# El Camino College

# Associate Degree Nursing Program

# Student Handbook

**Revised Fall 2014**

**TABLE OF CONTENTS**

# PHILOSOPHY & UNIFYING THEME

## *Philosophy*

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.

## *Unifying Theme*

The organizing structure of the El Camino College Associate Degree Nursing Program's unifying theme is the Nursing Process. 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.

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.

**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. Given sufficient experience and additional education, some graduates may also achieve leadership roles.

### *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 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 assist patients meet their Basic Human Needs.

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 elements, guided by the Basic Human Needs, utilize the nursing process into patterns of light that illustrate the Associate Degree nursing graduate who has acquired the knowledge, skills and attitudes inherent in the discipline of nursing.

### *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, sexual, 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.

**$O_2CO_2$ Exchange Need**

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

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

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

**Sexual 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.

### *Nursing Program 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.

Nursing Program Goals

1. **Professional Practice** - The graduate will adhere to standards of professional practice, is accountable for his/her actions and behaviors, and practice nursing within legal, ethical, and regulatory. Frameworks.
2. **Communication** - The graduate will communicate effectively, accurately, and in a timely manner with patients, significant others and member of the health care team.
3. **Evidenced-Based Nursing Process** -  The graduate will utilize the nursing process to provide patient centered nursing care, integrating evidence-based practice to address the unmet basic needs for a diverse population of patients in a variety of health care settings.
4. **Health Education** - The graduate will implement health education to promote and facilitate informed decision making, achieve positive outcomes, and support self- care activities.
5. **Teamwork and Collaboration** - The graduate will utilize teamwork and collaboration while providing quality care to individuals and families.
6. **Management of Care** - The graduate will manage care of the patient demonstrating effective use of human, physical, financial, and technological resources.
7. **Safety** - The graduate will demonstrate the ability to recognize potential threats to patient safety from both system ineffectiveness and individual performance and appropriately intervene.

## *Student Learning Outcomes*

| El Camino College<br>Associate Degree Nursing Program<br>Student Learning Outcomes | | |
|---|---|---|
| Students who have successfully completed the El Camino College Associate Degree Nursing Program will demonstrate the following competencies: | | |
| **PROFESSIONAL PRACTICE**<br>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. |
| **COMMUNICATION**<br>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. |
| **EVIDENCE-BASED NURSING PROCESS**<br>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. |

**HEALTH EDUCATION**
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. |

**TEAMWORK AND COLLABORATION**
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. |

**MANAGEMENT OF CARE**
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. |

**SAFETY**
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

# OVERVIEW

*Medical Terminology and Nurse Logic for Incoming N150A Students*

**Medical Terminology**

Nursing students benefit greatly when they know medical terminology. Therefore, Nursing 150A students must demonstrate competency in Medical Terminology. Two options exist for completing this requirement:

1. Completion of a Medical Terminology course with a passing grade of 'C' or higher. A copy of the transcript must be provided to the course instructor by the designated due date.

   **OR**

2. Students who have not completed a Medical Terminology course may choose to begin self-study at any point during the summer to prepare for a Medical Terminology test that will be administered in N150A. Text is: *Medical Terminology – A Short Course* by Chabner (6th edition) available in the bookstore or online.

Students who fail the Medical Terminology Test will be required to retest during the same course, on a date specified by the N150A course instructor. Students who fail the second attempt must complete a Medical Terminology course with a passing grade of 'C' or higher in order to progress through the program. Students taking N150A in the spring, who have two failed attempts at the Medical Terminology Test, will need to successfully pass (grade of 'C' or higher) a Medical Terminology course over the summer in order to progress to second semester in the fall. Students taking N150A in the fall, who have two failed attempts at the Medical Terminology Test, will need to successfully pass a Medical Terminology course (grade of 'C' or higher) over the proceeding summer session in order to progress to third semester. Students who are required to take the Medical Terminology course to continue in the nursing program will be placed based on space availability and will not be guaranteed placement. The Medical Terminology course transcripts must be submitted by the required due date in order to be considered for entry into the next semester.

