



***ASSOCIATE DEGREE NURSING  
PROGRAM***



***Student Handbook  
2017-2018***

**WEST HILLS COLLEGE LEMOORE  
ASSOCIATE DEGREE NURSING PROGRAM  
2017-2018**

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# **ASSOCIATE DEGREE NURSING PROGRAM**

## **HANDBOOK POLICY**

Students are expected to be knowledgeable regarding the Associate Degree Nursing Program expectations and policies. The Associate Degree Nursing Student Handbook is designed to be a resource to students to familiarize them with the program expectations and policies. Students are required to read the contents of the Associate Degree Nursing Program Handbook. Program policies and/or procedures may be updated throughout the program. Revised policies and handbook will be made available to students through the nursing office. It is suggested that each student keep their handbook current as new forms/policies/procedures are distributed throughout the program.

The Acknowledgment of Forms sheet is provided for you to sign. Your signature verifies that you have read, understand and agree to abide by these policies. The signature page will be placed in your student file the first semester that you enter the ADN program.

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## **INTRODUCTION and WELCOME**

Welcome to the West Hills College Lemoore (WHCL) Nursing Program. The College Administration, Director of Nursing, and the Nursing Faculty and staff are all committed to your success and sincerely wish you satisfying personal and career growth during your educational experience as you progress through the Nursing Program.

The WHCL ADN program is a “small but mighty” program with high standards and rigorous program preparation. We believe you will become a proud alumnus of our program and will build a strong foundational nursing career that will lend itself to further education and professional growth.

The goal of the ADN program is to prepare students to meet the requirements for licensure as a Registered Nurse in California. The emphasis of the program will be on prioritization, leadership, organization and delegation (PLOD). The study of nursing is a very complex one that requires mental and physical abilities to complete the tasks necessary to become a registered nurse. Two of the most essential tools are the Nursing Process and the Organizing Framework around which curriculum is developed. The nursing process is a problem solving process that guides the method of thought and action. It is the thinking process used by registered nurses to care for the clients’ response to their health care issues as well as to guide prevention and wellness activities. Our program is approved by the California Board of Registered Nursing.

### **Board of Registered Nursing**

The Board of Registered Nursing (BRN) is a state governmental agency established by law to protect the public by regulating the practice of registered nurses. The BRN is responsible for implementation and enforcement of the Nursing Practice Act: the laws related to nursing education, licensure, practice, and discipline. The Nursing Practice Act created a nine-member Board which serves as the BRN decision-making body.

For more information on the BRN please visit:

[California Board of Registered Nurses \(BRN\)](#)

(916) 322-3350

Physical Address: 1747 North Market Boulevard, Suite 150 Sacramento, CA 95834-1924.

Mailing Address: P.O. Box 944210 Sacramento, CA 94244-2100

Sincerely,

The West Hills Associate Degree Nursing Program Administration, Faculty and Staff



## **MISSION AND VISION OF WEST HILLS COLLEGE LEMOORE**

West Hills College Lemoore serves a diverse community of students who seek an affordable, accessible, relevant, and rigorous education. The college community is dedicated to student learning and achievement by providing quality courses that lead to certificates, associate degrees, transfer, and career pathways.

### **VISION:**

West Hills College Lemoore is committed to the relentless pursuit of student success.

### **MISSION OF THE WHCL ADN PROGRAM**

The mission of the Associate of Science Degree in Nursing (RN) program is to prepare entry-level registered nurses to be providers of care across the health/illness continuum and as members within the profession. The program respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of the curriculum is to provide a positive, innovative learning model that fosters the development of critical thinking and problem solving skills so that the graduate nurse is equipped to deliver care to a culturally diverse population in a variety of healthcare settings. Graduate nurses will collaborate with members of the health care team, be effective communicators, be politically aware and demonstrate a commitment to lifelong learning.

### **PURPOSE OF THE PROGRAM**

WHCL offers an Associate Degree Nursing (ADN) in Nursing with classes beginning each August.

**Upon successful completion of the West Hills College Nursing Program and the college graduation requirements, the student will be:**

- A. Awarded an Associate of Science Degree in Nursing (ADN).
- B. Eligible to apply for admission to the State Board examination for licensure to practice nursing as a registered nurse.
- C. Demonstrate College Institutional Student Learning Outcomes of:
  - Communication Competency
  - Analytical Inquiry
  - Quantitative Reasoning
  - Information Competency
  - Ethical Reasoning
  - Ability to Engage Diverse Populations

## **Philosophy/Organizing Framework**

“The Associate Degree Nursing (RN) Curriculum Model was released through two statewide demonstration workshops March 3 and March 24, 2006. This statewide curriculum model for Associate Degree Nursing (RN) Programs was developed as a result of a grant from the California Community Colleges Chancellor's Office. The curriculum was developed with the expertise and advice from a statewide consortium of stakeholders including Associate Degree Nursing Program directors and faculty, representatives from the healthcare industry and staff from the Board of Registered Nursing. This curriculum is available for voluntary use by any community college Nursing Program to adopt and modify to meet local skill requirements.<sup>1</sup>”

The Curriculum Model by the California Community College Chancellor's Office served as the Program's curriculum foundation and was modified to fully meet local skill requirements and student learning needs. The philosophy/organizing framework for the Program curriculum is based on the nursing process and nursing competencies. The WHCL curriculum follows the course sequence of the Curriculum Model that progresses from simple to complex knowledge and skills, with emphasis on caring, problem solving, and critical thinking. The general education and the science courses provide the academic foundation required for effective integration and mastery of nursing content as well as competent clinical performance.

The framework on which educational experiences were developed took into consideration three components: the subject, the student and the setting.

### **The Subject Component**

The *subject component* addresses the concepts of nursing, client, environment, and health.

#### **Nursing**

Nursing as defined in Nursing's Social Policy Statement is “the prevention of illness, alleviation of suffering, and the protection, promotion and restoration of health in the care of individuals and families...<sup>2</sup>. It is an art and applied science based on principles from the biological, physical and behavioral sciences which focuses on the diagnosis and treatment of human responses to actual or potential health problems. Nurses collaborate with health team members and respond to the care of clients across the life cycle based on physiological, psychological, social, cultural and spiritual needs.

#### **Client**

The concept of *client* includes individuals, families, groups and communities. Client refers to an individual, his/her support groups, and/or to any group participating in and/or receiving nursing care, each client is characterized by dynamic components that are physiological, psychological, cultural, ethnic, developmental and spiritual. All of these areas interact by influencing the client's response to internal and external needs. Fundamental to this concept is that the client has a right to self-determination in meeting his/her needs and each client is worthy of respect and concern.

#### **Environment**

The concept of *environment* is centered on the premise that all factors and stimuli that influence or are influenced by the client's bio-psychosocial system constitute the environment. Health is mediated, in part, by both internal and external environments. The internal environment consists

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1 Associate Degree Nursing Curriculum Model-Statewide Project- State Chancellor's Office 2006.

2 American Nursing Association, 2003. *Nursing's social policy statement 2003*. Washington, DC: American Nurses Publishing.

of cognitive processes, including values and beliefs; physiological processes; and developmental processes. The external environment consists of the physical and social world, including all of its components and interactions. The client's ability to maintain homeostasis is constantly affected by the client's internal and external environment. The role of the nurse within the client's external environment influences the client's internal environment as well.

### **Health**

Commonly *health* is regarded as a state of equilibrium on a wellness-illness continuum. Individual health practices impact the value and meaning of health as defined by culture and society. Wellness may be defined as successful management of multiple stresses from internal and external environments. Illness results when the bio-psychosocial system is disrupted. The client's ability to cope with illness is influenced by how successfully the client is able to adapt within the health environment. The perception of wellness to illness is a highly individualized process, influenced by the health beliefs, health behaviors and health practices of the client.

### **Students**

The *students* of West Hills College (WHC) ADN Program will represent various educational backgrounds, multiple ethnic and socio-economic groups as well as span the age continuum. Faculty, administration and staff view students as adult learners who are self-directed, accountable, responsible, and make decisions regarding their own learning. Students possess the ability, motivation, and the responsibility to learn. It is also understood that each student is responsible for retaining the knowledge and skills acquired in all of the prerequisite courses as the students continue through the Nursing Program.

Learning is a life-long endeavor. Student learning is facilitated by faculty who guide them to achieve their desired goals by creating a learning environment that enables students to become increasingly self-directed, knowledgeable and responsible. WHC's faculty, administration and staff recognize and understand that students who will enroll in the Nursing Program will have various cultural beliefs, learning styles, and may come with or without their own support systems.

Acknowledging the importance of the student component, the proposed program has designed a learning lab module that will provide additional academic and skills acquisition support to students. The learning lab will supplement the well-established counseling, learning resource center, library and other services that the college currently offers students. Additionally, in tandem with local private and non-profit agencies, supportive services such as child care, financial aid, tuition and textbook reimbursement, and scholarships will be offered to students to assist with their successful completion of the Program and licensure exam.

### **The Setting Component**

The *setting component* or the environment for learning includes the social process of acculturating the students to the art of nursing practice is the third component of the WHC framework.

#### **Setting**

The *setting* includes the physical plant of WHCL and the many health care agencies in the region that have agreed to provide students with rich clinical experiences required for student success. These facilities include: acute care, rehabilitation, extended care, pediatrics, mental health, home health, and other out-patient agencies. The commitment to educational excellence by WHCCD is evident with these partnerships by their reputation for quality safe patient care within the communities they serve.

## **EXPECTED PROGRAM STUDENT LEARNING OUTCOMES**

The WHCL Nursing Program will employ the following program outcomes as key performance indicators:

1. The completion of each cohort will result in 85% or greater graduation rate.
2. Eighty percent (80%) of the graduates will pass the NCLEX-RN on first attempt.
3. Students retention in the nursing program will remain at 75% or greater throughout
4. Students who graduate will express satisfaction with the program and staff
5. Students who graduate will perform as entry-level Registered Nurses above satisfactory levels

## **EXPECTED GRADUATE LEARNING OUTCOMES**

Upon successful completion of the WHCL Nursing Program, graduates, through completion of the required prerequisite general education, science courses, and nursing courses based on the modified ADN Curriculum Model, will have the skills and knowledge base to:

1. Assist individuals to achieve optimal health utilizing the knowledge and skills gained from biological, social, and nursing sciences.
2. Formulate a comprehensive plan of care using all components of the nursing process.
3. Safely perform basic psychomotor skills in the delivery of care as a technically competent clinician.
4. Integrate the role of professional nurse into clinical practice.
5. Research and communicate to identify problems, initiate actions and evaluate outcomes for health promotion and maintenance.
6. Apply psychological, social, and cultural knowledge to the nursing role.
7. Support physiological well-being of individuals and families in the health care environment.
8. Assume the role of advocate to improve health care delivery by communicating and acting according to the expressed needs of the individual.
9. Manage the clinical environment through assessment, planning, intervention, and evaluation.
10. Apply critical thinking skills to make judgments based on evidence (fact) rather than conjecture.
11. Organize individuals or groups toward goal setting and goal achievement.
12. Implement a comprehensive teaching plan to help individuals and families achieve optimal health.
13. Understand that the culmination of the ADN program prepares for entry into practice.
14. Realize the importance of continuing education and lifelong learning as a necessity of professional commitment to nursing.

