2016-2017
Nursing Education

Student Handbook

San Diego
City College
Nursing

San Diego City College

Cover design by Susan Lee

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NURSING EDUCATION STUDENT HANDBOOK

FOREWORD

The San Diego City College Nursing Student Handbook is prepared by the nursing education faculty and by the program leadership. It is a supplement to the San Diego City College Catalog.

The purpose of the SDCC Nursing Student Handbook is to provide information specifically related to the nursing program not contained in the catalog or other publications of the college.

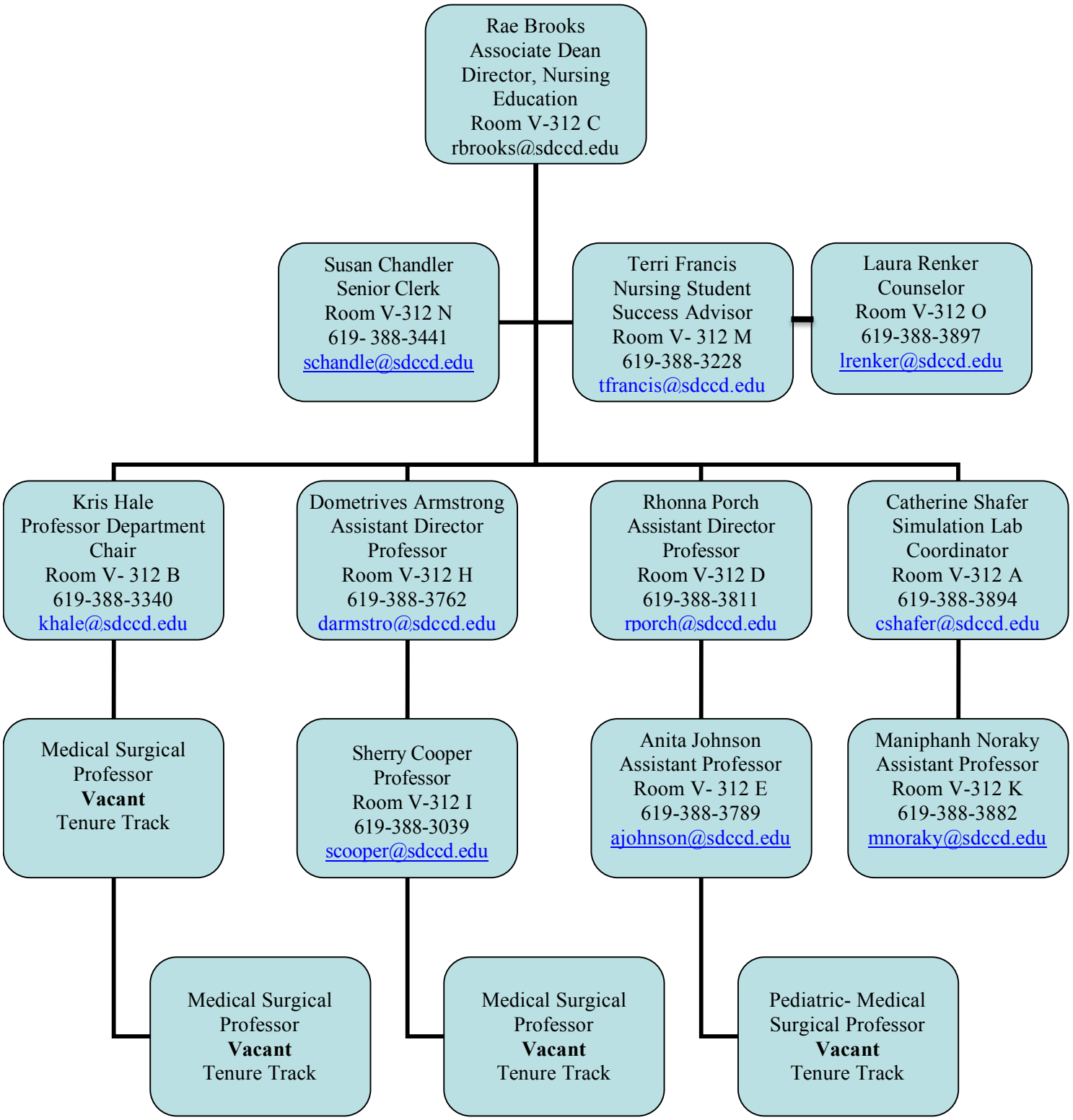
All nursing students will be responsible for reviewing the policies contained within this handbook throughout their educational program.

Policies are reviewed throughout the fall and spring semester of the academic year. During the summer break, the SDCC Nursing Student Handbook is revised with the proposed and ratified changes in time for the new upcoming fall semester.

For example: Fall 2015 and Spring 2016 ratified policies are included in the Fall 2016 Handbook.

WELCOME TO THE NURSING EDUCATION PROGRAM!!

MEMBERS OF THE NURSING DEPARTMENT



Adjunct Clinical Professors

The Nursing Education Department is also complemented by a number of dedicated individuals who serve as adjunct faculty members. You will be exposed to a variety of adjunct faculty throughout your educational program.

Department Telephone Number: (619) 388-3441

Messages may be left with the department administrative associate or placed on the voice mail recording system.

Department Website

The Nursing Education Program Website can be found at:
http://www.sdcity.edu/AcademicPrograms/ProgramsofInstruction/NursingEducation.aspx

ACCOUNTABILITY FORM

I hereby certify that I read each page of the Nursing Education Student Handbook, that I am fully familiar with the contents of this document and that I fully understand and agree to its terms and provisions. Any questions that I have about the Nursing Education Program and the contents of the Student Handbook have been fully explained to my satisfaction. Any changes or additions to this document will be communicated with me via electronic mail and will be posted on the Student Bulletin Board.

NAME _____

SIGNATURE _____

DATE _____

Please submit this signed and dated form to the Nursing Education Department Administrative Associate by the end of the second week of your first nursing course.

ACADEMIC ACCOMMODATION

The District is committed to the fundamental principles of nondiscrimination and accommodation in academic programs and to all provisions of Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. District Policy 3105 and Procedure 3105.1 provide for academic accommodations and adjustments for students with disabilities.

Students with verified disabilities who may require academic adjustments of auxiliary aids are strongly recommended to contact the Disability Support Programs and Services (DSPS) Department, Room A-115, and complete orientation procedures well before classes begin. Students are encouraged to identify themselves to the appropriate instructors to discuss the details and time lines necessary to provide appropriate accommodations. Students enrolled in Online courses are encouraged to contact the college DSPS to request academic accommodation. Questions regarding academic accommodations may be directed to the college 504 Officer. Adopted from the San Diego City Community College District Catalog 2013-2014.

San Diego City College Nursing Education Program
Physical and Mental Abilities for Nurses

The National Council of State Boards of Nursing has identified skills and activities as common to all practicing nurses. The following describes physical and mental abilities required to be able to perform the core skills and activities essential to the practice of nursing. The San Diego City College nursing faculty believes that student nurses should have these abilities with or without reasonable and appropriate accommodations.

Functional Ability	**Core Performance Standard (Rationale Examples)**
Gross Motor Skills	• Move within confined space (patient rooms) • Sit and maintain balance (patient rooms, procedures) • Stand and maintain balance (patient rooms, surgery, procedures) • Reach above shoulders (hang IV bags) • Reach below waist (plug-ins)
Fine Motor Skills	• Pick up objects with both hands (bedpans, procedures) • Grasp small objects with both hands (sterile procedures, dressing changes, medication packages) • Write with pen or pencil (documentation, labeling) • Key/type or use a computer (documentation) • Pinch/pick or otherwise work with fingers of both hands (syringes, catheters) • Twist with both hands (turn knobs, open solutions) • Squeeze with fingers with both hands (eye dropper)
Physical Endurance	• Stand (at patient's side during procedure) • Sustain repetitive movement (CPR) • Maintain physical tolerance (CPR, work up to 12 hour shift)
Physical Strength	• Push and pull 25 pounds (position patients) • Support 25 pounds of weight (ambulate patient) • Lift 25 pounds (transfer patient or lift pediatric patients) • Move light objects up to 10 pounds (medical equipment) • Move heavy objects weighing from 10 to 50 pounds • Defend self against combative patient • Carry equipment/supplies • Use upper body strength (CPR, restrain a patient) • Squeeze with both hands (fire extinguisher, medication containers)
Mobility	• Twist (reach head of bed and other sections without moving) • Bend (patient assist) • Stoop/squat (chest tube or Foley containers) • Move quickly (assist unstable patient) • Climb (ladder, stools, stairs) • Walk (room to room to nurse's station)
Visual	• See objects up to 20 inches away (medical equipment and patient) • See objects more than 20 feet away (down the hallway) • Use depth perception (assess wounds) • Use peripheral vision (find objects in the hospital room) • Distinguish color (medication bottles and electronic medical record codes) • Distinguish color intensity (electronic medication alerts)
Tactile	• Feel vibrations (pulses) • Detect temperature (inflammation) • Feel differences in surface characteristics (skin turgor) • Feel differences in sizes, shapes (palpate vein) • Detect environmental temperature (patient comfort)

Hearing	• Hear normal speaking level sound (patient and staff communication) • Hear faint voices (weak patients or those with quiet voices) • Hear faint body sounds (BP, heart and bowel sounds) • Hear in situations not able to see lips (when using masks) • Hear sound alarms (monitors, IV pumps, fire)
Emotional Stability	• Establish therapeutic boundaries (patient safety) • Provide patient with emotional support (caring attitude) • Adapt to changing environment/stress (function in varied situations) • Deal with unexpected (crisis) • Focus attention on task (timing and precision of skills) • Monitor own emotions (work with patients who are sick and dying) • Perform multiple responsibilities concurrently (more than one patient) • Handle strong emotions (grief)
Analytical Thinking Skills	• Transfer knowledge from one situation to another (prevent complications) • Process information (intervene when medical tests or assessment findings are abnormal) • Evaluate outcomes (nursing process) • Problem solve (with care team and patient) • Prioritize tasks (nursing process) • Use long term memory (give report to next shift) • Use short term memory (vital signs to be documented)
Critical Thinking Skills	• Identify cause and effect relationships (side effects or changes in patient condition) • Plan/control activities for others (multi-task) • Synthesize knowledge and skills (perform within scope of practice) • Sequence information (correctly prioritize patient's needs)
Interpersonal Skills	• Negotiate interpersonal conflict (collaborate with others) • Respect differences in patients (embrace diversity) • Establish rapport with patients (develop therapeutic relationships) • Establish rapport with co-workers (demonstrate civility)

1. I,___acknowledge that I am able to perform the above core skills and activities without accommodations.

   Signature _____ Date: _____

OR

2. I,___will be submitting a plan for disability accommodations. The following steps are required to be completed, and this form must be submitted prior to beginning the nursing program.
   a. Submit documentation to the Office for Disability Support Programs and Services (DSPS):
      i. Medical and other factors related to the disability; and
      ii. Specification of the reasonable and appropriate accommodations needed.
   b. Develop a disability accommodation plan in conjunction with DSPS.
   c. Schedule an appointment to review this plan with the Nursing Program Dean/Director to discuss the nature of the necessary accommodations.

   Signature _____ Date: _____

In the event that a student currently in clinical courses becomes permanently disabled and unable to perform core skills and activities, the same process outlined above, in #2 must be followed.

Failure to submit this form and accompanying materials by the stated deadlines will result in withdrawal of acceptance into the San Diego City College Nursing program.

NURSING EDUCATION
CODE OF STUDENT CONDUCT

As a student matriculated in a professional nursing program, it is the responsibility of each student to report the unethical behavior of a fellow student or colleague to a faculty member or director in order to protect the safety of the public and ensure the integrity of the program and profession.

Students enrolled in the San Diego City College Nursing Education Program are expected to adhere to the American Nurses' Association Code of Ethics for Nurses and the appropriate Standards of Clinical Nursing Practice. Cheating, plagiarism, forgery or other forms of academic misconduct, will not be tolerated. **Anyone who cheats on an examination or submits a written assignment, including online assignments, done entirely or in part by someone else will receive a grade of zero (0) for that examination or written assignment and an F in the course.** It is the responsibility of each student to ensure that his/her study and participation in the academic process is conducted so that there can be no question concerning his/her integrity.

EXAMINATION CONFIDENTIALITY

I understand that the contents of all course and diagnostic examinations are confidential. I agree that I will not share any information related to any examinations nor will I receive any information related to examinations from any individual. **Any violation of confidentially may result in dismissal from the Nursing Education Program. Any student caught cheating on an examination will receive a grade of zero (0) for that examination.**

NAME _____

SIGNATURE _____

DATE _____

Failure to submit this form and accompanying materials by the stated deadlines will result in withdrawal of acceptance into the San Diego City College Nursing program.

RELEASE OF INFORMATION

Clinical Agency Requirements

- Students must meet all requirements established by each of the clinical agencies. These requirements are subject to change and may be revised while the student is enrolled in the nursing program. Clinical agencies currently mandate that students meet all health screening requirements and have no previous conviction of a felony or fraud to a government agency, patient abuse, felony of controlled substances, etc.
- Clinical agencies conduct a variety of background checks on students including obtaining clearance from the Office of the Inspector General (dealing with Medicare/MediCal fraud and other aspects of the Department of Health and Human Services) and criminal background checks.
- If a San Diego City College Nursing Student is denied access to a clinical site by the clinical agency, that student will be unable to continue in the program.

Release

I grant permission for the nursing education program to release any and all information that is required by the clinical agency.

NAME _____

SIGNATURE _____

DATE _____

Failure to submit this form and accompanying materials by the stated deadlines will result in withdrawal of acceptance into the San Diego City College Nursing program.

San Diego City College
Department of Nursing Education
Latex Sensitivity Policy

Latex-sensitive students must have a letter from a physician documenting the latex sensitivity and the treatment that will be required in the event of an adverse reaction prior to engaging in any clinical or laboratory practicum in the first semester of the Nursing Program. The student must keep the emergency medications with them at all times when involved with school related functions or school related activities throughout the entire nursing program.

Latex-sensitive students will use only non-latex supplies. Latex free gloves must be provided by the student during the on-campus laboratory practicum. During clinical, students may use hospital latex-free gloves supplied by the hospital.

All students with evidence of latex sensitivity will be responsible for obtaining and wearing a medical alert bracelet, carry non-latex gloves and emergency medical instructions, including emergency medications if applicable.

I hereby understand and am fully familiar with the Latex Sensitivity Policy of the San Diego City College Nursing Education Program. I agree to the terms and provisions of the Latex Sensitivity Policy. It is my responsibility as a Latex-sensitive student to ensure compliance with this policy.

NAME (PRINTED) _____

SIGNATURE _____

DATE _____

Please feel free to visit the following websites for more information and references:

www.latexallergyresources.org
www.osha.gov
www.cdc.gov

Failure to submit this form and accompanying materials by the stated deadlines will result in withdrawal of acceptance into the San Diego City College Nursing program.

San Diego Nursing Service –Education Consortium
BACKGROUND CHECK / DRUG SCREEN POLICY

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: www.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.

CITY COLLEGE MESA COLLEGE MIRAMAR COLLEGE

Urine Drug Screening and Criminal Record Background Check Consent

☐ CITY ☐ MESA ☐ MIRAMAR ☐ ECC/Continuing Education

☐ FALL ☐ SPRING ☐ SUMMER YEAR 2_____

Student's Name _____
Last First Middle

Student SS#_____Date of Birth _____

Phone # Day (___)_____Evening (___)_____

NURSING EDUCATION - ADN

Students accepted into this program will be required to successfully complete Directed Clinical Practice/clinically-based courses held in health care facilities. These facilities require criminal background checks and urine drug screening, as a condition of placement.

Refusal to submit to a background check, or failure to meet clearance criteria established by the health care facility, may prevent placement in the Directed Clinical Practice/clinically-based course and thus, it may not be possible to remain in the program or successfully complete the program.

Health care facilities also require adherence to strict standards of conduct. Facilities may refuse educational access to any person who does not adhere to the facility's standards of safety, health and ethical behavior. This may be cause for removal from the program.

I have read the conditions stated above and understand and consent to the requirements thereof.

Student's Signature _____ Date _____

SAN DIEGO CITY COLLEGE

HISTORICAL BACKGROUND

San Diego City College is a public, two-year community college administered by the San Diego Community College District. Other colleges in the District include San Diego Mesa College and San Diego Miramar College. There are also six Centers for Education & Technology, which offer both college and continuing education courses.

MISSION

San Diego City College has as its highest priority student learning and achievement. The college provides lower division and general education courses that lead to certificates, associate degrees or transfer to a four-year college or university; career technical education programs that meet specific industry needs, upgrade the employment skills of students and fulfill licensing requirements of the state of California as well as contribute to the economic development of our region; basic skills instruction to assist all students in meeting their educational goals; and essential student support services for all students.

VALUES

San Diego City College is a multicultural institution committed to providing open access to all who can benefit from instruction and to meeting the diverse and ever-changing educational, cultural, and economic needs of the urban core and surrounding communities of San Diego. We are committed to the tradition of academic freedom and responsibility, to employee empowerment, and to maintaining a climate that promotes learning, understanding and respect for students, faculty, staff, community, and the environment. The following are core tenets of our value system:

- The development of informed, active individuals who will be engaged in the global community, lifelong learners, social justice advocates and literate in information technology;
- Institutional community involvement, community development and community service;
- Equity, inclusiveness and diversity in all of its manifestations;
- High quality instructional programs emphasizing creative and critical thinking;
- Essential student support services, including co-curricular and cultural activities;
- Environmental sustainability and a campus culture of conservation; and
- A continuous campus-wide cycle of assessment and program review with integrated planning and resource allocation.

(Approved by the Academic Senate on 12/8/14 and MPAROC 1/28/15)

HISTORICAL BACKGROUND OF THE NURSING EDUCATION PROGRAM

The program in Vocational Nursing at San Diego City College (SDCC) was implemented in 1969. In 1971, an L.V.N. to R.N. Career Mobility Program was initiated by the San Diego Community College District to meet the needs of the Licensed Vocational Nurse seeking career enhancement to the role of Registered Nurse.

Until 1978, the programs in Nursing Education offered by the San Diego Community College District included one Nursing Assistant program, two Vocational Nursing programs (Mesa and City campuses), and one L.V.N. to R.N. Career Mobility Program.

Due to the legislative passage of Proposition 13 in June 1978, the Board of Trustees initiated research to reorganize the educational plan for the entire district (Passage of Proposition 13 limited the amount of taxation on property, thus imposing limitations of funding for tax-supported institutions of learning). One of the areas of research included the validation of the need for duplication of educational programs within the San Diego Community College District (SDCCD).

In August 1978, the Board of Trustees made the decision to consolidate all nursing programs under one administration. During the research process, nursing educators and nursing service leaders in the community supported the need for a total career mobility approach to nursing education. The need for an upward mobility program was clearly identified.

During the 1990's, the Nursing Education Department began the process of revising its program offerings and curriculum to better meet the needs of the community and accommodate the majority of students who sought the registered nurse option.

The revised curriculum which began in the Fall of 1995 eliminated the career ladder (educational mobility program) concept, deactivated the vocational nursing track and established the following program offerings: Generic Associate Degree RN program (two-year program), LVN to RN step-up Associate Degree program, (one-year program) and LVN to RN Thirty-Unit-Option.

REGISTERED NURSING PROGRAM EDUCATIONAL OPTIONS

Three Educational Options are available to meet Licensure Eligibility:

1. ASSOCIATE DEGREE NURSE (GENERIC) - Upon completion of the two year nursing curriculum and all college graduation requirements, the student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

2. ASSOCIATE DEGREE NURSE (LVN to RN Step-Up) - Licensed Vocational Nurses who have graduated from accredited schools of vocational nursing may apply for this option, which requires completion of a "transition" course, all second year nursing courses, and other college graduation requirements. The student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

3. LVN to RN THIRTY-UNIT OPTION - Licensed Vocational Nurses who desire to complete the minimum number of units (30) required to take the licensure examination may apply for this option. Further information is available from the Director of Nursing Education.

SAN DIEGO CITY COLLEGE NURSING EDUCATION PROGRAM

PHILOSOPHY

The nursing education program is based on philosophical beliefs inherent to the practice of nursing and education. The statement of philosophy adopted by the nursing faculty is consistent with and supportive of the mission and philosophy of the SDCCD and SDCC. Curriculum and course sequence progress from simple to complex knowledge and skills with emphasis on nursing process, caring, problem solving and critical thinking. There are philosophical values critical to, and inherent in, nursing and nursing education that are the foundation on which educational experiences are structured. Educational outcomes facilitate the integration of information relevant to nursing and patient care.

Included in the philosophy are the definitions of the basic concepts of person, environment, health, nursing, education, teaching and learning.

Person refers to a unique individual with physiological, psychological, social, cultural, developmental and spiritual dimensions that are in constant interaction with the environment.

Environment consists of internal and external factors that impact the individual.

Health is a dynamic state of equilibrium that exists on a continuum between optimal functioning, or wellness, and alterations in functioning, or illness. Health is affected by lifestyle behaviors and the ability to maintain basic human needs.

Nursing is an art and applied science based on principles from the biological, physical and behavioral sciences which focuses on the diagnosis and treatment of human responses to actual or potential health problems. It is patient centered and designed to assist the individual to achieve and maintain maximum functioning throughout the life span. Nurses collaborate with health team members to provide quality care based on physiological, psychological, social, cultural and spiritual needs. The practice of nursing is based upon a unique body of knowledge derived from a synthesis of multidisciplinary and nursing research resulting in evidence based practice. Nursing is an evolving profession which requires a continuing commitment to learning.

Education is a dynamic and synergistic process of sharing information between individuals resulting in measurable changes in the knowledge and behavior of the learner. Education respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of education is to develop critical thinking and problem solving skills in a positive, innovative environment moving from beginning (simple) to advanced competencies (complex). This requires a collaborative effort to create a student centered environment conducive to learning.

Teaching is the responsibility of nurse educators to utilize sound educational practices and theoretical concepts to facilitate students' achievement of their highest potential. Recognition of differences in individual needs, learning styles, ethnicity and cultural backgrounds are essential components in effective teacher-learner interactions. The teacher functions as a professional role model in the classroom and clinical settings and maintains expertise by engaging in professional growth activities.

Learning occurs via a dynamic and synergistic process that prepares the learner to function effectively as an entry-level registered nurse, provider of care across the health/illness continuum and as a member within the profession. It is the responsibility of the learner to fully utilize all educational opportunities.

