



# **Associate Degree Nursing Program**

## **Student Handbook**



**2015 - 2016**

# TABLE OF CONTENTS

## PHILOSOPHY AND UNIFYING THEME

Mission Statement.....	3
Philosophy.....	3
Unifying Theme .....	4
The Nursing Process.....	7
Basic Human Needs.....	8
Individual Structural Variables.....	9
Terminal Outcomes.....	11
Program Learning Outcomes (PLOs).....	12
Terminal Objective.....	14

## OVERVIEW

Medical Terminology and Nurse Logic for Incoming N150A Students.....	15
Sequence of Nursing Courses.....	16
Quality and Safety Education for Nurses (QSEN).....	17
Grading Criteria.....	25
Examination Policy.....	25
Clinical Evaluation.....	26
Procedure for Unsafe Performance.....	27
Probation.....	28
Simulation.....	28
Progression through the Nursing Program.....	29
Mandatory Drop.....	29
Voluntary Stop-out.....	29
Comprehensive Predictor Examination.....	29
Re-entry Policy.....	29
Appeals Process.....	29

## POLICIES AND PROCEDURES

Professional Behaviors.....	32
Academic Honesty.....	33
Attendance Policy.....	34
Drug Screening/Testing Policy.....	35
Background Check.....	35
Clinical Placement Policy.....	36
Clinical Preparation.....	37
Confidentiality of Information.....	37
Release of Medical Information.....	38

## GENERAL INFORMATION

Course Evaluation.....	39
Disability Policy.....	39
Physical Requirements.....	40
Mental and Emotional Requirements.....	40
Electronic Devices.....	41
Latex Allergy Policy.....	41

Malpractice Insurance.....	41
Pregnancy Policy.....	42
Report of Industrial Injury or Illness.....	42
Student Grievance Due Process.....	43
Substance Abuse Policy.....	43
Uniform Guideline/Dress Code.....	44
Health and Immunization.....	45
CPR Certification/Fit Testing/Influenza Vaccine.....	46

**RESOURCES FOR ENHANCING STUDENT LEARNING.....**

Clinical Simulation.....	47
Skills Lab.....	47
Student Success Workshops and Coordinators.....	47
Learning Resource Center/Library Media Technology Center.....	47
References/Periodicals.....	47
Ella Rose Madden Room.....	48
Writing Center.....	48

**AWARDS AND RECOGNITION.....**

Nursing Director’s Recognition List.....	48
Clinical Commendation Award.....	48
Academic Excellence Award.....	48
Nursing Service Award.....	48
Applause Award (Faculty).....	49

**STUDENT REPRESENTATION/ACTIVITIES.....**

Iota Kappa Chi (IKX).....	49
Committees.....	49
Completion Ceremony.....	50

**GRADUATION & CANDIDACY FOR LICENSURE.....50**

**APPENDIX.....**

Chain of Command.....	55
Clinical Improvement Plan (CIP).....	56
Dosage Calculation Instructions for N150A and N150B.....	57
General Dosage Calculation Instructions.....	58
Guide to the Appeals Process for Admission.....	59
Appeal Application.....	60
Appeal Checklist for Nursing Counselor Approval.....	61
APA Guidelines.....	62
Report of Industrial Illness.....	63
Student Success Referral Documents.....	64
Release of Personal Information.....	67
Use of Personal Data Devices Policy.....	68
Letter of Recommendation Request Form.....	69
Evaluation of Student Handbook/Handbook Receipt Form.....	71

**PHILOSOPHY & UNIFYING THEME**

## **MISSION STATEMENT**

The Associate Degree Nursing Program supports the mission of El Camino College. The program offers quality, comprehensive educational opportunities and services to its diverse community, specifically those individuals aspiring to obtain the knowledge, skills, and attitudes required of a Registered Nurse.

## **PHILOSOPHY**

The Associate Degree Nursing Program at El Camino College is based on a unifying theme that offers a model from which the curriculum is organized. This unifying theme identifies the nursing process as its organizing structure and is integrated with the concept of the Basic Human Needs wherein each individual is believed to be a biopsychosocial being with a set of Basic Human Needs. Incorporated within the concept of Basic Human Needs is the belief that each individual is unique due to structural variables. In addition, the faculty believes that:

The **INDIVIDUAL** is of central importance, has inherent dignity, and is worthy of respect and care simply because he/she exists as a unique biopsychosocial being. The individual's right of freedom of choice is primary, and an individual's choice is a result of personal and social values. It is the faculty's obligation to influence and educate for positive choices, but it is also necessary to accept and respect the individual's ultimate choices.

**SOCIETY** is made up of individuals who have joined in a system of relationships to achieve common goals. These common goals revolve around the system of values and a set of practices that are organized for the protection of the individual, for the education and enculturation of society's members, and for the welfare of all.

**HEALTH** and illness are dynamic, directional concepts viewed on a horizontal continuum. Health is the ability to mobilize energy and resources to meet all of the Basic Human Needs. Illness is an imbalance or disruption in the ability to meet any of the Basic Human Needs.

**NURSING** incorporates principles from the behavioral, biological, and physical sciences. Nursing is concerned with the quality of the health of individuals and their relationships within society. Nursing activity within the Associate Degree Nursing Program at El Camino College is directed toward assisting the individual as a holistic being to meet his/her Basic Human Needs in order to maintain or regain an optimum level of health.

**STUDENTS** differ in goals and objectives. The faculty accepts the student as an individual, and recognizes that students differ in learning needs related to age, sex, culture/ ethnicity, socioeconomic background, educational preparation, clinical interest, and learning styles. Students in the Associate Degree Nursing Program at El Camino College are expected, as adult learners, to be self-motivated and self-directed. In addition, students are expected to exercise critical thinking, to realistically self-evaluate, to assume responsibility for learning, and to utilize available resources to meet their learning needs. The learning program fosters these characteristics and is designed to prepare the student for the practice of nursing as it is today and as it will be in the future. Program learning outcomes direct students towards those competencies that a student must

demonstrate to practice within the profession of Nursing. The learning outcomes focus on Professional Practice, Communication, Evidence-Based Nursing Process, Health Education, Teamwork and Collaboration, Management of Care, and Safety.

**TEACHING** involves the structuring of content for student learning that allows free exchange of ideas. The teacher is one who raises questions and issues for dialogue with students, prescribes and provides learning experiences in a logical sequence, provides a variety of resources to meet the individual needs of the students, and evaluates individual progress. The teacher supports the student in his/her educational endeavors and encourages each student to utilize the resources from within the college, the nursing community, as well as family, friends, and community services. In addition, the teacher facilitates the problem-solving process, guides the student's self-evaluation process, and maintains expertise in nursing practice.

The **GRADUATE** of the Associate Degree Nursing Program at El Camino College is prepared to practice at an entry level, commensurate with prevailing practices. An individual graduate is able to join the health team at the Associate Degree Nursing level and provide direct nursing care in a health care setting that includes professional nursing supervision and consultation. Associate Degree Nursing education at El Camino College provides upward and lateral mobility for career options. Graduates are encouraged to continue their education to earn a BSN and to act as advocates and leaders for health care in the surrounding community.

The **GRADUATE** of the nursing program at El Camino College has acquired the knowledge, skills, and attitudes inherent in the three integrated roles basic to Associate Degree Nursing practice and functions at a level three of the program learning outcomes: provider of care, manager of care, and member within the discipline of nursing. In each of these roles, decisions and practice are determined on the basis of knowledge, skills, the nursing process, and established protocols of current evidence-based practice.

As a provider of care the graduate's professional practice is characterized by accountability and critical thinking as demonstrated by the use of evidence-based practice and patient-centered care. The graduate is clinically competent and aware of the safety needs of the patient. The graduate communicates and educates patients and their families regarding health care issues and practices within the ethical and legal framework of nursing.

As a manager of care the graduate works within the boundaries of professional practice in a collaborative manner, communicating effectively with patients and other health care team members. The graduate is accountable and able to manage human, physical, financial and technological resources to provide the highest quality care to diverse groups of patients with varying health care needs.

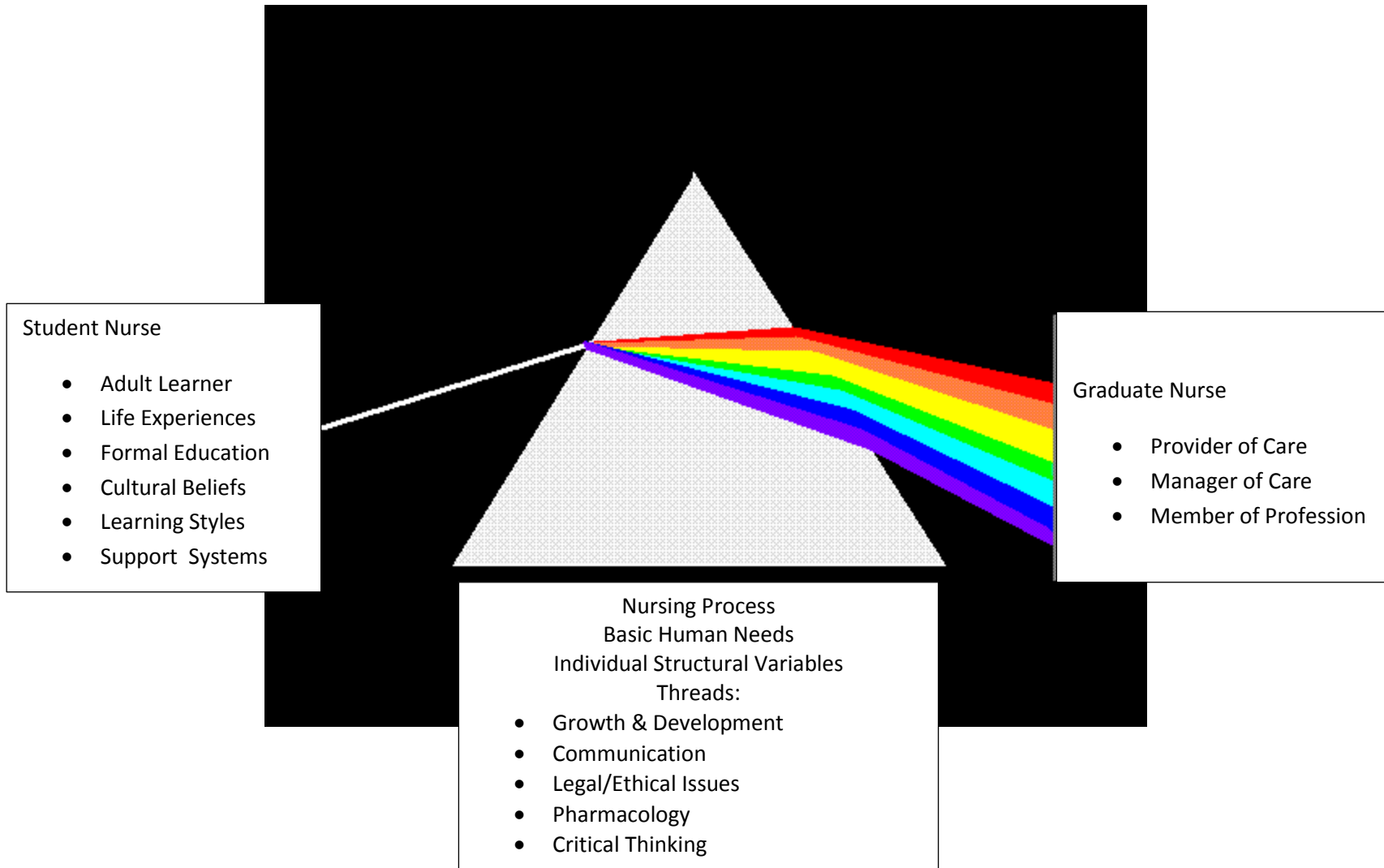
As a member of the discipline of nursing, the graduate is characterized by a commitment to professional growth, continuous learning, and self-development. The graduate practices within the ethical and legal framework of professional nursing and is responsible for assuring high standards of nursing practice.

## **UNIFYING THEME**

The organizing structure of the El Camino College Associate Degree Nursing Program's unifying theme is the Nursing Process and the concept of the biopsychosocial being. The curriculum defines this process as a systematic method of identifying problems arising from Basic Human Needs and assisting the individual to recognize and cope with these problems throughout the life cycle.

Central to the Nursing Process is the concept of the Basic Needs. Each individual is believed to be a biopsychosocial being who has a set of seven basic needs: physical integrity, affiliative, ingestive, excretory, oxygen-carbon dioxide exchange, sexuality, and activity-rest. Incorporated within this concept are the structural variables. A person possesses a unique structure based on the variables of age, sex, spirituality/religion, cultural-ethnicity, education/occupation, relational affiliation and position on the health-illness continuum.

## Unifying Theme



## **THE NURSING PROCESS**

Steps in the nursing process using the Basic Human Needs concept are assessment, diagnosis, planning, implementation, and evaluation.

### **Assessment:**

To identify and document changes in the patient's health status which interfere with the ability to meet Basic Human Needs.

### **Diagnosis:**

To establish a standardized statement about the health of a patient for the purpose of providing nursing care. Nursing diagnoses are developed based on data obtained during the nursing assessment.

### **Plan:**

To develop an individualized nursing care plan based on nursing diagnoses, Basic Human Needs, structural variables, and plan interventions that follow established nursing protocols by:

- establishing priorities for care based on the patient's identified needs;
- identifying short and long-term patient goals.

### **Implementation:**

To apply established nursing protocols to an individualized plan of care according to the prioritization of a patient's needs and structural variables. Implementation participates in the prescribed medical regimen by assessing, delegating, and providing follow-up care to patients in a safe manner.

### **Evaluation:**

A systematic determination of the significance of nursing interventions delivered to patients in meeting short and long-term health care goals. Evaluation identifies the need to tailor interventions to meet the patient's needs and /or modify the plan of care as necessary.

## **Major Threads of the Program**

The unifying theme of the El Camino College Associate Degree Nursing Program can be visualized as a prism focusing the rays of light. The light illustrates students entering the nursing program. As adult learners, students bring with them life experiences, formal education, knowledge, and cultural beliefs that can be likened to rays of light reaching out for further growth and direction. The prism represents the nursing program, illuminating their range of knowledge and experience. These are focused by the nursing process into patterns of light that illustrate the Associate Degree nursing graduate who has acquired the knowledge, skills, and attitude inherent in the three integrated roles of provider of care, manager of care and member within the discipline of nursing. The major threads integrated throughout the curriculum are ***growth and development, communication, legal/ethical issues, pharmacology, and critical thinking***. These threads identify areas of learning within the curriculum that are ongoing and essential in order for the student to help patients meet their Basic Human Needs. (Figure 1)



## **BASIC HUMAN NEEDS**

Integrated with the Nursing Process is the concept of the Basic Human Needs. Each individual is believed to be a biopsychosocial being who has a set of seven Basic Human Needs. These needs are physical integrity, affiliative, ingestive, excretory, oxygen-carbon dioxide, sexuality, and activity-rest. Incorporated within this concept are the structural variables. A person possesses a unique structure based on the variables of age, sex, religion, culture/ethnicity, education/occupation, relational affiliation, and ones' position on the health-illness continuum.

### **Physical Integrity Need**

**Motivating Forces:** Damage or threat of damage to the anatomical structure.

**Goal:** Preservation of the patient's physical apparatus.

**Nursing Involvement:** Protecting the patient by providing a safe environment, performing nursing tasks in a safe manner, monitoring physical apparatus for stress intensification which could cause damage, and assisting the client to care for his physical apparatus.