## **STANDARDS OF PERFORMANCE**

Upon graduation from the WHCL ADN Program the student must be able to perform at the BRN level of requirements of competence as stated in California Code of Regulations (CCR) Section 1443.5 as a Registered Nurse. In addition to CCR the expectation of the program is that all students in the program follow the Nursing Code of Ethics. Program policies, procedures as well as curriculum is built around these BRN regulations and ethical standards as they are the essential competencies and characteristics of the nursing profession.

### **California Code of Regulations, Section 1443.5**

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

- (1) Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.*
- (2) Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.*
- (3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family, and teaches the client and family how to care for the client's health needs.*
- (4) Delegates tasks to subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.*
- (5) Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.*
- (6) Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.*

## NURSES CODE OF ETHICS

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

The American Nurses' Association (ANA) originally formulated The Code of Ethics, adopted by the membership in 1950. The original code has undergone revisions in the intervening years. The current code, *Code of Ethics for Nurses with Interpretative Statements*, was accepted by the ANA House of Delegates in 2001.

### Preamble

The Code for Nurses is based upon belief about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the code and their interpretations provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

- 1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.*
- 2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.*
- 3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.*
- 4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.*
- 5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.*
- 6. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.*
- 7. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.*

8. *The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.*
9. *The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.*

(SEE APPENDIX A), for the National Student Nurses’ Association, Inc. Code of Academic and Clinical Conduct, which the faculty also expects that students will adhere to in their behavior while a student at WHC.

## CURRICULUM

The WHCL nursing curriculum is based on the Statewide Curriculum Model and is designed to go from simple to complex, wellness to illness and from an understanding of the basic principles to analysis, synthesis, application and prioritization of patient care. By the completion of the program, the student is expected to demonstrate competence in analysis, synthesis, implementation and prioritization of care for the client/patient. The ability to integrate previous learning from the sciences, humanities and mathematics, into the art and science of nursing care of a patient, as well as apply it and prioritize it correctly to the specific needs of the patient/client are part of the critical thinking component of nursing care expected of students at the completion of this program.

### LEVELS

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<b><i>Represents</i></b>	completion of the first semester of the ADN Program	completion of the second semester courses of the program	completion of the third and fourth semesters of the ADN Program
<b><i>Competency</i></b>	1. Demonstrate knowledge of basic principles 2. Employ ways and means of dealing with basic principles 3. Employ knowledge of fundamental universal concepts and abstractions applicable to the nursing process	1. Demonstrate basic analysis and synthesis in problem solving as essential components of the nursing process 2. Employ logical inference in applying scientific principles applicable to the nursing process	1. Demonstrate advanced analysis of elements relationships, and organizational principles 3. Demonstrate ability to synthesize and implement productive, therapeutic communication that incorporates a proposed set of behaviors involving individuals as well as groups 3. Demonstrate use of judgment skills in evaluation that has recourse to internal evidence as well as to external criteria
<b><i>Semester</i></b>	Encompasses 1 <sup>st</sup> semester nursing course objectives	Encompasses all 2 <sup>nd</sup> semester course objectives.	Encompasses all aspects of critical thinking as well as all 3 <sup>rd</sup> and 4 <sup>th</sup> semester objectives.



## **Curriculum Assessment, Planning, Implementation and Evaluation**

All faculty members are expected to implement the curriculum according to agreed upon philosophy, objectives and theoretical framework. Course evaluations and faculty evaluation of teaching performance by students are done every semester for part time faculty and as required for tenure in the case of full-time faculty. These evaluations are kept in the employee file and are processed according to school policy and procedure. The students evaluate the course and how the instructor is teaching the course after every course they have taken. The instructors use the evaluations to improve the course and how they are being taught; these evaluations shall be kept on file and shall be available for review by the BRN Educational Consultants during site visits.

## **Curriculum Foundation**

The Foundation of our curriculum is based on the California Code of Regulations (CCR), Title 16, Section 1426(3) (d), (e).

The organizing framework of the curriculum is based on the nursing process and nursing competencies with emphasis on caring, problem solving, and critical thinking. Learning outcomes include the following threads, integrated throughout the curriculum.

1. Nursing Process
2. Therapeutic Communication
3. Diversity
4. Teaching Learning Principles
5. Safety
6. Legal and Ethical Practices
7. Leadership and Professionalism
8. Patient Advocacy
9. Lifespan/Age Appropriate Care
10. Evidenced Based Practice

The general education courses provide the knowledge base needed for effective integration and mastery of nursing content, and competent clinical performance.

## **Curriculum Pattern**

The nursing curriculum is a correlated program of general education, related science and nursing courses. Clinical experience is obtained in local hospitals and other community health agencies .



## ADN CURRICULUM ROTATION

Program Courses	Course Title	Course Hours	Course Units	Course number of weeks
<b>First Year- 1<sup>st</sup> Semester 18 weeks- Fall</b>				
NURS 1	Foundations of Nursing	36	2.0	1 <sup>st</sup> 9 weeks
NURS 1L	Foundations of Nursing Lab (co-requisite)	108	2.0	1 <sup>st</sup> 9 weeks
NURS 2	Medical-Surgical Nursing I	36	2.0	2 <sup>nd</sup> 9 weeks
NURS 2L	Medical Surgical Nursing I Lab (co-requisite)	108	2.0	2 <sup>nd</sup> 9 weeks
NURS 3	Basic Pharmacology (co-requisite)	54	3.0	Full 18 weeks
NURS 14A	Foundations Learning Lab	18 theory 54 lab	2.0	Full 18 weeks
<b>TOTAL Hours</b>		<b>144 theory 270 lab</b>	<b>13 units</b>	
<b>First Year-2<sup>nd</sup> Semester 18 weeks-Spring</b>				
NURS 4	Medical-Surgical Nursing II	45	2.5	1 <sup>st</sup> 9 weeks
NURS 4L	Medical Surgical Nursing II Lab (co-requisite)	108	2.0	1 <sup>st</sup> 9 weeks
NURS 5	Obstetrics-Maternity Nursing	36	2.0	2 <sup>nd</sup> 9 weeks
NURS 5L	Obstetrics-Maternity Nursing Lab (co-requisite)	81	1.5	2 <sup>nd</sup> 9 weeks
NURS 6	Advanced Pharmacology (co-requisite)	45	2.5	Full 18 weeks
NURS 14B	Pharmacology/Obstetrical Learning Lab	18 theory 54 lab	2.0	Full 18 weeks
<b>TOTAL Hours</b>		<b>144 theory 243 lab</b>	<b>12.5 units</b>	
<b>Second Year- 1<sup>st</sup> Semester 18 weeks-Fall</b>				
NURS 7	Medical-Surgical Nursing III	45	2.5	Full 18 weeks
NURS 7L	Medical-Surgical Nursing III Lab (co-requisite)	81	1.5	Full 18 weeks
NURS 8	Mental Health – Psychiatric Nursing	27	1.5	2 <sup>nd</sup> 9 weeks
NURS 8L	Mental Health – Psychiatric Nursing Lab (co-requisite)	81	1.5	2 <sup>nd</sup> 9 weeks
NURS 9	Pediatric Nursing	27	1.5	1 <sup>st</sup> 9 weeks
NURS 9L	Pediatric Nursing Lab (co-requisite)	108	2.0	1 <sup>st</sup> 9 weeks
NURS 14C	Specialty Nursing	18 theory	2.0	Full 18 weeks

	Learning Lab	54 lab		
<b>TOTAL</b>		<b>117 theory 324 lab</b>	<b>12.5 units</b>	
<b>Program Courses</b>	<b>Course Title</b>	<b>Course Hours</b>	<b>Course Units</b>	<b>Course number of weeks</b>
<b>Second Year- 2<sup>nd</sup> Semester 18 weeks-Spring</b>				
NURS 10	Medical-Surgical Nursing IV	45	2.5	
NURS 10L	Medical-Surgical Nursing I (requisite) (Includes Preceptorship and Community Health)	216	4.0	
NURS 11	Gerontology – Community Nursing	18	1.0	
NURS 11L	Gerontology – Community Nursing Lab (co-requisite)	54	1.0	
NURS 14D	Advanced Nursing Learning Lab	18 theory 54 lab	2.0	
<b>TOTAL</b>		<b>81 theory 324 lab</b>	<b>10.5 units</b>	
<b>TOTAL PROGRAM</b>		<b>486 theory 1,161 lab</b>	<b>48.5</b>	

### LVN-ADN BRIDGE PROGRAM

<b>Program Courses</b>	<b>Course Title</b>	<b>Course Hours</b>	<b>Course Units</b>	<b>Course number of weeks</b>
<b>Summer Bridge Coursework-Summer term</b>				
NURS 12	Role Transition	36	2.0	Full Summer Term
NURS 12L	Role Transition Lab	54	1.0	Full Summer Term
NURS 6	Advanced Pharmacology (co-requisite)	45	2.5	Full Summer Term
NURS 14B	Pharmacology Learning Lab	18 theory 54 lab	2.0	Full Summer Term
<b>TOTAL</b>		<b>99 theory 108 lab</b>	<b>7.5 units</b>	
<b>Second Year- 1<sup>st</sup> Semester 18 weeks-Fall</b>				
NURS 7	Medical-Surgical Nursing III	45	2.5	Full 18 weeks
NURS 7L	Medical-Surgical Nursing III Lab (co-requisite)	81	1.5	Full 18 weeks
NURS 8	Mental Health – Psychiatric Nursing	27	1.5	2 <sup>nd</sup> 9 weeks

NURS 8L	Mental Health – Psychiatric Nursing Lab (co-requisite)	81	1.5	2 <sup>nd</sup> 9 weeks
NURS 14C	Specialty Nursing Learning Lab	18 theory 54 lab	2.0	Full 18 weeks
<b>TOTAL</b>		<b>90 theory 216 lab</b>	<b>9 units</b>	
<b>Second Year- 2<sup>nd</sup> Semester 18 weeks-Spring</b>				
NURS 10	Medical-Surgical Nursing IV	45	2.5	
NURS 10L	Medical-Surgical Nursing (requisite) (Includes Preceptorship and Community Health)	216	4.0	
NURS 11	Gerontology – Community Nursing	18	1.0	
NURS 11L	Gerontology – Community Nursing Lab (co-requisite)	54	1.0	
NURS 14D	Advanced Nursing Learning Lab	18 theory 54 lab	2.0	
<b>TOTAL</b>		<b>81 theory 324 lab</b>	<b>10.5 units</b>	
<b>TOTAL PROGRAM</b>		<b>270 theory 648 lab</b>	<b>27.0</b>	

