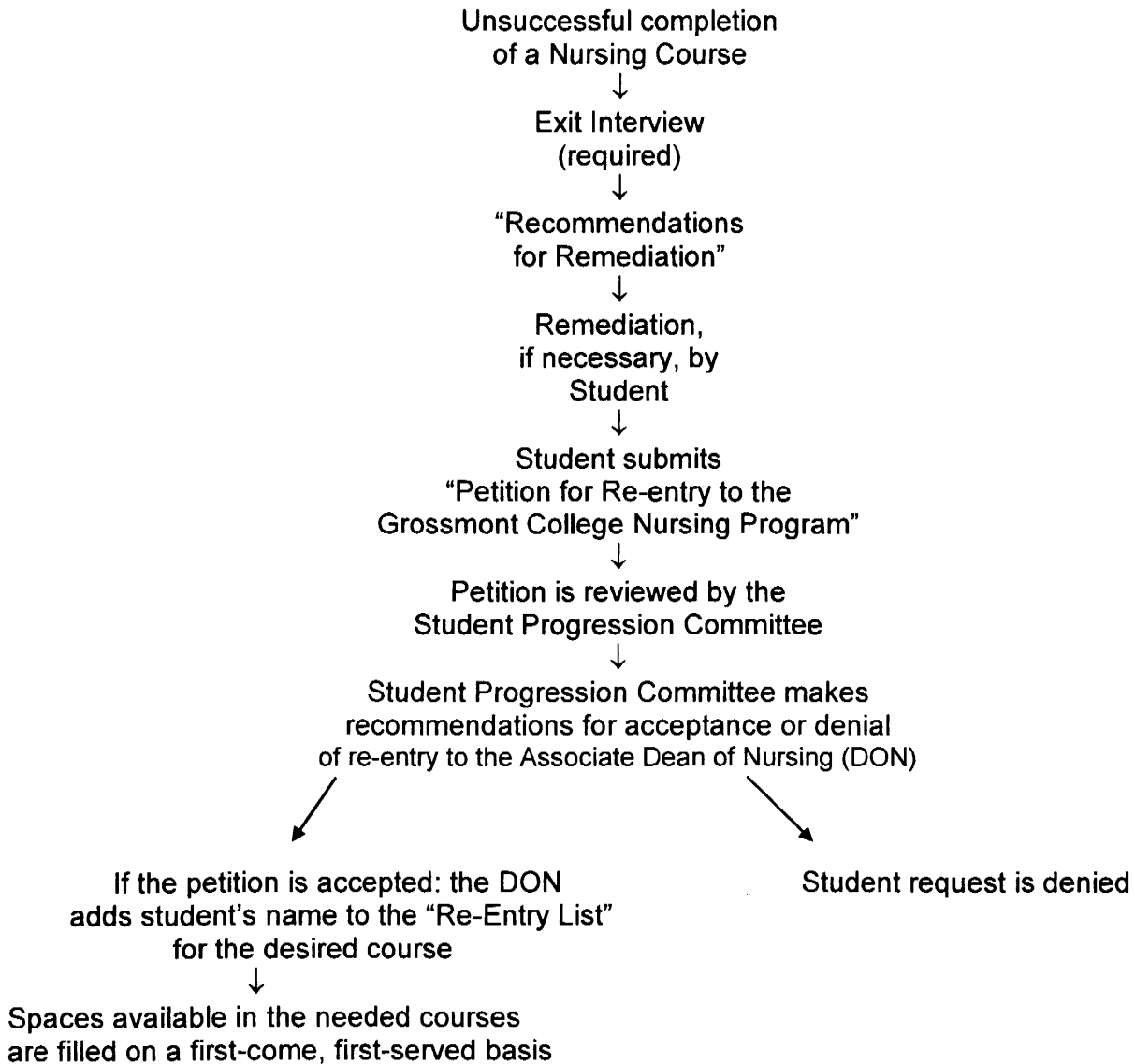
After you graduate, leave school or drop below half-time enrollment, you will have a period of time before you begin repayment. This "grace period" will be six months for a Federal (FFELP) or Direct Stafford Loan and nine months for a Federal Perkins Loan. Each student is required to sign a written agreement to pay back any student loan. This is your written promise that you will uphold the contract. By signing this agreement, you are taking on serious legal and financial responsibilities. If the borrower does not pay back the loan according to the terms of the contract, the lender can take legal action. For more detailed information on all of your student loan options, including repayment and consolidation, please visit EdFund at www.edfund.org.