### **Affiliative Need**

**Motivating Forces:** Maintenance of satisfactory relationships with others.

**Goal:** Construction and maintenance of a position in social space.

**Nursing Involvement:** Protecting the patient by identifying stressors or potential stressors to the client's self-concept, supporting the client's coping mechanisms, and reducing stress intensification.

### **Activity-Rest Need**

**Motivating Forces:** Inappropriate utilization of energy.

**Goal:** Coordination of behaviors that utilize energy efficiently without exhausting the patient.

**Nursing Involvement:** Alleviating stressors to the activity-rest balance and preventing or mitigating the effect of the imbalance.

### **Ingestive Need**

**Motivating Forces:** Replenishment of nutrients necessary for life.

**Goal:** Optimal maintenance of cellular nutrition.

**Nursing Involvement:** Assisting the client to obtain necessary nutrients by oral or parenteral routes in order to cope with an imbalance or assist with maintenance of usual patterns.

### **Excretory Need**

**Motivating Forces:** Facilitates the removal of metabolism by-products and substances that cannot be utilized by the body.

**Goal:** Promote fluid and electrolyte balance essential for life.

**Nursing Involvement:** Assisting the client to maintain usual patterns and to cope with altered patterns.

### **O<sub>2</sub>CO<sub>2</sub> Exchange Need**

**Motivating Forces:** Maintain adequate cellular oxygenation.

**Goal:** Optimize oxygen and carbon dioxide exchange.

**Nursing Involvement:** Promote requisite measures to facilitate gas exchange.

### **Sexuality Need**

**Motivating Forces:** The need to express the self as a sexual being.

**Goal:** Preservation of sexual identity and reproductive needs.

**Nursing Involvement:** Assisting the client to maintain sexual identity and to cope with stressors which impact sexual identity and/or reproduction.

## **INDIVIDUAL STRUCTURAL VARIABLES**

The concept of structural variables is defined as those factors common to all humans. These generalizations can be applied to individuals to develop an individual profile. The structural variables give form to nurse/patient interactions and assist in clarifying the person's reaction to a given situation. They vary from person to person and do not control or influence each individual in the same way.

Every person has a profile that is comprised of his/her specific age, sex, ethnic group or the cultural group most dominant in his/her life, the primary or extended relationship group, dominant spiritual/religious beliefs, education and occupation and health status. For the nurse, the patient's structural variable profile provides the context within which the needs of the patient are assessed. It is important that the nurse must also recognize the fact that he/she is also influenced by his/her own structural variables and take care not to let his/her profile influence her interpretation of the patient's needs.

Although each person is unique, this is not a total uniqueness. Each person exists within a specific family, community and society. Understanding structural variables gives the nurse a tool to understanding, interpreting and predicting a person's behavioral responses. It serves as an exploratory tool that assists the nurse in development and implementation of an individualized care plan for the patient. Utilization of the structural variable concept helps to ensure that each person will be viewed as a unique individual and provides the nurse with a framework within which to ask

relevant questions and discover appropriate facts to anticipate patient needs. The utilization of the structural variable concept also helps the nurse to avoid prejudging and stereotyping the patient.

**Age** – This variable includes the number of years a person has lived as well as the impact of the time on the social, emotional and physical well-being of the person. There is also a historical significance to age that cannot be ignored. The era during which one is born and the events that occurs during his/her life influence health seeking behaviors and healthcare choices. According to developmental theorists, every person no matter the age is faced with developmental tasks and challenges and these must also be considered when assessing the individual's structural variables.

**Sex** – There are obvious differences between males and females. But within each gender category there are differences. These differences are influenced by genetic variations, hormonal changes and societal expectations.

**Spirituality/Religion** – This variable helps the individual define the meaning and purpose of life. It acts as a powerful determinant of the individual's perception of and reaction to health situations. Spiritual/religious practices may influence a patient's choice of healthcare providers, health decisions and nutritional intake.

**Ethnic or cultural group** – Ethnic or cultural background influences both social and physiologic factors. Although basic physiologic makeup of humans is the same the body's responses to illness and medication can vary from individual to individual and an "one size fits all" is not appropriate in caring for patients. Cultural background influences certain genetic and disease conditions, life styles, food customs and interactional patterns. Regional differences also impact health expectations. These are wide variations in the beliefs of what constitutes an acceptable level of wellness. In some cultural milieus, illness can be viewed as an imbalance in spiritual practices or as a punishment for a misdeed. It is important for the nurse to be aware that the patient's desirable health goal may differ from that of the nurse.

**Education/Occupation** – Educational and occupational background often dictates the individual's understanding and behavior in a given situation. These variables can influence the availability and extent to which a patient can receive health care and disease treatment. Patient materials must be made clean and understandable to ensure appropriate care.

**Relational/Affiliation** – The role the individual plays in his/her relationships is a variable that exerts a strong influence on behavior in any given situation. The individual may look to others to make health care decisions for them. The extent to which stressors or illness threatens his/her ability to maintain relationships with "significant others" may determine his/her ability to adapt to an illness situation.

**Placement on the Health Continuum** – In evaluating the effects of a stressor or illness on an individual, the variable of health must always be considered. An individual's potential for health is dependent on a variety of factors. These include genetic, environmental, relational, cultural and health patterns. A patient who already has a chronic health condition may have difficult facing another illness stressor. Review of a patient's history can provide invaluable information towards developing a health care plan.

## **TERMINAL OUTCOMES**

1. **Exam Completion** - Upon completion of the Nursing Program, ninety percent of graduating students who take the National Council Licensure Examination (NCLEX) will successfully pass the exam on the first attempt.
2. **Course Mastery** - Upon completion of each clinical course ninety percent of the RN Students will demonstrate mastery of course content by achieving a score of Level I, Level II, or Level III on a nationally standardized proctored exam.
3. **Demonstrate NLN/Nurse Practice Act Standards** - The RN Student will demonstrate use of National League for Nursing (NLN) standards of professional practice, communication, evidenced-based nursing process, health education, teamwork and collaboration, management of care, and/or safety.

## **PROGRAM LEARNING OUTCOMES (PLOs)**

<b>El Camino College Associate Degree Nursing Program Learning Outcomes</b>		
Students who have successfully completed the El Camino College Associate Degree Nursing Program will demonstrate the following competencies:		
<b>PROFESSIONAL PRACTICE</b> The graduate will adhere to standards of professional practice, is accountable for his/her actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.		
Level One	Level Two	Level Three
Recognize standards of professional practice.	Apply standards of professional practice.	Consistently apply standards of professional practice.
Recognize accountability for ones own actions and behaviors.	Demonstrate accountability for own actions and behaviors	Maintain accountability for own actions and behaviors
Describe legal ethical and regulatory frameworks utilized in nursing practice	Apply legal, ethical, and regulatory frameworks	Integrate and adhere to legal, ethical, and regulatory frameworks into nursing practice.
<b>COMMUNICATION</b> The graduate will communicate effectively, accurately, and in a timely manner with patients, significant others and members of the health care team.		
Level One	Level Two	Level Three
Begin to develop effective communication skills.	Demonstrate effective communication skills.	Integrate effective communication skills in all areas of nursing practice.
<b>EVIDENCE-BASED NURSING PROCESS</b> The graduate will utilize the nursing process to provide patient-centered nursing care, integrating evidence-based practice to address unmet basic needs for a diverse population of patients in a variety of health care settings.		
Level One	Level Two	Level Three
Begin to develop and utilize assessment skills to determine patient's health status.	Accurately perform a focused or comprehensive assessment based on patient's health status.	Independently perform a baseline and ongoing assessment based on the patient's changing needs.
Begin to analyze assessment data to identify relevant nursing	Demonstrate critical thinking and evidenced based practice in the	Consistently formulates relevant nursing diagnoses and initiates
diagnoses and develop a plan of care.	development of nursing diagnoses and plan of care.	or modifies plan of care according to patient's changing health status.
Begin to utilize interventions that assist patients in meeting their seven basic needs.	Implement interventions that assist patients in meeting their seven basic needs.	Prioritize and implement interventions that assist patients in meeting their seven basic needs.

Begin to assess and evaluate patient's response to interventions and revise plan of care.	Reassess to evaluate patient's response to multidisciplinary interventions and revise plan of care.	Reassess patients with complex medical problems, evaluate responses to multidisciplinary interventions and revise plan of care.
<b>HEALTH EDUCATION</b>		
The graduate will implement health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities.		
Level One	Level Two	Level Three
Identify learning needs to develop and implement a basic teaching plan.	Implement a teaching plan and evaluate the patient's progression toward meeting identified learning outcomes.	Modify teaching plan based on evaluation of patient's progress towards achievement of identified learning outcomes.
<b>TEAMWORK AND COLLABORATION</b>		
The graduate will utilize teamwork and collaboration while providing quality care to individuals and families.		
Level One	Level Two	Level Three
Work with health care team to achieve patient outcomes.	Collaborate with the patient, significant support persons and health care team to evaluate progress towards achievement of outcomes.	Coordinate the decision making process with the patient, significant support persons and the health care team.
<b>MANAGEMENT OF CARE</b>		
The graduate will manage care of the patient including effective use of human, physical, financial and technological resources.		
Level One	Level Two	Level Three
Begin to manage patient care utilizing available resources to meet patient needs.	Manage patient care utilizing available resources to meet patient needs.	Prioritize and delegate aspects of patient care management utilizing available resources to meet patient needs.
<b>SAFETY</b>		
The graduate will recognize potential threats to patient safety from both system ineffectiveness and individual performance and appropriately intervene.		
Level One	Level Two	Level Three
Provide safe patient care at all times.	Provide safe patient care at all times and demonstrate an awareness of external safety threats.	Provide safe patient care at all times and intervene as appropriate when additional safety threats exist.

**Key:** Level 1 – N150, 153, 154

Level 2 – N250, 253

Level 3 – N254, 255

# Terminal Objectives

Upon completion of Level III, the student will have mastered levels I and II. After completion of Nursing 255, an El Camino College Associate Degree nursing graduate will be able to meet the terminal objectives as follows:

1. Advocate for the person as a holistic being who has the right to make autonomous health care decisions and has the right to dignity, respect, and caring.
2. Integrate consideration of the structural variables and basic needs in planning and providing professional nursing care.
3. Analyze the system of relationships among people and health care delivery systems and the impact on health and well-being of members.
4. Assist and empower individuals to meet their needs in order to maintain or regain an optimal level of health according to their own culturally related goals.
5. Analyze and implement preventative, environmental strategies that actualize the potential for optimal health and wellness.
6. Integrate health promotion activities and primary, secondary, and tertiary prevention activities in the performance of nursing care to foster optimal health on the multi-dimensional health-illness continuum.
7. Integrate the nursing process to formulate and provide individualized nursing care using the basic needs and structural variables framework.
8. Function in nursing practice diverse settings and situations from a perspective that consistently reflects the integration of knowledge, skills, and attitudes from the behavioral, biological, physical, and nursing sciences.
9. Provide management and leadership in nursing to influence the emerging role of the nurse within the various health care delivery systems.
10. Assume personal responsibility for professional growth and high stands of nursing practice within an ethical and legal framework.

## **OVERVIEW**

### **MEDICAL TERMINOLOGY**

Nursing students benefit greatly when they know medical terminology. Therefore, completion of a Medical Terminology course is highly recommended prior to enrolling into the first nursing course. Students enrolled in the nursing program must demonstrate competency in Medical Terminology. Therefore Medical Terminology concepts will be integrated into the Nursing 150 A – Beginning Nursing Process and Fundamental Skills I and N150B – Beginning Nursing Process and Fundamental Skills II course content and placed on various examinations.

### **NURSE LOGIC**

Students must complete the Nurse Logic Program before school begins. The purpose of the program is to help students think like a nurse and to become better at test taking. It is expected that students spend a minimum of 1½ hours on each of the following modules within the program:

Module 1 – Knowledge and Clinical Judgment

Module 2 – Conceptual Bars

Module 3 – Priority Setting Frameworks

### **CRITICAL THINKING ASSESSMENT**

Students must complete the Critical thinking examination (also from ATI) before school begins. The purpose of the program is to help students think like a nurse and to become better at critical thinking.

### **PREREQUISITES TO THE NURSING PROGRAM**

English 1A

Math 73 or 80 (or passage of math competency exam)

Anatomy 32; or Anatomy and Physiology 34A and 34B

Physiology 31;

Microbiology 33

Nursing 48, 145

### **COREQUISITES FROM THE GENERAL EDUCATION REQUIREMENTS**

English 1B

Psychology 5

Sociology 101



## **SEQUENCE OF NURSING COURSES**

### **REQUIRED NURSING COURSES (GENERIC)**

#### **Semester 1:**

Nursing 150A, 150B, 151, 152

#### **Semester 2:**

Nursing 153, 154, 155, 156

#### **Semester 3:**

Nursing 250, 251, 253

#### **Semester 4:**

Nursing 254, 255

### **REQUIRED NURSING COURSES (UPWARD MOBILITY)**

#### **Semester 1:**

Nursing 149, 154, 155, 156

#### **Semester 2:**

Nursing 250, 251, 253

#### **Semester 3:**

Nursing 254, 255

### **REQUIRED NURSING COURSES (30 UNIT OPTION--)**

#### **Semester 1:**

Nursing 149, 154

#### **Semester 2:**

Nursing 250, 251, 253

#### **Semester 3:**

Nursing 254, 255

**\*\*NOTE:** Students admitted into the nursing program will be assigned a specific campus. All nursing courses will be completed at the assigned campus. Students may not choose to take courses on the alternate campus.

## **QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN)**

### **Competencies, knowledge, skills, and attitudes (KSAs) (Pre-Licensure)**

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.

Using the Institute of Medicine's (2010) Recommendations, QSEN faculty and a National Advisory Board have defined quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency. These definitions are shared in the six tables below as a resource to serve as guides to curricular development for formal academic programs, transition to practice and continuing education programs (Cronenwett, Sherwood, Barnsteiner, Disch, Johnson, Mitchell, Sullivan, & Warren, 2007).