**\*30 unit option students: in conjunction with 20.5 program units, will also have BRN pre-requisites to include Physiology (4 units) Microbiology (4 units) *SEE APPENDIX D* for program curriculum details**

#### **ADDITIONAL PROGRAM REQUIREMENTS**

<b>Program Requirements</b>	<b>General Education Requirements</b>
BIO 32 - Human Anatomy 4 Units	PE (For students who graduate prior to age 21) 2 Units
BIO 35 - Human Physiology 4 Units	Any Area C Humanities course 3 Units
BIO 38 - Microbiology 4 Units	
ENG 1A 3 Units	
*MATH 63 Intermediate Algebra 5 Units (or higher)	
*CHEM 2A Introductory Chemistry 4 Units	
NUT 1 Basic Nutrition 3 Units	<i>SEE APPENDIX B</i> for graduation requirements and <i>APPENDIX C</i> for student education tracking form
PSYCH 1 General Psychology 3 Units	
SOC 1 Introduction to Sociology 3 Units	
COM 1 Elements of Public Speaking 3 Units Or	
COM 4 Small Group Dynamics 3 Units Or	
COM 5 Interpersonal Communication 3 Units	

## RESPONSIBILITIES OF STUDENTS

### Registration

All of your nursing classes are controlled registration. Health Careers controls the registration and reserves places in the class for all nursing students, throughout the entire program. It is the responsibility of the student to acquire the schedules from the nursing office or from the class schedule. **Students are responsible for paying all fees to the college, within twenty-four hours of registration in order to remain registered in a class. The Health Careers office staff will contact you through your WHCCD e-mail address that you have been registered for your classes. It is your responsibility to check your school email address for that information.**

### Program Expenses

**(estimated)** Estimate for program courses only- does not include additional GE courses or Additional Required coursework for graduation

Item	Traditional ADN	Cost (approx.)	LVN-ADN Bridge	Cost (approx.)
<i>Registration</i>	48.5 units @ \$46.00 per unit	\$2,231.00	27.0 units @ \$46.00 per unit	\$1,242.00
<i>Health Exam and required Immunization and Titors</i>	Dependent on health care provider and insurance benefit	Up to \$600.00	Dependent on health care provider and insurance benefit	Up to \$600.00
<i>Student Uniforms and accessories (patch)</i>	Based on 2 pants and 2 tops per year; 1 jacket per program	\$250.00 or more based on wear and care	Based on 2 pants and 2 tops per program; 1 jacket per program	\$140.00 or more based on wear and care
<i>Blood pressure cuff and stethoscope</i>	Based on brand and preference	\$90.00	Based on brand and preference	\$90.00
<i>Skills lab bag</i>	Could increase	\$146.40	Could increase	\$146.40
<i>Books and supplies</i>	Varies based on buy, rent, borrow	\$2,000+	Varies based on buy, rent, borrow	\$2,000+
<i>ATI Testing package</i>	Usually covered by nursing program grants	\$678.00	Usually covered by nursing program grants	\$678.00
<i>NCLEX Testing</i>	Last semester of the program- prices may increase	\$479.00 (BRN, PV testing, live scan, interim permit)	Last semester of the program- prices may increase	\$479.00 (BRN, PV testing, live scan, interim permit)
<b>Total Cost</b>	<b>Approximate</b>	<b>\$6,474.40</b>	<b>Approximate</b>	<b>\$5,375.40</b>

*All of the above costs are the responsibility of the student.*

### **Transportation**

All transportation arrangements are the responsibility of the student. The **student must submit current driver's license and proof of automobile insurance** if they are using a car for transportation to and from school and/or any clinical or nursing related school activities/work. *A copy of your insurance must be provided prior to the beginning of each clinical class to the Health Careers Office, along with other documentation as required to be at each of the clinical sites.* Any required documents for field trips or additional school related clinical activities will be communicated and provided to the students through our nursing office and students will be required to be completed and turned in as appropriate for students to participate in the activities and receive credit for the experiences.

### **Current Address**

Each student must keep his/her current and updated address and telephone number on file with the Health Careers Office. This information will be kept confidential unless the student requests otherwise.

### **Communication- Responsibility of Student**

It is required that students check their **WHCL** campus email on a routine/regular basis. Checking email or course Canvas sites regularly are the responsibility of the student as this is the most efficient way to communicate with students in the program. Course/clinical requirements that need your attention may be communicated to you or a change of some sort that you need to be aware of. Student should ensure they email the **Correct** instructor when communicating or asking questions related to course or clinical. Please check your **my.whccd.edu** email several times a day including break to ensure you are not missing out on valuable information.

## **REQUIRED DOCUMENTATION**

### **Health Clearance**

The WHCL nursing program is part of the San Joaquin Valley Consortium for clinical placements with our industry partners. To be able to place students in clinical at the facilities where we have clinical placements, it is mandatory that our program is part of this consortium and we pay an annual fee to belong to this consortium and be eligible to request clinical placements for our health career programs. There website is tied to this link <http://www.sjvnc.com/>

Part of the responsibility of being in this consortium, is the health clearance requirements that our students must abide by to be able to complete their clinical rotations at those facilities. Program/clinical clearance requirements include but not limited to:

- Clinical agency orientation- in person or eLearning or both
- Clinical agency computer training- usually at clinical agency site
  - both which could be held on days other than clinical days
- Background and drug screen check and clearance- students with flags on their background will not be kept from entering the program, but may not be able to participate in clinical based on agency review of flagged item and policies within the clinical facility.

As a student in our program, it is your responsibility to ensure you have completed, and maintain your health clearance information and provide it promptly to the office or upload it to the agency we are using for clearance and record keeping. It is imperative that you follow the instructions from the health career office staff when items or updates are requested.

Students who are delinquent or do not submit the required documentation in a timely fashion will be unable to participate in clinical, lose hours and therefore potentially be unsuccessful in the program. This is a major part of the student's **ACCOUNTABILITY AND RESPONSIBILITY** in the program.

Students must sign a release of information form for the instructor to have this information. The hospitals, however, require that it be provided in order for you to have your academic clinical experience in their institutions. The instructor must have verification that all the information has been provided and the hospitals prefer that it be provided by the instructor. Hence all information will need to be provided to the faculty/Nursing Office at least 4 weeks prior to the beginning of the clinical rotation or as requested by the faculty member. If the information is not provided by the student, the faculty member cannot place the student in the clinical rotation. The student will also lose professional points from their clinical evaluation for that clinical rotation. If there are further questions, please discuss them appropriately with the faculty member.

### **Communicable Disease Screening of Employees, Volunteers and Students**

To protect patients – if staff is immune they won't expose immune-suppressed, severely ill, fragile patients to viruses that can be life-threatening. (Ex: employee has child in day care who develops chicken pox/or measles and exposes employee. Employee comes to work not knowing he/she is contagious with the illness before the rash or pox erupts.)

To protect other staff – if an infected employee comes to work and exposes other staff, several exposures/infections can occur resulting in lengthy absences from work for numerous staff...staffing shortage.

#### **Must be completed prior to start date:**

Immunity to:

1. **MMR -** Rubeola 2 vaccines **OR** serological testing to demonstrate immunity  
Mumps 2 vaccines **OR** serological testing to demonstrate immunity  
Rubella 2 vaccines **OR** serological testing to demonstrate immunity
2. **Varicella -** 2 vaccines **OR** serological testing to demonstrate immunity
3. **Hepatitis B -** Documentation of immunization (series of three doses) **OR** Documentation of titer (may be required by some agencies if series over 3 months old) **OR** Signed declination
4. **TB skin test -** Negative History: PPD every year (some agencies may require Q6months)  
Positive History: Chest x-ray within 12 months, documentation

*of positive skin test. If x-ray is over 12 months, may accept surveillance form stating the student is asymptomatic from the student's place of employment or physician.*

***Saint Agnes Medical Center:*** Last date of TB required only. Cannot be older than one year unless chest x-ray which covers a five year period.

***Kaiser Permanente:*** 2 tests w/ millimeters listed & if negative or positive, signed off by medical provider w/ placement and read date.  
(#1 TB within the last 2 years and #2 TB within the last 90 days)

*If positive TB Skin Test documented +PPD with documentation of millimeters of indurations, date, provider signature, and a current chest x-ray within last 6 months showing negative tuberculosis.*

5. ***Pertussis*** - Vaccination or signed declination  
(Valley Children's Hospital Requires Tdap)

6. ***Influenza*** - : Vaccination for current season. If student declines flu immunization, they must apply for declination through Saint Agnes Medical Center's Employee Health Services before clinicals begin. An MD note is necessary. Policies may change annually- students will be required to follow any additional standards or changes made by facilities.

## **TB CLEARANCE FOR NURSING STUDENTS WHO ARE POSITIVE REACTORS**

### **I. Purpose**

A. To determine that a nursing student is free from TB upon entry into the Nursing Program (based on CDC guidelines)

### **II. Policy**

A. Students entering the Nursing Program, who have a history of a positive TB skin test and have been treated with INH and/or have a negative chest x-ray post positive skin test may be cleared by history.

B. Students who have a history of a positive TB skin test and do not have proper documentation of proof of a negative chest x-ray will be required to obtain a current chest x-ray. If student presents the office with a negative chest x-ray student can thereafter be cleared by history (as described below).

C. Clearance by history shall take place each year with screening completed by the student's own health care provider using the following procedures.

#### **1. Procedures**

- a. Check documentation to determine if the student will need to have a chest x-ray or may be cleared by history.
- b. Documentation is adequate and student has proof of negative chest x-ray:



- i. Student may have provider complete a TB surveillance form and sign.
  - ii. Surveillance must be completed every year.
- c. If documentation is not adequate and student does not have proof of negative chest x-ray:
  - i. Student must obtain chest x-ray to show negative chest x-ray free from TB.
  - ii. Once chest x-ray is obtained and negative, student may be cleared by history as above each year thereafter.
  - iii. The student can now be cleared by history every year without additional x-rays. (*SEE APPENDIX E* for form)

**CDC Guidelines for Preventing the Transmission of Mycobacterium tuberculosis in Health-Care Settings, 2005 provides advice and in this case recommends against repeat x-rays.**

The guideline document on p. 30 says that healthcare workers:

“...with a baseline positive or newly positive TST or BAMT result should receive one chest radiograph to exclude a diagnosis of TB disease....After this baseline chest radiograph is performed and the result is documented, repeat radiographs are not needed unless symptoms or signs of TB disease develop or a clinician recommends a repeat chest radiograph.”

In place of serial testing, healthcare workers with positive test results should receive a symptom screening. The frequency of the screening should be determined by the risk classification of the healthcare facility, the guidelines add.