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



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

Algorithm for Re-Entry into the Nursing Program **

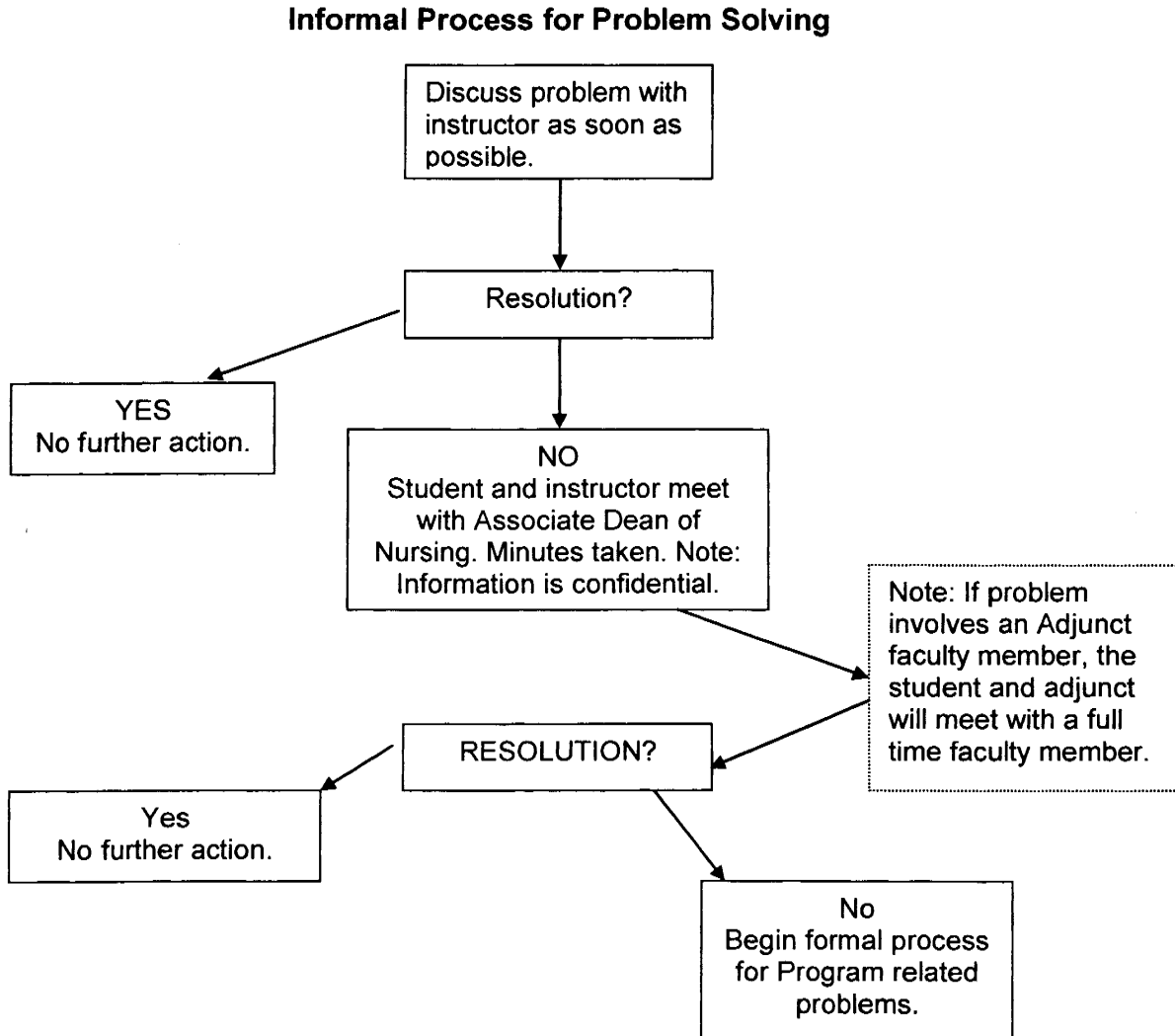


** Refer to the full text of the "Nursing Program