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### **QSEN Definitions and Pre-Licensure KSAs**

1. Patient-centered Care
2. Teamwork and Collaboration
3. Evidence-based Practice (EBP)
4. Quality Improvement (QI)
5. Safety
6. Informatics

## 1. Patient-centered care

**Definition:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

Knowledge	Skills	Attitudes
<p>Integrate understanding of multiple dimensions of patient centered care: patient/family/community preferences, coordination and integration of care, information communication and education, physical comfort and emotional support, involvement of family and friends, transition and continuity</p>	<p>Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care.</p> <p>Communicate patient values, preferences and expressed needs to other members of health care team</p>	<p>Value seeing health care situations “through patients’ eyes.”</p> <p>Respect and encourage individual expression of patient values, preferences and expressed needs.</p> <p>Value the patient’s expertise with own health and symptoms.</p>
<p>Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</p>	<p>Provide patient-centered care with sensitivity and respect for the diversity of human experience</p>	<p>Value the patient’s expertise with own health and symptoms.</p> <p>Seek learning opportunities with patients who represent all aspect of human diversity</p> <p>Recognize personally held attitudes about working with patients from difference ethnic, cultural and social backgrounds.</p> <p>Willingly support patient-centered care for individuals and groups whose values differ from own.</p>
<p>Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort</p>	<p>Assess presence and extent of pain and suffering</p> <p>Assess levels of physical and emotional comfort</p> <p>Elicit expectations of patient &amp; family for relief of pain, discomfort or suffering</p>	<p>Recognize personally held values and beliefs about the management of pain or suffering.</p> <p>Appreciate the role of the nurse in relief of all types and sources of pain or suffering.</p> <p>Recognize that patient</p>

	Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs.	expectations influence outcomes in management of pain or suffering.
Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.  Examine common barriers to active involvement of patients in their own health care processes.  Describe strategies to empower patients or families in all aspect of the health care process.	Remove barriers to present of families and other designated surrogates based on patient preferences.  Assess level of patient's decisional conflict and provide access to resources.  Engage patients or designated surrogates in active partnerships that promote health, safety and well-being and self-care management.	Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care.  Respect patient preferences for degree of active engagement in care process.  Respect patient's right to access personal health records.
Explore ethical and legal implications of patient-centered care  Describe the limits and boundaries of therapeutic patient-centered care	Recognize the boundaries of therapeutic relationships  Facilitate informed patient consent for care	Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care  Appreciate shared decision-making with empowered patients and families, even when conflicts arise.
Discuss principles of effective communication.  Describe basic principles of consensus building and conflict resolution.  Examine nursing roles in assuring coordination, integration, and continuity of care.	Assess own level of communication skill in encounters with patients and families.  Participate in building consensus or resolving conflict in the context of patient care.  Communicate care provided and needed at each transition in care.	Value continuous improvement of own communication and conflict resolution skills.

## 2. Teamwork and Collaboration

**Definition:** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

<p>Describe own strengths, limitations, and values in functioning as a member of a team</p>	<p>Demonstrate awareness of own strengths and limitations as a team member</p> <p>Initiate plan for self-development as a team member.</p> <p>Act with integrity, consistency and respect for differing views</p>	<p>Acknowledge own potential to contribute to effective team functioning</p> <p>Appreciate importance of intra- and inter- professional collaboration</p>
<p>Describe scopes of practice and roles of health care team members.</p> <p>Describe strategies for identifying and managing overlaps in team member roles and accountabilities</p>	<p>Demonstrate awareness of own strengths and limitations as a team member</p> <p>Initiate plan for self-development as a team member.</p> <p>Act with integrity, consistency and respect for differing views</p>	<p>Value the perspectives and expertise of all health team members</p> <p>Respect the centrality of the patient/family as core members of any health care team.</p> <p>Respect the unique attributes that member's being to a team, including variations in professional orientations and accountabilities.</p>
<p>Recognize contributions of other individuals and groups in helping patient/family achieve health goals.</p>	<p>Integrate the contributions of others who play a role in helping patient/family achieve health goals.</p> <p>Demonstrate commitment to team goals.</p>	<p>Value teamwork and the relationships upon which they are based.</p>
<p>Analyze differences in communication style preferences among patients and families, nurses and other members of the health team</p> <p>Describe impact of own communication style on others</p> <p>Discuss effective strategies for</p>	<p>Communicate with team members, adapting own style of communicating to needs of the team and situation.</p> <p>Solicit input from other team members to improve individual, as well as team, performance</p>	<p>Value different styles of communication used by patients, families and health care providers</p> <p>Contribute to resolution of conflict and disagreement</p>

communicating and resolving conflict.	Initiate actions to resolve conflict.  Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care.	
Describe examples of the impact of team functioning on safety and quality of care  Explain how authority gradients influence teamwork and patient safety  Identify system barriers and facilitators of effective team functioning  Examine strategies for improving systems to support team functioning.	Assert own position/perspective in discussions about patient care.  Choose communication styles that diminish the risks associated with authority gradients among team members.  Participate in designing systems that support effective teamwork.	Appreciate the risks associated with handoffs among providers and across transitions of care.

### 3. Evidence-Based Practice (EBP)

**Definition:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Knowledge	Skills	Attitudes
Demonstrate knowledge of basic scientific methods and processes  Describe Evidence Based Practice (EBP) to include the components of research evidence, clinical expertise and patient/family values.  Differentiate clinical opinion from research and evidence summaries  Described reliable sources for locating evidence reports and clinical practice guidelines.	Participate effectively in appropriate data collection and other research activities  Adhere to Institutional Review Board (IRB) guidelines  Base individualized care plan on patient values, clinical expertise and evidence  Read original research and evidence reports related to area of practice  Locate evidence reports related to clinical practice topics and guidelines	Appreciate strengths and weaknesses of scientific base for practice  Value the need for ethical conduct of research and quality improvement  Value the concept of EBP as integral to determining best clinical practice  Appreciate the importance of regularly reading relevant professional journals  Value the need for continuous improvement in clinical practice based on new knowledge

<p>Explain the role of evidence in determining best clinical practice</p> <p>Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care</p> <p>Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences</p>	<p>Participate in structuring the work environment to facilitate integration of new evidence into standards of practice</p> <p>Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events</p> <p>Consult with clinical experts before deciding to deviate from evidence-based protocols.</p>	<p>Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices</p>
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#### 4. Quality Improvement (QI)

**Definition:** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<p>Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice</p> <p>Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families</p> <p>Explain the importance of variation and measurement in assessing quality of care</p> <p>Describe approaches for changing processes of care</p>	<p>outcomes of care for populations served in care setting</p> <p>Seek information about quality improvement projects in the care setting</p> <p>Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit</p> <p>Identify gaps between local and best practice</p> <p>Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act).</p> <p>Practice aligning the aims, measures and changes involved in improving care.</p> <p>Use measures to evaluate the effect of change</p>	<p>Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals.</p> <p>Value own and others' contributions to outcomes of care in local care settings</p> <p>Appreciate how unwanted variation affects care</p> <p>Value measurement and its role in good patient care</p> <p>Value local change (in individual practice or team practice on a unit) and its role in creating joy in work</p> <p>Appreciate the value of what individuals and teams can do to improve care.</p>

## 5. Safety

**Definition:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Knowledge	Skills	Attitudes
<p>Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work arounds and dangerous abbreviations)</p> <p>Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes computer provider order entry, medications pumps, and automatic alerts/alarms)</p> <p>Discuss effective strategies to reduce reliance on memory</p> <p>Delineate general categories of errors and hazards in care</p> <p>Describe factors that create a culture of safety (such as open communication strategies and organizational error reporting systems)</p> <p>Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as root cause analysis and failure mode effects analysis).</p> <p>Discuss potential and actual impact of national patient safety resources, initiative and regulations</p>	<p>Demonstrate effective use of technology and standardized practices that support safety and quality</p> <p>Demonstrate effective use of strategies to reduce risk of harm to self or others</p> <p>Use appropriate strategies to reduce reliance on memory (such as forcing functions, checklists)</p> <p>Communicate observations or concerns related to hazards and errors to patients, families and the health care team</p> <p>Use organizational error reporting systems for near miss and error reporting</p> <p>Participate appropriately in analyzing errors and designing system improvements</p> <p>Engage in root cause analysis rather than blaming when errors or near misses occur</p> <p>Use national patient safety resources for own professional development and to focus attention on safety in care settings</p>	<p>Value the contributions of standardization/reliability to safety</p> <p>Appreciate the cognitive and physical limits of human performance</p> <p>Value own role in preventing errors</p> <p>Value vigilance and monitoring (even of own performance of care activities) by patients, families and other members of the health care team</p> <p>Value relationship between national safety campaigns and implementation in local practices and practice settings</p>



## 6. Informatics

**Definition:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Knowledge	Skills	Attitudes
<p>Explain why information technology skills are essential for safe patient care</p> <p>Identify essential information that must be available in a common database to support patient care</p> <p>Contrast benefits and limitations of different communication technologies and their impact on safety and quality</p> <p>Describe examples of how technology and information management are related to the quality and safety of patient care</p> <p>Recognize the time, effort, and skill required for computers, databases and other technologies to become reliable and effective tools for patient care.</p>	<p>Seek education about how information is managed in care settings before providing care</p> <p>Apply technology and information management tools to support safe processes of care</p> <p>Navigate the electronic health record</p> <p>Document and plan patient care in an electronic health record</p> <p>Employ communication technologies to coordinate care for patients</p> <p>Respond appropriately to clinical decision-making supports and alerts</p> <p>Use information management tools to monitor outcomes of care processes</p> <p>Use high quality electronic sources of healthcare information</p>	<p>Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills</p> <p>Value technologies that support clinical decision-making, error prevention, and care coordination</p> <p>Protect confidentiality of protected health information in electronic health records</p> <p>Value nurses' involvement in design, selection, implementation and evaluation of information technologies to support patient care</p>

## References

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3)122-131.

Institute of Medicine. (2003). Health professions education: A bridge to quality. Washington DC: *National Academies Press*.

## **GRADING CRITERIA**

All nursing courses must be passed with a final course grade of 75% (minimum) and final clinical evaluation of satisfactory. The final course grade is NOT ROUNDED up to achieve this score.

A	=	90-100
B	=	81-89
C	=	75-80
D	=	63-74 (not passing)
F	=	62 or lower (not passing)

Students will be provided with course requirements at the beginning of each course. All grades will be calculated according to weight in order to reach a final grade.

## **EXAMINATION POLICY**

Students will have the opportunity to review their nursing examination; however, they will not be allowed to keep their exams, or be given copies of any of their exams. This is done to maintain integrity of the program. Nursing students may not retake any course exam or final. Group exam reviews will be arranged by the instructor. Appointments for individual review of exams can only be made during the instructor's office hours and prior to the next exam. Final examinations will not be available for review.

All theory courses with a clinical component will implement math-related questions for each exam, except for the final exam. The math questions will be weighted the same as all other questions.

A final math exam consisting of twenty (20) questions will be administered in each course with a clinical component. This math exam will be administered at the discretion of the instructor. The student will be required to pass this exam with a minimum of 90% accuracy in order to progress to the next sequenced nursing course. Refer to course syllabus for level of math content required.

Students will have two attempts per course to pass the final math test. If he/she fails two final math tests, the student will be placed on a Math Pause and required to remediate prior to progressing to the next sequenced nursing course.

Students scoring 76% or less on any exam (except for the final) are expected to complete a 'Test Review: Identify Information – Processing Errors Form' during the test review (see appendix). A copy is located in the appendix. Students scoring 76% or less on any exam (except for the final) are required to meet with a Student Success Facilitator. The student will be required to meet with the facilitator throughout the remainder of the course.

## **CLINICAL EVALUATION TOOL**

For each course with a clinical laboratory component, clinical or laboratory performance will be graded as satisfactory or unsatisfactory. The student learning outcomes as outlined in the course Clinical Evaluation Tool (CET) will form the basis for student evaluation in the clinical setting. The clinical evaluation tools provide the student and faculty with objective measures to evaluate progress toward achievement of the desired clinical learning outcomes. The student performs a self-evaluation weekly. It is expected that the self-evaluation is completed honestly and accurately.

The following guidelines explain how the tool is used.

- 1) At the end of each week, each student must complete the CET and submit it to their clinical instructor. Students are to use black ink when completing the CET. Each box is to be completed if the skill or activity was attempted. If a subunit is deemed unsatisfactory, the whole unit also receives a “U”. Students must write their remarks explaining each “U”.
- 2) The clinical instructor reviews each parameter to determine if he/she agrees with the student’s self-assessment.
- 3) If the instructor agrees, no documentation is required however, comments may be written if desired.
- 4) In areas in which the instructor disagrees with the student, the instructor strikes through the student’s “S”, “N/I”, “U”, or “N/O” and writes in the appropriate assessment. Each change in the student’s assessment will include an instructor comment regarding the change.
- 5) CETs will be returned to the student by the next scheduled clinical day.
- 6) Students are not to change their self-assessment after turning in the CET. Students are not to change the instructor’s assessment.
- 7) The CET instrument explains when an instructor/student conference is needed to discuss a clinical improvement plan (CIP).
- 8) At the end of the term, the CET and any earned CIPs are filed in the student’s file in the nursing office.
- 9) The Clinical Evaluation Tool (CET) and Clinical Improvement Plan (CIP) are documentary evidence that each student has completed all clinical objectives and required remediation for each clinical course. Without this document, the student has no proof of meeting clinical course objectives and will receive a grade of unsatisfactory for the clinical course. **PLEASE DO NOT LOSE THESE DOCUMENTS!**
- 10) Each student is responsible for completing the CET on a weekly basis and at the end of the course as required by clinical course faculty. Students must also complete midterm and final course self-evaluations.

A copy of the CIP is in the appendix. The CET is distributed to students at the beginning of each clinical course. Student learning outcomes that have been met satisfactorily will continue to be the subject of evaluation in subsequent clinical courses. Students are evaluated throughout the program to ensure that they provide safe nursing care. Students are encouraged to request a conference with the instructor for perceived problems.

Failure to meet the following critical behavior will lead to immediate dismissal of the student from the clinical setting and result in a failing clinical grade:

- Communicate truthfully, accurately, and appropriately in verbal and/or written form.

The following critical behaviors must be met with 100% compliance. If at any time 100% compliance has not been met, the student may be dropped from the clinical component of the course or may receive a CIP.

- Provide safe patient care at all times (unsafe patient care will initiate an immediate student conference and may lead to dismissal of a student from clinical or from the course without warning).
- Assume responsibility and/or accountability for one's own actions

The student must maintain a satisfactory rating in the clinical setting at all times, regardless of theory grade. Unsatisfactory clinical performance is determined by:

- The inability of the student to satisfactorily meet the clinical objectives.
- The inability of the student to meet attendance/punctuality standards designated by the course.
- Regression of the student to previous and lower level of performance.
- Unsafe patient care provided by student - failure of the student to perform at a previously-learned level of performance, leading or placing a patient in potential harm.

## **PROCEDURE FOR UNSAFE PERFORMANCE**

### • First Unsafe Performance

- The student and faculty member will meet to discuss the specific incident within 8 working days of the incident.
- The faculty member must complete the Unsafe Performance form.
- Both parties will sign the form and the completed form will be attached to the student's clinical evaluation tool.
- The faculty member will send a copy of the form to the Lead instructor.
- Failure to complete the remediation for the Unsafe Performance will lead to a clinical failure.

### • Second Unsafe Performance

- The faculty member will notify the student that a second Unsafe Performance has occurred and must complete the Unsafe Performance form.
- The faculty member, lead instructor, and the student will meet within 8 working days of the incident.
- The lead instructor will write a summary of the meeting to include: description of the incident, student comments, outcome behavior, remediation plan and the declarative statement "any further unsafe performances will result in a clinical failure". These comments will be sent to the nursing program administrator and a copy placed in the student file.
- The student has the right to make comments concerning the incident. These comment are to be attached to the facilitator's summary.

If a second Unsafe Performance occurs on the same day as the first incident, the student will be immediately dismissed from the area where the second incident occurred. The faculty member will inform the student that a second Unsafe Performance has occurred and will complete the form as required.

- Failure to complete the remediation for the Unsafe Performance will lead to a clinical failure.
- Third Unsafe Performance
  - The faculty member will inform the student that a third Unsafe Performance has occurred and this constitutes a course failure. The student will be asked to leave the area where the incident occurred.
  - The lead instructor will arrange a meeting between the student, the involved faculty member, and the nursing director within 8 working days of the incident. Copies of the unsafe behaviors for current semester will be provided to the nursing director prior to the meeting.
  - The department head will write a summary of the meeting and a copy will be sent to the student, faculty member, lead instructor, and the nursing director.