CONCEPTUAL FRAMEWORK

The conceptual basis for this curriculum involves viewing the patient as an individual who has basic human needs and is at a specific point on the health-illness continuum. The nurse assists the patient to optimal functioning through the utilization of the nursing process, by assuming designated nursing roles and applying theoretical knowledge to the practice setting. The nursing curriculum is sequential and builds on previously acquired knowledge and skills. Overriding all student experiences, the ability to think critically is emphasized.

THREADS

- Caring
- Communication/Collaboration
- Critical Thinking
- Diversity
- Health promotion
- Informatics
- Leadership
- Legal/Ethical Issues
- Lifespan/Age Appropriate Care
- Nursing Process
- Nutrition
- Pathophysiology
- Patient Advocacy
- Pharmacology
- Professionalism
- Research/Evidence Based Practice
- Safety
- Teaching/Learning Principles

STUDENT LEARNING OUTCOMES

The following student learning outcomes have been identified as a requirement for students completing the Associate Degree Nursing Curriculum.

1. Communication Skills
   a. Utilizes appropriate communication styles and basic leadership skills in patient care management.
   b. Uses therapeutic communication techniques to establish a therapeutic environment.
   c. Communicates relevant, accurate and complete information in a concise and clear manner.
2. Critical Thinking
   a. Utilizes nursing process to develop and implement an individualized plan of care for assigned patients
   b. Makes clinical judgments and management decisions to ensure accurate and safe care.
   c. Uses evidence based data to support clinical decision making.
3. Teaching/Learning
   a. Develops an individualized teaching plan based on assessed needs.
   b. Teaches the patient and family the information and skills needed to achieve desired learning outcomes.

c. Evaluates the progress of the patient and family toward achievement of learning outcomes.
d. Modifies the teaching plan based on evaluation of patient progress.
e. Provides the patient and family with the information to make choices regarding health.

4. Diversity
   a. Identifies and honors the developmental, emotional, cultural, and spiritual influences on the patient's health.
   b. Adapts care in consideration of the patient's values, customs, culture, and or habits.
5. Professionalism
   a. Practices within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
   b. Demonstrates accountability for nursing care given by self and or delegated to others.
   c. Uses standards of nursing practice to perform and evaluate patient care.
   d. Advocates for patient rights.
   e. Participates as a member of professional organizations.
   f. Serves as a positive role model within healthcare settings and the community at large.
   g. Participates in life long learning.
   h. Delineates and maintains appropriate professional boundaries in the nurse-patient relationship.
6. Leadership
   a. Applies principles of time management, organization, delegation and priority setting in providing nursing care.
   b. Collaborates with the patient, family and members of the healthcare team to provide quality nursing care.

The following roles of the nurse are adapted from the NLN/AC and are incorporated throughout the curriculum:

ROLE OF PROVIDER AND MANAGER OF CARE

Upon completion of an ADN program the graduate nurse will demonstrate the role of provider and manager of care by thinking critically and:

1. Utilizing knowledge derived from nursing, behavioral, and natural science to guide clinical practice.
2. Performing an assessment appropriate to the patient's status and developmental level.
3. Gathering clinical data pertinent to the patient, differentiating normal from abnormal assessment information.
4. Organizing and classifying assessment information based on unmet human needs.
5. Formulating individualized care plans that are supported by subjective and objective data.
6. Setting realistic achievable outcomes in collaboration with the patient/patient and family.
7. Individualizing nursing care to the patient's stage in the life cycle and psycho-socio-cultural requirements.
8. Assuming responsibility for care of assigned patients, including supervision of care given by other members of the health care team.
9. Evaluating the effectiveness of nursing interventions by determining patient response and the extent to which the expected patient outcomes have been met.
10. Continuously reassessing and modifying the plan of care to achieve desired patient/patient outcomes.

ROLE AS COMMUNICATOR AND COLLABORATOR

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of communicator and collaborator by thinking critically and:

1. Communicating effectively with colleagues, the patient/patient, and family verbally or in writing.
2. Documenting relevant information according to standards of practice.
3. Demonstrating the ability to delegate appropriately to other members of the health care team.
4. Collaborating and coordinating with other members of the health team to promote an optimal degree of health for the patient/patient and family.
5. Exercising sound clinical judgment in decision making, task organization, and team coordination.
6. Researching and communicating to identify problems, initiate actions and evaluate outcomes for health promotion and maintenance.
7. Organizing individuals or groups toward goal setting and goal achievement.

ROLE AS PATIENT ADVOCATE

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of patient advocate by thinking critically and:

1. Participating as a patient advocate in providing and managing care.
2. Protecting the patient/patient by representing the patient's needs and wishes to other health care professionals.
3. Ensuring that the patient/patient is provided with the necessary information for decision making.
4. Providing the patient/patient and family the tools necessary for management of their care and health promotion.

ROLE AS TEACHER

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of teacher by thinking critically and:

1. Identifying knowledge deficits related to health, the disease process, health care procedures, therapeutic regimen and resources.
2. Setting realistic achievable goals in collaboration with the patient/patient and family related to knowledge deficits.
3. Utilizing teaching/learning principles to educate the patient/patient and family regarding health, the disease process, health care procedures, therapeutic regimen and resources needed to restore and maintain their health.
4. Providing continuity of care by ensuring that the patient/patient and family know how to utilize available resources.
5. Evaluating the learning outcomes and identifying the need for follow-up care using community resources.

ROLL AS MEMBER OF THE PROFESSION

Upon completion of an ADN program the graduate nurse will demonstrate the role as a member of the profession by thinking critically and:

1. Demonstrating accountability for individual decisions and actions in nursing practice.
2. Identifying and utilizing the American Nurses Association Code of Ethics to guide nursing practice.
3. Demonstrating an awareness of the role of the nursing graduate, trends within nursing, involvement in professional organizations and collaboration in determining the future direction of nursing.
4. Identifying and utilizing a variety of resources, including electronic media, to increase knowledge and improve care of the patient/patient and family.
5. Establishing goals for personal growth within the discipline which are oriented toward achievement of potential and life long learning.

COURSE STRUCTURE

The San Diego City College Associate of Science Degree in Nursing Curriculum is comprised of nine courses for the generic ADN student, five courses for the LVN to RN step up student. Each of the courses contains several modules. Each module consists of theory and clinical objectives and suggested learning activities for homework, classroom, laboratory and clinical learning experiences. The modules are structured so students should have completed all the reading and media assignments before attending the theory classes.

A module is defined as a self-contained unit of instruction. In contrast with traditional learning methods (i.e., lectures and examinations), the modular approach to learning incorporates the use of specific behavioral objectives, various media and learning activities, including simulation and tailored evaluation procedures. Individual modules vary in instruction time. Ample time is provided to discuss and review objectives and class materials with the instructor and other class members. Individuals in the health profession, recipients of health care and health care settings in the community are also useful as resources for learning. This approach provides freedom in learning and encourages the development of creative, enthusiastic, self-motivated learners recognizing students come with different life experiences and have different learning styles.

MODULE FORMAT

Modules are formatted using a four column format.

Column I Theory Objectives Content Outline	Column II Suggested Learning Activities	Column III Clinical Objectives	Column IV Clinical Activities

Each objective starts on a new page. Listed in Column I are the theory objectives and a content outline as necessary. Column II has the Suggested Learning Activities to achieve the objective in theory. Column III has the Clinical Objectives to be met that applies the theory. Column IV lists suggested learning activities for the laboratory or clinical facility to meet the objective in Column III.

Please note: every theory objective will not necessarily have a clinical objective or clinical learning activity. Clinical objectives and clinical learning activities may apply to more than one theory objective.

Learning activities that include the use of assessment tools, exercises, journals, surveys, practice questions and answer keys are found in the Study Guides at the end of each module. The Study Guides are labeled as follows:

Module I Study Guides – Study Guide 1.1, 1.2, etc…
Module II Study Guides – Study Guide 2.1, 2.2, etc…

Each course is designed to be provided electronically containing individualized modules for students to use.

After the last module in designated courses there is a Nursing Skills Verification Sign-Off Checklist, and a Procedure Guide for all required skills in that course.

NURSING SKILLS VERIFICATION SIGN-OFF CHECKLIST AND PROCEDURES GUIDES

Foundations of Nursing and Medical Surgical Nursing I, II, III & IV include Nursing Skills that may be demonstrated and evaluated in the nursing skills laboratory. Verification Sign-Off Checklists and Procedure Guides are available for each of those skills. Students are encouraged to keep a copy of each Skills Verification Sign-Off Checklist for a portfolio available to employers. The Procedure Guides must be viewed as a basis for learning, students should follow hospital specific policies, procedures and protocols.

METHODS OF EVALUATION

1. Written examinations and quizzes on theory and laboratory sessions
2. Written assignments on theory and laboratory sessions
3. Laboratory evaluation of nursing skills
4. Clinical performance evaluation
5. ATI Diagnostic Assessments/Examinations

STUDENT INFORMATION

Students will be responsible for the content in all previous courses and modules and the application of this knowledge to the care of assigned patients.

EXPECTED DEGREE OF PROFICIENCY

1. Seventy-five percent (75%) average on written examinations.
2. Satisfactory laboratory and clinical performance as determined by specified guidelines and criteria.
3. Satisfactory achievement on written assignments as determined by guidelines.
4. Appropriate participation in small group sessions and clinical conferences.

EVALUATIONS

Students will be evaluated during the clinical experience, by the clinical instructor, on the CLINICAL PERFORMANCE EVALUATION form

Students will be expected to evaluate each clinical facility experience on the STUDENT EVALUATION OF CLINICAL FACILITY online evaluation link.

Students will also be expected to evaluate each clinical instructor on the STUDENT EVALUATION OF CLINICAL INSTRUCTOR online evaluation link.

Students will also have the opportunity to evaluate classroom instruction on the FACULTY SURVEY form.

The COURSE EVALUATION will be completed online by students at the end of each course.

ACCREDITATION

San Diego City College is accredited by the Western Association of Schools and Colleges.
The San Diego City College Nursing Education Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and fully approved by the California Board of Registered Nursing (BRN). Questions and concerns regarding accreditation status may be addressed to the: BRN (1747 North Market Boulevard, Suite 150, Sacramento, CA 95834; Phone: 916-322-3350, email: NEC.BRN@dca.ca.gov).) or ACEN (3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, Phone: 404-975-5020, email: info@acenursing.org).

CURRICULUM DESIGN FOR THE NURSING EDUCATION PROGRAM

REGISTERED NURSING PROGRAM (GENERIC)

PREREQUISITES		UNITS
Biology 230	Human Anatomy	4.0
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0
SEMESTER I		
NE 140	Foundations of Nursing	4.5
NE 141	Pharmacology for Nursing	1.0
NE 142	Medical/Surgical Nursing I	4.5
SEMESTER II		
NE 144	Medical/Surgical Nursing II	4.5
NE 146	Maternal Child Health Nursing	4.5
SEMESTER III		
NE 240	Medical/Surgical Nursing III	4.5
NE 242	Psychosocial and Gerontological Nursing	4.5
SEMESTER IV		
NE 244	Medical/Surgical Nursing IV	4.5
NE 246	Leadership in Nursing	4.5
ELECTIVES IN NURSING		
NE 143	Pharmacology 2	1.0
NE 145	Pharmacology 3	1.0
NE 147	Pharmacology 4	1.0
NE 241	Pharmacology 5	1.0
NE 243	Pharmacology 6	1.0
NE 245	Pharmacology 7	1.0
NE 108	Nursing Skills Laboratory	1.0
NE 206	Nursing Skills Laboratory	1.0
ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE DEGREE in NURSING		
*English 101	Reading and Composition	3.0
*Sociology 101 or 110 or	Principles of Sociology or Contemporary Social Problems	3.0
*Anthropology 103	Introduction to Cultural Anthropology	
*Psychology 101	General Psychology	3.0
*Speech 103 or 135	Oral Communication or Interpersonal Communication	3.0
*Physical Education	Two Activity Courses	2.0
*Humanities	See SDCC Catalog for course options	3.0
*American Institutions	See SDCC Catalog for course options	6.0

NOTE: **History 123** satisfies the Humanities and 3 units of the American Institutions requirement

TOTAL = 73.0 UNITS

***It is strongly recommended that part or all of the general education requirements be completed prior to admission to the nursing education program or during summer sessions.**

LICENSED VOCATIONAL NURSE TO REGISTERED NURSE

PREREQUISITES		UNITS
Biology 230	Human Anatomy	4.0
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0
SPRING SEMESTER		
NE 235	LVN to RN Transition	2.0
SEMESTER I		
NE 240	Medical/Surgical Nursing III	4.5
NE 242	Mental Health and Gerontological Nursing	4.5
SEMESTER II		
NE 244	Medical/Surgical Nursing IV	4.5
NE 246	Leadership in Nursing	4.5
ELECTIVES IN NURSING		
NE 241	Pharmacology 5	1.0
NE 243	Pharmacology 6	1.0
NE 245	Pharmacology 7	1.0
NE 108	Nursing Skills Laboratory	1.0
NE 206	Nursing Skills Laboratory	1.0
ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE DEGREE		
*English 101	Reading and Composition	3.0
*Psychology 101	General Psychology	3.0
*Speech 103 or 135	Oral Communication or Interpersonal Communication	3.0
*Sociology 101 or 110 or *Anthropology 103	Principles of Sociology or Contemporary Social Problems Introduction to Cultural Anthropology	3.0
*Physical Education	Two Activity Courses	2.0
*Humanities	See SDCC Catalog for course options	3.0
*American Institutions	See SDCC Catalog for course options	6.0

*Demonstration of Competency in Mathematics

NOTE: **History 123** satisfies the Humanities and 3 units of the American Institutions requirement

***It is strongly recommended that part or all of the general education requirements be completed prior to admission to the nursing education program or during summer sessions. Please refer to the SDCC Catalog for specific course options.**

OTHER

Credit for previous vocational nursing education	15.0

TOTAL = 71.0 UNITS

LVN-RN THIRTY-UNIT OPTION

A student may choose an alternative route to fulfill requirements for taking the registered nursing examination in the State of California. This means of obtaining licensure is referred to as the **Thirty-Unit Option** and eligibility can be achieved by successfully completing the following requirements:

1. Submission of a copy of a valid and current California Vocational Nursing License.
2. Transfer of academic credit.
3. Completion of designated courses in the Natural/Behavioral Sciences and the Art and Science of Nursing.

PREREQUISITES		UNITS
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0
SPRING SEMESTER		
NE 235	LVN to RN Transition	2.0
SEMESTER I		
NE 240	Medical/Surgical Nursing III	4.5
NE 242	Mental Health and Gerontological Nursing	4.5
SEMESTER II		
NE 244	Medical/Surgical Nursing IV	4.5
NE 246	Leadership in Nursing	4.5
ELECTIVES IN NURSING		
NE 241	Pharmacology 5	1.0
NE 243	Pharmacology 6	1.0
NE 245	Pharmacology 7	1.0
NE 108	Nursing Skills Laboratory	1.0
NE 206	Nursing Skills Laboratory	1.0
		TOTAL = 29.0 UNITS

NOTE: Other states may not recognize the LVN "Thirty-Unit Option" as a method to satisfy the requirements for licensure as a Registered Nurse. Interested candidates are urged to contact the respective Boards of Nursing for additional information.

OPTIONAL PREPARATION FOR LICENSED VOCATIONAL NURSES

According to the California Board of Registered Nursing: Laws Related to Nursing Education Licensure - Practice: 1429

A Licensed Vocational Nurse shall be eligible to apply for examination for licensure as a Registered Nurse under this chapter provided the applicant has successfully completed the courses prescribed by the Board of Registered Nursing and meets all the other requirements.

(a) Each applicant for admission to and progression in the registered nursing program shall be evaluated by the accredited school on an individual basis. The additional education required of licensed vocational nurses to take the registered nurse licensing examination shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not apply to the additional education required for a licensed vocational nurse wishing to take the registered nurse licensing examination. However, other

courses comparable to those required for licensure as a registered nurse may apply toward the additional education required of the licensed vocational nurse wishing to take the registered nurse licensing examination.

(b) Nursing courses shall be taken in a school accredited by the Board of Registered Nursing and shall be beyond the course equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include the following areas of nursing: Advanced Medical-Surgical, Mental Health, Psychiatric and Geriatric Nursing. In addition, the nursing content shall include basic standards for competent performance prescribed in Section 1443.5 of the California Nurse Practice Act.

(c) The applicant shall show evidence of successful completion of courses or successful challenge of courses in Physiology and Microbiology comparable to such courses required for licensure as a registered nurse.

(d) A determination by an accredited school of the prerequisite courses that must by taken by each individual shall be based on an analysis of each individual's academic deficiencies, irrespective of the time such courses were taken.

(e) Each applicant shall submit evidence satisfactory to the board that the above requirements have been completed as determined by the school, college, or university attended by the applicant. Such evidence shall include submitting a transcript as a requirement for taking the licensing examination.

(f) Licensed Vocational Nurses who select the "30 Unit Option" method to satisfy the requirements for licensure as a Registered Nurse must declare their intent on the application for admission to the nursing program. The applicant may not reverse their decision of declaring the "30 Unit Option" method once they have begun any nursing course.

(g) Other states may not recognize the LVN "Thirty-Unit Option" as a method to satisfy the requirements for licensure as a Registered Nurse. Interested candidates are urged to contact the respective Boards of Nursing for additional information.

ORIENTATION

In lieu of an orientation session, there will be an elective eight week Nursing Student Success course. The purpose of the course is to assist students to become familiar with the nursing program and the college community, and to discover how its resources may be utilized to develop their interests and abilities. All students will be required to attend orientation on the first day of class.

ADVISEMENT

Students in nursing education may avail themselves of the counseling services in the Counseling Department of the College. In addition, a Nursing Student Retention grant provides our nursing students with a Nursing Student Success Advisor, Terri Francis, and a Nursing Counselor, Laura Renker. Students are encouraged to seek their expertise. Nursing faculty members may serve as academic advisors to individual students. Through these advisement programs, individual students are assisted to make decisions concerning educational and professional goals, to orient themselves to the college and its program of study, to resolve problems that are interfering with educational progress and to develop high levels of self-understanding and maturity. Students presenting situations requiring professional help beyond the scope of the faculty advisor's role are referred to appropriate professional guidance services.

Please see list of resources with location and phone numbers in Appendix A.

Academic Accommodations are available to students with special needs. Please see pages V & VI.

- The goal of the Nursing Education Department is to assist nursing students to complete their educational program, whenever possible.
- In the event of an unanticipated program closure, the Nursing Education Department will facilitate and assist students with transfer to another school.

PLANNED PROGRAM CLOSURE

1. Notify Board of Registered Nursing regarding date of intended closure.
2. Inform students on waiting list of intent to close and alternative educational options.
3. Inform clinical agencies and Advisory Board.

UNANTICIPATED PROGRAM CLOSURE

1. Notify Board of Registered Nursing regarding date of intended closure.
2. Survey nursing programs within San Diego and Imperial Counties:
   a. Inquire about space availability
   b. Submit curriculum information for comparative evaluation.
3. Inform currently enrolled students by certified mail.
4. Inform prospective students who are on waiting list.
5. Inform clinical agencies and Advisory Board.
6. Counsel students regarding educational options.
7. After obtaining consent for information release, submit student folders to receiving school

PROGRAM REOPENING

The Nursing Education Department will follow the guidelines for reopening a Board-Approved Nursing Program as outlined in The California Code of Regulations (CCR), Section 1421.

RESPONSIBILITY FOR MEETING PROGRAM REQUIREMENTS

Each student must assume responsibility for compliance with the regulations set forth in the San Diego City College Catalog, for satisfying all course prerequisites and for selecting those general education courses which would allow the student to attain his/her educational objectives, namely the completion of the nursing education program and the fulfillment of all requirements for the Associate of Science Degree.

HEALTH REQUIREMENTS

A Student Health Center is maintained on campus. A nurse practitioner, a physician and a clinical psychologist are available to provide health screening and mental health services and resource information.

Students must be in adequate physical and mental health. The required physical examination must be performed by a medical doctor or a nurse practitioner of the student's choice or in the Student Health Center. Required immunizations may be obtained at the public health department, Student Health Center or through a private physician.

A Students' Reimbursement Insurance Plan, in addition to the On-Campus Accident and Emergency Sickness Insurance which is mandated, may be obtained at the time of enrollment. Students are also covered by Worker's Compensation should injury occur on campus and/or off-campus sites. For further information, see College Catalog.

EXPENSES

TEXTBOOKS
Students are required to obtain all books and supplies needed for each course. Book lists will be provided at the orientation sessions and/or may be obtained from the nursing education office. Additional textbooks may be required throughout the school year. Approximate cost for textbooks is $1500.00.

DIAGNOSTIC EXAMINATIONS
In order to assist students with the application of theoretical content to actual patient-care situations, a variety of examinations will be administered throughout the nursing program. These examinations will include teacher-constructed tests and standardized exams developed by Assessment Technologies Incorporated (ATI).
The Comprehensive Assessment & Review Program (CARP) includes the following:

I. Academic Assessments
II. Proctored Assessments
III. On-Line Practice Exams
IV. Content Review Study Modules
V. Comprehensive Exit Exams

The cost associated with the CARP is approximately $562 per student for the two-year program. Fees include the administration and scoring of proctored and on-line practice exams, delivery of supplementary study materials, and shipping and handling charges. The $510 can be broken down into the following payments per semester:

Semester I	=	$163	(Fall 2015)
Semester II	=	$133	(Spring 2016)
Semester III	=	$133	(Fall 2016)
Semester IV	=	$133	(Spring 2017)
TOTAL COST	**=**	**$562**	

Payment is to be submitted to the City College Accounting Office (A-114), cash or check only. This cost is subject to change. **Receipt of payment must be presented in the nursing office (V-312N) to receive ADD CODES for registration.**

NOTE: Students must pass all designated ATI exams in order to progress in the program (Refer to Appendix C for more information)

NOTE: THERE WILL NOT BE ANY REIMBURSEMENT OF MONIES PAID FOR DIAGNOSTIC EXAMS IF A STUDENT DOES NOT CONTINUE IN THE NURSING PROGRAM FOR ANY REASON**.**

TUITION & FEES
See College Catalog and current class schedule for specific details.

BACKGROUND CHECKS / URINE DRUG SCREENING AND COMPLIANCE PACKAGE
Costs incurred by the student to comply with the background check policy are approximately $100.

DUES

The annual dues for the Associate Degree Student Nurses' Association (ADSNA) shall be set by the executive board. The dues are generally used by the class for the following: National Student Nurses' Association (NSNA) participation, charitable functions, completion ceremony and fund raising. Appropriation of funds is voted by the class. The executive board shall determine when and how the dues will be paid. Any member who does not pay dues is required to pay for any student expenses for which funds of the association are appropriated.