Re-Entry Policy" in the *Nursing Student Handbook*.

PROCEDURES GOVERNING PROBLEM SOLVING IN THE NURSING PROGRAM

▪ Informal Process

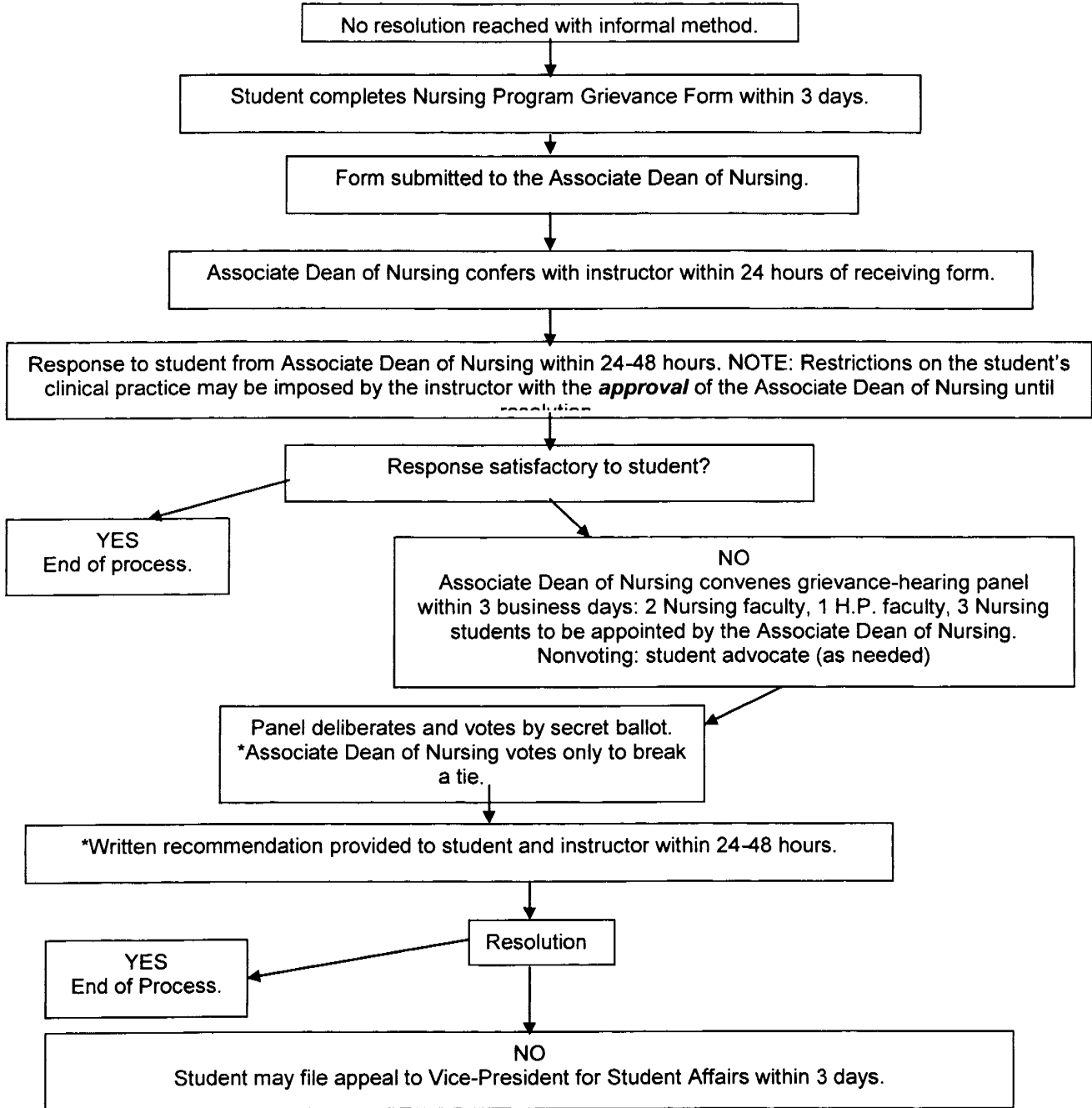
The following graphic representation is the procedure for Informal Problem Solving.