### **PROBATION**

Probation is a status resulting from unsatisfactory clinical performance. Satisfactory/unsatisfactory clinical performance is defined within the clinical evaluation tool for each nursing course. A student placed on probation receives a written conference form stating the reason(s) for probationary status. This conference form functions as a warning that the student must improve his or her clinical performance during a specified time period or be dismissed from the course. If the final clinical performance is rated as unsatisfactory, the student will not be allowed to progress in the program. A course grade of "D" or "F" will be assigned regardless of the accumulated theory grade(s) attained by the student.

### **SIMULATION**

Opportunities will be provided for students to participate in the simulation lab, as it is considered part of the clinical experience. Students will be required to sign a confidentiality agreement regarding simulation scenarios and activities. It is incumbent upon the student to arrive promptly for simulation lab as it is considered of equal value to a clinical day. Tardiness to simulation lab will necessitate making up the simulation day on a non-clinical day to be assigned by the clinical instructor. The makeup simulation day assigned will be non-negotiable. The clinical instructor will initiate a CIP for unprofessional behavior. The student will be required to complete a Simulation Assignment Due to Tardiness paper that will be due to the clinical instructor at the end of the simulation day.

## **PROGRESSION THROUGH THE NURSING PROGRAM**

A minimum grade of "C" (75%) must be achieved in order to progress to the next clinical course. A drop, stop-out, incomplete grade or inability to pass the math exit exam may interrupt progression through the nursing program. Readmission into the Associate Degree Nursing program will be based on space availability.

## **MANDATORY DROP**

A theory grade below C (75%) and/or unsatisfactory performance in the clinical area results in a mandatory **DROP** and withdrawal from the nursing program. In accordance with college policy (Board Policy 4225), a student may re-enroll in any nursing course only one time after receipt of a sub-standard grade (D or F). Therefore, a student who receives a course grade of D or F may repeat this course one (1) time only. A student can fail only one (1) nursing course (clinical or non- clinical) during the entire program.

Failure of a clinical course requires completion of remediation and successful retake of the same clinical course in order to proceed. When assigned remediation is completed, the student may re-enter the nursing program on a space-available basis. If the student fails to pass the course a second time or fails an additional course later in the program, the student will be required to withdraw from the nursing program. Withdrawal with a current grade below 75% counts as a drop (failure).

## **WITHDRAWAL POLICY**

Student who receive a substandard grade or a "W" in the same class two times may be permitted to enroll for the third time. However, you must complete the "Student Petition for Repeat Due to Substandard Grade or Excessive "W" and fulfill the requirements set forth by the academic division responsible for the course. Students who receive two (2) substandard grades must submit an appeals packet for readmission consideration. Failure to meet this requirement will result in denial of the petition.

## **MATH PAUSE**

A student is required to stop-out of the nursing program for math remediation if the math exit exam is failed twice. The student is then referred to the Student Success Coordinator for math remediation.

## **VOLUNTARY STOP-OUT**

A stop-out is characterized by voluntary withdrawal from the program due to extenuating circumstances, with a theory grade of C (75%) or higher and satisfactory performance in the clinical setting. The student must communicate in writing to the instructor and director of nursing the rationale for the stop-out. **This process must be initiated before the final date to withdraw.** A total of two (2) stop-outs will be allowed for the duration of the program.

Students who take a stop-out have priority on the waiting list over those who receive a mandatory drop. Students are encouraged to discuss their situation with their instructor(s) and consider very carefully the effective utilization of a voluntary stop-out. It is the student's responsibility to notify the Director of Nursing when he or she is able to return to the program. Readmission to the Associate Degree Nursing program is on a space-availability basis.

## **COMPREHENSIVE PREDICTOR EXAMINATION**

A comprehensive predictor examination is required of all students enrolled in N255. Remediation will be assigned to a student who is not successful on the If a student does not meet the passing score on this examination after two attempts, the student will be required to complete remediation and an incomplete grade of "ID" will be assigned for the course. The student will be provided with additional opportunities to retest, following remediation, at the students expense. Students must successfully pass the exit examination to receive a passing grade for N255.

## **RE-ENTRY POLICY**

Students must apply for re-acceptance into the nursing program within one (1) year of the exit date. The student who is absent from the program in excess of one (1) year will be considered "inactive" and placed on "inactive status". To return to an "active status" the student must successfully complete competency review of content/skills from the last successfully completed course. The competency review will be given in the skills lab. If the student fails the skills competency review he or she may elect to repeat the last course passed (if applicable). A clinical evaluation for students returning or transferring into a medical surgical course may also be required and will be administered by a faculty member assigned to the supervised practice lab.

**In addition to passing a competency review, the student must complete any individualized remediation that has been prescribed by the instructor or Director of Nursing.** The remediation prescribed will be based on the needs of the student as identified by both the student and instructor. The instructor will then propose to the Program Director a plan of remedial activities for the student. These individually planned activities must be successfully completed by the student prior to seeking re-entry to the nursing program. Proof of successful completion of the remediation will be needed prior to readmission to the program. Students who stop-out will be given re-entry priority over students who drop-out. Re-entry will be on a space-available basis.

## **APPEALS PROCESS**

The student must apply for readmission within one (1) year from the semester that she/he withdrew. If a student had to withdraw due to unsatisfactory theory or clinical performance, the remediation prescribed will be based on the identified needs of the student. The faculty involved will propose a plan for clinical remediation of the student. Before seeking re-entry to the nursing program, the student must complete the prescribed individual activities. Proof of successful completion of the remediation will be required prior to readmission to the program. Re-entry will be on a space-available basis.

The Appeals sub-committee meets at least once every eight (8) weeks during the school year. The purpose of the Appeals sub-committee is to evaluate students whose progress through the nursing sequence has been stopped after two (2) drops/failures. Students, who meet the criteria as described in the ECC Catalog Administrative Procedure 4225, may appeal to the committee when they have corrected/remediated the extenuating circumstances that precluded their successful progression. The sub-committee will require verification and/or validation of these extenuating circumstances and/or remediation and may request the student to appear before the sub-committee if necessary. The Appeals sub-committee makes recommendations to the Director of the Nursing Department regarding students who appeal. Samples of the Appeals forms and instructions are included in the

Appendix.

Specific information about the transfer policy can be found in the Upward Mobility Program document posted at <http://www.elcamino.edu/academics/healthsciences/nursing/docs/Upward-Mobility-Nursing-Admit-Requirements-Finalized.pdf>.

This information includes:

- **Transfer Credit:** Credit for nursing courses completed at another college will be evaluated on an individual basis by the director of nursing or the director's designee. Credit can be achieved through the petition process.
- Transfer applicants from a BRN-accredited nursing program must submit proof that he/she was a student in good standing and is eligible to return to the institution from which the transfer is taking place.
- An appeals process is available to students who are ineligible to return to the previous nursing program. The appeals process must be resolved before further consideration of the application is possible.

All students transferring to El Camino College must submit a Transfer Recommendation Form from their prior nursing director. Information about the student's academic and clinical status is obtained on these forms. Transfer Recommendation Forms are available in the ECC nursing office.

Once the student is accepted into the program, each transfer student enrolls in Nursing 149, which is a lecture and skills lab course. Students learn about the program philosophy, the basic needs theory, review skills with laboratory practice and perform a final skills check-off evaluation list. Transfer students are usually admitted into a course when vacancies occur due to attrition.



## **POLICIES AND PROCEDURES**

### **PROFESSIONAL BEHAVIORS**

All students are required to demonstrate professional behaviors throughout the nursing program.

It is expected that the student will:

- Use each person's title and last name when addressing them. For example: every instructor, administrator, staff and employee in the ECC Nursing Department and in the clinical facilities as Mr., Mrs., Ms., Doctor, etc.
- Utilize the department's established chain of command to communicate issues and concerns. Initially speak with course /clinical instructor to discuss issues. See Chain of Command appendix.
- Dress in El Camino College Nursing Department approved clinical uniform attire for all clinical experiences, including skills lab and simulation lab.
- Wear name badges at all times while in the nursing department and in clinics.
- Assume primary responsibility for their own learning by:
  - Preparing for classroom/clinical discussion.
  - Reporting to agency prepared for patient care, be on time, and dressed according to El Camino College dress code.
  - Utilizing skills laboratory for mastery of technical skills.
  - Consistently taking initiative in seeking faculty consultation and supervision. Communicating in a manner that maintains and promotes a working relationship with co-workers, patients and staff member(s).
  - Communicating important changes in the patient's condition to the staff RN and instructor accurately and without delay.
  - Recognizing and assuming responsibility for the consequences of one's own actions.
  - Utilizing knowledge and skills learned from previous courses.
  - Utilizing Standard English in all written and verbal communication.
  - Providing transportation to all clinical facilities (even if greater than a 25-mile radius).
  - Arranging to meet all clinical and lecture hours, which may differ from class schedule due to clinical facility changes.
  - Arranging for financial support.
  - Maintaining health standards throughout the Nursing Program.
  - Evaluating self realistically.
  - Identifying to instructor those course objectives which the student is having difficulty meeting for any reason.

- Recognizing one's own limitations:
  - Attempting only those procedures within ADN educational experience.
  - Reporting work overload or incomplete patient assignment early in the clinical day (time for reporting determined by the instructor).
  - Completing Clinical Evaluation Tool honestly and accurately.
- Completing written clinical performance anecdotal note or other assigned clinical paperwork based on organization of time, application of nursing process, mastery of technical skills, self-confidence, and maintenance of confidentiality.
- Additional Student Expectations
- Student course assignments must be
  - ON TIME
  - On the proper forms (hand-drawn forms accepted at instructor's discretion).
  - In black ink, typed or prepared on a computer.
- Students must come to class prepared.
  - All objectives must be reviewed prior to classroom discussion.
  - All required audio-visual materials must be viewed before class.
- Students must allow time for mandatory skills check-offs and workshops required in some courses.
  - Students need the instructor's permission to be recorded in class.
  - Students may not bring food and/or drinks to the classroom except for water.
  - Students must come to the clinical setting prepared and on time.
  - Clinical times and dates may change. Be flexible.
  - Children are not permitted in the classroom or clinical facilities according to ECC policy.
  - Absences must be communicated to the faculty within 30 minutes of the course start time. Your instructor will give you specific directions on the correct way to communicate this information.

### **ACADEMIC HONESTY**

The El Camino College faculty, staff and administrators are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty. To uphold the academic integrity of the institution, all members of the academic community, faculty and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. Dishonesty (cheating, plagiarism) violates Section I.A of El Camino College's Board Policy 5500, Academic Honesty and Standards of Conduct. As defined in the policy academic dishonesty includes cheating and plagiarism, forgery of academic records, as well as unauthorized selling or transfer classroom/clinical academic materials. The policy is available on the college website at <http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf>

- Consequences for Dishonesty:

When an instructor has determined that there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued.

Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to an examination or assignment in which academic dishonesty occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and one additional class day as stipulated in C.5 of this procedure.
3. The instructor may complete the appropriate reporting forms (Disciplinary Form C Academic Dishonesty Report Form and/or Disciplinary Form B – Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the Director of Student Development or his or her designee. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in this procedure.

Refer to Administrative Procedure 5520 Student Discipline & Due Process Procedure for additional information:

<http://www.elcamino.edu/administration/board/AP5520StudentDisciplineDueProcessProceduresDecember212009%20docx.pdf>

## **ATTENDANCE POLICY**

Punctuality and attendance are professional expectations. Students are expected to attend all theory and clinical days. Students who miss the first class meeting or who are not in regular attendance during the drop period of the class will be dropped by the instructor. Students whose absences from a class exceed 10% of the scheduled class meeting time may be dropped by the instructor.

Students must follow the instructions in the course syllabus in relation to notifying the clinical /classroom faculty of an anticipated tardy/absence. Due to El Camino College insurance requirements, students must pay tuition before beginning clinical courses. Proof of payment must be provided to the instructor prior to the first clinical day. Students will not be permitted to attend courses in which they are not enrolled.

- Simulation Attendance Policy

Opportunities will be provided for students to participate in the simulation lab and it is considered part of the clinical experience. Students will be required to sign a confidentiality agreement regarding simulation scenarios and activities. It is incumbent upon the student to arrive promptly for simulation lab as it is considered of equal value to a clinical day. Tardiness to simulation lab will necessitate making up the simulation day on a non-clinical day to be assigned by the simulation lab coordinator. The makeup simulation day assigned will be non-negotiable. The

clinical instructor will initiate a CIP for unprofessional behavior. The student will be required to complete a Simulation Assignment Due to Tardiness paper that will be due to the simulation facilitator at the end of the simulation day. Simulation Agreement Forms are located in the Debriefing room.

### **DRUG SCREENING TESTING POLICY**

The nursing department hospital partners require students who care for patients in their agencies to undergo drug screening before entering the assigned clinical facilities. The drug screen is not a requirement for admission to the nursing program; however, it must be completed upon admission into the program and before the student enters and is assigned to the clinical facility. Drug screening must be done annually or according to the clinical facilities requirement. The initial drug screen will satisfy this requirement for continuous enrollment in the nursing program. If the program enrollment is interrupted, a new drug screen will be required (e.g. stop-out, drop-out, math pause). Students are responsible for providing authorization/consent/payment for the drug screen. Students are required to submit information for their drug screen to [www.CertifiedBackground.com](http://www.CertifiedBackground.com). Students will be responsible for the fees associated with the background check.

All information will be held in strictest confidence. Results of the drug screening will be forwarded to the Director of Nursing. If there is a question regarding eligibility, the Director of Nursing will consult with two affiliate clinical sites through their Human Resources Department to establish student placement status. Final placement status will be determined by the Director of Nursing based on the findings. If the student is found to be ineligible for clinical placement, the student will be unable to meet clinical objectives and will be dropped from the program.

### **BACKGROUND CHECK**

In adherence with the Joint Commission and community standards for healthcare providers, nursing students must have a clear criminal background check to participate in clinical courses. The following procedure has been developed for nursing students. The background check is not a requirement for admission to the nursing program; however, it must be completed upon admission into the program and before the student enters and is assigned to the clinical facility. Background check must be done annually or according to the clinical facilities requirement. The initial background check will satisfy this requirement for continuous enrollment in the nursing program. If the program enrollment is interrupted, a new background check will be required (e.g. stop-out, drop – out, math pause). Any student with a history of healthcare fraud or abuse will not be placed in a clinical facility.

Background checks will minimally include the following:

- 1) Residency History Search
- 2) County and Statewide Criminal Records
- 3) Nationwide Sex Offender Index
- 4) Social Security Verification
- 5) Nationwide Healthcare Fraud and Abuse Scan

If the background check does not clear, the student's individual case will be assessed by the director of Nursing. The following will necessitate further evaluation prior to permitting clinical placement:

- 1) Child or Elder abuse/neglect
- 2) Class B and Class A misdemeanor theft
- 3) Domestic Violence
- 4) Drug and alcohol offenses (felony or misdemeanor without certificate of rehabilitation)
- 5) Felony assault
- 6) Felonies involving weapons and/or violent crimes
- 7) Felony possession and furnishing (without certificate of rehabilitation)
- 8) Felony theft
- 9) Fraud
- 10) Murder
- 11) Sexual offenses/sexual assault

Students are responsible for providing authorization/consent for the background check. Students may submit information for their background check to [www.CertifiedBackground.com](http://www.CertifiedBackground.com). Students will be responsible for the fees associated with the background check.