IDENTIFICATION BADGES

Students are required to wear a picture identification name badge to all clinical facilities. Arrangements have been made for the acquisition of these badges at a cost of $5 each. Lost badges must be replaced at the student's expense.

UNIFORMS

To maintain a consistent professional appearance, students are required to purchase a uniform made especially for San Diego City College nursing students by Dove Professional Apparel. Each student must purchase a RED colored top with BLACK pants; a white lab coat is optional but if purchased must be Dove as well; the length of the lab coat is the student's choice (One uniform is required; two sets of basic tops and bottoms are recommended).

The approximate cost of each uniform is between $70.00. Patches, required on the left sleeve of each uniform and lab coat, may be purchased for $4.00 each through the uniform company. Accessories, such as stethoscope, scissors, penlight, safety goggles, etc. are also required.

LICENSE APPLICATION FEES

The Registered Nursing licensing application costs are approximately $475.00 (All fees are subject to governmental regulations and may be changed at any time).

TRANSPORTATION

Enrollment in the Nursing Education Program includes clinical laboratory placement at health care facilities in various locations throughout the county. It is the student's responsibility to provide transportation to meet scheduled class activities. Transportation is not provided by the College.

Scheduling for clinical placement is based on meeting educational objectives for each course in the curriculum. Car pools will facilitate parking at the clinical agencies, however, student assignments to clinical sites are not made on the basis of car pools, proximity to students' homes or student preference. **Student requests for clinical placement are not accepted.**

CPR

Each student must be certified in Basic Life Support (CPR), via the American Heart Association, prior to beginning the nursing program. It is the student's responsibility to renew this certificate and maintain its currency throughout the program. A copy of your current CPR card must be on file in the nursing education office at all times

SKILL SUPPLY TOTES

STUDENT RESPONSIBILITIES RELATED TO CLASSROOM EXPERIENCES

Each student is responsible for reviewing the course syllabus and individual learning modules regarding weekly class assignments and schedules for examinations.

Each student is expected to have read the required assignment(s) before class, to contribute to classroom discussions and to demonstrate the application of learned principles. If absent from class, it is the student's responsibility to check with each instructor regarding make-up of missed work (see Attendance Policy).

The classroom, clinical settings and the nursing lab are the places where most of the students' formal instruction takes place. It is important that the environment in each of these areas is conducive to learning. It is the faculty's belief that the rights of all students, staff and patients must be preserved. Based on these beliefs, the faculty reserves the right to ask a student who is disruptive and displaying an attitude not consistent with professional standards, or is otherwise impaired, to immediately leave the classroom, clinical setting or nursing lab.
Each student is responsible for completing all course and clinical evaluations.

Each student is responsible for speaking with the instructor or Director of Nursing Education, if he/she continues to have difficulty with schoolwork or exams. Appropriate remediation strategies or campus referrals will be instituted.

Please note: According to college policy, there is to be no consumption of food or drink in the classrooms. An individual who is not currently enrolled in a nursing course may not be in the classroom during scheduled class time, including family members and/or friends.

NURSING STUDENTS' BILL OF RESPONSIBILITIES

I have the responsibility to come to every class prepared to listen, participate and learn.

I have the responsibility to read the assigned textbooks carefully, noting important ideas and rephrasing concepts in my own words.

I have the responsibility to consult with other students, the instructor, a tutor and other resources whenever I need the extra help.

I have the responsibility to understand that the instructor is not principally responsible for making me understand, but that it is my job to study and to learn.

I have the responsibility of keeping an open mind and trying to comprehend what the instructor is trying to get across.

I have the responsibility to do assigned homework with proper attention and thought.

I have the responsibility to view my instructor as a partner in my education, not someone who is intent on causing me pain and frustration.

I have the responsibility to understand that I am not the only student in my class and that if I fall behind in class and all of my questions are not appropriately asked in the classroom setting, that I have the responsibility of going to my instructor's office for help.

I have the responsibility to act as a competent adult.

I have the responsibility of trying to integrate the present nursing content into all aspects of my professional life.

I have the responsibility to be polite and honest with my instructor.

I have the responsibility to accept that my work will be evaluated in terms of what skills any student in the course is expected to master.

Adapted from Math Anxiety Bill of Responsibilities by L. M. Rodell

STUDENT / FACULTY COMMUNICATION

Students have the opportunity to communicate their ideas, suggestions and/or concerns associated with the Nursing Education Program by:

1. Speaking directly to a faculty member or department chair.
2. Attending the Student/Faculty Forum.
3. Speaking directly with the Associate Dean/Director of the Nursing Education Program.

STUDENT RESPONSIBILITIES RELATED TO CLINICAL EXPERIENCES

The Nursing Program is a demanding commitment of time and energy. If it is absolutely necessary for the student to work during the program, the student is expected to arrange his/her working schedule so that no interference will occur with meeting his/her responsibilities with any facet of the nursing program. Work hours MUST NOT be scheduled immediately prior to attendance in the clinical area.

The clinical experience will begin and end at times specified in the class syllabus or clinical expectations handed out by each clinical instructor. Students must be on time for all clinical experiences and are expected to arrive at the assigned clinical unit at least 10 minutes before the clinical begins (i.e., at 6:20 a.m. for the 6:30 a.m. clinical).

Students are required to give the hospital and/or clinical instructor advance notice when they are going to be late or are unable to attend clinical for any reason. This should be done as soon as possible. **In addition to leaving a message with the clinical instructor, the student is to notify the nursing education office on campus (388-3441)**.

Lunch and break times will be based on the following criteria: hospital policy, level of student and nature of the assignment. **Break times will not be cumulative; students will not be permitted to leave the clinical site earlier than the stipulated schedule in lieu of taking a lunch break.**

Pre-clinical preparation is expected of all students. Students will be required to do pre-clinical research in the clinical area on their own time. Specific expectations for pre-clinical research and site specific time frames for pre-clinical research will be given to the student, by the clinical instructor, during each clinical orientation. Students must wear school uniform for pre-clinical research. **Prior to performing pre-clinical research, students must make contact with the person in charge and identify themselves and their purpose for being on the unit.**
Students are not permitted to have any patient contact when performing pre-clinical research.
Students may not be accompanied by anyone to the clinical unit.

A patient's condition is not to be discussed with anyone not directly involved with their care. All hospital information is confidential and students may access information only for educational purposes. Removing patient care plans or medication sheets, printing/photocopying documents from the patient's chart, and/or care plan, or accessing non-assigned patients' documents is not permitted. A hospital is legally responsible for patient information and this privacy must be protected. One should never make any statements or comments to a patient's family, a police officer or the press.
Review consequences of HIPAA violations in your online program.
http://healthsciences.ucsd.edu/compliance/privacy/hipaa-training/Documents/4-HIPAA%20Privacy%20101%20Plus%20Intermediate%20Registry-Updated-11-14-2012.pdf
Students are expected to act as professionals with the utmost respect for patient confidentiality. This means that any discussion of patients in public places such as cafeterias and elevators is inappropriate. Discussion of patients with the student's family members must not occur.

Students will only be expected to perform care and skills for which they have been educationally prepared. It is the responsibility of the student to bring to the attention of the instructor and/or agency staff areas of care and skills for which they have not been formally prepared or previously supervised. **Direct patient care may only be provided when an instructor or designated preceptor is present in the clinical facility.**

Students may be assigned to care for patients with communicable diseases such as MRSA, AIDS, and Hepatitis. When immunization is possible, it may afford extra protection. Standard precautions will be taught and practiced.

Students who are judged by the instructor as unable to provide safe patient care because of illness or lack of clinical preparation will not be permitted to give care and may be asked to leave the clinical setting. Such action will constitute a clinical absence and must be made up.
If, at any time, in the judgment of the nursing instructor, a student's conduct displays a potential harm to the well-being of patients, the student will be directed to leave the clinical area.

A student **must** inform the clinical instructor if he/she must leave the clinical agency prior to the scheduled time. Reporting off duty to **both** the instructor and primary nurse ensures continuity of Care and is required any time a student leaves the unit. At no time may a student leave the facility during assigned clinical hours for personal errands.

No personal messages or phone calls are to be received by students while in the clinical area.
Students may not carry cell phones onto any clinical unit. If an emergency arises, messages should be left with the nursing education office and an attempt will be made to contact the student.

WHEN TO CALL YOUR INSTRUCTOR:
- Whenever there is a change in your patient's condition.
- Whenever you do a procedure for the first time in the hospital--whether or not you were observed in the skills lab.
- Whenever you need to perform a procedure at a new clinical site or with a different instructor.
- When you are not perfectly clear on what to do or how to do it
- When you are getting behind in your assignment and feel you will not finish on time.
- When you finish everything and have "nothing to do."
- If anything unsafe happens to your patient (i.e., a fall).
- If you are having difficulty with the nursing staff.
- If you injure yourself in any way (i.e., needle puncture, back strain).

Students must complete all clinical facility and instructor evaluations.

GRADING PRACTICES

Progression in the nursing program is contingent upon taking nursing courses in a specifically designated sequence and achieving a grade of "C" or better in each course.

The letter grade earned by the student will be based on written examinations and assignments covering both classroom and clinical content. Grades are computed using the weighted average of examinations and assignments found in the syllabus (see example below). **A "Satisfactory" clinical evaluation for performance of clinical and laboratory experiences must be achieved in order to successfully pass the course.** No actual letter grade for the clinical component is factored into the final course grade. An "Unsatisfactory/Unsafe" clinical evaluation will result in a course grade of "F", which prevents the student from progressing in the Nursing Education Program.

The grading scale is as follows:

100%	-	91%	= A
90%	-	83%	= B
82%	-	75%	= C
74.4%	-	65%	= D*
64.4%	-	0%	= F*

Example of Weighted Average Computation

Sample Weights:

Exam I:	**25%**	
Exam II:	**30%**	
Exam III:	**35%**	**= 90%**
Written Assignments:	10%	

Multiply each exam grade (in % form) by the % weight (in decimal form). Add products and divide by the total percent weight.

Sample Grades:

Exam I:	80%	X	**0.25**	=	20
Exam II:	72%	X	**0.30**	=	21.6
Exam III:	83%	X	**0.35**	=	29.05
Total:					70.65 / **0.9** divide by **90%**

Equals: **78.5% weighted** average of all 3 exam grades

*Unacceptable grades for progression in the Nursing Education Program. The usual rules of mathematical rounding will apply i.e., a score of 0.5 or above will be raised to the next higher grade level - (74.5 = 75%); a score of .4 or less will be recorded as the lesser grade level (74.4 = 74%). Any student who is **"at risk"** (functioning below the minimally acceptable level of performance in either the clinical or academic areas of the program) at any time during the program will be given a written notification, stating areas in which improvement is needed, suggestions for making these improvements and a date by which the objectives must be met (Academic/Clinical Counseling Record).

DIAGNOSTIC EXAMINATIONS (ATIs)

Standardized Assessments are used in the Nursing Program to assist students with the application of theoretical content to actual patient-care situations and to facilitate NCLEX-RN preparation. Students who achieve a below passing score will receive an Incomplete grade for the course and must meet with their clinical instructor or course coordinator to set up a remediation plan. All repeat testing must be accomplished by the stipulated date. Students must achieve a passing score to clear the Incomplete and obtain a passing grade for the course (See Appendix **C**).

STANDARDS FOR WRITTEN WORK

1. It is expected that all submitted class assignments demonstrate college level grammar and correct spelling. Utilization of standardized term paper guidelines, according to the American Psychological Association format of Editorial Style (APA), is required.

2. **Acceptable standards of academic honesty are to be followed with regard to all written work (See Integrity, pg. 40) including information taken from a patient's medical record.**

3. All written assignments are to be enclosed in the pocket of a folder**,** with a title page, indicating name of student, course number and title, title of assignment and current date. Subsequent pages are to be numbered in the upper right hand corner.

4. Soiled, blotted, torn or generally untidy papers are unacceptable and will be returned to the student ungraded.

5. Papers may be either typed, or computer generated (Refer to APA format of Editorial Style).

6. Assigned written work will be due on the dates/hours specified by the instructor or designated teaching team. Special circumstances will be evaluated on an individual basis by the instructor or designated teaching team (Refer to guidelines within individual course syllabus).
7. If a student is unable to come to class the day assignment is due, it is his/her responsibility to notify the instructor and make other arrangements for submission of work.

LATE PAPERS

The penalty for late graded written assignments will be 5% per day.

COLLABORATIVE TESTING

- Beginning in NE 142 students will participate in collaborative testing following exams (at the instructors' discretion). Following the exam students will be placed in groups and given the opportunity to retake the exam as a group, discussing the questions to reach a consensus on the appropriate answer. **Extra credit will be given for this process.**
- Extra credit points are awarded only AT THE END OF THE SEMESTER AND ONLY IF THE STUDENT ACHIEVES A SCORE of 75% OR HIGHER ON EACH EXAM, AS WELL AS, CUMMULATIVELY.
- Points Earned

Collaborative Test Score 91%-100%	2 Extra Credit Points
Collaborative Test Score 83%-90%	1 Extra Credit Point
Collaborative Test Score <82%	0 Extra Credit Points

EXAMINATION REVIEW POLICY AND PROCEDURE

EXAMINATION REVIEW
An exam review may be held following examinations, after all exams are completed. Faculty will be available at the review session to discuss the rationale for selected answers. You may retrieve the exam booklet from the faculty and compare your answers with the exam key. Exam booklet must be returned to the proctor prior to leaving the review room. All written materials **must** be returned to the proctor with your exam booklet.

AT NO TIME SHOULD AN EXAM BOOKLET OR ANY WRITTEN MATERIALS FROM THE EXAM LEAVE THE NURSING DEPARTMENT. **FAILURE TO COMPLY WITH THIS RULE WILL RESULT IN A 10% PENALTY**:

EXAMPLE:	
Original Test Score:	**80%**
Penalty:	**- 10%**
Revised Score:	**70%**

REVIEW OF EXAMINATION BOOKLETS
Time **may** be scheduled for students to review their examination booklets prior to final exams. Any additional access to test booklets will be by appointment only, with an appropriate instructor.

NOTE: Only the AccuScan forms will be used to score an exam, it is the student's responsibility to be certain the AccuScan is complete and correct.

CLINICAL EVALUATION POLICY

Each student will be responsible for reviewing all clinical objectives as presented in the course syllabus and the weekly learning modules. Each student is accountable for all previously introduced concepts and skills. The clinical evaluation is based on the continued application and integration of previously learned material within the current clinical learning experience.

Students will also be responsible for reviewing the criteria for determining the grades of Satisfactory, Needs Improvement and Unsatisfactory/Unsafe.

Clinical instructors will evaluate student progress in a variety of ways, such as: planned and incidental observation of patient assessment, problem identification, care plan development and implementation & evaluation of patient care, as outlined in the course clinical objectives and the weekly learning modules.

Each student will be responsible for submitting, to the clinical instructor, a weekly online journal entry. This will be used by the student and faculty as a communication tool to state objectives that have been met successfully, to explore feelings elicited from clinical assignments, and to seek assistance from the instructor when clinical objectives have not been met.

The instructor may initiate a Clinical Counseling Record or Learning Contract at any time when an incident occurs in the clinical area, which demonstrates a potential safety hazard to the patient, a lack of preparedness on the part of the student or a specific learning difficulty/area of concern.

To achieve a grade of "Satisfactory" in the clinical component of the nursing course, the student must:

1. Achieve a passing grade or a satisfactory evaluation on all required written clinical assignments.
2. Satisfactorily meet designated clinical objectives and clinical expectations consistently throughout the course.
3. Regularly attend scheduled meetings of clinical rotations and on-campus laboratory sessions.
4. Satisfactorily complete and submit the weekly online journal entry.
5. Successfully pass a written dosage calculations proficiency quiz.

LEARNING CONTRACTS/CLINICAL COUNSELING RECORD

Learning Contracts are written documentation of situations where an identified learning need is assessed by the supervising instructor. The **Situation, Background, and Assessment** of the learning need is included in the written documentation of the Learning Contract along with a **Recommendation.**

Students placed on learning contracts for unsafe clinical practice or behaviors unbecoming of a nurse will be dismissed from the program upon a repeat or demonstration of the same behaviors.

CLINICAL PERFORMANCE SCALE

SATISFACTORY

A. Definition:
Performs at expected level, or above, independently or with minimal faculty guidance and demonstrates consistent behaviors in meeting specified clinical objectives & clinical expectations.

B. Expected Outcomes:
Student progresses to the next level.

NEEDS IMPROVEMENT

A. Definition:
Performs at expected level with faculty guidance only. Student performance in the clinical area demonstrates weaknesses that have the potential for violations of safety, and/or inability to consistently meet specified clinical objectives and clinical expectations.

B. Expected Outcomes:

1. Student may receive a "Needs Improvement" evaluation at mid-rotation or end-rotation in any assigned clinical area (except NE 246).
   a. The student is notified in writing that performance is substandard as evidenced by the Clinical Counseling Record.
   b. Specific deficiencies are noted.
   c. A joint remediation plan is developed by the student and instructor.
   d. The contract is signed, which defines:
      (1) Behavioral indicators for change.
      (2) Target or due dates for reassessment.
   e. The Director of the Nursing Program shall be notified of the student's behaviors and shall receive copies of Clinical Counseling Record or Learning Contract.
2. If the "Needs Improvement" rating is received at mid-rotation, the student must meet the requirements for minimum satisfactory performance by the end of the rotation. If the minimum standards are not met, a 3-way conference may be scheduled with the student, the instructor and the Director of Nursing Education. The student will receive an "Unsatisfactory/Unsafe" clinical evaluation and will not be allowed to progress in the nursing program.
3. If the "Needs Improvement" is received at the end of the rotation in any clinical course (except NE 246), the student will receive an Incomplete (I) in the course and a Learning Contract for remediation is developed by the student, current instructor and next clinical instructor. The specific "target" or due date will be determined by the group developing the contract (mid rotation). If the "Needs Improvement" is not corrected by the target date, the student will receive an "Unsatisfactory/Unsafe" clinical evaluation in the previous course and will not be allowed to progress in the nursing program. The Incomplete will be changed to a grade of "D".
4. A student earning a "Needs Improvement" in the same behavioral area(s) for two consecutive clinical rotations will receive an "Unsatisfactory/Unsafe" clinical evaluation and will not be allowed to progress in the nursing program.
5. A student earning a "Needs Improvement" will not be assigned to alternate learning activities, such as observational experiences, career/health fairs or nursing student association functions.

UNSATISFACTORY/UNSAFE

A. Definition:
Unable to perform at expected level even with faculty guidance. Student performance in the clinical area which demonstrates consistent patterns of behavior that are indicators of safety violations, either actual or potential, that do not improve with remediation, or behavior which reflects the student's inability to meet the specified course objectives and clinical expectations.

B. A student may receive an "Unsatisfactory/Unsafe" evaluation at any time during the course of the clinical rotation.

C. A student receiving an "Unsatisfactory/Unsafe" clinical evaluation will not be allowed to progress in the Nursing Program.

CRITERIA FOR UNSAFE CLINICAL PERFORMANCE

Unsafe clinical behavior may include, **but is not limited to**, the following.

Safety (S)	**Examples**
A. Violates or threatens the physical safety of the patient.	Comes unprepared to clinical; injures a patient; fails to properly position patient; does not appropriately utilize side rails/restraints; functions under the influence of substances affecting performance.
B. Violates or threatens the psychosocial safety of the patient.	Repeatedly uses non-therapeutic techniques; attacks/degrades the individual's beliefs or values.
C. Violates or threatens the microbiological safety of the patient.	Fails to recognize and correct violations of medical asepsis/sterile technique; does not wash hands appropriately when caring for patients; does not maintain standard precautions.
D. Violates or threatens the chemical safety of the patient.	Violates any of the 5 rights of medication administration; fails to accurately prepare, calculate, and monitor IV infusions.
E. Violates or threatens the thermal safety of the patient.	Fails to observe safety precautions during 0_2 therapy; injures patient with hot or cold applications.
Nursing Process (NP)	**Examples**
Inadequately and/or inaccurately: A. assesses the patient. B. plans the care for the patient. C. implements therapeutic interventions. D. evaluates patient care.	Unable to identify basic human needs; fails to observe/report/chart critical patient data; uses poor judgment and/or makes decisions resulting in ineffective nursing care.
Skills (SK)	**Examples**
A. Unable to perform expected clinical performance objectives and/or skills.	First semester student fails to obtain accurate vital signs; second semester student fails to maintain sterile technique; unable to verbalize key information previously covered in lab and/or class; third or fourth semester student unable to manage and/or prioritize multiple patient assignment.
Decision Making (DM)	**Examples**
A. Assumes inappropriate independence in action or decisions.	Performs procedures not yet evaluated; fails to appropriately seek assistance.
B. Fails to recognize own limitations, incompetence and/or legal responsibilities.	Refuses to admit error; fails to complete assigned nursing responsibilities, cannot identify own legal responsibility in specific nursing situations.

Professional Accountability (PA)		Examples
A.	Fails to accept ethical and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the ANA Code for Nurses, NSNA Code of Academic and Clinical Conduct, and the Nurse Practice Act.	Fails to conduct self in professional manner; falsifies records; does not follow school/hospital policies and procedures; participates in cheating and/or plagiarism.
B.	Violates patient confidentiality	Removes printed patient data from the facility; shares patient information with individuals outside the health team.

SIMULATION

The San Diego City College Department of Nursing Education utilizes various clinical simulation activities designed to replicate real-life experiences to enhance and support classroom and clinical learning. The simulation experiences create a learning environment in which students are able to analyze their actions, reflect on their skills and critique their clinical decision making. The active, collaborative learning during the simulation experience will enhance acquisition and retention of knowledge and skills.

The simulation experiences are designed to reflect the learning objectives outlined in the nursing curriculum and coordinate with content presented in classroom and clinical situations. Various simulation techniques are utilized, including simulated documentation, task trainers, mannequins, and standardized patient methodologies.

Critical thinking in nursing is an essential component of professional accountability and quality nursing care. The nursing faculty at San Diego City College has defined critical thinking as follows: A cognitive (way of thinking) and affective (utilizing the individual's emotions or feelings) method of processing (collecting and deciphering information) that encompasses reflective reasoning (thoughtful decision-making) and problem solving. The Simulation experience is designed to assist students in the development and enhancement of critical thinking skills.

The ideal critical thinker is consistently questioning, well informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, cautious in making judgments, willing to reconsider, clear about issues, organized in complex situations, diligent in seeking relevant information and persistent in seeking results. It is these attributes that the Simulation experience seeks to strengthen.