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

▪ **Formal Process**

Formal Process for Problem Solving



NOTE:

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

GROSSMONT COLLEGE
NURSING PROGRAM GRIEVANCE FORM

Originator's perception of the problem:

Originators desired outcome:

Signature of originator: _____
Date: _____

Progression In The Program

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

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

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
NURS 120: Introduction to Nursing: Theory & Practice	NURS 130: Perioperative Nursing* (Not required in the Accelerated ADN Program)	NURS 220: Nursing Management in Nutritional/Metabolic Disorders	NURS 230: Nursing Management in Cardio-Pulmonary and Circulatory Disorders
NU 118 Pharm I NU 119 Pharm II	NURS 132 Maternal/Newborn and Child Nursing	NURS 222: Neurologic & Psychiatric Nursing	NURS 235: Multiple Patient Care Management

LVN-RN TRANSITION CURRICULUM

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

- **Pharmacology Courses**

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

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

- **Course Prerequisites**

Please refer to the Grossmont College catalog for this information.

- **General Education Requirements**

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

SECTION XIV: GRADUATION

Commencement

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

Pinning

The Grossmont College Nursing Program pin is awarded at a pinning ceremony to all students who successfully complete the program with the Associate Degree. Participation is optional but highly recommended. During the fall semester second year students, Weekend/Evening, Accelerated ADN and LVN-RN Transition students will select representatives to serve on the Pinning Committee. A faculty representative and the department secretary in consultation with students will coordinate the pinning ceremony. It is held on campus in conjunction with the Grossmont College Commencement. Financing of the Pinning Ceremony is the responsibility of the graduating class. Students purchasing Grossmont College Nursing Pins will receive their pins at Pinning. Pins not claimed at that time will be available in the Nursing Office the following day.

SECTION XV: Nursing Program Committee Structure

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

▪ **Library Resources Committee**

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

Committee Structure

Membership includes nursing faculty.

▪ **Curriculum Committee**

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

Committee Structure

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

▪ **Evaluation Committee**

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

Committee Structure

The Evaluation Committee consists of faculty representatives and student representation.

▪ **Policy Committee**

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

Committee Structure

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

- **Advisory Committee**

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

Committee Structure

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

- **Pinning Committee**

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

Committee Structure

The Committee will consist of a faculty advisor, Nursing Secretary and representatives from the Two-Year ADN program, the Weekend-Evening Program, and from the LVN to RN Transition Program. The representatives will facilitate the development of the Pinning Ceremony. The Accelerated ADN students may have separate Pinning ceremonies due to the differing completion dates.

- **Recruitment Committee**

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

Committee Structure

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

- **Student Progression Committee**

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

Committee Structure

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

SECTION XVI: UPWARD EDUCATIONAL MOBILITY

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

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

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

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

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

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

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

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

Local opportunities for upward educational mobility:

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

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

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

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

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

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

Admission information: 858-541-7750

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

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

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

OR

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

Section XVII
Background Check and
Drug Screen Policy

Required Background Check and Drug Screen Policy and Procedure

Dear Student:

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

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

The following searches are required:

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

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

The applicant (student or instructor) will:

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

American DataBank will:

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

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

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

Sincerely,



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

Frequently Asked Questions (FAQs)

FAQ's

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

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

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

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

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

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

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

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

Quest Diagnostics Collection Site Locations

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

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

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

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

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

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

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

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

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

San Diego Nursing Service –Education Consortium

Background Check/Drug Screen Process

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

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

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

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

WEEKLY CLINICAL EVALUATION TOOL:
SAMPLE

WEEKLY CLINICAL EVALUATION FORM

NAME: _____

COURSE: _____

DATES OF CARE: _____

WEEK # _____

PROVIDER OF CARE	STUDENT SELF EVALUATION OF CLINICAL PERFORMANCE	INSTRUCTOR COMMENTS
A. Assessment		
B. Nursing Diagnosis		
C. Planning		
D. Implementation		
E. Evaluation		
F. Manager of Care		
G. Member Within a Discipline		

STUDENT OVERALL CLINICAL RATING _____ (S, NI, U)*

INSTRUCTOR RATING _____ (S, NI, U)

- Additional Instructor Comments and/ or Areas of Concern:

- Suggested and/ or Required Remediation:

- Outcome of Remediation

I have read this weeks Clinical Evaluation.