- Each semester, the health careers office will inform the students the deadline for submission of appropriate clinical clearance forms and documents. **Students must pay attention to those dates and ensure documentation is in by those dates.** If the proper documentation is not in on time, students will not be able to attend clinical.
- Influenza vaccines are being required during the late fall, early spring season, so you may need to demonstrate compliance with this immunization at that time of the year. The facilities provide the school with declination forms for the flu vaccine if a student is unable to take the vaccine.

**Hepatitis B series and titer**

Hepatitis B can be prevented with the Hepatitis B vaccine, which is offered by physicians or family medical clinics. The student must submit documentation of immunization to Hepatitis B (series of three doses), documentation of a titer, or a signed Declination form. The series must be in a timely manner. (Example *Timetable*: example: *Injection #1- 6/01/2015, one month later→ injection #2, 7/1/2015, →then five months later (12/1/2015)→injection #3*). The titer can be done 3 months after the third immunization. Some institutions may require Hepatitis A immunization as well.

An initial titer is required to be completed and provided to the Health Careers office demonstrating immunity even if the student has had the full series of HEP B immunizations. If the titer is



negative, student will need to return to their provider for a booster or repeat the series, based on the provider's recommendation. An additional repeat titer is required usually 30 days after re-immunization; if student's titer is still not positive; provider must provide a clearance note that the series has been repeated and student is aware of negative titer and may not be fully immune from HEP B exposure. As long as student is actively in process with this HEP B procedure, they will not be held back from clinical. Students who fail to follow the initial process may be held from clinical. Some clinical agencies require proof of positive titer if series was completed over 3 months prior to starting clinical rotation. The titer is in the best interest of the student to ensure clinical placement.

### **Health Examination Form**

All nursing students are required to have a physical examination by a Medical Doctor (MD) and/or (PA), (FNP). The MD is attesting to the fact that the student is capable of carrying out the duties of an RN as specified in this handbook as **Essential Job Functions of a RN**. In addition, the MD is documenting that the student is free of any diseases, physical or mental limitations that would impair the student, be harmful to those around them or make it unlikely for them to provide safe effective nursing care to the patients under their care. The Health Careers office will provide the examination forms that must be completed by the doctor and have the clinical/agency official stamp on the form to ensure authenticity. The **Health Careers office accepts this form only**. *SEE APPENDIX F* for health examination form

### **CPR/ BLS Basic Life Support**

**Prior** to beginning the Registered Nursing Program and throughout the program, you are required to have a valid CPR Card. See the nursing office for list of health care provider's classes to earn this card. Acceptable certification is a valid American Heart Association only not an agency who is "affiliated" with AHA, they must be an AHA training site to issue **Health Care Provider BLS card**. This certificate must not expire while attending the Nursing Program or clinical rotations. **It is the student's responsibility to remain current with their documentation**. *SEE APPENDIX G* for CPR card providers and accepted card images. The nursing program reserves the right to reject any CPR cards that are not AHA or have questionable authenticity. Online CPR courses will not be accepted.

### **General Liability Insurance**

The college carries general liability insurance on students who are participating in college activities. **THIS POLICY HAS SOME RESTRICTIONS**.

1. For student injuries that take place on campus and not in a clinical agency, the policy pays only if there is no other coverage. The student's own insurance is first to pay.
2. The policy has a strong pre-existing clause. Accordingly, if an old injury or condition is aggravated, the claim will be denied.
  - 2.1.If class activities should aggravate existing medical problems, the college has no way of paying for the student's medical care.

It is essential that the WHCL Allied Health Careers Department be informed about all injuries including those at the hospital or other health facilities on the day of the injury/accident. This includes needle sticks; patient induced injuries, or any other accident or injury that occurred while

actually participating in your off campus clinical assignments as part of the Nursing Program. The clinical instructor will call 1-877-518-6702 to report the injury, then notify the Director of Nursing and the Dean of Students at WHCL.

### **Accident, Injury and Illness Investigations**

West Hills Community College District provides coverage for health career student clinical placement areas under the district policy. The district shall investigate all occupational injuries and illnesses. Minor incidents and near misses will be investigated as well as serious accidents. The following standardized procedures for reporting and investigating occupational injuries, illnesses, and accidents are reviewed.

### **Reporting Procedures**

- When a workplace injury/illness occurs, the injured student with assistance from the faculty member; will call Company Nurse directly after reporting the incident to their clinical faculty. **The Company Nurse will provide first aid advice and direct the injured employee to an appropriate medical treatment site. 1-877-518-6702**
- The clinical faculty will immediately contact the Human Resources office 559-925-2155 to report deaths or serious injury or illness. The health careers office should also be notified so the appropriate program director can be notified. Coalinga: 559-934-2760 Lemoore: 559-925-3320 Death or serious injury or illness is defined as more than 24-hours' hospitalization for other than observation; permanent disfigurement, and loss of body part. The Human Resources office will immediately report any serious injury to Cal/OSHA, per 8 CCR 330. Other incidents will be reported to Cal/OSHA on a case-by-case basis (i.e., chemical carcinogen exposure.)
- If a student should become serious ill not due to injury in the clinical area, student must be transported to the nearest emergency facility. Clinical faculty should call 911 for transport. If student refuses to be transported via ambulance and student is alert and oriented and able to speak for themselves, the student may arrange for transportation to emergency facility or other health care facility. This form should be used in these cases [Injury-Non Injury Incident Report](#)
- Student injuries that take place during on campus class time do not require a call to the Company Nurse. However, these injuries need to be reported and a report completed. Student's personal medical insurance would be first line of coverage in this situation.

For all other injuries, contact the immediate supervisor or the Human Resources office. All completed report forms are to be submitted to:

Human Resources Department  
9900 Cody Street  
Coalinga, CA 93210  
Phone Number: (559) 934 2155 for questions.  
*SEE APPENDIX H* for appropriate forms

**MALPRACTICE INSURANCE** is provided by the college but in the event that the college does not provide coverage, students will be required to purchase the insurance and provide proof of insurance to the Health Careers Office.

## **STUDENT RESPONSIBILITY FOR LEARNING AND PROGRAM SUCCESS**

A student's success in our program depends as much on the student's amount of effort and engagement while in the program as the curriculum that the program provides. In fact, a passionate motivated student can learn in any nursing program with the correct facilitation and direction. Students may find their motivation to succeed embedded in their passion for learning and their interest in the human condition. The knowledge required to formulate interventions and problem solve to improve the health of others is a challenging task and requires extreme effort. Students who struggle with motivation to prepare, plan, investigate and seek new knowledge and ideas may find the ability to maintain the standards of the program difficult or impossible.

In addition, students who do not accept responsibility or accountability by failing to direct their active learning by ways of contributing to the class sessions or failing to take an active interest in the program, or find fault in other areas of his/her learning without identifying their own short falls; may also find the ability to maintain the standards of the program difficult or impossible.

Students who do not actively participate or fail to take responsibility or accountability for their learning may want to re-consider their pathway toward a nursing education. It is very important when dealing with vulnerable populations that individuals in the nursing profession find satisfaction within this work of caring to have the most satisfaction overall. No individual wishes to be cared for by a nurse who does not like what they do. The outcome can be poor if not disastrous for all involved.

Every effort is made to guide, facilitate, initiate and encourage students to take an active part in their learning. The education in the nursing is program is **EARNED not GIVEN**. The learning process for students is a partnership between the faculty and students. To foster critical thinking and professional growth within the practice of nursing, students will be challenged to think differently through application and analysis of problems and solutions. Memorization of material is helpful but alone cannot support success.

West Hills College Nursing Program Faculty and Administration

**ASSESS YOUR PERSONAL SUCCESS PLAN- ASK FOR HELP  
WHEN YOU NEED IT. TAKE THE  
INFORMATION/SUGGESTIONS PROVIDED AND MAKE IT  
HAPPEN!**

**BEFORE YOU GET STARTED**

- Organize your life and time; use a planner, calendar or other device to keep track of assignments, clinical schedules, work, and family obligations.
- Get help with daily chores from family and friends- do not try and do it all as you did before the program.
- Schedule your time commitment, school is a full time job taking 40-60 hours per week of classes, studying and clinical.
- Discuss your needs and goals with your family before beginning the Nursing Program; it will change their life as well.
- Make some time for yourself somewhere in the schedule, even if it is only 15 minutes a day. Plan some fun activity once a week.
- Make sure your schedule includes outside activities and balance. A physical activity routine will help with stress and the resulting weight gain some people experience.
- Find childcare and a reliable back-up for unexpected events.
- Invest in a computer and the programs that will make your papers and presentations professional. Computer familiarity is a requirement of the school and the Nursing Program.
- Read and organize your syllabus to insure you know when reading, papers and testing occur so you can prepare ahead of time.
- If you need extra units to be full time for financial aid take those courses that will be less stressful, have a physical activity or can be used toward getting your BSN at a later date.
- Be flexible and understand that the faculty and administration are working very hard to provide you with the best nursing education possible during times of a nursing shortage, which also means a shortage of instructors.
- Rather than aim for a C, aim for an A; you are more likely to succeed and it will pay off later for passing the NCLEX and in your professional life as a nurse.
- Be aware of your surroundings, assignments, and patient care at all times. You cannot slide- that's when mistakes happen.
- The faculty wants you to succeed; they are there to help you. There are also faculty who specialize in mentoring students- seek them out early if you are having problems.
- Keep up with your reading in your textbooks and other assignments. Your test questions will come from all sources including the textbook and other reading assignments.
- Get enough rest so your mind can absorb the material being provided.
- Use the computer lab resources to learn NCLEX style test taking, course content, practice exams and virtual scenarios to help you better succeed.
- Use the skills lab to practice your skills, watch videos, get tutoring and get checked out using your skills lab booklet.
- Be prepared for clinical, come on time, dressed in a clean official uniform and with your care plan or other assignment fully researched and completed. You are caring for a person who will rely on your expertise.
- Consider forming study groups that will help with studying the objectives required for each class.

- Support each other. Be kind, remember nursing is the art and science of caring. Practice that caring in all settings.
- Remember this is a two year journey and you develop your knowledge and skills each day. Make the most of each day for your learning, yourself, your friends and family. This is NOT about the grade, this is about your learning to care for those who ill or need your nursing expertise.
- Remember you need to buy all your books in the current edition. Older editions are not acceptable and may be missing vital information or CD disks needed for assignments or studying.
- Try not to work while you are in the program. If you must work, keep it under 20 hours per week, and 12 in the fourth term.
- Remember there is a Chain of Command in the Nursing Education department. With questions, issues or disputes, please see the clinical instructor first, then the lead (usually theory) instructor, then the Director of Nursing, then either the Dean of Instruction or Dean of Students. It does not help your case to bypass the Chain of Command. *See the organizational charts for direction.*
- Faculty, staff and administrators have office hours- please use those resources to help with your success. You may be able to drop in sometimes but otherwise make an appointment.
- There are many scholarships available through financial aid and the health professions institute [www.healthprofessions.ca.gov](http://www.healthprofessions.ca.gov). Apply for them so you can work less hours and study more.
- See the health science counselors at least once a semester to make sure you are on the right track with your courses and future plans.
- Join the Student Nurses Association and learn more about the nursing profession.
- Enroll in a computer class to ensure success in the Nursing Program. *SEE APPENDIX I*

## **STUDENT SUCCESS**

One of the Nursing Program's educational goals is to help ensure student success. There are several ways that this is accomplished:

Students should never hesitate to reach out for assistance or guidance. This can be to a faculty member, student peer or upper class mentor. Success in the program is a team effort and we would like all students to succeed. It cannot be done alone, it takes effort from everyone. The faculty can assist in identifying ways to support your studying and success.