The Simulation lab is a clinical experience, and all policies related to clinical attendance apply, including wearing the full uniform, with all equipment (stethoscope, watch, penlight and bandage scissors), timely arrival and completion of assigned activities. Students and Instructors are expected to honor the core values established for the profession of nursing by the National League for Nursing (NLN):

- **CARING:** promoting health, healing and hope in response to the human condition
- **INTEGRITY:** respecting the dignity and moral wholeness of every person without conditions or limitation;
- **DIVERSITY:** affirming the uniqueness of and differences among persons, ideas, values and ethnicities
- **EXCELLENCE:** creating and implementing transformative strategies with daring ingenuity

The Simulation Experience

The simulation experience is composed of 4 parts: preparation, implementation, debriefing and evaluation.

Preparation: Information required to prepare for the simulation is provided to students in advance of the assigned simulation experience. Such preparation includes, but is not limited to, research of disease processes and nursing interventions, pathophysiology, medications and treatments, development of care plans and review of technical skills. On the day of the simulation, students will have the opportunity to review preparation materials and will also be oriented to the functioning of the equipment to be used in the simulation.

Scenario Implementation: Students will be assigned roles appropriate to program level and content. The students will be supervised and guided by an instructor familiar with simulation implementation. Students will have the opportunity to interact with each other and a simulated patient, as well as with the instructor. The instructor will facilitate the simulation, control the mannequin, serve as a resource and may role-play various members of the health care team, including primary care provider, supervisor, etc.

Debriefing: At the completion of the simulation, students will be asked to reflect upon the experience. Debriefing discussions will focus on the following:

- **Reflection-in-Action: engaging the student in reflection on actions during the simulation;**
- **Reflection-on-Action:** looking back at the simulation and exploring actions taken and feelings related to those actions; and
- **Reflection-beyond-Action:** exploring "what if" situations and expanding knowledge beyond the limitations of the simulation into future clinical practice.

Evaluation: Students will be asked to complete evaluations of the simulation experience, including rating satisfaction with overall instructional strategies, effectiveness of debriefing, etc. Data from the evaluations will be utilized to improve the program on an ongoing basis. Student performance will be evaluated by the instructor and areas for improvement will be discussed with the student.

Quality and Safety Education in Nursing (QSEN)

The faculty of San Diego City College Department of Nursing Education believes in, and supports, the efforts of the Robert Wood Johnson Foundation to improve the quality of nursing care and nursing education. "The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work." (www.QSEN.org)

The faculty have developed simulation objectives and assessment instruments designed to assist the pre-licensure student in attaining the knowledge, skills and attitudes outlined in the selected QSEN competencies appropriate for the simulation environment. These competencies include:

- Teamwork and Collaboration
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety
- Informatics

THE SIMULATION PROMISE

More than an alternative to clinical, the Simulation experience is designed to be an experience where students and instructor work together to ensure the success of all students in the group. The Simulation Lab is a place where students can hone their nursing skills in an environment of mutual support and respect. Mis-steps are not mistakes or errors, but a chance to learn and improve.

FULFILLING THE PROMISE

Participate: come to simulation prepared! The experience means so much more if you are ready to work!

Exhibit Professionalism: The Simulation lab is a clinical experience, and all policies related to clinical attendance apply.

Ask Questions: Use your critical thinking and be prepared to ask "Why?" many times!

Seek Answers and Solve Problems: Work together with students and instructor to develop solutions to patient care problems.

Avoid Distractions: Successful students are focused during learning experiences. Staying engaged is a key to a successful simulation experience. Please leave all cell phones and other electronic devices in the "OFF" position (not silent, but off) to help us create a learning environment dedicated to the task at hand.

There are simulation materials posted on the Blackboard site for your nursing class. Please familiarize yourself with those materials and bring materials to simulation as requested. Look for announcements on Blackboard to see what to bring.

Working together, students and instructors can fulfill the promise of excellence in learning.

Simulation Day Plan

Time Frame (8am-4pm)	**Activity**

Hours 1 (8a-9a)	"Pre-Conference"
	• Review objectives, plan for the day, prerequisite knowledge
	  o Cognitive
	  o Psychomotor

Hours 2-4 (9a-11a)	Review & Practice related assessments • Perform and Document Assessment • Identify normal & abnormal findings from assessment
Hours 4-6 (12a-3p)	Work through desired scenario • Perform skills • Document tasks
Hours 7-8 (3p-4p)	Debrief • What went well • What did not go well • What would have worked better • Comments from colleagues Care Plans Clean Up

Breaks will be provided as appropriate throughout the day, including a lunch break.

MATHEMATICAL PROFICIENCY

Dosage Calculation Quizzes for Students in the Nursing Program

Rationale: The nursing faculty at San Diego City College considers patient safety to be of the highest priority. Each student enrolled in the Nursing Program will be required to pass all Dosage Calculation Quizzes with 100% accuracy. **Passing the Dosage Calculation Quiz is a pre-requisite for administering medications, a course requirement.** Students identified as having difficulty with mathematical computations will be referred for remediation measures.

MATHEMATICAL PROFICIENCY POLICY

Rationale: The nursing faculty at San Diego City College considers patient safety to be of the highest priority. It is an essential function of the Registered Nurse to be able to calculate medications in a timely manner with 100% accuracy. Each student enrolled in the Nursing Program will be required to pass all Dosage Calculation Quizzes with 100% accuracy. **Passing the Dosage Calculation Quiz is a pre-requisite for administering medications, a course requirement.** Students identified as having difficulty with mathematical computations will be referred for remediation measures and will not be allowed to rotate off the unit in clinical.

- All students currently enrolled in the Nursing Program will be required to pass a dosage calculation quiz in each clinical course, prior to administering medications.
- Students will be allowed a maximum of 3 quizzes to achieve 100%. If a student does not achieve 100% by the 3rd quiz, the student will receive a failing grade in the course and may not continue in the Nursing Program.
- Students who do not pass the dosage calculation quiz on the first attempt must meet with the course coordinator for a remediation plan, to include tutoring in the Math Center or additional resources.
- Students must remediate for one week prior to retaking the dosage calculation quiz (scheduled with course coordinator).
- The remediation content will be posted on blackboard and the student must bring the completed remediation materials on the scheduled retake date.
- Students who do not complete the remediation materials will not be allowed to retake the dosage calculation quiz.
- Students who do not achieve 100% on the dosage calculation quiz, and are therefore unable to administer medications, by the 4th week of the course, must withdraw and will receive a failing grade in the course

Dosage Calculation Quiz Format

- The teaching team will collaborate on the development of each dosage calculation quiz.
- Each quiz will be 10 questions, fill in the blank, case scenario format and include rounding **rule** directions.
- Students are required to show their work.
- Questions will reflect dosage calculations based on the student's level in the nursing program.
- Answers must include the correct unit of measure (example: mL/hr, mcg) or it will be incorrect.
- Dosage Calculations quizzes will be timed. The student will have 30 minutes to complete quiz.
- The student will be able to use a basic function calculator for the quiz. Cell phones, iPads, advanced calculators, etc. may not be used.

Approved 10-26-2015; adopted spring 2016

ATTENDANCE POLICY
SAN DIEGO COMMUNITY COLLEGE DISTRICT

COLLEGE CLASS ATTENDANCE: See current San Diego City College Catalog.

ATTENDANCE POLICY
NURSING EDUCATION PROGRAM

1. Regular attendance in the classroom and clinical area is necessary for students to meet the stated objectives of the program. Absences may make it impossible for a student to meet course objectives.

2. Evaluation of theory absences will be based on the student's ability to meet course objectives.

3. Students must be on time for all classroom, laboratory and clinical activities. Students who are going to be late or absent from the classroom are to notify the Nursing Education office prior to 8:00 a.m. (**Students are expected to call (619) 388-3441 each day they are absent).**

4. Students who are going to be late or absent from clinical activities are to notify the instructor/facility, prior to the time lab is scheduled to start, according to directions given by the clinical instructor, as well as notifying the nursing education office (See Student Responsibility Related to Clinical Experiences).

5. A note signed by the student's physician releasing him/her for **full** duty, must be submitted to the instructor on the day of return from an absence due to illness of **three or more** consecutive days. This will be kept as part of the student's record.

6. A student **must** be on time for all clinical activities. A student who is late to the clinical area will be considered tardy. Three instances of tardiness during one course will be considered the equivalent of one day's absence. The student who is more than thirty (30) minutes late to clinical will be considered absent for the day and may be sent home, as excessive lateness is disruptive to patient care. Students who leave the clinical area early (less than one hour) will be considered tardy. Students who leave more than one hour early will be considered absent for the day.

7. Students are responsible for all make-up work due to absences from class and must make arrangements with the instructor for all work missed.

8. Full attendance in the clinical area is expected in order for objectives to be met and to provide adequate opportunities for evaluation. Absences **may result** in a clinical grade of "Unsatisfactory/Unsafe " for the course.

Absences in any clinical rotation will prompt the instructor to review clinical progress with the student. **Repeated** absences across courses will be reviewed by the Director of Nursing Education and specific attendance expectations will be set. Continued patterns of absenteeism will result in dismissal from the nursing program.

Students are responsible for adhering to the attendance policies established by the College and the Nursing Education Program.

LEAVE OF ABSENCE

Students **in good standing** may request a temporary leave of absence, of no longer than one (1) week per year, from the nursing program for the following reasons: pregnancy, personal or family crisis, financial necessity, etc. Clinical make-up will be assigned at the discretion of each individual instructor or teaching team. If more than one week of leave is needed, the student will be advised to withdraw from the nursing program and return at a later date to repeat the course(s), or complete the stipulated requirements. Students who have an approved LOA are exempt from the 75% maximum attainable score on a missed examination.

ABSENCES AND CLINICAL MAKE-UP ASSIGNMENTS

Students who are absent from clinical will be required to make-up the absence in the following ways:

First Absence:
Submit written assignment and do presentation (See CRITERIA FOR MAKE-UP ASSIGNMENT).

Second and all subsequent absences:
Clinical make-up day.

All clinical objectives and clinical expectations must be met even when written assignments are submitted. Clinical make-up days will be arranged at the discretion of the department, on a Friday, an evening during the week, or during the week-end. Extenuating circumstances causing absences will be evaluated on an individual basis by the faculty teaching that course (See Attendance Policy).

CRITERIA FOR MAKE-UP ASSIGNMENT

1. Clinical instructor will assign the topic for research, related to the clinical objectives.
2 Student will research topic and write a paper of no less than three typewritten pages, using at least three sources; must include two current nursing journals & one textbook.
3. Written assignments must follow the standards for written work as outlined later in this Handbook.
4. Written assignments and oral presentations will be due two weeks after the clinical absence. The written assignment will be placed in the student's file.
5. Student will present topic in a clinical post-conference.
6. All make-up assignments must be completed prior to the final exam. If the make-up assignment has not been completed by the final exam, the student will receive an **"Incomplete"** for the course.

***Exceptions to this policy: make-up assignments cannot be used in Nursing Education 146 & 246; all clinical time missed in NE 146 & 246 must be made up, hour for hour.**

ABSENCES RELATED TO EXAMINATIONS

Students are expected to be present for all examinations. If a student is going to be late or absent from a scheduled exam, the nursing education department must be notified, **prior** to the scheduled exam time.

If a student misses an exam and has called in to report the absence, the student must take the exam on the first day back to campus. The maximum score attainable will be **75%**. If the student does not call in the absence, he/she will not be permitted to take the exam and achieve a **zero** for that exam. Extenuating circumstances causing absences will be evaluated on an individual basis by the faculty.

DRESS CODE FOR PRE-CLINICAL/CLINICAL/LABORATORY EXPERIENCES

The student is expected to maintain a professional appearance while in the clinical setting. Excesses in makeup, perfume/cologne or jewelry, hairstyles which compromise the sterile environment, and the wearing of ill-fitting uniforms, may make it difficult for the student to be regarded by others as a professional. Ultimately, the decision concerning a student's professional appearance will rest with the clinical instructor. Students must be in appropriate attire at all times including when they are in the facility doing pre-clinical research. (Refer to Page 22 for further information regarding pre-clinical research).

1.	Uniform	School-specified clean uniform whenever student is in the clinical area, including preclinical research. Only plain white short sleeved T-shirts may be worn under uniform. **Undergarments must not be visible under uniforms.** Uniforms must be washed after each wearing. Uniforms may not be worn outside of school sanctioned clinical activities.
2.	Scents	The use of perfumes, scented lotions, colognes or aftershave **is not allowed** due to possible patient sensitivity or allergy. Cigarette smoke/odor is not acceptable in the clinical area.
3.	Hair	Hair color must fall within naturally occurring shades, be neat, clean and up off the collar or secured back. Facial hair must be clean and neatly trimmed.
4.	Nails	Fingernails must be clean, neat and fingertip length only. Clear un-chipped polish may be worn. No artificial or acrylic nails or components thereof are permitted. (Refer to Infection Control Policy).
5.	Makeup	May be worn in moderation.
6.	Jewelry	Only wedding rings or plain, simple rings are permitted (maximum – one ring per hand).
7.	Piercing	No piercing or jewelry/hardware may be evident except for one small stud earring in each ear.
8.	Tattoos	All tattoos must be covered at all times.
9.	Patch	The San Diego City College Nursing Student Patch must be affixed to the left upper sleeve of each uniform and lab coat (See Appendix D for care of patch).

10. ID Badge — The picture identification name badge must be worn and clearly visible during all clinical activities. Facilities will require students to be sent home if ID badge is not evident.

11. Lab Coats — School-specified lab coat only (Dove); sweaters are not permitted in patient care areas.

12. Shoes and Socks — Clean black leather oxfords or slip-on leather shoes with closed toes and heels. All-leather black athletic shoes are acceptable (brand name lettering must be in black only). Canvas tennis shoes are not acceptable. Socks must be black.

13. Equipment — **Stethoscope with a diaphragm & bell, safety goggles, watch with a sweep second hand or digital second indicator, penlight, bandage scissors and ballpoint pen with black ink are required at all times in the clinical area.** Optional items include pocket organizer, hemostat, back support and calculator.

In addition to the dress code, it is expected that all students follow good personal hygiene habits, which include taking a daily bath or shower, the use of an effective deodorant, a daily change of undergarments and frequent oral hygiene.

Modifications of the Dress Code may be made for certain clinical rotations based on the policies of the facility utilized. Such changes will be described by your clinical instructor. **Adherence to the Dress Code is mandatory.** Students must leave the clinical site, if not appropriately attired or well-groomed, resulting in a clinical absence.

Attire for On-campus Laboratory

Because we are concerned about the safety and privacy of each of you as individuals, it is extremely important for you to be protectively and appropriately dressed during laboratory practice exercises.

During all on campus clinical laboratory experiences students are required to wear full uniform, including name badges. Hair must be up and off the shoulders. Supportive undergarments are recommended for all laboratory activities. Inappropriate attire will preclude your participation in class activities. (This policy includes NE 108 and 206)

In addition, in order to meet specific learning objectives for certain courses, each student will be required to practice and demonstrate nursing skills with another student, serving both as the patient and then as the nurse. The practice of these skills may cause a slight degree of embarrassment for some students, since certain body parts may need to be exposed. Appropriate draping will be performed and individual's privacy will be maintained.

Note: Students will be responsible for restoring the lab to its original state at the end of each day.

Care of Uniforms

A. To remove perspiration odors from uniforms, add ¼ to ½ cup of ammonia to each wash load. Uniforms and lab coats are expected to be washed after each wearing. Chlorine bleach should not be used.

B. To remove stubborn spots and stains:
   1. **Merthiolate or Pyridium**: Soak for 30 minutes in a solution of 1 qt. warm water, ½ tsp. liquid dishwashing detergent, and 2 tbs. ammonia. Rinse with water. Soak in vinegar solution (1 tbs/qt), dry, and then apply 70% rubbing alcohol.
   2. **Providone-iodine (Betadine)**: Apply pre-wash spray and rub a few drops of dishwashing liquid directly on the stain while dipping in warm water. Rinse.
   3. **Tincture of benzoin**: Soak stain in a small bowl of acetone or 70% rubbing alcohol. Rub stubborn stains with the back of a spoon. Rinse.
   4. **Ink**: Pretreat with hair spray, and then wash as directed.
   5. **Blood**: Apply hydrogen peroxide, then wash.

INFECTION CONTROL POLICY

Medical history and examination cannot reliably identify all patients infected with viral or other blood-borne pathogens. Therefore, blood and body-fluid precautions should be consistently used for **all** patients. This approach is referred to as "universal blood and body-fluid precautions" or "standard precautions," and is recommended by the SDCC faculty in conjunction with the Centers for Disease Control (CDC).

1. All health care students and faculty should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated.
2. Gloves should be worn when touching blood, blood products, mucous membranes and body fluids (urine, feces, saliva, wound drainage). For your convenience, it is recommended that you carry a pair of gloves in your uniform pocket at all times.
3. Gloves should be changed after contact with each patient. Gloves must be removed prior to exiting the room.
4. Hands should be washed prior to and immediately after every patient contact, even when gloves are worn. Hands or other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands must also be washed before and after practicing each procedure involving another person as a patient.
5. As there is increasing evidence from the CDC that artificial nails are more likely than natural nails to harbor pathogens that can lead to nosocomial infections, artificial nails and nail extenders may not be worn in the clinical area.
6. Masks and protective eyewear or face-shields must be worn during procedures that are likely to generate droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose and eyes. Students must carry goggles with them whenever in the clinical area.
7. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids. Contaminated gowns are to be discarded per hospital policy.
8. Disposable articles contaminated with blood, blood products, wound drainage or body secretions/excretions should be disposed of per hospital policy.
9. All health care students and faculty should take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures; when cleansing used instruments; during disposal of used needles; when handling sharp instruments after procedures.
10. To prevent needle-stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes or otherwise manipulated by hand.
11. After they are used, disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture-resistant containers for disposal. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

12. Health-care students or faculty who have open lesions or weeping dermatitis may be required to utilize appropriate protective measures (such as double gloving) or, depending on the extent and location of lesions, refrain from all direct patient care and from handling equipment until the condition resolves.
13. Although saliva has not been implicated in HIV transmission, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouthpieces and ventilation devices available in patient care areas where the need for resuscitation is predictable.
14. Although pregnancy is not known to create a greater risk of contracting HIV infection, health-care providers who develop HIV infection during pregnancy may place the infant at risk of infection resulting from perinatal transmission. Additionally, several of the opportunistic diseases associated with HIV infection may be hazardous to the unborn fetus. For these reasons students and faculty who are pregnant should refrain from direct care of patients with known HIV infection.

HAND HYGIENE GUIDELINES FACT SHEET

- Improved adherence to hand hygiene (i.e. hand washing or use of alcohol-based hand rubs) has been shown to terminate outbreaks in health care facilities, to reduce transmission of antimicrobial resistant organisms (e.g. methicillin resistant staphylococcus aureus) and reduce overall infection rates.
- In addition to traditional handwashing with soap and water, The Centers for Disease Control (CDC) is recommending the use of alcohol-based hand rubs by health care personnel for patient care because they address some of the obstacles that health care professionals face when taking care of patients.
- Handwashing with soap and water remains a sensible strategy for hand hygiene in non-health care settings and is recommended by CDC and other experts.
- When health care personnel's hands are visibly soiled, they should wash with soap and water.
- The use of gloves does not eliminate the need for hand hygiene. Likewise, the use of hand hygiene does not eliminate the need for gloves. Gloves reduce hand contamination by 70 to 90 percent, prevent cross-contamination and protect patients and health care personnel from infection. Hand rubs should be used before and after each patient just as gloves should be changed before and after each patient.
- When using an alcohol-based hand rub, apply product to palm of one hand and rub hands together, covering all surfaces of hands and fingers, until hands are dry. Note that the volume needed to reduce the number of bacteria on hands varies by product.
- Alcohol-based hand rubs significantly reduce the number of microorganisms on skin, are fast acting and cause less skin irritation.
- Health care personnel should avoid wearing artificial nails and keep natural nails less than one quarter of an inch long if they care for patients at high risk of acquiring infections (e.g. patients in intensive care units or in transplant units).

(Press Release, CDC Media Relations, 2002)

STUDENT ILLNESS, INJURY OR PREGNANCY

For the protection of students, patients, clinical personnel and faculty, the following policies must be adhered to:

1. Injury in the class, lab or clinical setting must be reported immediately to the nursing faculty so that necessary health care can be initiated with appropriate facility and college documentation.
2. Any student with a visible injury or illness involving a potential communicable disease will be required to furnish a clearance statement from the physician before returning to the class or

clinical setting. Examples of the above include: conditions requiring casts, canes, crutches, slings, elastic bandages, skin rashes, sore throats and draining wounds.

3. Students who are pregnant must notify the Director of Nursing Education as soon as pregnancy is confirmed and submit a letter from their physician stating any restrictions on their activities and estimated date of delivery.
4. Letters from physicians regarding student illness, surgery, injury or pregnancy must include specific limitations or restrictions as well as a statement defining classroom and clinical activities allowed. Any exclusions must be followed up by a written release from the physician before returning to full activity.
5. In any or all clinical situations, alternative assignments and/or rotation to specialty units is up to the discretion of the instructor.
6. In all circumstances, students **must** be able to meet learning objectives, with consideration of the restrictions stipulated by the physician, to remain in good standing in the Nursing Program.

Please Note: The faculty of the Nursing Education Department may require an additional written medical clearance to ensure student and patient safety.

STUDENT RESPONSIBILITIES AND CODE OF CONDUCT

Nursing students at San Diego City College are expected to adhere to The San Diego Community College District Policy 3100, American Nurses Association Code of Ethics and Nursing Education Departmental policies.

San Diego Community College District - Policy 3100

2.1 STUDENT RESPONSIBILITIES
Student behavior must remain in accordance with specific academic and behavior requirements as specified in District policy and which may be outlined by the course syllabus.

2.2 Students shall be responsible for defining and making progress toward their educational goal.

2.3 Students are responsible for reading and adhering to the policies and procedures as outlined in catalogs, schedules, course syllabi and other official printed materials.

2.4 Students with verified disabilities who believe they need academic adjustments or auxiliary aids are encouraged to identify themselves to their instructors to discuss the details and timelines necessary to provide appropriate accommodation. Students are responsible for providing written verification of their disability to the instructor upon request.

3.1 CODE OF CONDUCT
Students are subject to adhering to the policies and procedures of the San Diego Community College District, as well as all federal, state and local laws. Students are subject to charges of misconduct concerning, but not limited to, the following acts when committed on District-owned or controlled property or at District-sponsored activities.