**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 1 ½ 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

Module 4 – Testing and Remediation

Students should complete the 20 item lower level (LL) assessment (test) for beginning nursing students (for each module). Do not complete the tests labeled upper level (UL).

On the first day of N150A class please bring a printout of 'my transcript'.

### *Sequence of Nursing Courses*

       *PREREQUISITES TO THE NURSING PROGRAM*
       English 1A
       Math 73 or 80 (or passage of math competency exam)
       Anatomy 30 or 32, Physiology 31; or Anatomy and Physiology 34A and 34B
       Microbiology 33

       *ADDITIONAL GENERAL EDUCATION REQUIREMENTS*
       English 1B
       Psychology 5
       Sociology 101

       *REQUIRED NURSING COURSES (GENERIC)*
       Nursing 48, 145
       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)*
       Nursing 48
       Semester 1:
       Nursing 149, 154, 155, 156
       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[1] competencies, 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 [2].

Note: This content is reprinted with permission from the "**Quality and Safety Education for Nurses**" article originally printed in _Nursing Outlook Special Issue: Quality and Safety Education_. For guidelines on use of this material, please read our **terms and conditions.**

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

| | 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.<br><br>Examine common barriers to active involvement of patients in their own health care processes.<br><br>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.<br><br>Assess level of patient's decisional conflict and provide access to resources.<br><br>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.<br><br>Respect patient preferences for degree of active engagement in care process.<br><br>Respect patient's right to access personal health records. |
| Explore ethical and legal implications of patient-centered care<br><br>Describe the limits and boundaries of therapeutic patient-centered care | Recognize the boundaries of therapeutic relationships<br><br>Facilitate informed patient consent for care | Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care<br><br>Appreciate shared decision-making with empowered patients and families, even when conflicts arise. |
| Discuss principles of effective communication.<br><br>Describe basic principles of consensus building and conflict resolution.<br><br>Examine nursing roles in assuring coordination, integration, and continuity of care. | Assess own level of communication skill in encounters with patients and families.<br><br>Participate in building consensus or resolving conflict in the context of patient care.<br><br>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.

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

| | | |
|---|---|---|
| communicating and resolving conflict. | Initiate actions to resolve conflict.<br><br>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<br><br>Explain how authority gradients influence teamwork and patient safety<br><br>Identify system barriers and facilitators of effective team functioning<br><br>Examine strategies for improving systems to support team functioning. | Assert own position/perspective in discussions about patient care.<br><br>Choose communication styles that diminish the risks associated with authority gradients among team members.<br><br>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<br><br>Describe Evidence Based Practice (EBP) to include the components of research evidence, clinical expertise and patient/family values.<br><br>Differentiate clinical opinion from research and evidence summaries<br><br>Described reliable sources for locating evidence reports and clinical practice guidelines. | Participate effectively in appropriate data collection and other research activities<br><br>Adhere to Institutional Review Board (IRB) guidelines<br><br>Base individualized care plan on patient values, clinical expertise and evidence<br><br>Read original research and evidence reports related to area of practice<br><br>Locate evidence reports | Appreciate strengths and weaknesses of scientific base for practice<br><br>Value the need for ethical conduct of research and quality improvement<br><br>Value the concept of EBP as integral to determining best clinical practice<br><br>Appreciate the importance of regularly reading relevant professional journals<br><br>Value the need for continuous |

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

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.

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

| | measures and changes involved in improving care | individuals and teams can do to improve care |
|---|---|---|
| | Use measures to evaluate the effect of change | |

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

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

| Discuss potential and actual impact of national patient safety resources, initiative and regulations | care settings | |
| --- | --- | --- |

## 6. Informatics

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

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

## References

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

[2] 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)*122-13.

Effective 8/13

## *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 averaged according to weight in order to reach a final grade.

## *Examination Policy*

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 may implement math-related questions for each 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 required to remediate prior to progressing to the next sequenced nursing course.