1. Contact the instructor about any assistance, aid, or study strategies that may be useful to employ. The instructor will have information on the test-taking strategies, the NCLEX RN material available in the skills lab, and other resources. It is important, if the student is having trouble with the course that the student keeps in contact with the instructor and utilizes any available tutoring, counseling or mentoring. Although it is the responsibility of instructors to contact students if the student begins to fail, it is also the student's responsibility to contact the instructor.
2. Contact your clinical instructor for help with any skills that are presenting a problem. Please check hours of operation of the nursing skills lab and utilize the opportunity for individual instruction from the skills laboratory staff.

3. There is tutoring available through the nursing program you should take advantage of this resource if you are receiving a 77% or lower on any theory tests or 85% or below on math tests. The Academic Center for Excellence (ACE) lab is available through the college's resource center. You will need to check with the lab the hours of availability.
4. The learning resource center is another source of support. Students are encouraged to use the center for the materials available for students to use on every subject matter taught in the Nursing Program. There are also many new CD, video tapes and other resources in the Nursing department. In addition ATI packages are purchased for each student through grant funding. Many tutorials are also available online with ATI (*SEE APPENDIX J*).
5. Tutorial center staff is also available, and students are encouraged to take advantage of the many opportunities afforded them at the center. Individual tutors are available to the student.

NCLEX review books are necessary for support, so please add to your personal library any one of the many review books available on campus or any bookstore. The books are designed to show the critical elements of any of the subject matter discussed on our program. It may be beneficial to read the review book before reading the assigned materials. LVN students will also need an RN level Maternity and Pediatric textbook to study from so they can update their clinical knowledge in this area.

6. Study groups have been shown to be effective, and students are encouraged to form study groups immediately to help with studies throughout the program. Research states that study groups are predictors of success for successful completion of registered nursing classes. Study groups are a form of peer teaching, the most successful form of learning.
7. Information on scholarships can be found on the WHCL website. Other nursing scholarship applications will be available through the Nursing department as they are announced.

## **ANA Registered Nursing ESSENTIAL JOB FUNCTIONS**

### **Work Hours:**

1. Must be able to work at various clinical sites, including the hospital, at least 13 hours per day two days per week.
2. Must be able to attend the nursing and other college theory classes an additional 1-3 days per week.
3. Must be able, on some days, to take theory and clinical classes lasting as much as 13.5 hours total per day.

### **Physical Demands:**

1. Must be medically cleared when a change in physical or mental capabilities occur the student needs to provide documentation to complete all physical demands required in the Registered Nursing Handbook and the hospital unit where the clinical course is scheduled. The MD, PA, or NP must sign a clearance form with this list of activities attached.
2. Must be able to use all physical senses (i.e., seeing, hearing, feeling, smelling in a manner that allows the nurse to be able to accurately assess the patient and clinical situation).
3. Must be able to use fine motor skills of the hands to carry out clinical procedures accurately and safely.
4. Must be able to operate varied medical equipment.



5. Must be able to perform such duties as, but not limited to:
  - a. Lifting patients of various sizes and weights into, onto and out of bed, chairs, stretchers and other surfaces.
  - b. Maneuvering, pulling, pushing, lifting and turning of patients in awkward positions.
  - c. Performing related tasks which require the use of hands, arms, shoulders, legs and feet.
  - d. Participating in work related activities that require extensive bending, kneeling, crouching, stooping and standing and critical movements.

### **Work Environment:**

1. Must be aware of potential risks in health care settings which require wearing of safety equipment such as masks, head coverings, glasses, latex or nonlatex gloves, shoe coverings, etc.
2. Must be able to meet hospital and college performance standards.
3. Must be able to travel to and from academic and clinical training sites.

### **Cognitive Abilities:**

1. Must be able to understand and work from written and verbal orders.
2. Must possess effective verbal and written communication skills in English sufficient to safely work in academic and clinical settings.
3. Must be able to understand and implement related academic and health regulations, health care facilities, hospital policies, and procedures.
4. Must follow all state, federal and local hospital policies regarding confidentiality rules on patients personal, family and health related information.
5. Must possess technical competency in patient care and related areas.
6. Must be able to perform mathematical calculations to determine correct medicine dosage and intravenous flow rates.
7. Must be able to speak in English to individuals and small groups in a manner that can be readily understood.
8. Must be able to conduct personal appraisals and counsel patients and families.
9. Must be in a functional state of mental health.
10. Must be able to demonstrate the ability to adapt to changing patient care and professional situations.
11. Must not have any disability that would interfere with cognitive, physical or sensory ability to function safely in patient care nursing situations.

## **STATE BOARD APPLICATIONS**

1. All third semester students are required to have an updated graduation evaluation in their Nursing Program file by the end of the 3<sup>rd</sup> semester. It is the responsibility of the student to initiate this evaluation.
2. All fourth semester students are required to have a copy of their final graduation evaluation submitted to the Nursing Education office prior to starting the final 9-week rotation. Failure to comply with the final evaluation may delay the program's ability to provide the BRN with the required information needed to complete the application process.
3. *SEE APPENDIX K* for detailed NCLEX application instructions. Appropriate dates will be provided by the nursing office as they pertain to your specific graduating class.

## **Program Policies and Procedures**

West Hills College Nursing Program Policies and Procedures are specific for the nursing program, however District Board Policies (BP) and College Administrative Policies (AP) including but not limited to *General Institution, Academic Affairs and Student Services* related policies and procedures support and direct the nursing program policies and procedures. In some cases college policies and procedures may be referred to policy and/or procedure for some nursing program standards. In some instances Board Policies related to *Students* may be applicable to the nursing program specific. It should be noted that all policies and procedures; BP, AP or nursing program based, may be revised and changed as needed during the program. When discussing policy and procedures within this handbook or program policy and procedures; BP, AP and college catalog may be referenced to or direct the student for specific process or procedure for a particular policy/procedure.

In addition to District/College or program policies and procedures, students should reference the college catalog for academic guidance related to policy and procedures. College Catalog can be located through the following link:

<http://www.westhillscollge.com/lemoore/academics/catalog/whcl-catalog-2016-2017.pdf>

All board and administrative College policies and procedures can be located through the following link:

[http://www.westhillscollge.com/district/about/board\\_trustees/policies/index.asp](http://www.westhillscollge.com/district/about/board_trustees/policies/index.asp)

## **DISABLED STUDENTS PROGRAM AND SERVICES**

WHCL has a program designed to assist students with various disabilities. If you have a physical, mental, sensate or learning disability, or think that you might have one, please go to the office for disabled students services for counseling and evaluation. Faculty or the NCLEX RN licensing board cannot assist you with any special accommodations until you have this evaluated and determined what special assistance you may need. Make an appointment to see a DSPS counselor at extension 3330, to determine the best action for you.

If you do have special needs as identified by DSPS then special testing considerations will be conducted by the nursing faculty. If nursing faculty cannot accommodate the special testing need, then scheduled testing will occur with DSPS in their offices. (BP 116, 501)

[http://www.westhillscollge.com/lemoore/students/student\\_programs/dsps/index.asp](http://www.westhillscollge.com/lemoore/students/student_programs/dsps/index.asp)



## **PROFESSIONAL BEHAVIOR**

The WHCL Health Careers follows WHCCD and WHCL policy regarding academic standards, policies and procedures. Please refer to the WHCL College Catalog for details on those policies. There are however issues and policies that are also specific to nursing that the student must be aware of and they include the following:

1. The WHCL Health Careers has adopted the ANA Code of Ethic for Nurses and the National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct (*SEE APPENDIX A*).
2. The highest ethical standard is required by students in the Associate Degree Program.
3. Students are accountable for information and skills learned in previous courses.
4. Students need to have respect for themselves, fellow students, faculty, administrators, other professionals, and the chain of command.
5. Integrity is required to be demonstrated by the students including honesty, following the honor code, not enabling others who are not doing their own work, reporting cheating or plagiarism, not lying in the patient care setting, forging, or omitting care.
6. No aggressive, disruptive, or stalking behaviors or any types of verbal threats will be tolerated in the Associate Degree Program and will be reported following WHCL policy outlined in the college catalog under Causes for Discipline. This reporting may go on your legal record and could cause a delay in your obtaining your nursing license.
7. Cell phones and beepers are required to be turned off in the hospital or during class.
8. Students will dress appropriately, whether while on campus or at events while representing the Nursing Program. Students will be referred to the Director of Nursing with documentation of event. The student can be placed on probation for lack of professional behavior.
9. Language needs to be appropriate, whether in the clinical setting or campus, when the student is an ambassador representative of the program. Disciplinary measures will be instituted as appropriate.  
(BP 5500, AP 3050)

### **Class time**

1. Use of social media during class time is prohibited. Student cell phones or personal technology may not be used during class for any purpose unless permitted by the instructor.
2. Posting photos, statements regarding a class experience to include clients, staff, instructors or other individuals on campus are highly prohibited. Any postings on any social media that violate HIPPA or FERPA may cause the student disciplinary action.

Students are highly discouraged from posting unprofessional or negative comments about classmates or instructors on social media. This behavior is viewed as unprofessional and in conflict with the Nursing Code of Ethics. (BP 5500, AP 3050)

## **Student HIPAA Training and Breach Health Career Program Specific**

This policy applies to clinical faculty and students providing care of the patient in any clinical setting when under the supervision of clinical faculty during the hours of a WHCCD course. Protected Health Information is defined as any information that can identify a patient as defined by HIPAA which includes photography and social media applications.

- All students and faculty shall receive information and training concerning the standards for Confidentiality of Patient Information and HIPAA at the time of entering the program, and each term thereafter. This includes training they receive from the health career program as well as any additional training the clinical sites require for students to participate in the clinical rotation.
- At these times, students and faculty will sign the Statement of Confidentiality of Patient Information agreeing to uphold those standards. This form may be issued by the college, or the clinical facility or both.
- Refusal to sign the Statement of Confidentiality of Patient Information will result in termination from the program. All training and signature of confidentiality forms are mandatory to teach in the health career programs or to be continually enrolled in the health career program as a student.
- Students or faculty who may also be employees of a clinical site at the time of the rotation, may only document and access PHI of patient's they are assigned for the clinical day via their WHC faculty or student access/ID. Accessing information or documenting via their "work" access/ID of any patients assigned or not assigned is an inappropriate access of PHI.
- It is the responsibility of the student and the clinical faculty to keep "work" and "education" roles separate when in the clinical facility of their place of work.
- Clinical facilities may require the clinical faculty to document on the EMR statements such as "patient reviewed for student assignment" when accessing patient records in the clinical sites when assessing patient records for appropriate student assignments.
- Violation of patient information and confidentiality standards, whether intentional or unintentional, will be subject to disciplinary actions by WHCCD and any agencies the District may be responsible to report violations based on investigation.