STUDENTS SIGNATURE: _____

DATE: _____

INSTRUCTOR SIGNATURE: _____

DATE: _____

*Remediation Plans: (S) Satisfactory, (NI) Needs Improvement, (U) Unsatisfactory. If a student receives a NI or a U on a weekly evaluation, a remediation plan shall be developed, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. Please refer to the course syllabus for definitions of "S", "NI", and "I."

NURSING 120: FUNDAMENTALS OF NURSING

D. IMPLEMENTATION

II. MANAGER OF CARE

I. PROVIDER OF CARE: APPLICATION OF THE NURSING PROCESS

A. ASSESSMENT

1. Recognizes assessment data necessary to manage clients with surgical and medical problems.
2. Assesses significant factors affecting the client's ability to meet their health care needs.
3. Identifies cultural factors influencing the plan of care.
4. Accurately performs the following:
 - a. general head to toe assessment
 - b. patient specific assessment for the surgery or medical disorder involved
 - c. abdominal assessment
 - d. incisional assessment
 - e. neurovascular assessment ("6 p's")
 - f. postural V.S. assessment
 - g. pain assessment
 - h. other
5. Identifies clients at risk for complications.
6. Assesses needs of the older adult preoperatively and/or post operatively.
7. Clusters/data gathered to recognize findings suggestive of unsatisfactory change in client's conditions.
8. Identifies deviations in lab values and its significance.
9. Identifies deviations in ancillary testing (X-rays, MRI's, etc.) and its significance.

B. NURSING DIAGNOSIS

1. Selects appropriate NANDA Nursing Diagnoses for the medical-surgical client.
2. Formulates a complete three-part NANDA diagnostic statement related to the health care needs of the client.
3. Formulates a high risk diagnosis with thorough identification of risk factors.
4. Begins to prioritize nursing diagnosis.

C. PLANNING

1. Collaborates with the client, family, significant others, and health care team to plan outcomes.
2. Develops measurable and realistic outcomes.
3. Identifies nursing interventions likely to assist the client to attain desired outcomes.
4. Sets priorities of care for the day according to the client need.

1. Implements plan of care according to priority of client needs.
2. Implements care in consideration of clients cultural and ethnic background.
Competently administers/medications:
 - a. uses the 7 rights
 - b. accurately calculates dosages
 - c. identifies actions, side-effects, and nursing implications for all P.O. and I.V. medications
 - d. accurately calculates I.V. drip rates

Competently performs the following:

- a. sterile technique and/or dressing change
- f. D/C peripheral I.V. or central line
- g. IM
- h. SQ
- i. IVPB
- j. Foley catheterization
- k. I.V. infusion through infusion pump
- l. Postoperative discharge teaching for clients as regards activity restrictions, wound assessment and care, medications and reportable symptoms
- m. Other

3. Begins to perform efficient care: organized and timely.
4. Uses knowledge learned from theory in client care situations.
5. Demonstrates safe nursing judgment in carrying out medical order.
6. Charts neatly, concisely, and accurately utilizing the nursing process within the guidelines for the facility.
7. Encourages the client to be a partner in problem solving.
8. Performs health teaching for clients regarding medical-surgical needs, medications and reportable symptoms.
9. Conducts a psycho-social assessment and intervenes through therapeutic communication.
10. Explains rationale for nursing interventions.

E. EVALUATION

1. Conducts ongoing evaluation of client's condition/needs.
2. Identifies client's response to stated goals.
3. Evaluates effectiveness of client teaching.
4. Evaluates client response to medications and procedures.
5. Modifies nursing care throughout the shift as needed.
6. Considers client age and sociocultural characteristics in modification of the plan.