Students will not be allowed to keep their nursing exams, nor will they be given copies of any of their nursing exams. This is done to maintain the integrity of the exams.

### *Clinical Evaluation*

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. Instructors will use a different color ink to highlight changes.
6. CETs will be returned to the student by the next scheduled clinical day.

7. Students are not to change their self- assessment after turning in the CET. Students are not to change the instructor's assessment.
8. The CET instrument explains when an instructor/student conference is needed to discuss a clinical improvement plan (CIP), (i.e. if more than 15% of the defined parameters are unsatisfactory in $1^{st}$ and $2^{nd}$ semester, 10% in $3^{rd}$ semester and 5% in $4^{th}$ semester). However, if a student receives an unsatisfactory consistently in one or more areas but does not meet the above criteria, a CIP is warranted at this point as well.
9. At the end of the term, the CET and any (all) CIPs are to be filed in the student's main file in the nursing office.
10. 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!
11. Each student is responsible for handing in these documents each week 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 included in the syllabus for each course with a clinical component.

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 lesser level of performance.
- Unsafe patient care provided by student.

### *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 awarded regardless of the accumulated theory grade(s) attained by the student.

### *Simulation*
Simulation opportunities will be provided as part of the clinical experience. 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.

### *Progression Through the Nursing Sequence*
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.

### *Mandatory Drop*
A theory grade below C (75%) and/or unsatisfactory performance in the clinical area results in a mandatory <u>DROP</u> 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 repeat 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).

### Math Pause
A student is required to stop-out of the nursing program for math remediation if the math exit exam is failed twice. If the mandatory math exit exam is failed twice, the student is referred to the Education Specialist for math remediation.

### Medical Terminology Pause
A student is required to stop-out of the nursing program for Medical Terminology remediation if the Medical Terminology exam is failed twice and they have not successfully passed a Medical Terminology course prior to the next semester starting. Students who have completed the Medical Terminology remediation will be enrolled into second semester on a space availability bases. Priority enrollment will be given to students who have stopped out.

### *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 nursing director (Torrance campus) or dean (Compton campus) 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.

It should be noted that 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.

### *Comprehensive Exit Examination*

An exit examination will be required of all students enrolled in N255. 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 will be assigned for the course.  The student will be provided with additional opportunities to retest following remediation.  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 media skills lab. If the student fails the skills competency review he or she may elect to repeat the last course passed. A clinical evaluation for students returning or transferring into a medical surgical course may also be required.

**In addition to passing a competency review, the student must complete any individualized remediation that has been prescribed by the instructor or nursing department.** 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 competence, 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.  Students who stop-out will be given re-entry priority over students who drop-out. 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 Form and instructions are included in Appendix.

# 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. For example, initially talk with course instructor to discuss issues prior to discussion with others. In the event issues are not addressed to the student's satisfaction, the student may choose to proceed to speak with the Assistant Director of Nursing, and on to Director of the program.
- 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 own learning by:
  - Preparing for classroom/clinical discussion.
  - Reporting to agency prepared for patient care, 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 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 student is having difficulty meeting for any reason.
  - Recognizing own limitations:
    - Attempting only those procedures within ADN educational experience.
    - Reporting work overload or incomplete patient assignment early in clinical day (time for reporting determined by 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 classroom assignments must be:
    - o ON TIME
    - o On the proper forms (hand-drawn forms accepted at instructor's discretion).
    - o In ink, typed or prepared on a computer.
  - Students must come to class prepared.
    - o All objectives must be reviewed prior to classroom discussion.
    - o All required audio-visual materials must be viewed before class.
  - Students must allow time for mandatory skills check-offs and workshops required in some course.
  - Students need the instructor's permission to use a tape recorder in class.
  - Students may not bring food and/or drinks to the classroom.
  - 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 and clinical facility.  Your instructor will give you specific directions on the correct way to communicate this information.
  - Second year nursing students receive priority enrollment over first year students for Nursing 251.  If a first year student enrolls in this course and a second year student is unable to enroll, the first year student will be asked to drop.  If space permits the first year nursing students may be allowed to remain in the course.