Protected Health Information is any information that can identify a patient and includes but is not limited to the following examples:

- Admission or procedure
- Diagnosis
- Prognosis
- Treatment plan or treatment options
- Discharge
- Name, address, telephone number
- Age
- Photographs
- Or any information that can identify a patient

Well-intentioned or "innocent" release of information is still a violation of the policy.

A breach of confidential patient information will be defined as:

- Disclosing/viewing

- Written or verbally discussing with another party including significant other
- Specific conversations of patient care situation in public areas
- Reproduction of records or patient information
- And/or any other methods that may reveal patient information or identification including and not limited to photographs taken on personal technology devices, social media, internet or iCloud or any other media not mentioned here.
- Any PHI that the patient has not specifically authorized or that is not required for the job function for the purpose of providing treatment, payment or operations of the medical center.

A breach of PHI by student or clinical instructor will be reviewed by the District Director of Health Careers and violations will be investigated and assigned the appropriate level of breach.

Based on the investigative finding; notification of appropriate agencies will be completed without unreasonable delay; further agency notification will be assessed and appropriate process of notification will be identified. Disciplinary action regarding student or clinical faculty will be determined and implemented by WHCCD taking into consideration the level of breach, agency impact and Health Career program policies and procedures. (BP 5500, AP 3050)

### **Academic Dishonesty**

It is the belief of the Nursing Faculty that academic honesty translates to personal and professional integrity in the clinical setting. We, in the nursing profession, are held to the highest level of integrity due to the special circumstances associated with the care of the patient in our charge. It has been demonstrated that those who seek to gain advantage through questionable means, either in theory or clinical courses, compromise the safety of their patient. They also place their instructors who manage the care of the patient in the clinical setting and the hospital or health care facility at risk. Academic dishonesty ultimately results in lack of trust and creates turbulence in the teaching environment. It is the consensus of the faculty that those who are proven to be dishonest or have compromised patient safety will be given the minimum of a fail grade for the assignment. This will result in loss of points and further, the student may be referred to the Dean of Students for disciplinary action or dropped from the program. Students may seek due process through the student grievance process.

Academic dishonesty is unacceptable and will not be tolerated by WHCL. Cheating, plagiarism, and collusion in dishonest activities erode the college's educational and social role in the community. Academic dishonesty in the ADN Program may include but is not limited to:

1. Any student not following the requirements and guidelines of the WHCL ADN Student Handbook, course syllabi, and instructor's directions.
2. All course evaluations must be done by the instructor or preceptor and NEVER by the student.
3. Actions that circumvent the rules and regulations established by the WHCL Health Careers, affiliated hospitals, course syllabi, and instructor's directions constitute acts of dishonesty (*SEE APPENDIX K*). (AP 5505)

### **Cheating**

Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include but are not limited to:

1. Copying or allowing another to copy a test, paper, project or performance.
2. Using unauthorized materials during a test, for example notes, formula lists, or “cheat” sheets, and electronic devices.
3. Taking a test for someone else or permitting someone to take a test for you.
4. Removal of the exam booklet and/or answer sheets from the classroom and/or instructor’s office, without express permission is a form of cheating.
5. Using another students nursing care plan, medication cards or like work from the various nursing courses.

### **Plagiarism**

Plagiarism is the act of representing the work of another, as one’s own without giving credit. Plagiarism includes but is not limited to:

1. Incorporating the ideas or works of another’s work without giving appropriate credit.
2. Representing another’s artistic or scholarly works such as nursing care plans, med cards, other assignments, computer programs, photographs, etc., as one’s own.

### **Disciplinary Procedures**

When a faculty member discovers a violation of the cheating or plagiarism policy, the faculty member:

1. Will arrange a conference with the student and at that time advise the student of the allegations.

Prior to a facilitated discussion as described in AP 5505, the affected faculty member and student may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences(s). If no resolution is agreed upon, the matter will proceed as below and follow the current college AP. If no resolution is agreed upon:

2. Will notify the District Director of Health Careers/Director of Nursing and the Dean of Student Services in writing that an act of dishonesty has occurred. This report will become a part of the student’s permanent record. A copy may be given to the student.
3. Depending on the outcome; consequences may include: give the student an F for the assignment and/or for the course, disciplined by the Dean of Students or dropped from the program, depending upon the seriousness of the infraction.

If the student’s permanent record indicates more than one occurrence of cheating or plagiarism, the student may be placed on probation, suspended, or expelled.

A student who may believe they have been subject to unjust action can file a grievance following the current AP 5530 college policy and procedure of Student Rights and Grievances.

**Ethical Issues – Those students who engage in questionable ethical behavior may be subject to dismissal from the ADN Program after review by the faculty and WHC administration.** The student appeal process is the same as for cheating and plagiarism (AP 5505, 5530)

## **GUIDELINES FOR PROFESSIONAL CONDUCT RELATED TO DRESS CODE UNIFORM AND STUDENT REPRESENTATION OF THE PROGRAM**

The fact that you have entered the profession of nursing intensifies the standards, which you present as an individual. Your personality is the sum total of the behavior patterns by which you are known as a unique person. In taking inventory of your standards, consider the following:

### **Personal Appearance**

The patient care environment includes the appearance and behavior of those caring for the patient. Therefore nurses' appearance is to provide a therapeutic environment for the patient and is NOT a place for the nurse to express individuality in a manner that is not therapeutic for the patient. Asepsis and comfort are integral parts of patient care. Student interference with these aspects of patient care due to uniform, hair, rings, nails, jewelry, or any other contributing factors must be corrected as determined by the instructor. Appropriate dress in the classroom setting is also a reflection of professional behavior so please come to class in clean neat appropriate clothing that is conducive to a positive learning environment. Students can be dismissed for the day from the clinical setting or classroom for failure to comply.

### **Uniform**

Only the approved uniform can be worn by the students. **This uniform can only be purchased by the company specified at the orientation meeting.** The uniform must be clean, neat, pressed, complete, and in good repair. Each hospital reserves the right to have students comply with the individual hospital uniform code. The hospital policy can supersede that of WHCL.

The uniform is to be worn only during assigned hospital experience, when given specific permission to do so by the District Director of Health Careers/Director of Nursing, Assistant Director of Nursing or designated faculty and to the hospital to research assignments. The only exception is during the psychiatric rotation when uniforms are not worn; specific information will be provided regarding the dress code for that clinical experience.

1. The standard approved uniform for all students includes: uniform pants, top, and white hose or socks, white shoes (constructed to insure safety and support). The uniform must be purchased from the vendor that the nursing program has contracted with, to remain consistent. All shoes worn in clinical areas should be white, clean, in good repair and enclosed - NO OPEN areas on shoes (ex: no clogs or Birkenstocks). Undergarments are to be worn and must provide appropriate coverage and not be visible through the material of the uniform (if need to wear white/tan undergarments, **no colors, prints, patterns**).
2. All students are required to have, as part of their uniform, a watch with a second hand, tape measure, Kelly clamps, bandage scissors, and a name badge (college ID). The faculty will arrange for you to obtain your student nurse badge during the first few weeks of school.
3. Pins or any other paraphernalia indicating that the student is an RN **must not** be worn at any time until passing the NCLEX examination and the license to practice as an RN is awarded.

4. "Belly bags", "fanny packs", "cellular phones" and "pagers" **are not** permitted as part of the uniform. Use of cellular phones, other social media devices and pagers **are not allowed** in the hospital or classroom.
5. Students are permitted to wear approved jackets only with their uniforms. No lab coats, or hooded sweaters/sweatshirts are to be worn.
6. Tattoos - All tattoos are to be covered and should not be visible in any clinical setting, including skills lab.
7. Students must wear school uniforms and name badges when going to the hospital the day before the clinical assignment to gather patient information.
8. Professional scrubs are to be worn on the Mental Health units according to the guidelines in the psychiatric nursing syllabus (i.e., NO: jeans, see through blouses, low cut or tight fitting, above knee skirts, high heels). Specific information regarding dress will be provided at orientation to the facility.

### **Hair**

Hair must be neat and clean, and not styled in such a manner that it could interfere with patient care or safety while on clinical assignments.

1. For female students, hair must be neat and clean; the guideline for length of hair is off the collar. No extreme hairstyles or hair color are permitted. The hospital, in support of their patients, may ask for modification in hairstyles. Long hair must be worn up or tied back neatly. Your hair must not fall into your face while you are in clinical. Be sure to fasten your hair away from your face. If a student needs to be told to pin up their hair, points will be removed from the clinical evaluation.
2. For male students, hair must be neat clean and off the collar. No extreme hairstyles or colors permitted. The hospital, in support of their patients, may ask for modification in hairstyles. Sideburns should be neatly trimmed and groomed (not long and bushy)
  - a. If required by hospital policy, beards must be shaved off.
  - b. Beards may not be started during the course of the semester.
  - c. Students need to be clean shaven during the clinical rotation.

### **Make-Up and Perfume**

Moderate, simple makeup, if any, is recommended. Extreme eye makeup (including false eyelashes) and extreme shades of lipstick and heavy cake makeup are discouraged. Clinical instructors, at their discretion, may ask students to alter makeup, nails, and jewelry. Consideration must be given to the patient. Heavy fragrances are often offensive to those who are ill and many people are allergic to perfume so do not wear it during clinical rotations.

### **Nails**

Fingernails will need special care to insure patient safety and asepsis, and must be worn according to hospital guidelines. No artificial nails, acrylic nails or nail polish is allowed. Natural nails must not extend beyond the tips of the fingers. Faculty will check nails at the beginning of each clinical day. If a student needs to be told to trim their nails, points will be removed from their clinical evaluation.



### Jewelry

Small, post earrings may be worn on the lobe of each ear. No other jewelry shall be worn while in the hospital except an engagement ring and/or wedding band and a watch (jewelry is discouraged in the interest of asepsis and safety.) No visible piercing is allowed except for one small post earring per ear lobe. No dangling earrings are allowed. Some hospitals do not allow any jewelry and this must be honored when in that rotation. Students that need to be reminded to remove jewelry will lose professional points from their clinical evaluation.