III. MEMBER WITHIN THE DISCIPLINE

A. Demonstrates professional responsibility by:

1. clinical preparedness
 2. arriving on time
 3. informing floor and instructor of absence before shift starts
 4. adhering to school and agency policies
 5. participating in conferences in a professional manner
 6. maintaining confidentiality of information at all times
 7. using constructive criticism & suggestions for improving nursing practice
 8. obtaining instructor permission before performing invasive procedures
 9. adhering to the CFC student dress code and code of conduct
 10. exhibiting honesty and reliability
 11. submitting all assignments correctly and on time
 12. communicating effectively with instructor and healthcare team
- #### B. Demonstrates awareness of self by:
1. identify own strengths and weaknesses in relation to clinical objectives
 2. evaluating in a thorough and accurate manner weekly
 3. anecdotal notes to be reviewed by the instructor supporting peers and staff in the delivery of client care
- #### C. Incorporates ethical and legal standards of nursing practice in client care

06-0179-001W

Program Review
Questions & Answers

Dear **Nursing** Program

The Program Review Committee has read your self-study and has generated a list of questions and comments. Because Debbie attended the meeting, many questions were answered, but we would like to meet with you to discuss these questions on

Wednesday, Dec 3 or Dec 10 at 2 pm in the College Conference Room

Prior to the meeting share the questions listed below with your department and prepare a written response. Please include the question with each response. We will need an electronic written response for distribution to committee members prior to meeting with the Committee on **at 2:00 pm** or bring hard copies for 12 people. Any members of your faculty and staff are welcome and encouraged to attend and answer questions.

Give me a call or email if you have questions.

Sheridan DeWolf, x7327, sheridan.dewolf@gcccd.edu

Pg	Question	C/R
6		<p>Do you have a backup plan for funding of Weekend Evening Program?</p> <p>Yes. If there is no funding for through Scripps Health Care then I will pursue funding through additional hospital partnerships. At this point the College cannot institutionalize the program.</p>
5		<p>What happens when funding for faculty pay ends? What will the college do after June?</p> <p>I have put in a request for faculty replacement through the staffing committee. If in June the two grant funded faculty positions do not get funded, the program will need to reduce its capacity. This will result in no State funding as many of the grants we have received is the result of being at capacity.</p>
		<p>Updated board scores have dropped with weekend evening and welcome back programs. How are you addressing this issue?</p> <p>As mentioned in the self study, the weekend evening program has a new coordinator of the curriculum and a full time nursing faculty member teaching in the program. There has been a high attrition rate in this program and it is hoped that the pass rate will be greater than 90% in this program. The welcome back program is under current review. This program has not functioned properly since its inception. There is no full time faculty teaching in the program. I have recommended to the President and Vice President of Academic affairs that two full time med/surg faculty, a coordinator/director and a secretary be hired to</p>

			assure the program runs effectively.
	Brochure		<p>In the brochure you mention the requirement for Comm 122 Public Speaking? Is it because of transfer or board of nursing? Communication would be willing to discuss a special section of Comm 120, possibly online, for nursing majors.</p> <p>Students can take Communications 120 or 122 as stated in the brochure. I have already emailed the department and we will be scheduling a meeting to discuss the possibility of an on line class for Communications 120.</p>
41	4.6, 4.8, 8.1		<p>How do the job descriptions of your techs align with the new use of technology, particularly the operation and maintenance of the simulation lab? Do you have enough classified staff to cover the new labs, weekends and the expansion of the program?</p> <p>The job description of the health science techs lists other duties as described which allows the techs to operate and maintain the simulators. Both health science techs have been sent to classes on the operation and maintenance of the simulators. Since the program cannot expand any more due to clinical placements, the present number of health science techs meets the need of the program. Both have always been willing to come in on the occasional weekend needed to cover simulation. They are paid out of the budget of the program requesting them to assist.</p>
			<p>Appendix 14 doesn't show all of our funding and programs. Can you work with Fred on getting that data?</p> <p>Additional categorical funding is listed in the program review self-study on pages 37-39.</p>
41	8.1		<p>Why non-tenured for the student case manager? Does it need to be faculty or could it be a classified or management position? Or are you thinking a person who could also teach?</p> <p>This is a grant funded position and therefore has been a non-tenured track. The student success advisor/case manager needs to be a nurse. They are knowledgeable about nursing and assist students with study skills, time management, how to read a nursing textbook, note taking strategies etc. This position was commended by the National League of Nursing Accrediting Commission and is exceedingly important as our attrition rate has increased</p>

			over the past year. It is anticipated that the attrition rate will decrease and the pass rate on the NCLEX will increase with the student success advisor. Since the student success advisor's primary functions are to assist with the above, they are not expected to teach class.
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**Program Review Committee
Summary Evaluation**