### *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*

Our nursing program utilizes clinical facilities and other associated facilities that require drug screening/testing.  Therefore drug screening/testing is a requirement for our nursing program. Students will be required to complete drug screening/testing upon initial entry into the nursing program and may be required to do so prior to the start of the first semester.  Additional drug screening/testing of students may be required if the clinical facility or other associated facility

requires a more recent result or requires random screening/testing.  Students who do not comply with this requirement will not be allowed to continue in the program.  Students who fail the drug screen/test will not be allowed to continue in the program.

## *Background Check*

All students are required to complete a background check (also referred to as background screening) which is done by an outside, independent company.   A student may be disqualified from entering the nursing program or continuing in the nursing program if there are areas identified on the background check.  Clinical facilities will determine whether they will accept or decline a student that does not have a clear background check.  Some clinical facilities require their own background screening which will be done by a different independent company than the company used by the nursing program.  These additional background screenings are also a nursing program requirement and may include a more thorough search by the Department of Justice.  The Department of Justice has access to information that has previously been expunged.  It will be up to the clinical facility to determine whether they will accept or refuse a student based on these results.

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 as to whether a student will be allowed to take the NCLEX exam based on the background check is made by the BRN.  The nursing department does not make any guarantees that students with items identified on their background check who complete the nursing program will be able to take the NCLEX exam.

## *Clinical Placement Policy*

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 students and they would be allowed to continue on in other nursing courses.  Since clinical placement is at the desertion 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.

*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.

# GENERAL INFORMATION

### Course and Instructor Evaluation
Instructor evaluations are completed in a paper format, a few weeks before the end of the course. Student input and responses on these evaluations are critical to improvement of the program.

Course evaluations are completed in an online 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 even though the student ID and name are entered on the last page.  This last page is used strictly for verification of evaluation completion.

At the end of the evaluation, students will be prompted to the final page of the evaluation that acknowledges completion of the evaluation. This page is to be printed and taken to the clinical instructor on the day of the final clinical evaluation.  For nonclinical courses, the page is to be printed and taken it to the professor on the day of the final examination.

If the evaluation(s) are not completed at the time of the final clinical evaluation or final exam the student will be asked to complete it immediately after clinical or class then return the printed page to the clinical instructor or professor within the hour.

### 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. 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:

-perform repetitive tasks
-walk the equivalent of five miles per day
-reach above shoulder level
-hear tape recorded transcriptions
-distinguish colors
-adapt to shift work
-work with chemicals and detergents
-tolerate exposure to dust and/or fumes
-grip
-bend both knees
-sit for periods of time
-climb stairs or ladder
-stand for long periods of time
-lift 25 pounds
-squat
-perform CPR

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

-cope with a high level of stress
-make fast decisions under high pressure
-cope with the anger/fear/hostility of others in a calm manner
-manage altercations
-concentrate
-cope in an acceptable manner with confrontation
-handle multiple priorities in a stressful situation
-assist with problem resolution
-work alone
-demonstrate a high degree of patience
-adapt to shift work
-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.

- 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.
- Personal electronic devices at <u>no time</u> 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.
- Students will have the ability to utilize personal electronic devices when allowed by their clinical facility, <u>solely</u> 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.

## *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 both liability and malpractice insurance policies through El Camino College. This insurance provides coverage to a maximum of $1,000,000. In order for liability and malpractice insurance to be current, students must pay all fees 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 encouraged 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.

Falsification of any medical information will result in expulsion 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.

## *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:
- an academic or clinical performance evaluation

- perceived arbitrary or prejudicial actions by a faculty member
- 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**:**

- 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.
- 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.
- 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.
  - If the incident occurs on campus, processes outlined in the El Camino College Board Policy 5500 Academic Honesty & Standards of Conduct and Administrative Procedure, and 5520 Student Discipline and Due Process Procedure will be followed.
- If the incident occurs in the clinical setting:
  - o a responsible adult will be asked to come and escort the student home
  - o 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.
- 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 filed in the student's folder with a copy given to the student.