All information will be held in strictest confidence. Results of the background check will be forwarded to the Director of Nursing. If there is a question regarding eligibility, the Director of Nursing will consult with two affiliate clinical sites through their Human Resources Department to establish student placement status. Final placement status will be determined by the Director of Nursing based on the findings. If the student is found to be ineligible for clinical placement, the student will be unable to meet clinical objectives and will be dropped from the program.

**Appeal Process:** The student may appeal the decision of the Director of Nursing. A committee of two faculty members and the Dean of Health Science and Athletics will review the decision. If the decision is upheld, the student may appeal through the College Review Process (see the Student Handbook for the Grievance Procedure).

The nursing program does not provide counseling or recommendations regarding the results of the background check. All questions regarding the background check should be directed to the Board of Registered Nursing (BRN). The determination whether a student will be allowed to take the NCLEX exam based on the background check is a decision made by the BRN. The nursing department does not make guarantees that students with items identified on their background check who have completed the nursing program, will be able to take the NCLEX exam.

### **CLINICAL PLACEMENT POLICY**

Every effort is made to register students at their preferred times for clinical experiences. However, because of the complexity involved in scheduling, the nursing department reserves the right to adjust clinical schedules as necessary. Students are responsible for providing their own transportation to and from all assigned clinical sites. (See appendix – Student Responsibilities). Students are not allowed to transport patients/clients in personal vehicles under any circumstance.

Clinical facilities and associated facilities/agencies utilized by the nursing program have the right to determine if they will accept or refuse nursing students. Nursing clinical group/section assignments can be cancelled at the discretion of the clinical facility or associated facility/agency. If this does occur, every effort will be made to secure an assignment within the same facility on another unit or with a different facility. If all resources have been exhausted, and accommodations cannot be made then the students involved will have to take a stop-out from the program. Due to the extenuating circumstances, this stop-out would not count against the student and they would be allowed to continue on in other nursing courses. Since clinical placement is at the discretion of the facilities, the nursing program cannot guarantee that a student will complete the program in four semesters as planned.

Clinical facilities and associated facilities/agencies utilized by the nursing program have the right to accept or refuse nursing students who do not have a clear background check. If this occurs, efforts will be made to place the student in another clinical facility. The student may be required to take a stop-out if there is a delay in receiving confirmation/approval for the student to attend the clinical facility. If there are no other clinical facilities that are contracted with our nursing program or if all available clinical agencies refuse to accept the student, then the student would not be able to progress in the program.

### **CLINICAL PREPARATION**

Students are expected to be prepared for their clinical experience. Students who present as unprepared and/or demonstrate unsafe behavior will not be allowed to remain on the unit. Students are responsible for individual preparation, including any extra assignments as determined by the instructional team. **Appearance must be professional at all times.** Students must wear their uniform with name tag and school emblem when researching their patient assignment prior to the clinical day/evening. Jeans sweat pants, shorts, bare feet, sandals, or sneakers are not acceptable attire. Students will be asked to leave the unit by health personnel on duty if not dressed professionally.

### **CONFIDENTIALITY OF INFORMATION**

Any information regarding a client is confidential and will be confined to clinical and classroom discussions. Faculty and students uphold the ANA's Code for Nurses (2001) which states "the nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature". In addition, the National Student Nurses' Association states that students "must maintain client confidentiality and actively promote the highest level of moral and ethical principles". Students will be oriented to the American Health Insurance Portability and Accountability Act (HIPAA) guidelines and are expected to adhere to these guidelines at all times.

### References

American Nurses Association (2001).  
[MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics/AboutTheCode.aspx](http://nursingworld.org/index.htm). code of Ethics: <http://nursingworld.org/index.htm>

## **RELEASE OF MEDICAL INFORMATION**

Some clinical facilities/agencies require hard copies of student information in order to process and accept students into their clinical site. This information includes health records and CPR cards. Additional information that is also required includes date of birth and social security numbers. Students who do not release this information to be given to the assigned clinical liaison may be required to take a stop-out or may not be able to continue in the program. See Appendix – Release of personal information.

## **GENERAL INFORMATION**

### **COURSE EVALUATION**

Course evaluations are completed in an electronic and paper/pencil format. The nursing program uses these evaluations for overall program evaluation and to make changes as needed.

Student responses to the evaluation are completely anonymous. Faculty are evaluated according to college policy.

### **DISABILITY POLICY**

The El Camino Community College District provides reasonable accommodations for students with disabilities in accordance with compliance measures established by the Rehabilitation Act of 1973, sections 504 and 508, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008 (ADAAA). Additional information may be found in Administrative Procedure 4055 Procedure on Academic Accommodations for Students with a Disability available at

<http://www.elcamino.edu/administration/board/boarddocs/AP%204055%20Academic%20Accommodations%20for%20Students%20with%20a%20Disability.pdf>

Individuals with disabilities are welcome in the field of nursing. Resources are available to assist student nurses with disabilities. <http://exceptionalnurse.com/>. However, the student must be able to perform certain necessary functions throughout the nursing program. These physical, cognitive, affective and psychomotor abilities are crucial for the provision of safe and effective nursing care. Progression and graduation are contingent upon one's ability to demonstrate the necessary functions delineated for the nursing program. Clinical agencies may identify additional necessary functions. The nursing program reserves the right to amend the necessary functions as required.

Students, who are otherwise qualified and have a documented disability that will require accommodation to perform these functions, must contact the Special Resources Center (at the ECC it is located at the southeast wing of the Student Service Center and at the CEC it is located on the first floor of the Vocational Technology Building room 109). Student's must provide documentation for the disability and request reasonable accommodation(s) that will enable them to begin or continue as a student nurse. Accommodations will be considered on an individual basis, and the Nursing Department will determine if the modifications are reasonable or if there are other possible accommodations. While El Camino College is committed to providing accommodations, those accommodations may not guarantee success in the clinical setting.



The necessary functions delineated below are needed for nursing program progression and graduation and for the provision of safe and effective nursing care. The necessary functions include but are not limited to:

**PHYSICAL REQUIREMENTS** – the student must demonstrate a high degree of manual dexterity and physical flexibility and have the ability to:

- 1) Adapt to shift work
- 2) Bend both knees
- 3) Climb stairs or ladder
- 4) Distinguish colors
- 5) Grip
- 6) Hear tape recorded transcriptions
- 7) Lift 25 pounds
- 8) Perform CPR
- 9) Perform repetitive tasks
- 10) Reach above shoulder level
- 11) Sit for periods of time
- 12) Squat
- 13) Stand for long periods of time
- 14) Tolerate exposure to dust and/or fumes
- 15) Walk the equivalent of five miles per day
- 16) Work with chemicals and detergents

**MENTAL AND EMOTIONAL REQUIREMENTS** – the student must demonstrate a high degree of mental flexibility and have the ability to:

- Adapt to shift work
- Assist with problem resolution
- Concentrate
- Cope in an acceptable manner with confrontation
- Cope with a high level of stress
- Cope with the anger/fear/hostility of others in a calm manner
- Demonstrate a high degree of patience
- Handle multiple priorities in a stressful situation
- Make fast decisions under high pressure
- Manage altercations
- Work alone
- Work in areas that are close and crowded

## **ELECTRONIC DEVICES**

Pagers, cellular phones and all other electronic devices will not be allowed in class or clinic unless turned off, out of sight, or as specifically approved by instructor. To provide students with the ability to use personal data assistants (PDAs), smart phones, and other electronic devices for accessing clinical related references, while providing focused patient with optimum patient privacy according to HIPAA regulations, the following guidelines must be followed:

- 1) Personal electronic devices are allowed in the clinical setting for the sole purpose of accessing information necessary for medication administration, unless facility processes or procedures limit or prevent the use.
- 2) Personal electronic devices at no time shall store, copy, or photograph any Personal Health Information (PHI) from the clinical facility. This is a direct violation of HIPAA regulations on patient privacy. Students found in violation of this will receive an unsatisfactory for the entire course.
- 3) Students will have the ability to utilize personal electronic devices when allowed by their clinical facility, solely for the purpose of attaining patient related data from texts and references on their device.
- 4) Students shall not utilize personal devices as telephones, texting devices or cameras in the patient care areas.
- 5) Any student using an electronic device must show their clinical instructor the reference material on their device. Access to the internet is not sufficient reason to use an electronic device.
- 6) Any repeated offense using electronic device inappropriately in the clinical setting will result in an “unsatisfactory” clinical evaluation in the area of professionalism. Students will be ineligible for the director’s award, will have a record of such offense in their academic file and will receive a failing grade for the nursing course.
- 7) This form is required to be signed annually. See Appendix – Personal Data Device.

## **LATEX ALLERGY POLICY**

Students who have an allergy to latex are required to provide a note from their physician/ nurse practitioner stating that they have a latex allergy. The note is to be given to the clinical instructor on the first day of each clinical course.

## **MALPRACTICE INSURANCE**

Malpractice insurance is required by the clinical facilities. Each student enrolled in the Nursing program is covered under liability, malpractice insurance and worker compensation policies through El Camino College. This insurance provides coverage to a maximum of \$1,000,000. In order for insurance to be current, students must provide proof that their fees have been paid within 7 days of registration. If student fees are not paid within seven days of registration, the student will be dropped from all courses and will not be covered by the liability and malpractice insurance. Students have the option of purchasing additional insurance privately. For more information on individual insurance contact the National Student Nurses' Association or your Iota Kappa Chi representative.

## **PREGNANCY POLICY**

The Nursing Department Faculty recognizes the need to protect all students from any potential harm to themselves or their unborn children if pregnant. A written physician statement is required by the nursing department for the student to begin or continue in the clinical portion of a nursing course throughout the pregnancy, specifically:

- 1) Upon pregnancy identification
- 2) At the end of the first trimester (13 weeks of pregnancy)
- 3) At the end of the second trimester (27 weeks of pregnancy)
- 4) Each month during the third trimester (31 weeks, 35 weeks, 39 weeks)
- 5) If the nursing faculty becomes concerned about the health and well-being of the pregnant student and the unborn child.
- 6) After pregnancy completion, prior to returning to the skills lab and clinical portion of the nursing course.

If there are any alterations in the student(s) physical ability due to the pregnancy and/or delivery, the student and her physician must assess the ability to meet both theory and clinical outcomes of the course. The pregnant student will be expected to meet the stated conditions and objectives that are required of all students.

If at any time the medical doctor, nurse midwife or clinical instructor states the student is unable to perform expected tasks, functions, and or studies for the current nursing course(s), the student will be required to withdraw (W) if it is prior to the college withdrawal date.

Students are requested to wait six (6) weeks after delivery before returning to school. Each nursing student will be expected to sign a statement that she has read this policy, and that she understands that failure to abide by this policy will be grounds for withdrawal (W) from the nursing course. If any clinical agency has restrictions, the student will follow the guidelines of the agency. Before being eligible to return to school, a statement from a healthcare provider (in a sealed envelope with the stamp of the agency) must be provided clearing the student to return without restrictions. Falsification of any medical information will result in ~~expulsion~~ disciplinary action by ~~from~~ the Nursing Program.

## **REPORT OF INDUSTRIAL INJURY OR ILLNESS**

Any injury that occurs during class or clinical work must be reported immediately to the instructor. The El Camino Community College District Form entitled "Report of Injury or Illness" must be completed by the student and returned to Human Resources within 24 hours. The appropriate hospital/facility personnel must be notified for the occurrence and hospital/facility protocols must be followed (see Appendix – Report of Injury).

## **STUDENT GRIEVANCE DUE PROCESS**

The purpose of this procedure is to provide an orderly process of communication between a student and faculty in order to mediate grievances that arise within the Nursing Program. A grievance may arise due to:

- 1) An academic or clinical performance evaluation
- 2) Perceived arbitrary or prejudicial actions by a faculty member
- 3) Imposition of sanctions without regard for due process

Refer to El Camino College Administrative Procedure 5530 Student Rights and Grievances available on the college website for additional information.

## **SUBSTANCE ABUSE POLICY**

In accordance with BRN policy, an El Camino College Nursing Student will be suspected of being under the influence of an abused substance if he/she has the following: a breath odor of alcohol, exhibits acting out behavior (inappropriate behavior), slurred speech, unstable posture or instability upon ambulating, or shows any other indication that can be directly related to the ingestion of alcohol and/or other drugs. In keeping with the general policy of El Camino College, the nursing student is prohibited from transporting or having in his/her possession alcoholic beverages on the campus or any other facility that is deemed an extension of the college campus.

Actions:

- 1) The instructor will immediately report any infraction of the policy to the Nursing Program Director or, in her absence, the Assistant Director, who in turn will notify the Dean of the Health Sciences and Athletics Division.
- 2) The student will not be permitted to remain in the classroom or in the clinical area while under the suspected influence of alcohol, other drugs, or is exhibiting inappropriate behavior.
- 3) If the student denies being under the influence of drugs or alcohol, he/she will be asked to voluntarily submit to a blood or urine test within two hours of the incident.
- 4) If the incident occurs on campus, processes outlined in the El Camino College Board
  - a. Policy 5500 Academic Honesty & Standards of Conduct and Administrative
  - b. Procedure, and 5520 Student Discipline and Due Process Procedure will be followed.
- 5) If the incident occurs in the clinical setting:
  - a. a responsible adult will be asked to come and escort the student home
  - b. the student must stay in a non-patient area until an escort can be found, or security can be called if the student refuses to stay in a non-patient area.
- 6) If it is concluded the student is impaired because of substance abuse, the student will be encouraged to seek treatment/counseling for the problem.

Disciplinary action as outlined in the El Camino College Board Policy and Administrative Procedure referenced above may be deemed necessary in order to resolve the problem. A memo of the resulting action and subsequent conference will be placed in the student's file in the nursing department, with a copy given to the student.

### **UNIFORM GUIDELINE/DRESS CODE**

Professional attire and conduct for all students must be impeccable as you are representing the El Camino College School of Nursing. The goal of uniform guidelines is to direct the nursing student towards a professional appearance and appropriate wardrobe in the clinical setting. Students should not wear their uniforms outside of skills lab or the clinical setting. Uniforms are to be ordered from Dove Professional Apparel [www.doveapparel.com/products.html](http://www.doveapparel.com/products.html)

ECC school code: ECCT

CEC school code: ECC

Course instructors and/or clinical faculty will mandate any alterations in these guidelines.

- 1) Students must dress in El Camino College Nursing Department approved clinical uniform attire for all clinical experiences. The uniform must be clean and unwrinkled at all times.
- 2) Shoes: White leather shoes are to be worn. No sandals or clogs are permitted. White crew socks should be worn with pants. Anklets are not acceptable. Socks may not be worn with dresses; natural or white hose should be worn with the dress uniform.
- 3) Lab Jacket: 3/4 length white lab jackets with retractable sleeves with the ECC patch.
  - a) Use of a lab jacket is optional.
- 4) Undergarments: White or flesh-tone slips, V-neck undershirts, or camisoles must be worn with the uniforms. Sleeves on undergarments should not be longer than the length of the uniform sleeve. Undergarments should not be conspicuous or visually apparent through the uniform. Garments should be loose enough to permit freedom of movement.
- 5) Jewelry:
  - a) A watch with a second indicator must be worn. The student may want to consider a watch that displays military time.
  - b) Confine to a plain wedding band and only one stud earring per ear.
- 6) Nails:
  - a) Nails must be clean, trimmed, and of moderate lengths. Clear or neutral polish is acceptable.
  - b) Acrylic nails are not permitted.
- 7) Hair:
  - a) Is to be a naturally occurring color or shade, clean, neatly groomed and off the collar.
  - b) If clips or barrettes are used, they must be of a plain design. No ribbons allowed.
  - c) Buns, braids and ponytails that do not touch the collar or fall forward in the face are acceptable.
- 8) Body Piercing: There can be no visible body piercings, except for one stud earring per ear.
- 9) Tattoos: All tattoos are to be covered.
- 10) Nametags & Patches: The ECC Patches may be purchased at the ECC bookstore.
  - a) Patches should be placed on the left side of the chest.
  - b) The picture ID should be worn all the times at the clinical site and on campus.