3.2 The taking of and passing off as ones own the work or ideas of another: plagiarism and academic cheating.

3.3 Falsification, alteration or misuse of campus/District documents and records.

3.4 Act or threat of damage to or theft of property belonging to or located on District-controlled property or facilities.

3.5 The physical or verbal disruption of instruction or student services activities, administrative procedures, public service functions, authorized curricular or co-curricular activities or prevention of authorized guests from carrying out the purpose for which they are on campus.

3.6 The physical or verbal intimidation or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student's academic performance, or a District employee's work performance, or of creating an intimidating, hostile or offensive educational or work environment.

3.7 Disorderly, lewd, indecent or obscene conduct or expression or habitual profanity or vulgarity; any expression which is obscene, libelous or slanderous according to current legal standards or which so incites students as to create a clear and present danger of the commission of unlawful acts or the substantial disruption of the orderly operation of the community college (Ed. Code 76120).

3.8 Assault, or battery upon a student or district personnel on district premises or at any time or place while under the authority of District personnel.

3.9 Participation in hazing (California Education Code Section 32050 through 32052).

3.10 Possession of weapons, explosives, unlicensed dangerous chemicals or objects which may be used as weapons or to threaten bodily harm, as specified in the California Penal Code or other applicable laws.

3.11 Participating in activities, which are in violation of federal, state or local laws or ordinances while on district premises or at district-sponsored or supervised activities.

3.12 Failure to comply with directions of staff members of the district who are acting within the scope of their employment. Continued and willful disobedience or open and persistent defiance of the authority of district personnel providing such conduct is related to district activities or college/center attendance.

3.13 Smoking on District premises, or vehicles provided by the district used for transporting students; except as permitted by applicable ordinances, laws, college guidelines and District procedure 0505.2.

3.14 Use, possession or distribution of alcoholic beverages on campus except as permitted by law. Violation of Policies and Procedures for Student Organizations as enumerated in Manual 3200.

3.15 Use, possession or distribution of narcotics or other hallucinogenic drugs or substances or inhaling or breathing the fumes of, or ingesting, any poison classified as such by the California Business and Professions Code Section 4160, Schedule "D", except as provided by law, is prohibited when on district premises.

3.16 Violation of Policies & Procedures for Student Organizations as enumerated in Manual 3200.

http://www.sdccd.edu/docs/policies/Student%20Services/BP%20320 0-01.pdf

INTEGRITY

Integrity may be defined as an uncompromising adherence to a code of moral, artistic or other personal/professional values. Integrity is also viewed as absolute sincerity, honesty, candor and the avoidance of deception (Webster's 3rd New International Dictionary).

The faculty and staff of San Diego City College believe that integrity is one of the fundamental bases for the academic and professional nursing communities. Accordingly, the faculty's goal is to assist all students in defining acceptable standards of professional behavior. Plagiarism is unacceptable.

All APA papers will be submitted electronically to **SafeAssign** for identification of any plagiarism. The nursing department defines plagiarism as:

- **Plagiarism:**
  a. Verbatim copying without proper acknowledgement;
  b. Paraphrasing without proper acknowledgement;
  c. Putting together a "patch-work" paper from diverse sources, without proper acknowledgement of those sources;
  d. Unacknowledged appropriation of information or of someone else's ideas.
  e. Copying another's written assignment and submitting it as one's own

Some other examples of unprofessional behavior include, **but are not limited to**:

- **Cheating:**
  a. Getting examination or quiz questions from someone who has previously taken the examination or quiz;
  b. Copying from someone else's examination or quiz paper or receiving answers from another student during an examination or quiz;
  c. Allowing someone to copy from an examination or quiz paper or giving answers to another student during an examination or quiz;
  d. Using notes, books, etc., during a closed book examination or quiz;
  e. Taking an examination or quiz for another student;
  f. Turning in a paper purchased from a commercial research firm;
  g. Turning in an assignment that was done entirely or in part by someone else;
  h. Doing a homework assignment for another student.

- **Breach of Professional Ethics** (may include but is not limited to):
  a. Not reporting an incident involving a patient;
  b. Failing to provide information to a patient about treatments, medications or recommended health behaviors;
  c. Recording medications, treatments or observations as done when they were not;
  d. Falsifying any record.
  e. Discussing patients in public places or with anyone not directly involved in patient's care;
  f. Eating food intended for or belonging to a patient;
  g. Breaking something that belongs to a patient and not reporting it;
  h. Taking hospital equipment;
  i. Taking medications from the hospital for personal use;
  j. Not questioning an order when in doubt.

NURSING EDUCATION
CODE OF STUDENT CONDUCT

Students enrolled in the San Diego City College Nursing Education Program are expected to adhere to the American Nurses' Association Code of Ethics for Nurses and the appropriate Standards of Clinical Nursing Practice. Cheating, plagiarism, forgery or other forms of academic misconduct, will not be tolerated. **Anyone who cheats on an examination or submits a written assignment, including online assignments, done entirely or in part by someone else will receive a grade of zero (0) for that examination or written assignment and an F in the course.** It is the responsibility of each student to ensure that his/her study and participation in the academic process is conducted so that there can be no question concerning his/her integrity.

As a student matriculated in a professional nursing program, it is also the responsibility of each student to report the unethical behavior of a fellow student or colleague to the faculty member in order to protect the safety of the public and ensure the integrity of the program and profession.

Any student may be dismissed from the program, removed from the classroom/clinical site, suspended, placed on probation or given a lesser sanction for one or more of the following:

1. Consumption or unauthorized possession of alcoholic beverages or illicit drugs on campus or designated off-campus learning sites.
2. Physical or verbal abuse, threat of inflicting injury to patients, students, faculty or staff.
3. Physical or verbal disruption of instructional activity or administrative procedures in the classroom, clinical facility or faculty offices.
4. Unauthorized visits or phone calls to off-campus sites as a representative of the nursing program. SDCC uniforms may not be worn outside of school sanctioned clinical activities.
5. Consistent failure to follow dress code in the clinical facility.
6. Failure, after a warning, to wear adequate clothing and foot coverings, while attending classes or participating in campus laboratory activities.
7. Theft, vandalism or non-accidental damage to college property or property of patient, a fellow student, faculty or staff.
8. Habitual and excessive tardiness or absences, which jeopardize a student's learning.
9. Repeated failure to notify assigned area and/or school office of impending absence or tardiness.

SOCIAL NETWORKING SITES/SOCIAL MEDIA CONDUCT

San Diego City College Nursing Education is committed to protecting the Health Information of every patient with whom a student comes in contact, as well as, the Education Information of every student. Breach of this policy may be grounds for dismissal from the nursing program.

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

In the professional role as a care-giver, **a nursing student must not**:

- Present the personal health information of any individual on ANY social site. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.
- Post or discuss any clinical experience or information regarding experience with the clinical agency, its staff or its patients/patients families on any internet social media site.
- Present yourself as an official representative or spokesperson for the San Diego City College Nursing Department.
- Utilize websites and/or applications in a manner that interferes with your clinical commitments.

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

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

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

POLICY REGARDING STUDENTS IMPAIRED BY ALCOHOL, DRUG ABUSE AND EMOTIONAL ILLNESS

The nursing education faculty of San Diego City College agrees with the California Board of Registered Nursing concerning students impaired by alcohol, drug abuse and emotional illness. The Board of Registered Nursing recognizes that:

a. these are diseases and should be treated as such;
b. 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 his/her care;
c. nursing students who develop these diseases can be helped to recover;
d. it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
e. confidential handling of the diagnosis and treatment of these diseases is essential.

The nursing faculty encourages students to seek immediate help. We realize that such problems, if left unattended could prevent the student from satisfactorily completing course objectives and prevent licensure to practice nursing in the State of California. In addition, it shall be the policy of San Diego City College to prohibit the use of illicit drugs/substances by students in any District sponsored activity. These activities include use of classrooms, lounges, satellite units and facilities designated as clinical areas. Any infraction of this regulation by a student will be grounds for absolute dismissal from the Nursing Education Program.

Any behavior by a student that is indicative of possible abuse of drugs must be reported and recorded by faculty, promptly. Should a student report to a clinical facility "under the influence", such behavior should be considered as unsafe and grounds for immediate dismissal from the clinical area and the nursing program. (A family member or significant other may need to be called to remove this person from the area, or in extenuating circumstances, the student will be sent to a hospital emergency room). A continued pattern of unsafe behavior will be grounds for dismissal from the Nursing Education Program.

For students identified as impaired, a statement must be submitted from an approved, recognized drug treatment program validating attendance and treatment. This statement must be submitted in writing to the Director of Nursing Education for clearance to reapply to the nursing program.

Final disposition and recommendation for dismissal or retention must be handled according to District Policy 3100, requiring a hearing initiated by the Dean of Student Affairs.

STUDENT DISMISSAL FROM THE NURSING PROGRAM

A student may be dismissed from the Nursing Program for the following reasons:

1. Achieving a course grade below "C" in any nursing course.
2. Receiving an "Unsatisfactory/Unsafe " clinical evaluation, which demonstrates unsafe practices in providing patient care or the inability to meet specific clinical objectives and expectations.
3. Accumulation of unexcused absences.
4. Use of illicit drugs/substances in any District sponsored activity.

A student who is dismissed from the Nursing Program for any reason must meet with the Director (or Assistant Director) for an exit interview. During the exit interview, a remediation/re-entry plan will be developed for the student if the student is eligible to return.

It is the responsibility of the student to officially withdraw from or drop all enrolled nursing courses. The only exception is NE 141, Pharmacology for Nursing Practice. Students will be permitted to complete this course, if enrolled.

The student is advised to review the Code of Student Conduct and Policy regarding reentry into Nursing Program. Students, who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade in the class.

RE-ENTERING THE NURSING PROGRAM

A student in the nursing program who does not achieve a grade of "C" in any required course cannot progress in the nursing program until the course is completed with a grade of "C" or better.

If a student is dropped from the nursing program, due to academic failure, they may reenter the program **only once**. If a student exits the program due to personal reasons, and is in good academic standing (≥75% average, and a Satisfactory clinical evaluation), he/she may re-enter the program at the beginning of the course not completed at the time of exit, based on space availability. This will be considered a first admission for the purpose of this policy.

A re-entry application form must be submitted by the student requesting re-entry. Additionally, the student will be required to submit a typed essay addressing the following points:

- Reason for exit
- Changes made to ensure success
- Continued experience in health care field (volunteer or paid) if any
- Enrollment in or completion of any college courses
- Any other interventions the student has implemented to enhance success

The application form and the essay must be submitted together. The application and essay must be submitted by the middle of the semester prior to requesting program reentry. For example, if a student exits the program in the Fall semester, application for re-entry must be submitted by the middle of the summer semester.

A committee consisting of at least 2 faculty members and the Director of the appropriate program will review re-entry applications. If selected, the student may re-enter the program at the beginning of the course not completed at the time of exit, based on space availability and compliance of stipulated Exit Interview Requirements/Recommendations made by the Director. If the program Director is not available, the Department Chair or Assistant Director shall act in place of the Director.

According to college policy, students earning a course grade of "I" (Incomplete) must complete the work stipulated or the grade will revert to an "F." An Incomplete **must** be cleared prior to reentry consideration.

LIMITATIONS ON REENTRY

A. **Repetition of a course and reentry into the nursing program is dependent on space** Availability and completion of stipulated Exit Interview requirements. For example: **a. Dosage Calculation Quiz**
b. Skills Performance
c. Simulation Attendance

B. Application and requests for reentry must be made so that there is no less than a 6 month and no more than a two (2) year absence from the nursing program.

C. A student dismissed as a result of Unsatisfactory/Unsafe clinical performance will require special consideration, depending upon clinical performance at the time of exit. Such consideration may include demonstration of skills prior to readmission.

D. Depending on individual circumstances, certain other remediation strategies or courses may need to be completed by the student prior to reentry.

In addition, students who are dropped from the first year of the nursing program and then complete a Vocational Nursing Program at another accredited institution may be considered for admission to the LVN-RN Step-Up Program if evidence of VN licensure has been documented and other entrance requirements have been met.

STUDENT COMPLAINT PROCEDURE - CHAIN OF COMMAND

If a student has a concern or a problem with an instructor, the student is expected to approach the involved instructor and arrange an appointment to discuss the issue with professionalism. Matters relating to the clinical area should be discussed with that particular clinical instructor and those matters dealing with a specific class session should be discussed with the instructor of the class.

If the problem cannot be resolved, the student is advised to follow the appropriate chain of command which is: Course Coordinator, Department Chairperson, Assistant Director and Associate Dean/Director of the Nursing Education Department. If the problem cannot be resolved at that level, the student may schedule an appointment with the Dean, School of Math, Engineering and Technologies, Science and Nursing. If the problem persists, the student is advised to follow the "Administrative Due Process" District Policy 3100.1, found in the college catalogue and online at: http://www.sdccd.edu/docs/procedures/Student%20Services/3100_01.pdf.

ADMINISTRATIVE DUE PROCESS

Students are required to read San Diego Community College District Policy 3100, pertaining to Student Rights and Responsibilities. Policy 3100 - STUDENT GRIEVANCE PROCEDURE

1.0 PURPOSE AND DEFINITION

The purpose of this procedure is to provide a prompt and equitable means for resolving student grievances. The procedures enumerated herein shall be available to any student who believes a district decision or action has adversely affected his/her rights as a student as specified in Policy 3100, Section 1.0 through 1.10.

2.1 GRIEVANCE OFFICER AND GRIEVANCE COMMITTEE

2.2 Grievance Officer
Each College year, the college President shall appoint a Grievance Officer. The Grievance Officer shall be an administrator who will facilitate the grievance process and shall coordinate all matters related to grievance hearings.

2.3 Grievance Committee
Each College year, the Academic Senate shall nominate five faculty members and the Associated Students organization shall nominate five students to serve for a one-year term to form a pool from which a grievance committee may be convened.

3.0 INFORMAL RESOLUTION

All parties shall make a reasonable effort to resolve the matter on an informal and confidential basis prior to requesting a grievance hearing. Informal meetings and discussion between persons directly involved in a grievance is essential at the outset of the dispute. In cases where a grievance is related to academic accommodations, the student is encouraged to contact DSP&S immediately.

4.1 FORMAL RESOLUTIONS

If the student fails to resolve the grievance using informal resolution procedures, no further action will be taken unless the student files a formal grievance within ten (10) calendar days of the last informal consultation or within 30 calendar days following the end of the semester in which the alleged grievance occurred. In cases where a grievance is related to academic accommodation, the student must contact the Grievance Officer immediately.

The Grievance Officer shall:

4.2 Meet with the student within two instructional days or as soon as possible.

4.3 Determine that the informal resolution process has been followed and has been unsuccessful.

4.4 Advise the student of their rights and responsibilities as enumerated in Policy 3100 and this Procedure.

4.5 Obtain a description of the grievance from the student on the Statement of Grievance Form. In cases where the grievance is related to academic accommodation, the grievance officer shall immediately inform the 504 Officer of the need for an interim accommodation and ensure that the 504 Officer informs the instructor, DSP&S and the student, in writing, of the recommended interim accommodation.

4.6 Advise the student as to the appropriateness of a hearing.
<u>Grievance should only be heard where:</u>

a. The grievant alleges a violation of a student right as specified in Policy 3100, Section 1.1. through 1.10.
b. The grievant was a student of the college at the time the alleged incident occurred.

c. The grievant is personally and directly damaged by the alleged incident.
d. There is a remedy that is within the authority of the District to grant.
e. There is not another prescribed administrative channel for due process.

The following allegations or issues shall not be heard under this procedure:

a. Discipline of students (see Procedure 3100.2 student disciplinary procedures)
b. Discipline of employees.
c. Traffic or parking citation (Heard through the Traffic Courts).
d. Correction to records, including grade changes. (See Procedure 3001.1, student records, release, correction and challenge).
e. Discrimination or sexual harassment complaints other than academic accommodation (See Policy 4105 and Procedure 4105.2).
f. Criminal acts or civil damages.

4.7 Have the student formally request a hearing by filing the Grievance Hearing Request form within 30 days of the end of the semester in which the alleged incident occurred. 37

5.0 GRIEVANCE HEARING

Any request for a grievance hearing shall be filed with the Grievance Officer by completing the Statement of Grievance form and the Grievance Hearing Request form.

Within ten (10) instructional days following receipt of a Grievance Hearing Request form, the Grievance Officer shall convene the Grievance Committee. In cases of academic accommodation, time is of the essence.

6.1 HEARING PROCEDURE

The full Grievance Committee must be present for the hearing to proceed. The Grievance Officer will be the facilitator and shall inform the participants of the procedures to be followed in the hearing. The decision of the Grievance Office shall be final on all matters relating to the conduct of the hearing unless there is a two-thirds majority vote of the members of the Grievance Committee to the contrary. The burden of proof shall be on the grieving.

6.2 Each party of the grievance may provide the committee with oral and written information relevant to the issue of the grievance.

6.3 The Grievance Officer shall assist all parties in the securing of supporting information.

6.4 Formal rules of evidence shall not apply. All relevant information shall be considered.

6.5 In cases related to academic accommodation the committee shall evaluate the grievance with respect to Section 504 of the Federal Rehabilitation Act of 1973 to ensure that the denial of a requested accommodation is not in violation of the Federal Rehabilitation Act of 1973.

6.6 Parties to the grievance may represent themselves and shall also have the right to be represented by another party who may act as their advisor. Parties shall notify the Grievance Officer of their representative no later than two (2) instructional days prior to the hearing.

6.7 Hearing shall be closed and confidential, unless all parties agree to the contrary.

6.8 In a closed hearing, witnesses shall be only present when testifying, unless all parties and the Grievance committee agree to the contrary. A taped record shall be maintained by the Grievance Officer, unless there is an objection by either party, and in the case of a confidential hearing, shall be the only taped record maintained. Destruction of all records of the hearing shall be in accordance with Procedure 2300.1, FILING, WAREHOUSING AND DISPOSITION OF RECORDS.

7.1 GRIEVANCE DECISION RECOMMENDATION

The Grievance Committee's recommendation shall be based only upon the record of the hearing. Relevant sections of State and Federal laws shall apply.

7.2 The Grievance Committee shall submit its findings in writing to the President within five (5) instructional days following the conclusion of the hearing. The written report shall include specific findings on each issue of the grievance together with recommendation(s). In cases of academic accommodation, time is of the essence. 38

8.0 PRESIDENT'S DECISION

Within five (5) instructional days following receipt of the Grievance Committee's recommendation, the President shall submit a written decision to all parties concerned. In cases of academic accommodation, time is of the essence. The President may accept or reject the findings and recommendations of the Grievance Committee. If the President does not accept a finding or recommendation by the Grievance Committee, the reasons shall be stated in the written decision not to accept. Once the president makes a decision, the grievance process has been completed.

A copy of the Student Grievance Procedure may be obtained from the office of Student Affairs.

A.D.S.N.A. BY-LAWS

ASSOCIATE DEGREE STUDENT NURSES' ASSOCIATION OF SAN DIEGO CITY COLLEGE

PREAMBLE

Recognizing that nurses, as members of the health care team, are committed to improving health and rendering quality nursing care, students in a program of nursing education, which provides learning opportunities for competence in primary health care practice, must be prepared to accept and assume the responsibility for quality nursing care in the best interests of the patient. The Associate Degree Nursing Students of San Diego City College hereby organize themselves in conformity with the By-Laws, Rules and Regulations stated herein.

ARTICLE I
NAME

The name of this organization shall be the Associate Degree Student Nurses' Association (ADSNA) of San Diego City College, a local association of the Student Nurses' Association of California.

ARTICLE II
PURPOSE

The Student Nurses' Association of San Diego City College is organized for the following purposes:

1. To assist student nurses to unite together to advance the profession of nursing and to strengthen the efforts of each individual student in the pursuit of their goals.
2. To support and work with the local Coordinating Council of the Student Nurses' Association of California, and to be an active participant of the State Association at the personal discretion of each individual member.
3. To encourage participation in the activities of the National Student Nurses' Association.
4. To maintain self-government in accordance with the policy of San Diego City College.
5. To initiate interest and enthusiasm for membership in the American Nurses' Association, the professional organization for Registered Nurses.
6. To promote interest in the National League for Nursing.

ARTICLE III
MEMBERSHIP

Section 1. All students in the Nursing Education Program of San Diego City College shall be eligible for membership.

Section 2. Each member in good standing is automatically eligible to become a member of the Student Nurses' Association of California & the National Student Nurses' Association, Inc.

ARTICLE IV
DUTIES OF OFFICERS

Section 1. The officers of this association shall consist of one president (Year II), two vice-presidents (Year I & Year II), two treasurers (Year I & Year II), one secretary & one Associated Student Body (ASB) representative.

Section 2. A student shall be eligible for office if he or she holds an ASB card & has a grade point average of 2.0 or better.

Section 3. The officers shall be elected at the annual meeting to serve a one-year term.

Section 4. Officers shall perform the duties of their respective offices and agreed-upon duties as determined by the executive board.

Section 5. <u>The President Shall</u>:

a) call and conduct all meetings of this association and of the executive board.
b) perform all duties properly designated by the executive board.
c) appoint or approve committees with the consent of the executive board.
d) approve expenditures as submitted by the treasurers and authorized by the executive board.
e) act as an official representative of the student body at various campus and community events as well as by serving on designated faculty committees (see Article XIV, section 1).
f) be a member of CNSA.

g) act as a liaison between the National, State, and Local Student Nurses' Associations.
h) attend association meetings. If unable to attend, the president will assign an alternate.

Section 6. The Vice-President (Year II) Shall:

a) assume the responsibilities of the president during his/her absence, and succeed to the office of president, should it become vacant.
b) chair the Activities Committee, which involves coordinating fund-raising and social events.
c) bring concerns expressed by classmates to the executive board.

Section 7. The Vice-President (Year I) Shall:

a) chair the Activities Committee, which involves coordinating fund-raising and social events.
b) collect and maintain detailed minutes from each graduation committee meeting.
c) bring concerns expressed by classmates to the executive board.
d) serve on designated faculty committees (see Article XIV, section 1).

Section 8. The Secretary Shall:

a) prepare and record the minutes of all meetings of this association and of the executive board.
b) maintain a permanent record of all organization correspondence.
c) notify members of the association of the time and place of all meetings.
d) conduct the general correspondence of the association, as requested by the president or the executive board.
e) maintain an accurate file of names, addresses and phone numbers of all student body members.
f) submit copies of minutes to the Director and faculty advisor.
g) post copies of minutes on selected student bulletin boards.
h) submit copies of all minutes and correspondence to Director of program following tenure.