## *Uniform Guidelines/Dress Code*

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 should be ordered from Doveapparel.com/products.html

Torrance campus school code: ECCT
Compton campus school code: ECC

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

- 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.
- 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 or skirts; wear hose.
- Lab Jacket: 3/4 length white lab jackets with retractable sleeves with the ECC patch. Use of a lab jacket is optional.
- 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 uniform. Garments should be loose enough to permit freedom of movement.
- Jewelry: A watch with a second indicator must be worn. The student may want to consider a watch that displays military time.
- Confine jewelry to a plain wedding band and only one stud earring per ear.
- Nails: Nails must be clean, trimmed, and of moderate lengths. Clear or neutral polish is acceptable. Acrylic nails are not permitted.
- Hair: Hair is to be a naturally occurring color or shade, clean, neatly groomed and off the collar. If clips or barrettes are used, they must be of a plain design. No ribbons allowed. Buns, braids and ponytails that do not touch the collar or fall forward in the face are acceptable.
- Body Piercing: There can be no visible body piercing, except for one stud earring per ear. Tattoos: There can be no visible tattoos.
- Nametags & Patches: The ECC Patches may be purchased at the ECC bookstore. Patches should be placed on the left side of the chest. The picture ID should be worn all the times at the clinical site and on campus.
- 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.
- No gum chewing is allowed in the clinical area or the skills lab.
- No perfumes and colognes are to be worn in the clinic or classroom.
- 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 may be requested by the instructor to leave the clinical setting.

# 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.

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

## *Student Success Workshops and Coordinators*
Student Success workshops are conducted periodically on each campus. The Student Success Coordinator is also available for individual consultation (by appointment, 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 on the Torrance campus. Ext. 3514.

Library Media Technology Center located on the first floor, East wing of the Schauerman Library on the Torrance campus. Ext. 6715

Nursing Learning Lab located in room E54 on the Compton campus. 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 library. They may be found at the Periodicals area on the first floor in the East wing of the Schauerman Library on the Torrance campus and Emily B. Hart-Holifield Library. These resources will be listed in the course syllabus. A current El Camino College 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 Torrance campus. 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 Torrance campus and in F39 on the Compton campus) 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:

Meets all the instructor's requirements of the course in a timely fashion.

Receives a grade of "B" (81%) or better for the course.

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 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. 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. Students may participate at the local, state, and/or national levels. Meeting dates, times and locations are published to all ECC nursing students. Membership for Iota Kappa Chi costs $5.00 each semester.

### *Committees*
The following committees are composed of appointed faculty and at least two (2) students, one each from Year I and Year II. All students are eligible and do not necessarily have to be members of Iota Kappa Chi. Students have full voice and vote on some 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.

The committee is composed of at least one faculty member each from Year I and Year II, who are appointed annually by the director of Nursing.  Faculty members shall have full voice and vote. 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.**
- On the Torrance campus, the completion ceremony is to be planned for the weekend immediately following the last day of school in the fall (Friday or Saturday) 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 enough 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.

- On the Compton campus, the completion ceremony date should be planned in conjunction with the Dean of Health and Human Services.
- 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 one representative to handle the paperwork and money.
- 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.
- 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.
- Room reservations should be made early for the nursing completion ceremony. Students need to see the nursing office staff for forms to reserve the Recital Hall, Marsee Auditorium, or Campus Theatre. There is no cost to students for these rooms.
- Graduating seniors may order the El Camino College Nursing pin. Pins should be ordered at the beginning of Nursing 254. One member 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.

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.