- 11) A back support belt is acceptable attire. Safety-lift back supports are recommended but optional. Some agencies provide back supports to students during their clinical rotation.
- 12) No gum chewing is allowed in the clinical area or the skills lab.
- 13) No perfumes and colognes are to be worn in the clinic or classroom.
- 14) It is the responsibility of the student to adhere to these standards and the faculty to assist each student to maintain the dress guidelines. Any student whose appearance does not meet dress guidelines will be requested by the instructor to leave the clinical setting.

**Personal Appearance when assigned to the Mental Health Clinical Rotation:**

- 1) Dress attire consists of professional looking street clothes.
- 2) Dresses, skirts should not be more than 2" above the knee, shoes must be closed toe and closed heel.
- 3) The school ID badge must be worn at all times. Students are to follow the hospital policy as well as the ECC Nursing program.

**HEALTH & IMMUNIZATIONS**

Students enrolled in the El Camino College nursing program are required to undergo a physical exam prior to entering the first clinical course in the program and then annually while enrolled in the nursing program. Health examination forms are available in the Nursing Department Office. The purpose of this examination, by a (physician, nurse-practitioner, or physician's assistant), is to verify that the student is in a state of mental and physical health compatible with the responsibilities of nursing practice.

The physical examination requirements consist of a health history, lab work (CBC and urinalysis), immunizations (copy of immunization record should be submitted), and a physical examination. This requirement must be updated before progression to the second year of the nursing program. The El Camino College Nursing physical form must be on file in the Nursing Department Office. In addition, the nursing program requires students to have titers drawn (a blood test) for Rubella, Rubeola, Mumps, and Varicella to demonstrate your immunity prior to progression to any course that requires direct patient care experience. Additionally, students must provide evidence of immunization for hepatitis B (a series of three vaccine regimen) as well as evidence of immunity (titer). Students are required to have a 2-step PPD test prior to starting nursing classes and then one PPD every year while in the nursing program. A PPD is required once a year once students begin clinical courses. Students need to plan this expense into their financial planning prior to and while enrolling in the nursing program.

During the spring of 2015, the nursing department moved to a Document Management program through Certified Background in order to maintain student health clearance documents, background check and drug screen documentation. There is a one-time fee for this service. In addition to uploading health clearance documents to the document manager, the original copy of all health clearance records must be submitted to the Nursing Department in a sealed envelope from the healthcare provider's office, with the Certified Background and Drug Test. A copy of the records may be required to be submitted to the health agencies when students are assigned for clinical placements.

## **CARDIO-PULMONARY RESUSCITATION (CPR) CERTIFICATION**

Students enrolled in the El Camino College nursing program must be certified in cardiopulmonary resuscitation (CPR) prior to entering the first clinical course in the program and must maintain certification throughout the program. Certification typically expires every two years; however the nursing program requires for students to update the certification annually. Certification must be obtained from the American Heart Association at the health care provider level (Basic Life Support (BLS) for Health Care Providers) and must provide hands-on training related to adult, child and infant CPR. Online training programs without a hands-on demonstration and examination of correct technique are not acceptable. A copy of the CPR completion card must be on file in the Nursing Department Office and must be submitted when submitting health clearance documentation.

## **FIT TEST**

A fit test is conducted to verify that a respirator (N95 mask) is both comfortable and correctly fits the user. Fit testing uses a test agent, either **qualitatively** detected by the wearer's sense of taste, smell or involuntary cough (irritant smoke) or quantitatively measured by an instrument, to verify the respirator's fit. The benefits of this testing include better protection and verification that the individual is wearing a correctly-fitting model and size of respirator. Higher than expected exposures to contaminate may occur if users have poor face seals with the respirator.

Students enrolled in the El Camino College nursing program must be fit tested and provide evidence prior to entering the first clinical course in the program and must maintain certification throughout the program. Fit test must be updated annually. A copy of the fit test documentation must be on file in the Nursing Department Office and must be submitted when submitting health clearance documentation.

## **INFLUENZA VACCINE**

The influenza vaccine, also known as flu shot, is an annual vaccination using a vaccine that is specific for a given year to protect against the highly variable influenza virus. The U.S. Centers for Disease Control and Prevention recommend that everyone over the ages of 6 months should receive the seasonal influenza vaccine.

Students enrolled in the El Camino College nursing program must provide proof of receiving the vaccine between the months of October 1-March 31 each year. You may elect to decline the vaccine; however, you must complete and submit the influenza declination form to the nursing department office. Students admitted in the spring semester, must be vaccinated again for the new vaccine season.

## **RESOURCES FOR ENHANCING STUDENT LEARNING**

Creative learning activities increase and/or improve one's nursing skills. The academic credit for each course is based upon the successful completion of the lecture, clinical and lab components. Students are encouraged to attend the supervised clinical skills lab weekly to strengthen and refine their skills-base foundation.

## **CLINICAL SIMULATION LAB AND SUPPLIES**

All clinical practice and clinical simulation lab equipment and supplies are restricted to the use of nursing students and faculty. Nursing students are required to purchase the basic skills pack and IV supplies prior to the start of their first clinical course. The physical assessment pack is generally only required by the students entering into the 1<sup>st</sup> semester of the nursing program. Any puncture wound incurred while on campus must be reported immediately to the Nursing Department and an Incident Report for injuries must be completed. No food or drinks are allowed in the clinical simulation lab.

## **SKILLS LAB**

The Skills Lab area is located in the Nursing Department on both campuses. Open and supervised practice lab times will be posted as available. Selected videocassettes/DVDs, CD-ROMs, and numerous textbooks for reference are available for checkout located in the library. No food or drinks are allowed in the Skills Lab.

## **STUDENT SUCCESS WORKSHOPS AND FACILITATORS**

Student Success workshops are conducted periodically in the nursing department on each campus. The Student Success Facilitators are also available for individual consultation (by appointment and during posted hours).

## **LEARNING RESOURCE CENTER/LIBRARY MEDIA TECHNOLOGY CENTER**

A variety of software is available for nursing students to checkout or to use preloaded on computers in the centers. Locations include:

- Learning Resource Center located in room 252, on the second floor, West Wing of the Schauerman Library Building, room 110 at the ECC. Ext. 3514.
- Library Media Technology Center located on the first floor, East wing of the Schauerman
- Library - ECC Ext. 6715 ([http://www.elcamino.edu/library/library\\_ser/index.asp](http://www.elcamino.edu/library/library_ser/index.asp)).
- Library is located on the first floor of the Library-Student Success Center Building at the CEC. (310) 900 – 1600 Ext. 2175 (<http://www.compton.edu/library/index.aspx>).
- Student Success Center, located on the second floor of the Library-Student Success Center Building at the CEC. (310) 900 – 1600 Ext. 2535
- Student Success Center Computer Lab, located on the second floor.
- Nursing Learning Lab located in room G 33 at CEC. Ext. 2730.

## **REFERENCE/PERIODICALS**

Registered students have online access to the CINAHL and Health Reference Center databases via the El Camino College library. Additionally, selected periodicals (print and microfilm) and reserve textbooks are available in the libraries. They may be found at the Periodicals area on the first floor in the East wing of the Schauerman Library on the ECC and first floor of the Library - Student Success Center on the CEC. These resources will be listed in the course syllabus. A current El Camino College Student Identification card is required to utilize the online databases and to check out reserved publications.



### **ELLA ROSE MADDEN ROOM**

This room is located in the southwest corner in the lower level of the Schauerman library on the ECC. All nursing books, as well as a special collection of oncology materials, including pamphlets and articles are located here.

### **WRITING CENTER**

The Writing Center (located in Humanities 122 on the ECC and on the second floor of the Student Success Center on the CEC) focuses specifically on a student's writing skills. These services are especially valuable to English-as-a-second-language (ESL) students and those students having difficulty writing college-level papers.

## **AWARDS AND RECOGNITION**

### **NURSING DIRECTOR'S RECOGNITION LIST**

All nursing students are eligible for nomination to the Nursing Director's Recognition List. Requirements for nomination are:

- The student meets all the instructor's requirements of the course in a timely fashion
- The student receives a grade of "B" (81%) or better for the course and receives the recommendation of the clinical instructor for above average clinical performance.

Certificates will be presented after the completion of every clinical nursing course to those students meeting the criteria. Students who receive this recognition in four (4) or more clinical courses will receive special recognition at the Completion Ceremony.

*\*Note: Students do not request the award. The instructor will make a recommendation and then a determination will be made as to whether the student will receive the award.*

### **CLINICAL COMMENDATION AWARD**

Recognition of students may occur during the College Awards Ceremony and/or the Completion Ceremony. Graduating nursing students are eligible to receive a Clinical Commendation certificate for distinctive performance in clinical nursing demonstrated during the fourth semester.

### **ACADEMIC EXCELLENCE AWARD**

Recognition will be given during the Annual College Awards Ceremony and Completion Ceremony to those students who have demonstrated exceptional academic ability. To qualify for consideration, a student must have taken 60 units at El Camino College with a minimum grade point average of 3.67 or must have earned an A.A. or A.S. Degree with a minimum grade point average of 3.5 in a major in the Division of Health Sciences & Athletics.

### **NURSING SERVICE AWARD**

An award will be presented to an outstanding graduating nursing student during the Completion Ceremony. This award is based on commitment and contributions of time and effort to the nursing program as a whole. Example: involvement on committees and in Iota Kappa Chi. Both students

and faculty can make nominations to the Student Affairs Committee who will then determine the recipient by majority vote.

### **APPLAUSE AWARD**

The purpose of the applause card is to recognize supportive behaviors exhibited by faculty or staff at the college. These forms can be found at the nursing office.

## **STUDENT REPRESENTATION/ACTIVITIES**

### **IOTA KAPPA CHI (IKX)**

Iota Kappa Chi (IKX) is the local chapter of the California Nursing Students' Association and the National Student Nurses' Association. Through leadership and teamwork, IKX members participate in enriching local, state, and national projects which foster pride and excitement in joining the nursing profession, including philanthropic activities and representation at the National Student Nurses Association annual convention. IKX members work to promote an awareness of professional nursing with other nursing students, the El Camino College campus, community, and the national student nurses association. The main concern of the local chapter is developing and fostering support through participation; to be responsive to all nursing students' needs by networking on local, state, and national levels; and to act as a liaison between students and faculty. Meeting dates, times and locations are published to all ECC nursing students. Membership for Iota Kappa Chi costs \$10.00 each semester.

### **COMMITTEES**

The following committees are composed of appointed faculty and at least two (2) students: curriculum committee, evaluation committee, and the learning resource committee. One student representative shall serve on the acceptance, transfer and progression committee. All students are eligible and do not necessarily have to be members of Iota Kappa Chi. Students have full voice and vote on curriculum, evaluation, learning resource and student affairs committees. Each semester students will be given the opportunity to sign up for the committee of their choice.

### **STUDENT AFFAIRS COMMITTEE**

The functions of the Student Affairs Committee are to facilitate student communication with each other and faculty and to review and refer student concerns, suggestions and ideas through appropriate administrative channels. The student affairs committee is the voice of the students and it can only be heard if it is used. If you have any suggestions on how to make the nursing program better, bring them to the Student Affairs Committee.

Faculty members shall have full voice and vote. Seven student representatives shall serve on the student affairs committee. Three students shall be elected by their peers from Year I and four students shall be elected by their peers from Year II during the first two weeks of the fall semester. All nursing students are eligible and do not necessarily have to be members of Iota Kappa Chi. All student representatives on the Student Affairs Committee shall have full voice and vote. The first meeting of the Student Affairs Committee shall be to elect a chairperson and determine student representatives to the following standing committees: Curriculum; Evaluation; Acceptance, Transfer,

and Progression; and Learning Resources. Committee meeting schedule will be posted every semester.

### **CURRICULUM COMMITTEE**

The functions of the curriculum committee shall be to: (a) develop the philosophy, unifying theme, educational objectives, and exit competencies of the Associate Degree Nursing Program; (b) plan and develop a curriculum framework based on the philosophy and objectives of the nursing program; and (c) systematically review the Associate Degree Nursing Program's philosophy, unifying theme, educational objectives, and curriculum in order to make recommendations to the ADNFO; (d) work with the Acceptance, Transfer, and Progression Committee to evaluate credentials for transfer; and (e) act on requests submitted to the Director of Nursing and College Administration.

### **EVALUATION COMMITTEE**

The functions of the evaluation committee shall be to: (a) oversee implementation of the total program evaluation plan; (b) review total program evaluation plan every three years and propose revisions to the ADNFO; (c) define, collect, and analyze data for annual graduate follow-up; (d) develop and implement a plan for collecting and analyzing student retention data; and (e) act on requests submitted by the Director of Nursing and College Administration.

### **LEARNING RESOURCES COMMITTEE**

The functions of the learning resources committee shall be to: (a) review and coordinate all faculty requests for media and equipment purchases; (b) recommend purchases of library resources, audiovisual instructional materials, simulation lab equipment, computer hardware and software presented by faculty; and (c) annually review and analyze library holdings, audio-visual materials, and educational equipment and determine areas of concentration for future purchases.

### **COMPLETION CEREMONY**

El Camino College provides a formal graduation ceremony for all graduating seniors at the end of each academic school year. All graduating students are encouraged and expected to attend. Additionally, nursing students may organize an on-campus completion ceremony within specific guidelines. **This completion ceremony is not an official graduation ceremony:**

- 1) At the ECC, the completion ceremony is to be planned for the last day of school in the fall (Friday) and immediately following the college graduation in the spring. It may not conflict with the main El Camino College graduation but is to be scheduled on the same day (usually immediately following the college graduation ceremony). An on-campus site (Campus Theater, Recital Hall, or Marsee Auditorium) may be reserved for a formal ceremony if the class desires. The Marsee Auditorium has sufficient seats so that each student can invite as many people as he/she desires; the Campus Theater will seat 325 people; the Recital Hall has limited seating (125). On-campus sites are free of charge.

- 2) At the CEC, the completion ceremony is planned for the last week of the fall semester on Thursday to avoid conflict with the ECC pinning ceremony and on Tuesday the week of the college graduation in the spring. Dates should be planned in conjunction with the Director of Nursing and Dean of Student Learning in Division 1 Health, Natural Sciences and Human Development. The gymnasium is used as the on-campus site for the formal ceremony.

Invitations and programs can be printed through the ECC copy center or through an outside vendor. Some companies will allow a choice between two or three different styles of invitation. This makes the selection process easier, as the class does not have to agree on one style. It is best for two student representatives to handle the paperwork and money.