### Speech and Conversation

- A. Be aware of your responsibility as well as the legal implications in respecting the rights of others, especially the right to privacy. Confidentiality of patient information must never be violated.
- B. Be aware of and follow the HIPPA regulations and any others determined by the health care setting you are learning or working in.
- C. Do not discuss any patient, patient family member or any member of the health team, or any disease or symptoms in a place where you might be overheard and possibly infringe on someone's right to privacy.
- D. You must never take any patient personal, family or health related information out of the hospital setting.
- E. Any written assignments must not have any patient identifying information on them and are to be treated with confidentiality (i.e., **do not share any of the information or paperwork with others** and only give that information to the instructor who can then provide feedback and grading). There are currently 18 patient Identifiers that will be discussed in theory and clinical as PHI is constantly changing and becoming more rigorous. Students are held to the standard of each facility and for the PHI policies being followed.

### SOCIAL NETWORKING POLICY

1. The American Nurses Association (ANA) and the National Council of State Boards of Nursing (NCSBN) support guidelines for use of social media within the nursing profession; West Hills College Lemoore nursing program supports implementation of the ANA's principles for Social Networking *SEE APPENDIX M*
2. Distribution of sensitive and confidential information is protected under HIPPA and FERPA whether discussed through traditional communication channels or through social media.
3. Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
4. Students should promptly report a breach of confidentiality or privacy to a faculty or administrative member of the nursing program.

## **Clinical Setting**

1. Students in the role of a West Hills College Lemoore nursing student will adhere to the clinical agency policy regarding use of cell phones or other personal technology in the work place. Use of any PDA, cell phone or other media device in the clinical setting for reference material must be approved by the faculty member.
2. Students may not post any clinical related information on any form of social media (Facebook, Instagram, Twitter, Tumbler) or any venue that is supported and distributed by the internet in the form of; pictures or personal statements regarding clinical experience, patient condition, instructors, other nursing students, clinical staff encounters, including positive or negative experiences during the class or clinical day even if you obtain the clients verbal consent to take a photo with any of your personal devices.
3. Any breach of HIPPA, patient confidentiality may result in serious disciplinary action including dismissal from the program if warranted. See HIPPA policy in this handbook (Pg. 33).
4. No photos of any kind, using any photo enabled device may be taken inside the clinical agency at any time during the clinical rotation in a patient care area or public area of the agency. Any photos taken for pinning slide show, personal needs or clinical group experiences must be taken outside of the agency and include students and faculty with their permission.

## **Quality of Care**

Patients have the right to safe nursing care. When a nursing student performs care that is customarily given only by a registered nurse, the courts have held the nursing student to the high standard of care of the registered nurse.

Nursing students are expected to maintain a physical and mental state, which will enable them to meet these professional responsibilities. This includes having sufficient and proper rest and nutrition prior to class attendance so that proper learning and clinical care can be accomplished. They must be intellectually and technically prepared to give nursing care. Improper student conduct in the clinical area can result in civil liability, loss of clinical facilities, and loss of program accreditation or loss of licensure. At no time would a student assume responsibility for nursing care without the knowledge and supervision of his/her instructor.

Students need to be prepared to be in the clinical setting, and be ready to manage their patient assignment. If a faculty member feels that a student is not prepared, the student can be asked to leave the clinical setting, or be given an alternative assignment, as well as lose all clinical points for the day.

If a student nurse is deemed unsafe in the clinical setting, faculty will discuss the concern with the student and administration. Depending on the degree of the safety concerns(s) (physical and/or emotional jeopardy), the student can be placed in varying degrees of corrective action, up to and including dismissal from the program.



## **GUIDELINES AND POLICIES (Clinical and Theory)**

Placement of students into clinical rotations is the responsibility of the director with advisement by nursing faculty.

### **Jury Duty**

**Students who are called for jury duty should advise the Health Careers Office as soon as the summons is received. Requesting a postponement of service is recommended.**

### **Clinical Courses**

All students must be appropriately enrolled in their courses before going into the clinical setting. It is the responsibility of the student to insure that all their academic financial responsibilities are met prior to attendance at class. Students who are not on the class roster will be asked to leave the class. It is the student's responsibility to get the problem corrected with proof of the correction provided to the faculty and/or Health Careers office.

### **Attendance**

Students who are handed deficiency notices (*SEE APPENDIX N*) are expected to make an appointment to meet with the Director of Nursing, before they can attend their next class session. The Director (or Chair or Dean if the Director is away) must see the student within one week and sign the necessary forms for the student to return to the clinical area.

### **Clinical Attendance:**

1. If a student will be ill, late or unable to attend clinical, he/she must contact the instructor by telephone prior to the start of the clinical day and discuss the situation. The student must speak with the faculty member, to assure that they are aware that the student will be tardy or be unable to attend clinical. Text messages to the faculty member are not adequate. Failure to comply may result in a safety infraction on your evaluation.
2. Clinical points accrue during the time that you are in the clinical area and on your actual clinical day working with the patients. **If you are not present, you will lose a valuable learning experience and will not obtain any clinical points for that day; you are unable to make up the points for that day.** *For each day that you are unable to attend clinical and participate in learning opportunities, you are losing points that will negatively affect your grade, as the points are for the actual clinical learning experience with patients in the clinical setting.*
3. If you are a "No Call, No Show" to clinical, you will lose all professional points on the clinical lab evaluation, in the area of the evaluation that covers initiative, learning opportunities, communication, and being present and prepared for the clinical learning experience. Because of the missed learning opportunity, you will lose all points for the day.
4. Students must attend clinical the full assigned hours. Any time a student is away from a clinical setting, whether planned or unplanned, is considered a missed learning opportunity (absence). Leaving a clinical session without instructor permission is contrary to program policy. This can include leaving the clinical facility during the clinical day. It is expected that students will be on time and will stay the entire time. Those leaving early without instructor permission will be considered absent and subject to discipline.

5. **All missed learning opportunities are recorded. An excused absence may include bereavement, pregnancy/ delivery. For any medical related excuse, a physician's note is required for it to be excused. This must be provided to faculty within a week of the occurrence, and must indicate the date that the student was unable to participate in clinical. It is the student's responsibility to provide the documentation to the faculty member.**
6. Loss of clinical hours is recorded on an hourly basis for each course of the program and can impact negatively on the student's performance evaluation.
7. According to college policy, students who miss ten percent of classes in a semester long course may be dropped from the course. If enrolled in a 9-week course, students who miss ten percent of classes may be dropped. When petitioned, reinstatement will be considered under the college reinstatement procedure.
8. In the accelerated courses, objectives must be met in a short period of time thus students may be dropped for two (2) or more successive absences. Students can petition for reinstatement.
9. Students will be sent to the Director of Nursing for counseling when the second absence occurs.
10. Being dropped from a clinical course requires that the concurrent lecture course be dropped also.
11. When it is necessary for a student to repeat a course, reentry into any clinical course is dependent on available space. There are no guarantees that one will follow through courses uninterrupted. Placement in the program is subject to availability. The final class in the program must be the Advanced Medical/Surgical class.
12. Progression in the sequence of nursing courses will be permitted only after the dropped or failed course is repeated successfully. Clinical and Theory classes must be taken concurrently, and completed successfully with a grade of "C" or better.
13. Regardless of the circumstances, those courses in which a student receives a "D" or an "F" grade may be repeated once only.
  - 13.1. A student may only repeat two degree courses in the Nursing Program.
  - 13.2. If a student is earning a "D" or an "F" grade at the time of withdrawal from a course prior to the drop deadline, the course may be repeated once only.
    - 13.2.1. During the repeat of the course, if the student drops prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.
    - 13.2.2. During the repeat of the course, if the student is dropped by the instructor due to absences prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.
  - 13.3. Exception: If a student is deemed to demonstrate patient safety concerns, they will receive an "F" in the clinical course. They will not be eligible to re-enter the Nursing Program. Then student will also be dropped from the concurrent theory course.
14. If a student, by their inability to participate in the clinical experience (related to an absence) or inability to perform mastery of the skills, cannot meet objectives of the course by the time

designated for each objective, and to the degrees of mastery designated by the instructor, the student may be dropped from the course.

15. You must carry your skills lab check off white skills book with you to the hospital/clinical site, which is available upon request and for the instructor to sign off when you perform skills in the clinical area or skills lab. You can lose your clinical experience/day if you do not have your skills book with you. You will also lose professional points from your clinical evaluation if you do not have your skills book with you. The instructor may refer you to the skills lab if you do not demonstrate proficiency in the skills required from previous classes and the current class. If you are having difficulty with skills, please ask for assistance and attend skills lab remediation, to keep current on all skills

**Students can only repeat two courses within the program.**

**Grade Deficiencies**

Any student not meeting clinical or theory objectives at the midterm passing level:

1. Will receive written notification from the instructor.
2. Is required to meet with the instructor.
3. Students failing any examinations (77% or lower for theory tests or other written work and 85% on math tests) are strongly encouraged to seek tutoring about the test and test taking skills as soon as the grade is obtained.
4. May be required to enter into an academic contract regarding their performance for the remainder of the course (*SEE APPENDIX N*)
5. May be subject to possible referral to the Director of the ADN Program.
6. Students who are in disagreement with the grade can meet with the Director of the (ADN) program after having discussed the grade with the clinical and/or theory instructor first.
7. After meeting with the Director of the ADN Program, if there is no resolution, the student may complete refer to the college AP 5530 policy related to student's rights and grievances.

**Safety**

The following policy applies to instructor-initiated drops for students who are unsafe in the clinical setting.

1. Safety is directly concerned with the patient. Student nurses are entrusted with the responsibility of providing safe nursing care to patients. Safety encompasses:
  - 1.1. Meeting the objectives of a course by the times designated for each objective and to the degree of mastery designated. This includes passing the medical mathematics tests with a grade of prior to passing medications

85%	1 <sup>st</sup> semester
90%	2 <sup>nd</sup> semester
95%	3 <sup>rd</sup> semester
100%	4 <sup>th</sup> semester

The first grade on the math test is the one used for calculating the final grade but two more opportunities may be provided if the first or second test is failed. If there are three failures, the student cannot meet the objectives of the course and therefore cannot pass medication and fails the course.

- 1.2. Responsible actions based on good judgment that insures the well-being of the patient at all times.

2. Students will be dropped immediately from clinical laboratory courses due to demonstration of **unsafe patient care behaviors** related to the course objectives in which the student is currently enrolled, to the course objectives of previously completed clinical laboratory nursing courses, to irresponsibility, and to poor judgment. The student will receive a grade of “F” and be dropped from the concurrent theory course.
3. The following policy applies to hospital-initiated drops for students in the clinical setting:
  - 3.1. The hospital reserves the right to deny entrance onto its premises based on its belief that the student is not demonstrating improvement or that the student is unsafe or poses a problem for the institution. No special arrangements can be made for the student. The student will be dropped from the theoretical component of the program and, thus, from the Nursing Program, due to concurrent enrollment requirements
  - 3.2. Students must sign a release of information form so the Health Careers can fulfill its legal contractual obligations and provide necessary academic and clinical performance information to the clinical settings where students are receiving experience either in a regular nursing class or a work study class.
  - 3.3. Students will be subject to a criminal background check by the clinical setting due to the Joint Commission of Accreditation of Health Care Organizations accreditation requirements. The college may require that you comply with the college generated background check in order to meet legal contractual obligations.
4. If a student becomes ill during his/her clinical rotation, the instructor must dismiss the student from the clinical site for the day.