## *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.

The Board of Registered Nursing may deny any license applied for if the applicant has been found guilty of fraud or acts which deceive the public, a felony, or addiction to habit-forming drugs, etc. Students who have questions regarding further limitations related to licensure should contact the Board of Registered Nursing. In addition to applying for licensure (information available at http://www.rn.ca.gov/applicants/lic-exam.shtml), the graduate must also apply to take the RN licensing exam (NCLEX-RN®). Information about the NCLEX-RN® application process is available at https://www.ncsbn.org/nclex.htm. The website for the NCLEX-RN® test plan is https://www.ncsbn.org/2010_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf

# APPENDIX

## *CLINICAL IMPROVEMENT PLAN (CIP)*

Student Name CIP_____     Date _____
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.<br><br><br>_____        _____<br>Student signature                Date                Faculty signature<br>Date |
| The student has / has not demonstrated satisfactory improvement in the criteria mentioned in this Clinical Improvement Plan.<br><br><br>_____        _____<br>Student signature                Date                Faculty signature<br>Date |

*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 1st or 2nd 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., "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. 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

# El Camino College
# Associate Degree Nursing Program

**GUIDE TO THE APPEALS PROCESS FOR ADMISSION**

The appeals Process for Admission is for nursing students desiring to transfer from other accredited nursing programs and for students whose early college experience is impacting their current GPA. Students who are applying for admission to the ECC Nursing Program through the appeals process must **submit a complete appeals packet** before their request will be considered by the appeals committee. A complete appeals packet includes the following four items:

1. Application for Admission by Appeal. (An application form may be obtained from the Nursing office located in the Technical Arts building, Room 101 A.)

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 or low GPA. (Supporting documentation must be attached to your letter).
   b. Your plan for successful completion of the nursing program here at El Camino College. Include in your plan specific strategies to achieve success.
   c. An explanation of why the committee should approve your request for entering the program.

3. Current transcripts must be submitted from all colleges attended. Foreign transcripts must be evaluated by a foreign transcript evaluation service.

4. GPA must be calculated by an El Camino College counselor.

**Additional Information**

- All completed appeals packet must be submitted to the nursing office secretary two weeks prior to the Appeals Committee meeting. Meeting dates are available from the nursing office secretary. The Appeals Committee meets at least twice per semester. You will be notified by mail of the committees' decision.

- An incomplete appeals packet will not be considered.

- **IF APPEAL IS APPROVED, STUDENTS' NAME WILL BE PLACED ON THE WAITING LIST AND ADMISSION WILL BE ON A "SPACE AVAILABILITY" BASIS.**

# El Camino College Associate Degree Nursing Program

## APPEAL 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 Nursing Office
5. 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: | Cumulative GPA: |
| NET Score:     Math Score:     Reading Score: | Core Prerequisite GPA: |
| DRP Score: | Grades:  Anatomy 30 or 32: |
| Transferring from another Nursing Program: | English 1A: |
|   Name of School: | Microbiology 33: |
| | Physiology 31: |

| File Complete? (Check yes/no or N/A) | Yes | No | N/A |
|---|---|---|---|
| 1.  Completed Application for Admission by Appeal | | | |
| 2.  Typed letter with: <br>    a.  Description of extenuating circumstances (illness, death in family, financial need) <br>    b.  Plan for successful completion of the nursing program <br>    c.  Recommended and required remediation completed. <br>    d.  Why should the committee approve request | | | |
| 3.  Supporting documentation of extenuating circumstances (timeline must correspond with classes failed) for re-entry and transfer appeals. | | | |
| 4.  Current ECC transcripts and/or sealed up-to-date official 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 ADN - 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 |
|---|---|---|---|
| Academic Strategies 1 | | | |
| Special Resource Center Evaluation (Educational Development 29) at the Student Services Center | | | |
| Student Health Services | | | |
| 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: _____

# 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

**Check your paper with TURNITIN.COM prior to turning in to your instructor.**

**El Camino College Nursing Department**
**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 _____

**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 our 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 b e appropriate to leave a reminder message on the instructor's voice mail or email and with the nursing program secretary.
7. Faculty members have the option to deny the request.

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

## 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

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

PLEASE COMMENT:

**El Camino College**
**Associate Degree Nursing Program**

**STUDENT HANDBOOK**
(Revised Fall 2014)
**RECEIPT FORM**

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.

_____
Signature of Student

_____
Name (please print)

_____
Date

_____
Nursing Course

_____
Faculty