- 3) The class may provide the nursing department with an 8 x 10 group photograph (with frame) to be displayed on the wall of the department. Committees should be formed to work on each separate area of the Completion Ceremony - music, program, speakers, decorations, refreshments. If each committee determines the cost involved for their responsibility, the total cost can then be presented to the graduating students for approval.
- 4) All arrangements for the completion ceremony that require group discussion or voting should be completed before week 8 of Nursing 254. Once the preceptor rotation begins, it is impossible to get the class together. All meetings should be held outside normal class hours.
- 5) Room reservations should be made early for the nursing completion ceremony.
  - a. Students need to see the nursing office staff for forms to reserve the Recital
  - b. Hall, Marsee Auditorium, or Campus Theatre. There is no cost to students for these rooms.
- 6) Graduating seniors may order the El Camino College Nursing pin. Pins should be ordered at the beginning of Nursing 254. Two members of the class should handle collection of all paperwork and money. The nursing office has the information on the Pin Company (added bonus: this person usually gets their pin free!). Pins are not mandatory. They also must be selected individually, since the price varies greatly depending on the type of metal and accessories selected.

## **GRADUATION**

Graduation check should be initiated early. Make sure all transcripts from other colleges are on file with Records Office. If not, make sure OFFICIAL transcripts are sent to ECC Records Office.

## **CANDIDACY FOR LICENSURE**

Admission to the nursing program is no guarantee of graduation from the college. Graduation from the El Camino College Nursing Program is not the sole criterion for obtaining a license to practice Nursing in California. Licensing requirements are the exclusive responsibility of the Board of Registered Nursing and satisfaction of those requirements is independent of fulfillment of any requirements for graduation from the College.

## **RN LICENSING APPLICATION**

The Board of Registered Nursing's Application for Licensure by Examination is now online!

After verification of successful completion of all requirements and eligibility to receive the Associate of Science degree in Nursing (ASN), each student is eligible to apply to the California State Board Registered Nursing to take the NCLEX-RN examination for licensure as a registered nurse. The BRN application packet will be provided to all eligible students prior to graduation. Accurate completion of the NCLEX applications by designated dates is the responsibility of the student.

Paperwork for the NCLEX-RN needs to be submitted to the Board of Registered Nursing at least one month prior to the student's expected graduation date. Forms and instructions are available from the nursing office administrative assistant.

### **Results:**

Once you have taken the NCLEX-RN exam, please be aware that it may take up to four weeks to receive your license and/or results in the mail.

### **Transcripts:**

Transcripts should not be submitted prior to graduation. Once the Transcript Request Form has been submitted to the school for process, the final transcripts will be mailed once the degree has posted to the Board after graduation (which typically is 6-8 weeks after the last day of the semester). Once the application has been submitted to the Board you may receive a letter from the Board indicating that you are missing final transcripts with posted degree. Please do not panic as this is only to let you know that your application has been received and an initial evaluation of your application has been conducted. The Board is aware that the school will submit final transcripts with posted degree after graduation.

### **Program Completion Overview:**

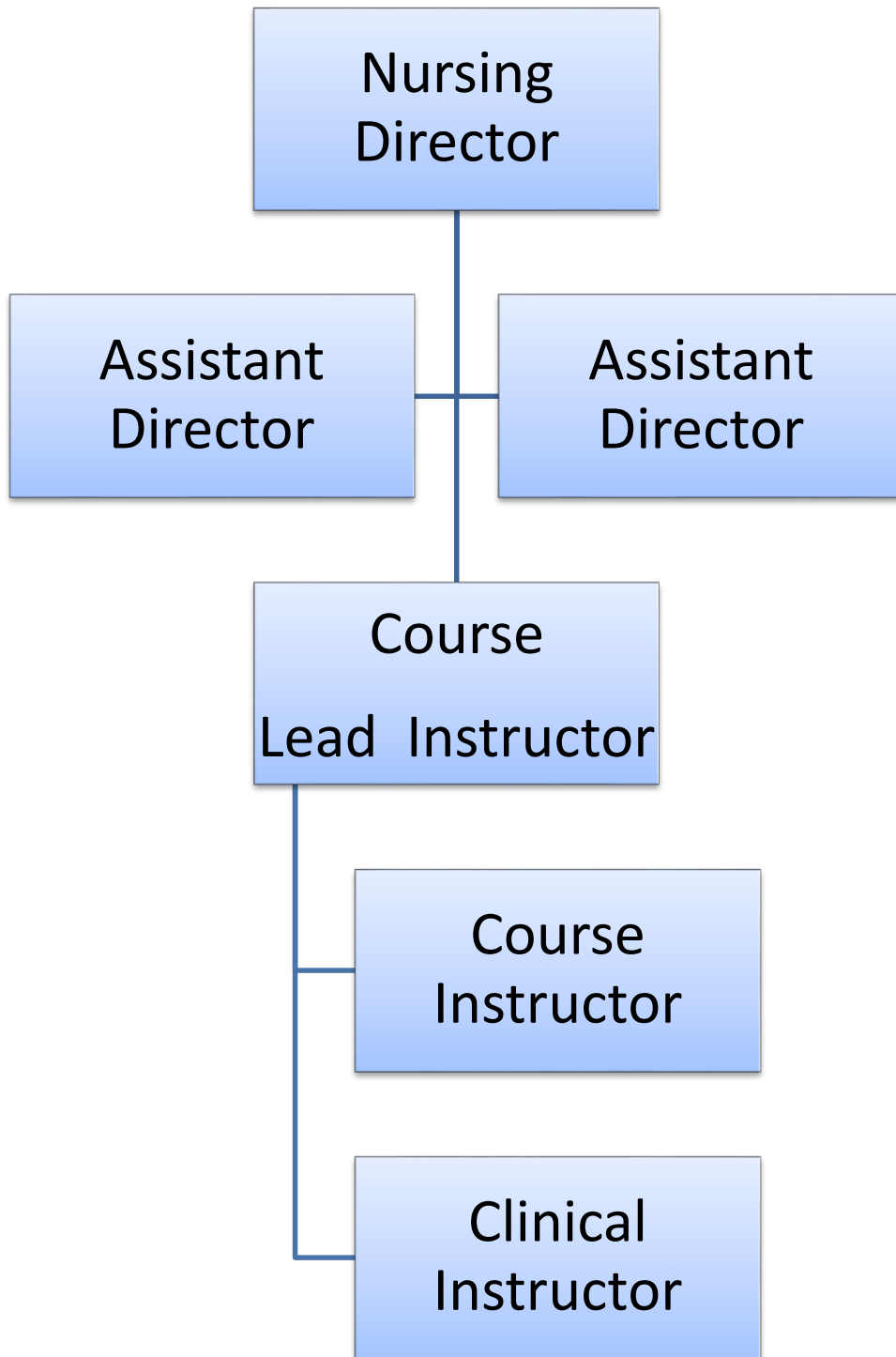
If you have not yet graduated or have graduated within the past 4 weeks you do not need to request additional transcripts be sent from your school of nursing. Please allow a minimum of 4 weeks from receipt of your transcripts for the Board to process your transcripts.

The California State Board Registered Nursing may refuse to grant a license on the basis of violation of academic or professional integrity or on the basis of criminal history record information relating to convictions. The Nursing Practice Act gives the BRN's among other functions this authority. In accordance to the Department of Consumer Affairs Board Registered Nursing (<http://www.rn.ca.gov/enforcement/convictions.shtml>) "conviction" includes a plea of no contest and any conviction that has been set aside or deferred pursuant to Sections 1000 or 1203.4 of the Penal Code, including infractions, misdemeanor, and felonies. It is not necessary to report a conviction for an infraction with a fine of less than \$1,000 unless the infraction involved alcohol or controlled substances. However, any convictions in which a plea of no contest was entered and any convictions that were subsequently set aside pursuant or deferred pursuant to Sections 1000 or 1203.4 of the

Penal Code must be disclosed. It is the responsibility of the student to declare criminal history information on the application for licensure (2015). The detailed test plan for the National Council Licensure Examination for Registered Nurses is available at:

[https://www.ncsbn.org/2013\\_NCLEX\\_RN\\_Detailed\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf)

# APPENDIX





**CLINICAL IMPROVEMENT PLAN (CIP)**

Page 1 of \_\_\_ pages

Student Name \_\_\_\_\_

Date \_\_\_\_\_

CIP Initiated by \_\_\_\_\_

Attachments included\_\_

**Summary of criteria deemed unsatisfactory:**

**Professional Behaviors necessary to achieve a satisfactory in above mentioned criteria:**

**Date by which behaviors need to improve:**

**Student's comments:**

I have received a copy of this Clinical Improvement Plan.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty signature

\_\_\_\_\_  
Date

The student has / has not demonstrated satisfactory improvement in the criteria mentioned in this Clinical Improvement Plan.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty signature

\_\_\_\_\_  
Date

## El Camino College Department of Nursing

### Dosage Calculations Instructions for N150 A and N150B

#### **General Instructions**

1. All calculations must be shown on your test paper. If there is insufficient room for your calculations, additional work must be calculated on approved scratch paper.
2. Use of calculators may be permitted during the 1<sup>st</sup> or 2<sup>nd</sup> eight week session of NURS150.

#### **Units of Measure**

3. Answers must be labeled with the correct unit of measurement (e.g., "2 tabs", "3 mL" or "40 mg").

#### **Military Time**

4. Only military time will be used for dosage calculation answers (e.g., "1:00 pm" must be written as "1300").

#### **Decimal Fractions**

5. Decimal fractions must be used with the metric system (e.g., "½ mg" must be written as "0.5 mg").
6. Decimal fractions must be preceded by a zero before the decimal (e.g., ".2" must be written as "0.2") or by a whole number before the decimal (e.g., "1.2").
7. Decimal fractions cannot have trailing zeroes (e.g., "2.40" must be written as "2.4").

#### **Rounding**

8. Temperature and body weight (in pounds and kilograms) must be rounded to the tenths place, (e.g., "2.54" must be rounded to "2.5").
9. Non-parenteral dosages must be rounded to the tenths place (e.g., "1.45 mg" must be rounded to "1.5 mg").
10. Parenteral medications requiring 3 mL, 5 mL, or 10 mL syringes must be rounded to the tenths place (e.g., "1.15 mL" must be rounded to "1.2 mL").
11. Parenteral medications requiring a 1 mL syringe must be rounded to the hundredths place (e.g., "0.155 mL" must be rounded to "0.16 mL").
12. IV gravity flow rates (gtts/min) and IV pump rates (mL/h) must be rounded to the whole number (e.g., "20.5" must be rounded to "21").

## El Camino College Department of Nursing

### General Dosage Calculations Instructions

#### **General Instructions**

1. All calculations must be shown on your test paper. If there is insufficient room for your calculations, additional work must be calculated on approved scratch paper.
2. Only approved calculators will be used if permitted by the instructor.

#### **Units of Measure**

3. Your answers must be labeled with the correct unit of measurement (e.g., "2 tabs", "3 mL" or "40 mg").

#### **Military Time**

4. Only military time will be used for dosage calculation answers (e.g., "1:00 pm" must be written as "1300").

#### **Decimal Fractions**

5. Decimal fractions must be used with the metric system (e.g., " $\frac{1}{2}$  mg" must be written as "0.5 mg").
6. Decimal fractions must be preceded by a zero before the decimal (e.g., ".2" must be written as "0.2") or by a whole number before the decimal (e.g., "1.2").
7. Decimal fractions cannot have trailing zeroes (e.g., "2.40" must be written as "2.4").

#### **Rounding**

8. Non-parenteral dosages must be rounded to the tenths place (e.g., "1.45 mg" must be rounded to "1.5 mg").
9. Parenteral medications requiring 3 mL, 5 mL, or 10 mL syringes must be rounded to the tenths place (e.g., "1.15 mL" must be rounded to "1.2 mL").
10. Parenteral medications requiring a 1 mL syringe must be rounded to the hundredths place (e.g., "0.155 mL" must be rounded to "0.16 mL").
11. IV gravity flow rates (gtts/min) and IV pump rates (mL/h) must be rounded to the whole number (e.g., "20.5" must be rounded to "21").
12. IV infusion times must be rounded to the tenths place while calculating the problem (e.g., "16.65 h" must be rounded to "16.7 h", which would then be converted to "16h and 42min" for your final answer).
13. Temperature and body weight (in pounds and kilograms) must be rounded to the tenths place (e.g., "2.54" must be rounded to "2.5").

#### **Special Instructions**

14. N250 Safe-dosage ranges for pediatric medications must be rounded to the tenths place (e.g., "22.58" must be rounded to "22.6").
15. N253/N254 Continuous IV infusions/dosages of critical care medications (e.g., dopamine, nitroglycerin, etc.) and high-alert medications (e.g., heparin, insulin, etc.) must be rounded to the tenths place. (e.g., "22.68 mL/h" must be rounded to "22.7 mL/h" or "11.08 mcg/min" must be rounded to "11.1 mcg/m")

## GUIDE TO THE NURSING APPEALS PROCESS FOR READMISSION

The Nursing Appeals Process for Readmission is for nursing students who have been enrolled in the El Camino Nursing Program, but have not successfully completed two of their nursing courses. These students may apply for readmission into the nursing program based on special consideration due to extenuating circumstances as defined in the ECC catalog under repeating courses. Students who are applying for readmission to the ECC Nursing Program through the appeals process **must submit a complete nursing appeals packet** before their request will be considered by the appeals committee. A complete appeals packet includes:

1. Application for the Nursing Program Admission by Appeal. (An application form may be obtained from the Nursing Office.)
2. Typed letter addressed to the appeals committee that includes:
  - A. A description of the extenuating circumstance/s that contributed to your unsuccessful course completion. (Supporting documentation must be attached to your letter and the timeline must correspond with the classes failed).
  - B. Your plan for successful completion of the nursing program at El Camino College. Include in your plan specific strategies to achieve success. Speak with an El Camino College Nursing Counselor if needed.
  - C. A statement that you have completed the recommended and required remediation and/or testing identified on midterm evaluations, student conferences, and on the exit form by the nursing faculty. (All supporting documentation should be attached to your letter or should be present in your student file).
  - D. An explanation of why the committee should approve your request for returning to the program.
3. Meet with an El Camino College Nursing Counselor in a scheduled counseling appointment and complete the Appeal Checklist for Nursing Counselor Approval.

### **Additional Information**

4. All completed appeals packets must be submitted to the ECC Nursing Program Office two weeks prior to the Appeals Committee meeting. Meeting dates are available from the Nursing Program Office. The Appeals Committee meets at least twice per semester. You will be notified by mail of the committees' decision.
5. An incomplete appeals packet will not be considered.
6. **IF THE APPEAL IS APPROVED, THE STUDENT'S NAME WILL BE PLACED ON THE NURSING PROGRAM OFFICE WAITING LIST AND ADMISSION WILL BE ON A SPACE AVAILABLE BASIS.**

El Camino College  
Appeal Documentation Check List for Nursing Counselor Approval

**Failure to follow these guidelines for the appeals process will result in NO REPLY from the Appeals Subcommittee and an automatic denial of your appeal request.**

Student's Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

**Student:**

1. Assemble your appeals packet with the required documentation (see Nursing Student Handbook or obtain appeals packet from the Nursing Office)
2. Bring all assembled documentation to your appointment with the Nursing Counselor
3. Ask the Nursing Counselor to verify that the appeals packet is complete, ask the same Nursing Counselor to sign this form
4. Attach this signed form to your appeal packet and submit all documentation to the ECC Office Nursing Administrative Assistant.

Have you failed three or more core nursing courses at ECC or any nursing school?	If the answer is YES to either question, you are not eligible to appeal and The Appeals Subcommittee will not review your appeal.
Are you appealing a previous ECC appeal decision?	