Section 9. The Treasurers (Year I & II) Shall:

a) maintain a record of all funds of this association.
b) request monetary disbursements, with the approval of the president and as authorized by the executive board, according to the policy of the college.
c) maintain accurate entries of receipts and disbursements of the organizational funds.
d) maintain a permanent record of all paid dues, together with a register of all members in good standing.
e) report status of student body finances at each organizational meeting.

Section 10. The ASB Representative Shall:

a) act as a liaison between the Student Nurses' Association and the Associated Study Body.
b) attend the Associated Student Body board meetings on campus. If unable to attend, the ASB representative will assign an alternate.

ARTICLE V
EXECUTIVE BOARD

Section 1. The executive board shall consist of the student officers and the faculty advisors. Any member of this association, however, may attend executive board meetings.

Section 2. The executive board shall:

a) meet at such times as deemed necessary by the president or a majority of the board.
b) transact necessary business of this association between regular meetings and report such transactions at the next regular meeting of the association.
c) have the power to fill vacancies in any offices, except those of president and vice-president.

ARTICLE VI
ELECTIONS

Section 1. Primary elections will be held during September-October with no fewer than one candidate per office.

Section 2. Candidates will submit written platforms of intentions to the Director of the Nursing Education Program for viewing by all student body members.

Section 3. The Director of the program must give final approval of the slate of candidates.

Section 4. Nominations will be made directly from the floor - time and place to be scheduled so that all members have an opportunity to vote; votes will be cast by written ballot.

Section 5. Election results will be decided by a simple majority if two or more candidates are running for an office and 51% majority if one person is running for an office. In the case of a tie or less than 51% of the vote attained, re-voting will occur.

Section 6. Terms of office shall commence directly after results of elections.

Section 7. In case of vacancy of president, vice-president shall assume office. In case of vacancy of vice-president, a special election meeting shall be scheduled.

ARTICLE VII
VOTING POWER AND QUORUM

Section 1. Each member shall have one vote.

Section 2. A quorum at general meetings shall consist of a simple majority (51%) of the members present at any regular or special meeting.

Section 3. A quorum of the executive board shall be a simple majority.

ARTICLE VIII
MEETINGS

Section 1. Meetings of this association shall be held once a month and at such other times as determined by the executive board members. Notice of regular meetings shall be posted or announced.

Section 2. This local is entitled to one voting delegate and alternate to the annual convention of CNSA, as stated in House of Delegates, By-Laws.

ARTICLE IX COMMITTEE ACTIVITIES

Section 1. The Activities Committee, chaired by the vice-president, shall plan educational and social events for this association.

Section 2. The By-Laws Committee, chaired by the parliamentarian, shall receive all proposed amendments to the By-Laws of this association, and shall submit proposed amendments to the executive board before being presented to the membership.

Section 3. Membership on all committees shall be comprised of students in good standing in the A.D.S.N.A.

Section 4. Standing committees shall meet as necessary at a time and place designated by the respective chairperson. Reports are to be given to the executive board and then to all association members.

Section 5. Any standing committee shall be formed when a request is made to the executive board stating the objectives and goals of the Committee. Final approval by the executive board shall be required.

ARTICLE X DUES

Section 1. The annual dues shall be three dollars ($3.00) per member per month, for the academic year, September to June, payable monthly or in a lump-sum amount. Amount of annual dues shall be re-evaluated with each revision of By-Laws. Any member who does not pay dues is required to pay for any student expenses for which funds of this association are appropriated.

ARTICLE XI AMENDMENTS

Section 1. These By-Laws may be amended at a regular meeting by a two-thirds vote of the members present, provided the amendment has been posted for ten (10) days prior to designated meeting.

ARTICLE XII CONSULTANT

Section 1. This local shall have two advisors who are faculty members of the Associate Degree Nursing Program.

Section 2. The advisors shall counsel as the need arises.

ARTICLE XIII
PARLIAMENTARIAN/PARLIAMENTARY AUTHORITY

Section 1. A parliamentarian shall be appointed by the executive board.

Section 2. The parliamentarian shall be chairperson of the By-Laws committee.

Section 3. The parliamentarian shall attend meetings of the executive board, but without vote.

Section 4. The rules contained in Roberts' Rules of Order, shall govern the association in all cases to which they are applicable and to which they are not inconsistent with these By-Laws.

ARTICLE XIV
REPRESENTATION ON FACULTY COMMITTEES

Section 1. The president and an alternate class representative from each year of the Associate Degree Nursing Program will participate on the following faculty committees:
a. department
b. curriculum
c. student services

Section 2. Students will be notified in writing of the scheduled committee meetings and agenda.

Section 3. Student Committee Representatives will have input pertaining to:
a. program philosophy and objectives
b. curriculum and instruction
c. policies and procedures

ARTICLE XV
REVISION OF ARTICLES OF TRADITION

Section 1. The pin, designated as representative of S.D.C.C. School of Nursing, shall be reviewed for revision, if indicated. A liaison committee composed of faculty and students shall coordinate said review, if said review is deemed appropriate. Final approval of revision rests with faculty members and director.

Section 2. The uniform designated as representative of S.D.C.C. School of Nursing, shall be reviewed for revision if indicated. A liaison committee composed of faculty and students shall coordinate said review, if said review is deemed appropriate. Final approval of revision rests with faculty members and director.

ARTICLE XVI
FISCAL YEAR

Section 1. The fiscal year of this association shall be the academic year.

ARTICLE XVII
ASSOCIATED STUDENT BODY FUNDS

Section 1. Monies will be assigned to the singular registered nursing program, recognized as the Associate Degree Student Nurses' Association of SDCC, to be distributed to and by the organization, as it deems necessary.

PLEASE NOTE: Yearly activation of this organization must occur in order to access and store student-generated funds (See faculty advisor or program director for details).

Please refer to San Diego Community College District Policy 3200: Student Organizations, for additional clarification on Student organizations.
http://www.sdcity.edu/CampusLife/StudentClubs
http://www.sdcity.edu/About/OfficesAndAdministration/StudentAffairsOffice.aspx

PROFESSIONAL ORGANIZATIONS

One of the achievements of professional nursing after World War II was the completion of the plan for the reorganization of the structure of professional nursing, which resulted in two major national organizations. One organization of, by, and for professional nurses, to have full responsibility for those functions, which the members of any profession should perform for themselves, is the American Nurses' Association (ANA). The second organization, the National League for Nursing (NLN) brought together the National League for Nursing Education, the American Association of Collegiate Schools of Nursing and the National Organization for Public Health Nursing (Griffin & Griffin, History and Trends of Professional Nursing).

Through ANA, nurses work for the continuing improvement of professional practice, the economic and general welfare of nurses and the health needs of the American public. Nurses and friends of nursing of all races, creeds and national origins, act together to provide the people of their communities with the best possible nursing service and to assure quality nursing education according to NLN policies.

The student in nursing is encouraged to begin participating in professional organizations while yet a student. To enable the student to do this, the National Student Nurses' Association (NSNA) was formed. The NSNA was organized during the convention of the National League for Nursing in 1953, in Cleveland, Ohio.

The San Diego Student Nurses' Association is a regional branch of the California State Student Nurses' Association. Each registered nursing program in the region forms a separate local association.

The San Diego City College Associate Degree Nursing Program is expected to organize and form a local association at the beginning of each year. Membership dues are collected for the National SNA and the California Nursing Students' Association (CNSA). Local dues are determined by the local membership and retained in the local organization's treasury.

THE PROFESSION OF NURSING PRACTICE

The profession of nursing shares responsibility with other health professions for meeting the health needs of society. Members of the health team collaborate to define health care delivery systems and to participate in their evaluation and improvement. Nursing practice includes the promotion,

restoration, and maintenance of an optimal state of health for individuals, families, groups and the community.

The education of persons pursuing careers in a profession encompasses certain beliefs and traditions as well as specific knowledge and skills, among which are the development of the following:

1. Specialized knowledge and skills unique to the profession and basic to the service to be performed.
2. The ability to make independent judgments, which require a high level of intellectual knowledge.
3. A social and ethical commitment to perform the basic service in an altruistic manner.
4. The desire and ability to continue to augment knowledge and skills throughout life and to extend the boundaries of the professional arts and sciences.
5. Personal qualities necessary to expand intellectual and cultural horizons, to live productively in society and to mature as an individual.

NURSES' CODE OF ETHICS

The development of a code of ethics is an essential characteristic of a profession and provides the means whereby professional standards may be established, maintained and improved. A code indicates a profession's acceptance of the responsibility and trust with which it has been invested. Each practitioner, upon entering a profession, inherits a measure of that responsibility and trust, and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession.

The Code of Ethics, adopted by the American Nurses' Association, is intended to serve as a guide to the ethical principles that should govern the individual practitioner's nursing practice, conduct and relationships. Each nurse has an obligation to uphold and adhere to the code in his/her individual practice and to ensure that colleagues do likewise.

AMERICAN NURSES' ASSOCIATION CODE OF ETHICS FOR NURSES

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient.
4. 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.
5. 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.
6. The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.
9. 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.

The Code of Ethics for Nurses provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future. Adapted from the American Nurses' Association: Code of Ethics for Nurses with Interpretive Statements, 2001, Washington, DC.

Nursing students at San Diego City College are expected to uphold and adhere to the ANA Code of Ethics.

AMERICAN NURSES' ASSOCIATION STANDARDS OF PRACTICE

The Scope and Standards of Practice apply to all registered nurses engaged in clinical practice, regardless of clinical specialty, practice setting or educational preparation. The Scope and Standards of Practice from "ANA Nursing: Scope and Standards of Practice, 2010, 2nd edition" follow:

STANDARDS OF CARE

Standard 1: **Assessment** - The registered nurse collects comprehensive patient data pertinent to the healthcare consumer's health and / or the situation.

Standard 2: **Diagnosis** - The registered nurse analyzes the assessment data to determine the diagnoses or the issues.

Standard 3: **Outcome Identification** - The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4: **Planning** - The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Standard 5: **Implementation** -The registered nurse implements the identified plan.
- Standard 5A: **Coordination of Care** – The registered nurse coordinates care delivery.
- Standard 5B: **Health Teaching and Health Promotion** - The registered nurse employs strategies to promote health and a safe environment.
- Standard 5C: **Consultation** – The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others and effect change.
- Standard 5D: **Prescriptive Authority and Treatment** – The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments and therapies in accordance with state and federal laws and regulations.

Standard 6: **Evaluation** - The registered nurse evaluates progress toward attainment of outcomes.

STANDARDS OF PROFESSIONAL PERFORMANCE

Standard 7: **Ethics** - The registered nurse practices ethically.

Standard 8: **Education** - The registered nurse attains knowledge and competence that reflects current nursing practice.

Standard 9: **Evidence-Based Practice and Research** - The registered nurse integrates evidence and research findings in practice.

Standard 10: **Quality of Practice** - The registered nurse contributes to quality nursing practice.

Standard 11: **Communication** - The registered nurse communicates effectively in all areas of practice.

Standard 12: **Leadership -** The registered nurse demonstrates leadership in the professional practice setting and the profession.

Standard 13: **Collaboration** - The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.

Standard 14: **Professional Practice Evaluation** - The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

Standard 15: **Resource Utilization** - The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective and financially responsible.

Standard 16: **Environmental Health** - The registered nurse practices in an environmentally safe and healthy manner.

LAWS RELATING TO NURSING EDUCATION, LICENSURE, AND PRACTICE

The curriculum or program of study is approved by the California Board of Registered Nursing (BRN), which is under the jurisdiction of the Department of Consumer Affairs. The BRN is responsible for the control of nursing education programs and nursing practice within the state.

PLEASE NOTE: The prior conviction of a misdemeanor or felony crime, or disciplinary action against an LVN/LPN license, may influence eligibility for licensure as a Registered Nurse. Applicants with such prior convictions are urged to meet with the Director of Nursing Education for confidential advisement or to contact the Board or Registered Nursing for more specific information (http://www.rn.ca.gov).

NATIONAL STUDENT NURSES' ASSOCIATION, INC.
CODE OF ACADEMIC AND CLINICAL CONDUCT

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all patients.
2. Maintain patient confidentiality.
3. Take appropriate action to ensure the safety of patients, self and others.
4. Provide care for the patient in a timely, compassionate and professional manner.
5. Communicate patient care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of patient care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the patient, self or others.

14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from patients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN on April 6, 2001.

BOARD OF REGISTERED NURSING
POLICY STATEMENT 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. Statutory authority for denial of licensure is set out in Business and Professions Code, Sections: 480-487, 496, 810, 820-828, 2750-2765, and 2795-2797. http://www.rn.ca.gov/pdfs/enforcement/discguide.pdf
The law provides for denial of licensure for crimes or acts, which are substantially related to nursing qualifications, functions or duties. A crime or act meets this 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 (California Administrative Code, Section 1444).

The Board may deny licensure on the basis of:

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

Convictions

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

- Conviction of child abuse.
- Violation of the Nurse Practice Act.
- Conviction as a mentally disordered sex offender.
- Crime or act involving narcotics, dangerous drugs or dangerous devices.
- Conviction of assault and/or battery.

Rehabilitation

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

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

1. Nature and severity of the acts or crimes
2. Additional subsequent acts
3. Regency of acts or crimes

4. Compliance with terms of parole, probation, restitution or other sanctions
5. Evidence of rehabilitation submitted by applicant

It should be noted that the Board applies the same denial criteria for applications for interim permits and temporary licenses as it uses for permanent licensure.

In summary, the Board of Registered Nursing screens applications fairly but cautiously, applying the preceding criteria. Schools of nursing are encouraged when counseling prospective nursing students to make them aware that there could be potential licensure problems due to serious acts or convictions as described above. In this manner, students have the opportunity to explore other career options prior to investing substantial time in a nursing program if it appears that a prior serious act or conviction may jeopardize licensure due to its substantial relationship to the practice of nursing.

MISCELLANEOUS

Students are expected to make an appointment in advance to see the Associate Dean / Director, Nursing Education and must state the reason for the appointment. Special consideration may be granted for unusual / urgent matters.

Nursing videos may be viewed on campus only. At no time should these videos leave the nursing department.

Personal messages will not be delivered to students by the Director, faculty or office staff unless emergency in nature.

Ringing and beeping cell phones are disruptive to class. Students are expected to set cell phones to vibrate or turn them off while in the classroom. Cell phones must be TURNED OFF during examinations.

Students are expected to notify the nursing education office and director as soon as possible regarding any changes in name, address, email address or telephone number.

Students receiving notices for jury duty must request a postponement until spring semester is over.

Students receiving notices for military duty must speak with the Director, Nursing Education regarding status.

Students are responsible for completing the General Education requirements for the Associate Degree prior to taking the National Licensure Examination (NCLEX-RN). It is imperative that each student plan their educational program to complete these courses in a timely manner. Students completing the nursing education program without completing degree requirements will be limited in their ability to transfer to baccalaureate institutions or practice nursing in other states.

Students are responsible for filing a Petition for Evaluation & Graduation consideration with the Evaluation's Office by the end of the first year of the program for generic students and at the onset of the Fall semester for LVN-RN Advanced Placement Students.

District employees (Faculty/Staff) shall not receive gifts, presents or articles of value, from students or classes, nor shall they give such gifts (SDCCD, Administrative policy #7090).

HOW TO STUDY

Before class briefly preview the text material that will be covered in the lecture.

1. Get an overview of the material by reading the introductory and summary passages, section headings, subheadings, and diagrams.
2. Look at the problems and/or study questions at the end of the chapter.
3. Make note of new terms and theorems.
4. Review (if necessary) old terms and definitions referred to in the new material.
5. Formulate possible questions for class.

Remember, the purpose of previewing is not to understand the material but to get a general idea of

what will be discussed in the class session. This should **not** be a very time-consuming process.

NOTE -TAKING

When taking notes in class, listen **actively**; intend to learn from the discussion.

1. Write down the instructor's explanatory remarks about the objectives.
    a. Note how the objectives relate to each other.
    b. Note any particular conditions of the objectives.
    c. Note why the approach to the problem is taken.
2. Try to anticipate the answers to an objective.
3. Note any concepts, rules, techniques, problems that the instructor emphasizes.
4. Question your instructor during class about any unclear concept or objective.
5. If you miss something in the discussion or don't understand what's being presented, then write down what you **can** catch -- especially key words. Be sure to skip several lines so you can fill in the missing material later.
6. <u>As soon as possible after class, summarize, review and edit your notes</u>.
    a. Quickly read through your notes to get an overview of the material and to check for any errors or omissions.
    b. Fill in any information -- especially explanatory remarks (see #1 above) that you did not have time to write down or that the instructor did not provide.
    c. Use the margin or the back of the opposite page to summarize the material, list key terms or formulas and rework examples. You can also use this space to take notes from the textbook.
    d. Note any relationship to previous material; i.e. write down key similarities and differences between concepts in the new material and concepts in previously learned material.
7. Review your notes at regular intervals and review them with the intent to learn and retain.

TEXT READING

If your class sessions provide a good overall structure of the course, you can use your text to clarify and supplement your class notes. In order to create a single study source, insert the notes you take from the text into your class notes themselves as well as in the margin or the back of the opposite page.

If your **text** provides the best overall structure of the material, then you can use your class notes as the supplementary source. In either case consider the following procedures:

1. Briefly preview the material. Get an overview of the content and look at the questions at the end of the chapter
2. Read **actively** and read to understand thoroughly.
    a. Formulate questions before you read (from class notes or from previewing) and read to answer those questions.
    b. Know what every word and symbol means.
    c. Translate abstract concepts to verbal explanations.
    d. Check to see how the material related to previous material. Ask yourself these questions:
        i. How was the material different from previous material?
        ii. How as it the same?
        iii. What totally new concepts were introduced and how were they applied?
        iv. Where does this material "fit" within the overall structure of the course?
3. Stop periodically and recall the material that you have read.
4. Review prerequisite material, if necessary.

CRITICAL THINKING

Introduction to Critical Thinking

Critical thinking in nursing is an essential component of professional accountability and quality nursing care. The ideal critical thinker is consistently questioning, well informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, cautious in making judgments, willing to reconsider, clear about issues, organized in complex situations, diligent in seeking relevant information and persistent in seeking results.

The nursing faculty at San Diego City College has defined critical thinking as follows: A cognitive (way of thinking) and affective (utilizing the individual's emotions or feelings) method of processing (collecting and deciphering information) that encompasses reflective reasoning (thoughtful decision-making) and problem solving.

Analyzing information is usually the most important aspect of a nursing course. You must, therefore, **spend some of your study time trying to determine how information could be applied to a patient situation**. When working through a problem, follow these steps:

1. Read through the problem at a moderate speed to get an overview of the problem.
2. Read through the problem again for the purpose of finding out what the problem is asking (your unknown). Be able to state this in your own words.
3. If appropriate, draw a diagram and label the givens.
4. Read each phrase of the problem and write down (symbolically or otherwise) all information that is given.
5. Devise a tentative plan to solve the problem by using one or more of the following tactics:
    a. Form relationships among all facts given. (Write an equation that includes your unknown.)
    b. Think of every formula or definition that might be relevant to the problem.
    c. Work backwards; ask yourself, "what do I need to know in order to get the answer?"
    d. Relate the problem to a similar example from your textbook or notes.
    e. Solve a simpler case of the problem using extremely large or small numbers; then follow your example as if it is an example from the text.
    f. Break the problem into simpler problems. Work part of the problem and see if it relates to the whole.
    g. Guess an answer and then try to check it to see if it's correct. The method you use to check your answer may suggest a possible plan.
    h. If you are making no progress, take a break and return to the problem later.
6. Once you have a plan, carry it out. If it doesn't work, try another plan.
7. Check your solution.
    a. Check to see if the answer is in the proper form
    b. Insert your answer back into the problem.
    c. Make sure your answer is "reasonable."

During the problem solving process, it is often helpful to say out loud all of the things you are thinking. This verbalization process can help lead you to a solution.

PROBLEM ANALYSIS

After you have worked a problem, analyze it. This can help sharpen your understanding of the problem as well as aid you when working future problems.

1. Focus on the process used (not the answer) and ask yourself these questions:
   a. What concept, formulas and rules did I apply?
   b. What methods did I use?
   c. How did I begin?
   d. How does the solution compare with worked examples from the textbook or my notes?
   e. Can I do this problem another way? Can I simplify what I did?
2. Explain each step using your own words. Write these explanations on your paper.

TEST PREPARATION

If you have followed an approach to study as suggested, your preparation for exams should not be overly difficult. Consider these procedures:

1. Quickly review your notes to determine what topics have been emphasized.
2. Review your objectives and make certain you can answer each one.
3. Try to cluster information – how are groups alike? What characteristics distinguish each?
4. Based on the objectives, try to predict test questions; make up your own test. Test yourself under conditions that are as realistic as possible (e.g. no notes, time restriction, random sequence of objectives).

TEST TAKING

1. Glance over the whole exam quickly, assessing questions as to their level of difficulty. Also get a sense of how much time to spend on each question. Leave time at the end to check answers. If you have a lapse of memory on a certain question, skip and return to it later.
2. Read each word in the question and each word in each answer.
3. When analyzing a question, look for wrong answers FIRST.
4. When you have ruled out the wrong answers, check to see which of the remaining answers matches the question best. Forget about 'Right' answers.
5. Don't change an answer unless you have identified a specific rule for changing the answer.
6. If you are rereading the question more than usual, take immediate action to lower anxiety.

TEST ANALYSIS

Analyzing returned tests can aid your studying for future tests. Ask yourself the following questions:

   a. Did most of the test come from the class discussion, textbook or homework?
   b. How were the problems different from those in my notes, text and homework?
   c. Where was my greatest source of error (careless errors, lack of time, lack of understanding of material, uncertainty of which method to choose, lack of prerequisite information, test anxiety, etc.)?
   d. How can I change my studying habits to adjust for the errors I am making?

IMPORTANT: The knowledge of most nursing courses is cumulative. Many concepts build on previous concepts, and a poor understanding of one concept will likely lead to a poor understanding of future concepts. Consequently, you should seek help early, if you encounter difficulty.

Use a calendar to write specific due dates for class assignments and exams. Check deadlines routinely.

Make a daily check list of things to be accomplished. Reward yourself for tasks that get done.

Set your watch 5-10 minutes ahead so that you are not anxious about being late.

Set 2 alarm clocks (1 manual, 1 electric) in case electricity is turned off.

Take textbooks, notes or flash cards with you when you know you will have to spend some time waiting.

Take time for you... do some fun things in between studying and school time.

Practice relaxation techniques. Assign other duties to family members. Spend time exercising or developing a hobby.

SUGGESTIONS FOR FORMULATING STUDY GROUPS

What not to do
Don't let one person run the study group.
Don't let the group be too large.
Don't go in hungry.
Don't have all "C" students in your group.
Don't form a group without someone who will stimulate you to do better.
Don't come unprepared.
Don't expect the group to fill you passively with knowledge.
Don't study with people that provoke trivial arguments or are inflexible in their outlook.
Stay away from people whom are hyper and perfectionists, unless that is how you are.
Don't let negative or unprepared people destroy the atmosphere of helpfulness and learning.
Don't just memorize answers to objectives.

What should be done
Do share the leadership functions.
Be organized; identify significant materials to be studied and stick to the subject.
Promote discussion and involve all members.
Divide content to be studied and assign tasks to each member.
Do study regularly.
Do take breaks and eat healthy foods.
Do ask critical thinking questions from completed theory objectives.
Do write sample test questions and discuss rationale for correct and incorrect responses.

Note:
If you're still having some difficulties with schoolwork or exams, speak with your instructor or the Director. Additional on campus services may be available to you. Don't be afraid to ask for help.

GROUP WORK: A Bill of Rights and Responsibilities for all Members

- You have the right and responsibility to select meeting times and locations that are convenient for all members.
- You have the right to contribute to the formation of group goals, the dividing of the work among group members and the setting of deadlines.
- You have the right to expect all group members to do their fair share of the work and you have the right to confront group members that are not doing their fair share. You have the responsibility to complete the work assigned to you.
- You have the responsibility to be an active participant in the group process and you have the right to expect active participation from other group members.
- You have the right to expect feedback from the group on work you complete for the group and you have the responsibility to provide constructive feedback on the work of other group members.
- You have the right to expect group meetings to begin and end promptly and that the group will follow an agenda that outlines the tasks it expects to accomplish during the meeting. You have the responsibility to help the group fulfill these expectations by getting to meetings on time and helping the group develop and follow the agenda.
- You have the right to participate in a group that works cooperatively and handles disagreements constructively.
- You have the right to ask group members to limit the amount of time devoted to socializations or the discussion of extraneous topics. You have the responsibility not to engage in excessive socialization or to bring up extraneous topics. You have the responsibility to help the group stay on task.
- You have the right to expect that group members will listen to you respectfully and you have the responsibility to listen to all group members respectfully.

Adapted from a study group bill of rights developed by D. G. Longman and published in The Teaching Professor, 1992, 6(7), 5.

COMPUTATION OF GRADE POINT AVERAGE

Please utilize the following formula to compute your GPA. This is very important especially with regard to accuracy of scholarship applications.

Courses Completed	**Unit Value**	**Grade/Weight**	**Multiply Unit Value Times Weight**
NE 140	4.5	A/4.0	18.0
NE 141	1.0	A/4.0	4.0
NE 142	4.5	A/4.0	18.0
NE 144	4.5	A.4.0	18.0
NE 146	4.5	B/3.0	13.5
TOTAL UNITS	**19.0**		**71.5 TOTAL WT**

The last step is to divide the total weight by the total number of units: $\frac{\mathbf{71.5}}{\mathbf{19}}$ **= 3.76 GPA**

HELPFUL HINTS FOR PASSING NCLEX

- Start preparing now.
- Have an organized and disciplined approach to your studying.
- Purchase a review book that gives the rationale for all choices - right and wrong answers.
- Do 3,000-5,000 questions; do not memorize questions/answers but review concepts.
- Do not just focus on the CD included with review books. These don't always give you rationales. It is also prudent for each student to share their text with other members of their study group so that numerous questions are available to reinforce test-taking skills, nursing knowledge and application of knowledge.
- Use a timer when studying; allot one minute per question; once finished with selected number of questions per time period, do not go back to change answers.
- Notice key words and phrases of certain questions: initial, essential, priority.
- If you sign-up for a review course, make certain that they cover test-taking strategies and not just content. Also, check their guarantee policy. Speak to other graduates about their experiences with review courses.
- Practice stress-reduction techniques and positive self-talk.
- Start your own support group or cheering section.
- Pay attention to the NCLEX-RN Test Plan to ensure you study the appropriate categories.
- Effective April 2003, the NCLEX-RN® will include "Alternate Item Formats". Specific information can be found at the National Council of State Boards of Nursing, Inc. (NCSBN) Web Site (www.ncsbn.org). The NCSBN also offers an online NCLEX prep package – low cost, convenient and from the source! http://learningext.com/students/default.aspx
- Take a practice run to the testing site so that you now where it is, the parking situation and the probable traffic pattern at the time you will travel on the day of your exam.
- Do not schedule or take exam until you feel ready. However, don't wait too long. Research has shown that your chances for success are greater if you take the exam within 1-2 months after graduation.

THE DAY OF THE EXAM

- Do not study the day of the exam.
- Eat a good breakfast.
- Do some stress reduction and positive self-talk.
- Leave early to get to the testing site; allow for traffic delays and parking problems.
- Bring your glasses.
- Go in to the testing situation with a positive attitude! Take those deep breaths.
- Take control of the environment: wear comfortable clothing and dress in layers; choose a seat without a window next to it; ask for earplugs, if needed; be prepared for distractions.
- Use the scratch paper next to the computer to jot down key concepts: lab values, stages of growth and development, death and dying, mathematical formulas, ABG's, etc.
- Write on the top of the paper in large letters: "I WILL DO MY BEST; I KNOW THE MATERIAL"; then write your name followed by the initials RN.
- Stay focused; do not panic if you do not know the answer; make a logical guess and move on. Think about a patient you took care of, a procedure you did or a specific class discussion.
- Do some quick exercises in place to relax your head, neck and shoulder muscles, wrist stretches
- Do not go crazy if computer goes beyond 75 questions!!!! You can still pass - do not let that machine control you.
- Have confidence in your knowledge and abilities!
- THINK LIKE AN RN, not a student nurse, CNA or LVN! **You** are in charge of these patients.

NCLEX-RN TEST PLAN

This information can be found at:
https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf.

Test Plan Structure
The framework of Patient Needs was selected for the examination because it provides a universal structure for defining nursing actions and competencies, and focuses on patients in all settings.

Patient Needs
The content of the NCLEX-RN® Test Plan is organized into four major Patient Needs categories. Two of the four categories are divided into subcategories:

Safe and Effective Care Environment
- *Management of Care
- *Safety and Infection Control

Health Promotion and Maintenance

Psychosocial Integrity

Physiological Integrity
- *Basic Care and Comfort
- *Pharmacological and Parenteral Therapies
- *Reduction of Risk Potential
- *Physiological Adaptation

Integrated Processes
The following processes are fundamental to the practice of nursing and are integrated throughout the Patient Needs categories and subcategories:

*Nursing Process – a scientific, clinical reasoning approach to patient care that includes assessment, analysis, planning, implementation and evaluation.

*Caring – interaction of the nurse and patient in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support and compassion to help achieve desired outcomes.

*Communication and Documentation – verbal and nonverbal interactions between the nurse and the patient, the patient's significant others and the other members of the health care team. Events and activities associated with patient care are validated in written and/or electronic records that reflect standards of practice and accountability in the provision of care.

*Teaching/Learning – facilitation of the acquisition of knowledge, skills and attitudes promoting a change in behavior.

Distribution of Content

The percentage of test questions assigned to each Patient Needs category and subcategory of the NCLEX-RN® Test Plan is based on the results of the Report of Findings from the 2011 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice, NCSBN, 2012a), and expert judgment provided by members of the NCSBN Examination Committee.

Patient Needs	Percentage of Items from Each Category/Subcategory
Safe and Effective Care Environment	
Management of Care	17-23%
Safety and Infection Control	9-15%
Heath Promotion and Maintenance	6-12%
Psychosocial Integrity	6-12%
Physiological Integrity	
Basic Care and Comfort	6-12%
Pharmacological and Parenteral Therapies	12-18%
Reduction of Risk Potential	9-15%
Physiological Adaptation	11-17%

Overview of Content

All content categories and subcategories reflect patient needs across the life span in a variety of settings.

Safe and Effective Care Environment

The nurse promotes achievement of patient outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect patients and health care personnel.

Management of Care (16-22%) – providing and directing nursing care that enhances the care delivery setting to protect patients, family/significant others and health care personnel.
Related content includes but is **not limited** to:

- Advance Directives
- Advocacy
- Assignment, Delegation and Supervision
- Case Management
- Patient Rights
- Collaboration with Interdisciplinary Team
- Concepts of Management
- Confidentiality/Information Security
- Continuity of Care
- Establishing Priorities
- Ethical Practice
- Informed Consent
- Information Technology
- Legal Rights and Responsibilities
- Performance (Quality) Improvement
- Referrals

Safety and Infection Control (8-14%) – protecting patients and health care personnel from health and environmental hazards.
Related content includes but is **not limited** to:

- Accident/Error/Injury Prevention
- Emergency Response Plan
- Ergonomic Principles
- Handling Hazardous and Infectious Materials
- Home Safety
- Reporting of Incident/Event/Irregular Occurrence/Variance
- Safe Use of Equipment
- Security Plan
- Standard Precautions/Transmission-Based Precautions/Surgical Asepsis
- Use of Restraints/Safety Devices

Health Promotion and Maintenance
The nurse provides and directs nursing care of the patient that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.

Related content includes but is **not limited** to:

- Aging Process
- Ante/Intra/Postpartum and Newborn Care
- Developmental Stages and Transitions
- Health Promotion/Disease Prevention
- Health Screening
- High Risk Behaviors
- Lifestyle Choices
- Self-Care
- Techniques of Physical Assessment

Psychosocial Integrity
The nurse provides and directs nursing care that promotes and supports the emotional, mental and social wellbeing of the patient experiencing stressful events, as well as patients with acute or chronic mental illness.

Related content includes but is **not limited** to:

- Abuse/Neglect
- Behavioral Interventions
- Chemical and Other Dependencies/ Substance Use Disorder
- Coping Mechanisms
- Crisis Intervention
- Cultural Awareness/Cultural Influences on Health
- End of Life Care
- Family Dynamics
- Grief and Loss
- Mental Health Concepts
- Religious and Spiritual Influences on Health
- Sensory/Perceptual Alterations
- Stress Management
- Support Systems
- Therapeutic Communication
- Therapeutic Environment

Physiological Integrity
The nurse promotes physical health and wellness by providing care and comfort, reducing patient risk potential and managing health alterations.

Basic Care and Comfort– providing comfort and assistance in the performance of activities of daily living.

Related content includes but is **not limited** to:

- Assistive Devices
- Elimination
- Mobility/Immobility
- Non-Pharmacological Comfort Interventions
- Nutrition and Oral Hydration
- Personal Hygiene
- Rest and Sleep

Pharmacological and Parenteral Therapies– providing care related to the administration of medications and parenteral therapies.

Related content includes but is **not limited** to:

- Adverse Effects/Contraindications/Side Effects/Interactions
- Blood and Blood Products
- Central Venous Access Devices
- Dosage Calculation
- Expected Actions/Outcomes
- Medication Administration
- Parenteral/Intravenous Therapies
- Pharmacological Pain Management
- Total Parenteral Nutrition

Reduction of Risk Potential– reducing the likelihood that patients will develop complications or health problems related to existing conditions, treatments or procedures.

Related content includes but is **not limited** to:

- Changes/Abnormalities in Vital Signs
- Diagnostic Tests
- Laboratory Values
- Potential for Alterations in Body Systems
- Potential for Complications of Diagnostic Tests/Treatments/Procedures
- Potential for Complications from Surgical Procedures and Health Alterations
- System Specific Assessments
- Therapeutic Procedures

Physiological Adaptation– managing and providing care for patients with acute, chronic or life threatening physical health conditions.

Related content includes but is **not limited** to:

- Alterations in Body Systems
- Fluid and Electrolyte Imbalances
- Hemodynamics
- Illness Management
- Medical Emergencies
- Pathophysiology
- Unexpected Response to Therapies

The majority of questions are written at the application and/or analysis level of cognitive ability. There is a more detailed test plan located on the NCSBN website at:
https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf
Please review the NCSBN website for more information.

NURSING DEPARTMENT COMPUTER LAB

A computer lab has been established in room V-315D for nursing students' use. The nursing faculty encourages all students to take advantage of this lab to enhance their learning experiences.

Faculty members assigned to the NE 108 or NE 206 Skills Lab courses will be available during posted hours to answer questions and assist with obtaining needed materials. If you are enrolled in NE 108 or 206, you will need to sign in and out via the attendance tracking system.

The Student Services Committee has established the following rules for the computer lab:

- This is a learning environment. Please be courteous and respectful so that every student working independently may concentrate and complete their task.
- If you leave the computer for any reason you must log out.
- When using audio materials, please use your own headphones.
- Food and drinks are NOT ALLOWED in the lab.
- Set cell phones to off or vibrate.
- If you have a cell phone, take or make calls outside the room.
- Do not reconfigure the hardware or software.
- Software that does not belong to the Nursing Education Department is not allowed to run or be installed on these computers.
- Software piracy is a federal offense.
- If a printer is made available for student use it will be connected to one computer in lab. Students must bring paper and class must purchase ink cartridges for printer.

Students violating these rules will be asked to leave the lab. Continued misuse of the lab will result in suspension from further lab use.

BLACKBOARD online learning system

Blackboard is the course management program used for all syllabi and assignments in all nursing courses. Windows XP (IE 9 not supported in Windows XP) , Windows Vista, Windows 7 or 8 Macintosh Operating System 10.5 or higher (at least) is needed to effectively run the online learning system.

Instructions for creating an account for **Blackboard**:

1. Go to: https://sdccd.blackboard.com/
2. Log in and follow directions on the web page. All courses that you are enrolled in will automatically show on your individual web page
3. If you are a **new user,** Watch the How to Login to Blackboard video tutorial.

SAN DIEGO CITY COLLEGE Learning Resource Center

The San Diego City College library subscribes to a number of online databases, with full-text options to many nursing journals. This is available to students currently enrolled at City College, 24 hours a day / 7 days a week, online, via the City College Library home page databases link at: http://www.sdcity.edu/lrc/library/libraryhome.asp

When you go to the address you will need a User name and a Password which must be obtained from the library, as it changes every six months.

LENDING LIBRARY

A cooperative lending library, comprised of textbooks, nursing journals and select audiovisual materials has been established in room V-304 for students' use. We, the nursing faculty, encourage all students to take advantage of this lending library to enrich your learning experiences.

The following procedure has been developed to ensure equal access for all participating students:

1. A designated faculty member or instructional assistant will be available to assist students with their needs.
2. A maximum of two (2) books may be checked out for a maximum of 2 weeks. Should more than one edition of a current text be available in the library, arrangements may be made with the faculty advisor or instructional assistant to check these out for longer periods of time.
3. Students are **expected** to return books on the appropriate date. Should this not occur, lending library privileges will be revoked for the remainder of the current semester. Lost, stolen or defaced items must be replaced by the student.

SCHOLARSHIPS

A variety of corporate scholarships and private grants are available to nursing students. Information can be obtained from the Dean of Student Affairs Office, D-105. Notices of upcoming scholarships are also posted on the Student Bulletin Boards within the nursing department and included in the Student Bulletins distributed by the office of Student Affairs. Scholarships offered through the City College Foundation can be found online at: http://www.sdcity.edu/scholarships/default.asp In addition, you can check the Internet for additional information regarding funding/scholarship opportunities (Use your Web browser to find the Google search engine and type in the words "Nursing Scholarships". You will be directed to a variety of helpful sites).

Additional web sites that may be helpful include:

- After College.com: http://www.aftercollege.com/healthcare/
- American Nurses' Association: http://nursingworld.org/
- California Institute for Nursing and Health Care (CINHC): http://www.choosenursing.com/
- FinAid!The Smart Student Guide to Financial Aid: http://www.finaid.org/
- Johnson & Johnson: http://www.discovernursing.com/
- Minority Nurse: http://www.minoritynurse.com
- San Diego County Hispanic Chamber of Commerce: http://www.sdchcc.com
- Scholarship Search: http://www.fastweb.com
- Sigma Theta Tau: http://www.nursingsociety.org/Pages/default.aspx
- The National Student Nurses' Association: http://www.nsna.org/
- The U.S. Department of Education: http://studentaid.ed.gov/guide

PROFESSIONAL NURSING PLEDGE

In the full knowledge of the responsibilities I am undertaking, I promise to care for my patients with all the knowledge, skills and understanding I possess, with compassion and respect for the inherent dignity, worth and uniqueness of every individual, sparing no effort to conserve meaningful life, to alleviate suffering, and to promote health.

I will respect, at all times, the dignity and religious beliefs of the patients under my care and hold in professional confidence all personal information entrusted to me. I will refrain from any action, which might endanger the quality of life or health.

I will endeavor to keep my professional knowledge and skill at the highest level and to give my support and cooperation to all members of the health team.

With full awareness of my qualifications and limitations, I will do my utmost to maximize the potential of the nursing profession and to uphold and advance its standards.

Adapted from Ruby L. Wilson, EdD, RN, Professor of Nursing, Dean Emerita, School of Nursing, Assistant to the Chancellor of Health Affairs, Duke University Medical Center, Durham, NC.

GRADUATION/COMPLETION CEREMONY

A completion ceremony may be conducted at the end of the second year of the nursing program, indicating that each student has met the necessary program requirements. At this time, students will receive the designated school pin, which they have previously purchased.

The completion ceremony will be held on campus and all students are expected to attend. Families and friends of the graduates are invited as well.

The students, with the assistance of the Director and the faculty advisors, will work together to plan and organize this celebration. A standard protocol must be followed. **The Director of Nursing Education must approve all details and final arrangements pertaining to the completion ceremony.**
In addition, students completing the ADN program will graduate, as a group, at the San Diego City College Graduation Ceremony. Students will wear white caps and gowns to differentiate them from other degree candidates. Students are to purchase caps and gowns from the bookstore for a nominal fee.

PROTOCOL FOR NURSING STUDENT COMPLETION CEREMONY

The completion ceremony represents the culmination of an educational program that prepares individuals to enter the profession of nursing. **All** students who have satisfactorily met the curricular requirements are eligible to participate in this significant event. It is at this time that students will receive the designated school pin as a symbol of their accomplishment (Please note that pins are purchased by individual students or encumbered by organization dues).

The ceremony will be held on the campus of San Diego City College. Arrangements must be made at least six months in advance to reserve the venue for rehearsal use and the event itself (Please check with the Student Services Committee for specific details). Months in advance, contact must be made regarding any services being used for any needed equipment and set up of same.

Items required:

- Flags (California & USA)
- Chairs for students & speakers
- Podium with microphone
- Additional microphones
- Table for nurses' pins and Table Cloth

A graduation committee may be formed under the direction of the Vice-President, according to ADSNA By-laws, to work on additional details pertaining to the ceremony, such as:

- Flowers and decorations
- Ordering & display of pins
- Program/program covers
- Slide presentation
- Cards of acknowledgement/thank you
- Music (singer, accompanist, songs)
- Invitations/announcements*
- Photographer
- Speakers
- Reception

*At least **50** invitations are to be supplied to the Nursing Department Secretary for distribution to various campus administrators and community representatives.

Program

The printed formal program will include, but is not limited to, the following components:

1. Processional
2. Pledge of Allegiance
3. Welcome
4. Introductions
5. Speakers
6. Pinning of students*
7. Presentation of Class
8. Recessional

*The Director or Director's designee will perform the actual pinning. Students who choose not to purchase a PIN must bring in a facsimile to be used. **Pins must be approved by the director.**

In addition, a variety of musical selections may be incorporated within the body of the ceremony. These selections are to be decided by a class vote with input from the faculty advisor and Director.

The class is to vote on an overall "theme" for the completion ceremony, which represents the message that they want to impart, as they move on in their professional careers.

If slides are to be used during the ceremony, they must be previewed by the faculty advisor and the Director, well in advance; and, if approved, are to be coordinated with audio-visual technician.

Please note: The words "Licensed", "Registered Nurse", or "RN" may not be printed on the program or any distributed announcements/invitations. Copies of programs, invitations and announcements from previous completion ceremonies are available from the Director.

Reminder: All details of the program, including selection of speakers, announcements, invitations, etc., are to be approved by the Director, Nursing Education. Printed materials must be proofread by the respective faculty advisor(s) and program director.

Attire

Students are required to wear the designated school uniform **without** the student patch.

Appendix A

Your Map to Student Success @ San Diego City College

1. Getting Started at City College Admissions
Rm A-112 (619) 388-3475 Records Rm A-109
(619) 388-3474 Evaluations Rm L-116 (619)
388-3466 Financial Aid Rm A-113 (619) 388-
3501
DSPS (Disability Support) Rm A-115 (619) 388-3513
Veterans Rm A-109 (619) 388-3504
Math & English Assessment Schedule in Rm A-110 (619) 388-3540
New Student Orientation Schedule in Rm A-110 (619) 388-3540
***Student Success Pathways* – Learning Communities:**
City Links Rm A-110 (619) 388-3540
First Year Experience Rm A-110 (619) 388-3540
Honors Rm A-1-N (619) 388-3512
Puente Rm L-121 (619) 388-3668
Umoja Rm L-121 (619) 388-3796
Registration "Reg-e" on **studentweb.sdccd.edu**
A.S. (Associated Students) Cashier Rm D-106 (619) 388-3479
Accounting Rm A-114 (619) 388-3458
Campus Police Rm T-211 (619) 388-3461
Bookstore Rm A-12 (619) 388-3548

2. Plan Your Career, Major or Educational Goal
Transfer/Career Center Rm A-111 (619) 388-3722
Counseling Center Rm A-110 (619) 388-3540
Provided by the Title V Program – ***Engage. Educate. Empower.*** (See other side) 1-2011**Your Map to Student Success @ San Diego City College**

3. Help with Schoolwork
Tutorial/Learning Center Rm L-205 (619) 388-3685
English Center Rm L-209 (619) 388-3633
Math Center Rm L-208 (619) 388-3580
Library "R" Bldg. (619) 388-3421
Independent Learning Center Rm R-105,106 & 107 (619) 388-3535
Multimedia Center Rm R-100 (619) 388-3418

4. Financial, Medical and Personal Support
Financial Aid Rm A-113 (619) 388-3501
Counseling Center Rm A-110 (619) 388-3540
DSPS (Disability Support) Rm A-115 (619) 388-3513
Student Health Services Rm A-116 (619) 388-3450
Mental Health Services Rm A-221 (619) 388-3539
Scholarships Rm D-106 (619) 388-3498
Child Development Center 16th & B Street (619) 388-3205
Student Affairs Rm D-106 (619) 388-3498

5. Additional Specialized Services and Programs
MESA Program Rm L-115 (619) 388-3156
EOPS Rm L-117 (619) 388-3209
New Horizons Rm L-206 (619) 388-3424
CalWORKS Rm L-206 (619) 388-3797
Price Scholars Rm L-117 (619) 388-3244
Student Gov't & Clubs Rm D-106 (619) 388-3358
International Education Rm A-1-Q (619) 388-3652
6. Get Ready to Leave City College
Transfer/Career Center Rm A-111 (619) 388-3722
Evaluations Rm L-116 (619) 388-3466

ATI COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM POLICY

What is ATI?
Assessment Technologies Institute (ATI) offers an assessment driven review program designed to enhance student academic and NCLEX-RN success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking and learning styles, online tutorials, online practice assessments and proctored assessments over the major content areas in nursing. ATI information and orientation resources can be accessed from the ATI student home page.