**Nursing Counselor:**

Date:	Grades:
Cumulative GPA:	Anatomy 30 or 32:
Basic Science GPA:	Physiology 31:
English 1A (LVN only):	OR Anatomy and Physiology 34A and 34B:
	Microbiology 33:
Transferring from another Nursing Program: School Name:	

File Complete? (Check yes/no or N/A)	Yes	No	N/A
1. Completed Application for Admission by Appeal			
2. Typed letter with: <ol style="list-style-type: none"> <li>a. Description of extenuating circumstances (illness, death in family, financial need)</li> <li>b. Plan for successful completion of the nursing program</li> <li>c. Recommended and required remediation completed.</li> <li>d. Why should the committee approve request</li> </ol>			
3. Supporting documentation of extenuating circumstances (timeline must correspond with classes failed) for re-entry and transfer appeals.			
4. Current ECC transcripts and/or transcripts from all other colleges			
5. Documentation of eligibility for accommodation by the Special Resource Center			
6. Transfer Recommendation Form completed by Active Dean/Director from previous nursing school for transfer appeal.			

ECC Nursing Counselor who completed form:

Print Name

Signature

El Camino College Associate Degree Nursing Program

**Application for Admission by Appeal**

Applying for: fall semester  spring semester  Year: \_\_\_\_\_ GPA: \_\_\_\_\_

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
 (Last) (First) (MI) (Maiden)

Address: \_\_\_\_\_ City & State: \_\_\_\_\_ Zip code: \_\_\_\_\_

Telephone H: ( ) \_\_\_\_\_ W: ( ) \_\_\_\_\_ E-mail address: \_\_\_\_\_

Applying for: (Check appropriate box)

Generic program  Upward mobility  30 Unit option

Applicant's signature: \_\_\_\_\_

Below line for ATP Committee use only

Applicant accepted into program: Yes  No  Acceptance pending

Reason: \_\_\_\_\_

Remediation to be completed prior to admission:	Required	Recommended	Documentation Submitted
Special Resource Center Evaluation (Educational Development 29) at the Student Services Center			
Nursing 210 - <i>Implications of Pathophysiology Concepts for Nurses</i> <b>Complete with a passing grade</b>			
Student Health Services: <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Psychologist</li> </ul>			
Skills Laboratory			
ATI			
Student Success			
Other			

Written verification that requirements for admission have been met must be attached to one copy of this form and submitted to the Nursing Office. The student must complete all requirements and apply for entry within one (1) year.

**Successful completion of the Dosage Calculation Test (Math Test) is required for entry and course admission will be based on available class space.**

Course admitted into: No.: \_\_\_\_\_ Title: \_\_\_\_\_

Appeals Subcommittee Member's Signature	Date	Appeals Subcommittee Member's Signature	Date

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Revised 9/15/15

## **A Few General APA Guidelines**

- A. Paper Requirements: Typed, double-spaced, 1” margins all around, 12 font Times New Roman, on standard 8.5”x 11” white paper.
- B. Page header at the top of every page: type the title of the paper (flushed left) and insert page numbers flushed right:

EXAMPLE:

Running head: MANAGING BLOOD GLUCOSE 1

- C. Title page: This is the first page of the paper and should contain the title of the paper, the student’s name, and the name of the school. Additionally, your instructor may request the title of the course, the instructors’ name, and the date be included. This information should be placed in the upper half of the page, centered, upper and lower case, and double-spaced.

EXAMPLE:

The Effects of Alcoholism During Pregnancy

Christian Peters

N149: Preparation for Advanced Placement in Nursing

Instructors Name

El Camino College

June 29, 2013

- D. Main body: Start with an introductory paragraph and end with a concluding paragraph. Indent the first sentence of each paragraph.

**\*\*\*DO NOT PLAGIARIZE**- using the words, ideas, or works of others without referencing.

E. Direct quotes: When using a direct quote place quotation marks at the beginning and end of the statement, words, or sentence(s) followed by the author(s) last name only, year of publication, and page number.

EXAMPLE 1: “Forty percent of Americans polled were dissatisfied with the results” (Milkins, Adams & Jones, 2001, p. 88).

EXAMPLE 2: According to Milkins, Adams, and Jones (2001) “Forty percent of Americans polled were dissatisfied with the results” (p.88).

F. Paraphrasing: Restating or referring to an idea contained in someone else’s work.

EXAMPLE 1: The results of one poll demonstrated that many Americans are unhappy with the results (Milkins, Adams & Jones, 2001).

EXAMPLE 2: Milkins, Adams, and Jones (2001) report that many Americans are unhappy with the results.

G. Reference page: The last page of the paper. Double space. Alphabetize the references by the first author’s last name (authors names must remain listed as they are on the publication- DO NOT CHANGE THE ORDER OF NAMES). Capitalize the first word in the title only; all other words in the title are lowercase. Titles of journals are italicized.

The second and subsequent lines of a reference are indented.

**ADDITIONAL APA FORMAT GUIDELINES REGARDING CITATIONS ARE**

**AVAILABLE AT:** [http://www.elcamino.edu/library/library\\_ser/docs/APA2010Final.pdf](http://www.elcamino.edu/library/library_ser/docs/APA2010Final.pdf)

**Check your paper with TURNITIN.COM prior to submitting your paper.**



## Report of Industrial Injury or Illness

Any injury which occurs during class or clinical work must be reported immediately to the instructor. The El Camino College District Form entitled "Report of Injury or Illness" must be completed and returned to Campus Personnel within 24 hours.

Employee Name		Social Security No.
Home Address		Telephone Number
Sex Male _____  Female _____	Occupation (Job Title)	Date of Birth
Division In Which Regularly Employed	Wages per Week	Date of Hire
Where Did Accident Or Exposure Occur? (Address, City)	On Employer's Premises  Yes ___ No ___	
What was Employee Doing When Injured? (BE SPECIFIC. IDENTIFY TOOLS, EQUIPMENT, OR MATERIAL THE EMPLOYEE WAS USING)		
How Did The Accident or Exposure Occur? (Describe fully the events that resulted in injury or illness. Tell what happened and how it happened. Use back of form if necessary.)		
Object Or Substance That Directly Injured Employee. (The machine employee struck against or which struck him; in case of strains, the thing he was lifting, etc.)		
Nature of Injury Or Illness And Part Of Body Affected.		
If Physician Was Consulted For This Injury or Illness, Please Provide Name and Address.		
If Hospitalization as Inpatient, Provide Name and Address of Hospital		
Date of Injury	Time of Day	Was Employee Unable To Work On Any Day After Injury? Yes or No  Date Last Worked _____
Has Employee Returned To Work? Yes or No	Date Returned  _____  Still Off Work _____	

Employee's Signature

Supervisor's Signature

Dean or Director's Signature

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date

\_\_\_\_\_

Date

\_\_\_\_\_

Date

# STUDENT SUCCESS

EL CAMINO COLLEGE DEPARTMENT OF NURSING

## Initial Visit and Assessment

Date\_\_\_\_\_

Student Name\_\_\_\_\_ ID#\_\_\_\_\_ Campus\_\_\_\_\_

Current Class\_\_\_\_\_ Ph. Contact \_\_\_\_\_ E-mail\_\_\_\_\_

Reason for Meeting\_\_\_\_\_

1. Test taking strategies
2. Dosage Calculation
3. Test Anxiety
4. Stress Reduction
5. Note Taking
6. Study Techniques
7. Time Management
8. Other

Referral source\_\_\_\_\_

Plan of Action:

\_\_\_\_\_Writing Center          \_\_\_\_\_Health Center          \_\_\_\_\_Supervised Skills Lab

\_\_\_\_\_Reading Center          \_\_\_\_\_ATI Testing          \_\_\_\_\_Net Tutor

\_\_\_\_\_Other

**Visit Summary:**

Student Success Coordinator signature\_\_\_\_\_

Student signature\_\_\_\_\_

STUDENT SUCCESS

EL CAMINO COLLEGE DEPARTMENT OF NURSING

Follow-up Meetings

Student's Name \_\_\_\_\_ ID# \_\_\_\_\_

Date \_\_\_\_\_ Reason for Meeting \_\_\_\_\_

SS Coordinator \_\_\_\_\_ Student \_\_\_\_\_

---

Date \_\_\_\_\_ Reason for Meeting \_\_\_\_\_

SS Coordinator \_\_\_\_\_ Student \_\_\_\_\_

---

Date \_\_\_\_\_ Reason for Meeting \_\_\_\_\_

SS Coordinator \_\_\_\_\_ Student \_\_\_\_\_

Name: \_\_\_\_\_

**TEST REVIEW: IDENTIFY INFORMATION – PROCESSING ERRORS**

PROCESSING ERRORS	QUESTION NUMBER												TOTAL	
<i>STEM</i>														
Missed key word (s) setting a priority														
Missed important word(s) that were clues														
Misinterpreted information presented														
Missed the central point/theme														
Missed the central person														
Read into the question														
Missed the step in the nursing process NAME STEP*														
Incompletely analyzed the stem; read it too quickly														
Did not understand what the question was asking														
Did not know or could not remember the content associated with the question														
<i>OPTIONS</i>														
Answered quickly without reading all the options														
Misidentified the priority														
Misinterpreted information														
Read into option														
Did not know or could not remember the content														
Knew content but inaccurately applied concepts and principles														
Knew the right answer but recorded it inaccurately														
<i>PERSONAL PERFORMANCE TRENDS</i>	YES	NO	<b>Comments</b>											
I finished the exam with time to review														
I was able to focus with little distraction														
I felt calm and in control														
When I changed answers, I got the questions right														
Identify error clusters														
• First third of exam														
• Middle third of exam														
• Last third of exam														
• No clustered identified														

\*A = Assessment  
D = Analysis and diagnosis

G = Goal setting  
P = Planning intervention

I = Implementation  
E = Evaluation



**ASSOCIATE DEGREE NURSING PROGRAM**  
**RELEASE OF PERSONAL INFORMATION AGREEMENT**

Student Name: (Print) \_\_\_\_\_

The undersigned hereby authorizes the El Camino College Nursing Department, a subset of El Camino Community College District, to release the following health information, contained in my student files, to Centinela Hospital Medical Center and associates for clinical clearance.

The following information will be released:

Home/Work Address

Home/Work/Cell telephone number(s)

ALL Health Records

Background Check

Drug Screen

I hereby release the District and its employees, from any liability for release of these records.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_





## Associate Degree Nursing Program

### Use of Personal Data Devices Policy

Purpose: To provide students with the ability to use Personal Data Devices (PDA's), Palm Pilots, iPhones, and other electronic devices for accessing clinical related references, while providing focused patient with optimum patient privacy according to HIPPA regulations.

- Personal electronic devices at no time shall store, copy, or photograph any Personal Health Information (PHI) from the clinical facility. This is a direct violation of HIPPA regulations on patient privacy. Students found in violation of this will receive an unsatisfactory for the entire course.
- Students will have the ability to utilize personal electronic devices when allowed by their clinical facility, solely for the purpose of attaining patient related data from texts and references on their device.
- Students shall not utilize personal devices as telephones, texting devices or cameras in the patient care areas.
- Any student using an electronic device must show their clinical instructor the reference material on their device. Access to the internet is not sufficient reason to use an electronic device.
- Any repeated offense using electronic device inappropriately in the clinical setting will result in an “unsatisfactory” clinical evaluation in the area of professionalism. Students will be ineligible for the director’s award, will have a record of such offense in their academic file and will receive a failing grade for the nursing course.

I understand the above policy and I will maintain the department policy at all times.

Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Campus: \_\_\_\_\_

Course: \_\_\_\_\_

Section # \_\_\_\_\_

Date: \_\_\_\_\_

## **INSTRUCTIONS TO STUDENTS REQUESTING LETTER OF RECOMMENDATION**

### Professional Courtesies:

1. If a letter is for employment, it would be unusual to request a letter from an instructor who has not supervised your clinical performance.
2. Personally ask the instructor if he/she would be willing to write a letter on your behalf.
3. Complete a Letter Request Slip available from the nursing office.
4. Allow two weeks turnaround time.
5. Unless otherwise instructed, a copy of the letter will be mailed to your current address.
6. If you do not receive the letter within four weeks, it would be appropriate to leave a reminder message on the instructor's voice mail or email and with the nursing program support staff.
7. Faculty members have the option to deny the request.

Please remember that faculty members do not have summer nursing responsibilities. They may teach a summer or winter course (if applicable), but their responsibilities relate only to that specific course assignment.





**ASSOCIATE DEGREE NURSING PROGRAM**

**LETTER OF RECOMMENDATION REQUEST FORM**

NAME \_\_\_\_\_ DATE: \_\_\_\_\_  
Last First MI

PHONE NUMBER( ) \_\_\_\_\_ NURSING CLASS \_\_\_\_\_  
REQUEST FOR: Instructor \_\_\_\_\_ Nursing Office \_\_\_\_\_

REASON FOR REQUEST

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Letter should be addressed to:

NAME / TITLE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
Number Street

\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_Mail \_\_\_\_\_Pick up

Please describe the following IOTA KAPPA CHI (IKX) activities you have participated in:

Committees you served \_\_\_\_\_

Position as a board member \_\_\_\_\_

Events you attended \_\_\_\_\_

Any organization you belong to \_\_\_\_\_

**EVALUATION OF STUDENT HANDBOOK**

Please submit this form to the student affairs committee via the nursing office if there is any part of the handbook that you feel needs to be clarified or changed and if there is any information that is not included and would be helpful. You may submit this form any time you have an idea to communicate.

Thank you.

Please indicate which aspect of the student handbook is unclear or needs revision by placing a check in the appropriate space(s) and state what the change or addition should be in the space below.

- \_\_\_ 1. Philosophy of the Nursing Program
- \_\_\_ 2. Unifying Theme
- \_\_\_ 3. Curriculum
- \_\_\_ 4. Grading Criteria
- \_\_\_ 5. Progression through the Nursing Sequence
- \_\_\_ 6. Professional Behaviors
- \_\_\_ 7. Policies and Procedures
- \_\_\_ 8. Resources for Enhancing Student Learning
- \_\_\_ 9. Awards and Recognition
- \_\_\_ 10. Student Representation/Activities
- \_\_\_ 11. Graduation
- \_\_\_ 12. Candidacy for Licensure
- \_\_\_ 13. Appendix
  - \_\_\_ Continuing Improvement Plan
  - \_\_\_ Dosage Calculation Instructions for NURS 150
  - \_\_\_ Dosage Calculation Instructions
  - \_\_\_ Guide to the Appeals Process for Admission
  - \_\_\_ Appeal Checklist for Nursing Counselor
  - \_\_\_ Approval Appeal Form
  - \_\_\_ APA Guidelines
  - \_\_\_ Letter of Recommendation Request Form

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\*\*\* PLEASE COMMENT:





**Associate Degree Nursing Program**

**2015 – 2016 STUDENT HANDBOOK ACKNOWLEDGEMENT FORM**

(Revised Fall 2015)

1. The El Camino College Nursing Student Handbook contains information and policy statements that will assist in a student's progress through the nursing program. Each generic nursing student will receive a copy of the handbook during the first core nursing course.
2. The student will be held accountable for all policies contained within the handbook.
3. The signature below indicates that the student has received and reviewed a copy of the nursing handbook.
4. The signed receipt form will be collected during the first nursing course.
5. The Student Handbook is revised annually and as needed. The student will be informed of the revisions and will be held accountable for all revised policies contained within the revised handbook.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nursing Course

\_\_\_\_\_  
Faculty