It is highly recommended that students spend time navigating through these orientation materials.

COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM (CARP)

The CARP is designed to assist students on the licensure exam and enhance overall academic success while enrolled in the Nursing Education Program. Used as a comprehensive program, and combined with the content of the Nursing Education Program, the CARP can assist students prepare for course exams more efficiently, as well as increase confidence and familiarity with content that reflects the NCLEX exam.

Modular Study
ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work. These modules may be assigned by instructors during the course and/or as part of active learning/remediation following assessments.

Tutorials
ATI offers unique Tutorials that teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary and a Critical Thinking Guide.

Assessments
Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that are scheduled during the nursing courses. The Comprehensive Predictor is a comprehensive assessment tool that is predictive for passing the NCLEX-RN. Scores are reported for content, nursing process, critical thinking, therapeutic interventions, communication skills and cognitive level.

Active Learning/Remediation
Active Learning/Remediation is a process of reviewing content in an area that was not learned or fully understood as demonstrated by performance on an assessment. Active Learning/Remediation is intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate using the Focused Review which contains links to ATI review modules, media clips and active learning templates.

Instructors have online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students must provide documentation that the

required Practice Assessments and Remediation is completed using the "My Transcript" feature under the "My Results" tab of the ATI Student Home Page and submit the transcript prior to taking the Proctored Assessment.

The complete package of student assessment and review materials includes:

I. Entrance

Test of Essential Academic Skills (TEAS) Self-Assessment Inventory
Critical Thinking Entrance/Exit Assessment
Quest for Academic Success

II. Content Mastery Series

Assessment and review are designed in accordance with the NCLEX-RN test blueprint and cover the following nursing specialty areas:

- **Fundamentals of Nursing** - Includes foundations of practice, health care continuum, holistic healing, nursing process, growth and development, helping relationships, basic communication, teaching and learning, leadership, management and change, health assessment, basic nursing skills, perioperative nursing care, supporting sensoriperceptual functioning and basic comfort care needs. **(NE 142)**
- **Maternal/Newborn Nursing Care** - Includes content on women's health care, physiologic changes and potential complications during pregnancy, labor, delivery and the postpartum period. Newborn care and potential health care problems are included. Cultural considerations, pharmacology and nutrition are integrated into this lifespan approach test. **(NE 146)**
- **Nursing Care of Children** - Covers topics related to the growth and development of children, common health disorders, socio-cultural and emotional issues, communication and therapeutic modalities. **(NE 146)**
- **Mental Health Nursing Care** - Contains content related to mental health disorders, therapeutic milieu, special populations and stress/crisis management. **(NE 242)**
- **Medical/Surgical Nursing Care**- Covers the major physiologic systems, as well as fluid and electrolyte, acid-base balance and pharmacological considerations. **(NE 244)**
- **Nutritional Care** – Covers nutritional concepts and dietary management for specific health care problems. **(NE 144)**
- **Pharmacology for Nursing Practice** - Covers basic pharmacological principles and management of health care disorders with medications. Some components of the test include dosage and fluid calculations, drug relationship indications and interactions and safety with medication administration. **(NE 240)**
- **Nursing Leadership** - Assesses the student's knowledge regarding the nurse's role in leadership and management within the multidisciplinary team. Included are items related to safety, decision-making, supervision, planning, counseling, delegation and identification of client needs. **(NE 246)**

DIAGNOSTIC ASSESSMENT RESULTS:
INTERPRETATION AND CONSEQUENCES

ATI online practice assessments are designed to be a tool for self-study and active learning of the content. They can be used wherever students have access to the Internet and allow students to practice for NCLEX-RN® by using the computer-based assessments and researching answers in their reference materials.

All students enrolled in a Nursing Education course will be required to take **ALL** scheduled ATI proctored assessments. **See ALGORITHM FOR CONTENT MASTERY SERIES for week by week requirements.**

ATI Proctored Assessments Tardiness and Absence Policy

If the student is more than 5 minutes late to the ATI testing session, the student will forfeit that opportunity to take the exam. If the student is absent from the ATI testing session, and **DOES NOT CALL** the nursing office or proctor prior to the exam, the student will only be able to take the exam once at the scheduled retake time.

USING ATI – ASSESSMENT INSTRUCTION

Technical Requirements

Windows	MAC
Windows XP or later	MAC OS X
Internet Explorer 6 or 7 or	Safari 3.0 or later
Mozilla/Firefox 3.0 or later	Mozilla/Firefox 3.0 or higher
Adobe Acrobat 7 or higher	

Silverlight is required for the use of all ATI applications and can be downloaded from the ATI website.

Step 1
Go to: www.atitesting.com and select "Create a New Account" on the left, under sign in. If you took the TEAS, you already created an account. If you do not remember your user name or password, please call ATI at 800-667-7531.

Step 2
To take an assessment you must sign in with User Name and Password and select "Take an Assessment" on the left main menu. Enter the Assessment ID and the next page will require the Password. Click "Read Instructions" and then "Start Assessment". Upon completion of the Assessment, click "Get Report" to get a detailed report of your performance on the Assessment.

Step 3
If you go back to "My Results", you can create a "Focused Review" which will link you to all the remediation tools available from ATI.

SAN DIEGO CITY COLLEGE

ALGORITHM FOR CONTENT MASTERY SERIES

ATI Comprehensive Assessment and Review Program Policy

Week 2
Student completes Practice Assessment Form A
Week 3 *Remediation*
Minimum ONE HOUR Focused Review

Week 4
Student completes Practice Assessment Form B
Week 5 *Remediation*
Minimum ONE HOUR Focused Review

For each topic missed, complete an active learning template and / or identify 3 critical points to remember

Completion of all four weeks earns student 4 points

Week 6
Student takes Proctored Assessment (First Attempt)

Student achieves a score greater than or equal to **proficiency level 3** on first attempt (4 points).
Week 7 *Remediation*
Minimum ONE HOUR Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal to **proficiency level 2** on first attempt (3 points).
Week 7 *Remediation*
Minimum TWO HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal **to proficiency level 1** on first attempt (1 point).
Week 7 *Remediation*
Minimum THREE HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score **less than** proficiency **level 1** on first attempt
(0 points).
Week 7 *Remediation*
Minimum FOUR HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Week 8
Student retakes Proctored Assessment

Student achieves a score greater than or equal to proficiency level 1
Student receives earned course grade and may progress in nursing program

Student achieves a score below proficiency level 1
Course grade will be "D" and student will be unable to progress in the nursing program.

SAN DIEGO CITY COLLEGE
ALGORITHM FOR CONTENT MASTERY SERIES
Nursing Education 146

Week 1 (OB) Week 2 (PEDS)
Student completes Practice Assessment Form A
Week 2 (OB) Week 3 (PEDS) *Remediation*
Minimum ONE HOUR Focused Review

Week 3 (OB) Week 4 (PEDS)
Student completes Practice Assessment Form B
Week 4 (OB) Week 5 (PEDS) *Remediation*
Minimum ONE HOUR Focused Review

For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points

Week 6 (OB) Week 7 (PEDS)
Student takes Proctored Assessment (First Attempt)

Student achieves a score greater than or equal to **proficiency level 3** on first attempt (4 points).
Week 7 (OB) Week 8 (PEDS) *Remediation*
Minimum ONE HOUR Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal to **proficiency level 2** on first attempt (3 points).
Week 7 (OB) Week 8 (PEDS) *Remediation*
Minimum TWO HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal **to proficiency level 1** on first attempt (1 point).
Week 7 (OB) Week 8 (PEDS) *Remediation*
Minimum THREE HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score **less than** proficiency **level 1** on first attempt
(0 points).
Week 7 (OB) Week 8 (PEDS) *Remediation*
Minimum FOUR HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Week 8 (OB) The Next Week (PEDS)
Student retakes Proctored Assessment

Student achieves a score greater than or equal to proficiency level 1
Student receives earned course grade and may progress in nursing program

Student achieves a score below proficiency level 1
Course grade will be "D" and student will be unable to progress in the nursing program.

ALGORITHM FOR CONTENT MASTERY SERIES **Nursing Education 244B**

Week 1 (Med/Surg) Week 2 (Comprehensive) **Week 3 (Med/Surg) Week 4 (Comprehensive)**
Student completes Practice Assessment Form A Student completes Practice Assessment Form
Week 2 (Med/Surg) Week 3 (Comprehensive) **Week 4 (Med/Surg) Week 5 (Comprehensive)**
Remediation - Minimum ONE HOUR Focused Review
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points
Week 6 (Med/Surg) Week 7 (Comprehensive)
Student takes Proctored Assessment (First Attempt)

Student achieves a score greater than or equal to **proficiency level 3** on first attempt (4 points).
Week 7 (Med/Surg) Week 8 (Comprehensive)
Remediation
Minimum ONE HOUR Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal to **proficiency level 2** on first attempt (3 points).
Week 7 (Med/Surg) Week 8 (Comprehensive)
Remediation
Minimum TWO HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal **to proficiency level 1** on first attempt (1 point).
Week 7 (Med/Surg) Week 8 (Comprehensive)
Remediation
Minimum THREE HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score **less than** proficiency **level 1** on first attempt
(0 points).
Week 7 (Med/Surg) Week 8 (Comprehensive)
Remediation
Minimum FOUR HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Week 8 (Med/Surg) The Next Week (Comprehensive)
Student retakes Proctored Assessment

Student achieves a score greater than or equal to proficiency level 1
Student receives earned course grade and may progress in nursing program

Student achieves a score below proficiency level 1
Course grade will be "D" and student will be unable to progress in the nursing program

ALGORITHM FOR CONTENT MASTERY SERIES **Nursing Education 246B**

Week 1 (Leadership) Week 2 (Comprehensive) **Week 3 (Leadership) Week 4 (Comprehensive)**
Student completes Practice Assessment Form A Student completes Practice Assessment Form
Week 2 (Leadership) Week 3 (Comprehensive) **Week 4 (Leadership) Week 5 (Comprehensive)**
Remediation - Minimum ONE HOUR Focused Review
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points
Week 6 (Leadership) Week 7 (Comprehensive)
Student takes Proctored Assessment (First Attempt)

Student achieves a score greater than or equal to **proficiency level 3** on first attempt (4 points).
Week 7 (Leadership) Week 8 (Comprehensive)
Remediation
Minimum ONE HOUR Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal to **proficiency level 2** on first attempt (3 points).
Week 7 (Leadership) Week 8 (Comprehensive)
Remediation
Minimum TWO HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score greater than or equal **to proficiency level 1** on first attempt (1 point).
Week 7 (Leadership) Week 8 (Comprehensive)
Remediation
Minimum THREE HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Student achieves a score **less than** proficiency **level 1** on first attempt
(0 points).
Week 7 (Leadership) Week 8 (Comprehensive)
Remediation
Minimum FOUR HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
(2 points)

Week 8 (Leadership) The Next Week (Comprehensive)
Student retakes Proctored Assessment

Student achieves a score greater than or equal to proficiency level 1
Student receives earned course grade and may progress in nursing program

Student achieves a score below proficiency level 1
Course grade will be "D" and student will be unable to progress in the nursing program.

SAN DIEGO CITY COLLEGE
ALGORITHM FOR ATI COMPREHENSIVE PREDICTOR

Week 2
Student completes Practice Assessment Form A
Week 3 *Remediation*
Minimum ONE HOUR Focused Review

Week 4
Student completes Practice Assessment Form B
Week 5 *Remediation*
Minimum ONE HOUR Focused Review

For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points

Week 6
Student takes Proctored Assessment (First Attempt)

Student achieves a score greater than or equal to **72.7%** on first attempt (4 points).
Week 7 *Remediation*
Minimum ONE HOUR Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

Student achieves a score greater than or equal to **70.7%** on first attempt (3 points).
Week 7 *Remediation*
Minimum TWO HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

Student achieves a score greater than or equal **69.3%** on first attempt (1 point).
Week 7 *Remediation*
Minimum THREE HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

Student achieves a score **less than 69.3%** on first attempt (0 points).
Week 7 *Remediation*
Minimum FOUR HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

Week 8
Student retakes Proctored Assessment

Student achieves a score greater than or equal to 70%
Student receives earned course.

Student achieves a score below 70%
Student will be given an incomplete in the course and must complete Virtual ATI. Upon completion of Virtual ATI, student will be given earned course grade and transcripts will be released to BRN

RN CONTENT MASTERY SERIES 2013 PROFICIENCY LEVEL DEFINITIONS*

LEVEL 1

A student meeting the criterion for Proficiency Level 1:

- is expected to **just meet** NCLEX-RN® standards in this content area.
- should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- should meet the absolute minimum expectations for performance in this content area.

LEVEL 2

A student meeting the criterion for Proficiency Level 2:

- is expected to readily meet NCLEX-RN standards in this content area.
- should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- should exceed minimum expectations for performance in this content area.

LEVEL 3

A student meeting the criterion for Proficiency Level 3:

- is expected to exceed NCLEX-RN standards in this content area.
- should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- should exceed most expectations for performance in this content area.

**Note that these definitions were based on expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN performance to performance on the Content Mastery Series, nor was any study conducted demonstrating a statistical relationship between Content Mastery Series performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.*

RN Comprehensive Predictor® 2016
Probability of Passing Expectancy Table

RN COMPREHENSIVE PREDICTOR 2016 INDIVIDUAL SCORE
PREDICTED PROBABILITY OF PASSING THE NCLEX-RN©

80.0% – 100.0%	99%
79.3%	98%
78.7%	98%
78.0%	98%
77.3%	98%
76.7%	97%
76.0%	97%
75.3%	97%
74.7%	96%
74.0%	96%
73.3%	95%
72.7%	95%
72.0%	94%
71.3%	93%
70.7%	92%
70.0%	91%
69.3%	90%
68.7%	89%
68.0%	87%
67.3%	86%
66.7%	84%
66.0%	82%
65.3%	80%
64.7%	78%
64.0%	76%
63.3%	73%
62.7%	71%
62.0%	68%
61.3%	65%
60.7%	62%
60.0%	59%
59.3%	56%
58.7%	53%

NURSING PROCESS / CARE PLANNING
GUIDE TO EXPECTATIONS AND REQUIREMENTS

Definition: The Nursing Process is a systematic, rational method of planning and providing nursing care. Its goal is to identify a patient's health care status, actual or potential health problem, to establish plans to meet unmet needs, and to implement specific nursing interventions to meet those unmet needs. It provides a framework within which nurses use their knowledge and skills of Human Response to express caring.

Faculty expectations in red

Assessment – Collection, validation, organization and recording of patient data

- Gather information, collect data systematically - HX, PE, Diagnostics.
  Include all Basic Needs on Assessment tool
- Organize and Record –
  - Subjective - what the patient says (SYMPTOMS) and
  - Objective - what you see - clear, factual, no interpretation needed (lab, diagnostic data), uses accepted standard (SIGNS).

  Should see S & S of whatever nursing diagnosis used
- Validate the data - compare subjective & objective, clarify ambiguous or vague statements, double check extremely abnormal data, determine presence of factors that may interfere with accurate measurement

Diagnosis - a clinical judgment about an individual, family or community response to actual or potential health problem / life process for which the nurse can prescribe primary interventions for treatment or prevention.

- Cluster, analyze and interpret data,
- Draw conclusions, identify problems/patient needs and prioritize them.
- Identify Risks and strengths - resources, abilities to cope.
- Must use PES format, Problem, Etiology, Signs and Symptoms. Required
- Format: Problem r/t:____AEB:____Required

Planning / Outcomes – Setting priorities, establishing outcomes and selecting nursing interventions to develop a nursing care plan.

- Set priorities - what is important to you and to the patient? -- safety, physiologic needs usually 1st.
- Establish **patient** outcomes - what you hope to achieve with the patient -- must be mutual, measurable, observable, behavioral, realistic and have a time frame. Should be reduction or alleviation of problem.
- Format: The patient will: _(achievement)__ AEB: _(observable evidence of outcome)__ by: _(time frame)__. Required
- Select Nursing Interventions - specific activities the nurse plans & implements to help patient achieve expected outcomes.
- Must be: individualized and specific for patient, realistic, based on scientific principles, nursing knowledge, experience, within established standards of care.
- Should define what is to be done, when, how often, duration, sequence of performance. Teach, support, comfort, respect patient and encourage patient to participate.
- Format: The nurse will: _(define specific action)__ Required
- Develop plan of Care - write it down in usable terms

Implementation – The nurse completes actions necessary for outcome achievement.

- Interventions are Independent – the nurse prescribes, performs, supports, counsels, teaches, monitors – includes health promotion, prevention, physical care
  2 of 3 Required
- Collaborative Interventions – actions carried out in collaboration with other health team members – MD, PT, SW … 1 of 3 required
- Dependent Interventions are prescribed by MD, performed by nurse.
- Record interventions carried out & patient response to them

Evaluation - deliberate, systematic process in which nurse determines patient's progress toward outcome achievement & effectiveness of NCP.

- Identify expected outcomes to evaluate,
- Collect data related to outcomes,
- Compare data with expectations,
- Judge whether outcome achieved,
  Require Met, Partially Met and Unmet, Must say HOW outcome met
- Draw conclusions about interventions,
- Review & modify plan of care.
- If Unmet or Partially Met, must indicate HOW care plan will be modified
- Did patient meet outcome? Did the interventions work? Do you need to start over?

Patch Instructions for Students

Before you apply your patch:

- To set the colors of the patch:
  - Soak patch for 2 hours in a bowl of ¼ cup vinegar and ¼ cup warm water
  - Let dry
    This should set the colors of your patch so it will be safe to wash with the uniform. When washing any garment with a patch, use only non-chlorine bleach.

Patch Application: There are 3 methods for attaching your new patch:

- To sew:
  - By machine, use a large basting stitch (6-8 stitches per inch); Stitch around outer edge.
  - By hand, stitch over outer edge of patch with a whip stitch.
  - Many dry cleaners also do applications of this kind.
- To "Tack-It"
  - Using a temporary bond glue allows you to remove your patch for garment washing.
    We have discovered a product called "Arleene's Tack-it". This can be purchased at many craft stores or WalMart stores.
    - Follow direction on bottle:
      Apply a thin coat to back of patch, making sure to spread evenly and over entire patch. Let dry 24 hours.
      Remove patch before washing garment.
      When patch loses "tackiness" (after 6-8 wearings) reapply Tack-it.
- To Iron on: (This method applies to most Dove patches. However, if your patch does not have a shiny white backing, it cannot be ironed on).
  - Center patch over area to be ironed.
  - Pass a hot iron over the patch two or three times until the entire patch has been covered.
    This should adhere the patch to your uniform, however, a few stitches around the edges will help keep it securely in place through repeated washings.
    An ironed-on patch may be removed by reheating the patch with a hot iron

Helpful Hints for Stains

- Here are some products to try in case your uniform becomes stained:
  Zout
  Spray and Wash
  1/8 cup Cascade to 1/8 cup Clorox II in 1 cup very hot water (soak overnight and wash as usual)
  Hydrogen Peroxide works well for blood stains
- Always pre-treat stains before washing
- Try and catch stains before they go into the dryer (stains bake into fabric when put in the dryer)
- Spraying hairspray on ink helps to loosen the stain
- Work the stain from outside toward the center to avoid spreading.

Appendix F

REQUEST FOR A LETTER OF REFERENCE / RECOMMENDATION
FROM A FACULTY MEMBER

Date of Request_____Instructor_____

Student Name_____Telephone_____

Student Address_____

Date letter needed_____
Letter to be mailed_____Picked up from Office_____Mailed to facility_____
Please list the semester, year and course in which you completed the class with the above instructor
Theory_____

Clinical_____

Please provide the following information concerning the letter and the person to whom the letter is to be addressed
Name_____Title_____

Facility_____

Address _____

Purpose of the letter (employment, scholarship, etc) _____
Specific information that needs to be included in the body of the letter

_____

_____

_____

_____

Please be certain that you personally contact the instructor prior to submitting this form for completion.
Signature of Student Requesting _____

Date _____

Challenging the CNA test
Information for students that have completed Fundamentals of Nursing
Or
Military Medical Experience with a DD214

Below is a copy of the **back** of the California Department of Public Health (CDPH) document: 283B, to be completed by the applicant. The highlighted area refers to the equivalency documentation that must be sent with the 283B form. The **bolded** is what the applicant has to do. More information can be found at: http://regionaltestingcenter.org/. This web site has a skills testing guide, practice tests and the necessary forms (283B and livescan forms). They are also a good resource if you need to call.

The CDPH website link is http://www.cdph.ca.gov/certlic/occupations/Pages/AidesAndTechs.aspx This website is more difficult to navigate but has additional information.

ATCS is the California Department of Public Health **Aide and Technician Certification Section** – where nurse assistant and home health aide certification is processed.

Copy from back of 283B form:

C. EQUIVALENCY-TRAINED NURSE ASSISTANT APPLICANTS

If the applicant is presently in (or completed) a Registered Nurse, Licensed Vocational Nurse or Licensed Psychiatric Technician program or has medical training in military services; or has received the above license(s) from a foreign country or U.S. state, the applicant will not have to take further training and may qualify to take the competency evaluation.
Submit the following to ATCS:
● An official, sealed transcript of training (students can substitute the transcript with a sealed letter on official school letterhead listing equivalent training in at least "fundamentals of nursing". The letter must include the completion date(s) of training).
If discharged from the military, a copy of the DD-214 can substitute for the original transcript; and
● Proof of work providing nursing services, for compensation in the last two (2) years (not required for nursing students or if the college degree was received in the last two (2) years); and
● **A copy of the completed Request for Live Scan Services (BCIA 8016) form; and**
● **This completed application form.**

If eligible, ATCS will send information regarding taking the competency evaluation. Provided the above has been submitted to ATCS by the applicant or training program, the nurse assistant may work with proof of successful completion of the competency evaluation while the criminal review is
in progress.