## **LECTURE COURSES**

### **Attendance**

Students who are handed deficiency notices (*SEE APPENDIX N*) may be expected to make an appointment to meet with the Director before they can attend their next class session. If referred to the Director, the students **must be seen** within one week (if the Director is unavailable the student may be seen by the Dean).

Students are expected to attend class with assigned material read and to be prepared for discussion. Reading the material will assist the student in understanding the lecture content. Assessments of the material can be given at the discretion of the faculty. Since the classes move along quickly, the student must be present at all class sessions in order to learn the material that the student is being held accountable for. It is expected that students will be on time, actively participate in the class, and will stay the entire time. Those leaving early without instructor permission will be missing learning opportunities. **Not being present at lecture may result in loss of points related to being unable to participate in the class.**

If a student is going to miss class, that student needs to discuss the reason for missing class with the faculty; if it is an excused absence, the student needs to provide the faculty member with documentation of the reason, ie. a physician note. If there are any questions regarding this, it is the student’s responsibility to discuss the concerns with the faculty member.

1. Leaving a lecture class without instructor permission is contrary to program policy. It is expected that students will be on time and will stay the entire time.

2. According to college policy, students who miss two successive weeks of classes in a semester long course will be dropped from the course. If enrolled in a 9-week course, students who miss one week of classes will be dropped. When petitioned, reinstatement will be considered under the college reinstatement procedure.

### **Medical Math Evaluation in Courses**

In NURS 1L, the math testing occurs in the theory portion of the class and is part of your theory grade. For all other nursing courses, the math requirement is part of the clinical course and clinical grade. All students must pass the math testing in order to pass medications. You will be given three opportunities to take the math exam. The first grade counts toward your grade and the other two are to assist you with meeting course objectives. If you cannot pass by the third examination, you are not safe to pass medications. If you cannot pass medications, you cannot meet the objectives of the course and therefore cannot pass the course regardless of whether the math test is in the theory or clinical course.

1. If you fail your math test (first test), and you do not retake the math test prior to your clinical day, you will not be able to pass meds to your patient(s) in clinical. You will lose two points per clinical day that you are unable to pass meds.
2. The student has the responsibility to seek assistance from faculty or other campus resources (tutoring, ACE lab) to be successful with medical math. Faculty may refer students to these resources. It is the student's responsibility to comply with the referral.
3. In the first semester courses, the student must pass the medical math quiz with an 85% score.
4. In the second semester courses, the student must pass the medical math quiz with a 90% score.
5. In the third semester courses, the student must pass the medical math quiz with a 95% score.
6. In the fourth semester courses, the student must pass the medical math quiz with a 100% score.

### **Grading in Nursing Courses**

A student must achieve a passing grade (77%) in both the Theory and Clinical components of each course in order to advance within the program. You must successfully complete and pass both the theory and clinical course since most courses are "co-requisites". Students must pass both co-requisite courses during the same semester or repeat both courses during a future semester in order to comply with CCR 1426 (d).

Theory: Passing the theory portion of each nursing course requires meeting EACH of the following criteria:

- Students must successfully pass MORE than half (50%) of the exams in each semester at 77% or higher.

#### **AND**

- Students must achieve a cumulative theory grade of 77% or higher by the end of the semester according to the criteria set forth by the course syllabus.

Nursing has a different grading scale than other parts of the college. You must pass all examinations with a cumulative grade in that class of a 77% **before** any other assignments will be considered or added to your grade. Poor quality or not completing class assignments can

negatively impact your final grade even after the 77% on exams requirement is met. Successful completion of all homework and assigned prep work is strongly advised as poor performance in this area when added to the overall grade will negatively affect the success/passing of the course.

A - 100-92%

B - 91-84%

C - 83-77%

D - 76-68%

F - 67-0%

### **Grade Deficiencies**

At any time during the theory class, any student with a lecture grade of less than 77% at midterm or any other time during the course:

1. Will receive written notification from the instructor.
2. Are required to meet with the instructor.
3. Students failing any examinations (77% or lower for theory tests or other written work and failing scores on math tests) are strongly encouraged to seek tutoring about the test and test taking skills as soon as the grade is earned.
4. May be required to enter into an academic contract regarding their performance for the remainder of the course. All objective tests must be passed with at least 77% prior to any credit being awarded for other written assignments.
5. May be subject to possible referral to the Director of the Associate Degree Program.
6. At midterm, if your grade is less than 77%, you will be notified by the Instructor in writing, as well as being placed on academic probation.
7. Students who are in disagreement with the grade can meet with the Director of the ADN Program. The Director cannot change the grade but can discuss the issues with you and the instructor.
8. After meeting with the Director of the ADN Program, if there is no resolution the student may refer to the college AP 5530 for further information and the current process of student rights and grievances.
9. Students wanting to participate in NURS 15X (work study externships), SIM Squad, or a Class Officer, cannot be on probation at any time during the semester. Additionally, to be on the SIM Squad, students need to have at least a "B" average in all courses.

### **Repeating Courses**

1. Being dropped from a lecture course requires that the concurrent clinical course be dropped also. Students may not continue in the concurrent clinical course since it depends on the body of knowledge in the theory course.
2. Progression in the sequence of nursing courses will be permitted only after the dropped courses are repeated successfully.
3. After successfully repeating a nursing theory course, returning students will be allowed to continue in the successive theory course only if there is space available in the related concurrent clinical nursing course. If there are more students than spaces available for continuing the nursing courses, spaces in the class will be filled based on out of sequence policy for program vs. transfer students and then by random selection. The remaining students will be placed on the 'Re-entry Waiting List'.



4. WHCL students have only one chance to defer and to do so must meet with the Director of Nursing and sign the deferral and out of sequence forms. Students must be able to reenter within one year to be eligible to continue on with their course work. If they are not returning after the agreed upon time, they will need to meet with the Director of Nursing for permission to continue on the deferral list.
5. Regardless of the circumstances, those courses in which a student receives a "D" or an "F" grade may be repeated once only.
  - 5.1. If a student earns a "D" or an "F" grade in a course he/she may repeat the course once only. Students may only repeat two courses in the program.
  - 5.2. If a student is earning a "D" or an "F" grade at the time of withdrawal from a course prior to the drop deadline, the course may be repeated once only.
    - 5.2.1. During the repeat of the course, if the student drops prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.
    - 5.2.2. During the repeat of the course, if the student is dropped by the instructor due to absences prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.
    - 5.2.3. Exception: If a student is deemed to demonstrate patient safety concerns, they will receive an "F" in the clinical course. They will not be eligible to re-enter the Nursing Program. Student will also be dropped from the concurrent theory course.
6. If students, by their absences or inability to perform mastery of the skills, cannot meet objectives of the course by the time designated by the instructor, students may be dropped from the course.
7. All courses must be repeated in their entirety. If the clinical course is the one that was failed, then the theory course also has to be retaken, since theory and clinical need to be concurrent. You must successfully complete and pass both the theory and clinical course in order to successfully complete and pass both courses. You must pass both co-requisite courses during the same semester or repeat both courses during a future semester in order to comply with CCR1426 (d).

### **READMISSION POLICY**

1. Students must meet with the Director of Nursing prior to dropping any nursing course for an exit interview/contract for readmission. Each student who leaves the program prior to completion is responsible for scheduling an exit interview with the semester faculty and the director of nursing. This constitutes an important part of the on-going review of the nursing program and also will provide an opportunity for students and faculty to identify steps for the student to take in order to maximize success in the future. *SEE APPENDIX O*
2. Upon dropping a course or deferring enrollment, the student is strongly encouraged to reenter within one semester, depending on space availability but may not be on deferral for more than one year. If a student drops or defers a second time or is reentering after more than two semesters or one year then he/she must submit a petition for reinstatement to the Director of Nursing for approval for readmission.

3. **Students are required to submit their intent to reenter in writing along with an Exit Interview/Contract for Readmission form with their current name, address and phone number to begin the readmission process on the appropriate form within 7 days from decision to drop the program. The letter and form should be delivered to the nursing office for the Director of Nursing.**

**If the above documents are not received within the 7 day time frame, the student will be dropped from our program and readmission into the program will not be considered.**

4. Students who have dropped or deferred enrollment and have completed a letter requesting readmission and have a contract for readmission in place, will be placed on a waiting list for reentry. If there are more students than spaces available, a random selection will be made, and the students will be placed on a separate reentry waiting list.
5. Re-entry students must wear the uniform currently being worn by the clinical group. If the Health Careers department changes uniforms while the student is gone they must use the new uniform with the class in which they are reentering.
6. Any student out of the program for more than one full semester must repeat all of the health screening, background clearance and must maintain a current CPR card.

**NOTE:** The policy on repeating courses applies to all groups of students within the ADN Program. (e.g., if a student in the ADN Program is unsuccessful in a course he/she is repeating, that student may not repeat the course again or return to the ADN Program, regardless of which course the student was in when they failed).

### **Deferred Re-entry**

Reentry students on a waiting list may defer reentry to a nursing class one time only. The period of time the student is out on deferral must not exceed one year. After that, they must meet with the Director of Nursing for special permission to reenter.

## **TRANSFER STUDENTS**

1. Students requesting transfer from another accredited Nursing Program into the WHCL Nursing Program must submit the following to the Health Careers Office:
  - 1.1. Application form to WHCL and the Health Careers.
  - 1.2. Official transcripts from all previously attended colleges.
  - 1.3. Copies of catalog descriptions of transferring nursing courses.
  - 1.4. Copies of course syllabi from transferring nursing courses.
  - 1.5. Letter of referral from previous Nursing Program attended that you were a student in good standing in nursing.
2. A WHCL Health Sciences Counselor or designee will review the submitted material for meeting the required transfer entry criteria for non-nursing courses and the Director of Nursing will review the nursing courses, including the following:
  - 2.1. 2.5 cumulative GPA.



- 2.2. “C” (2.5 GPA) or better in all established program prerequisites. A Health Science Counselor or subject area dean and where necessary in consultation with subject area faculty must grant equivalencies.
  - 2.3. Minimum 2.5 cumulative GPA from nursing courses in previous Nursing Program(s).
  - 2.4. Transfer students must meet the same criteria as students in the program. Students should be alerted to the general education requirements and prerequisites
  - 2.5. It is the student’s responsibility to work in concert with the Counseling Department to check for equivalency to WHCL graduation requirements. *SEE APPENDIX C*
3. Transfer students, after consultation with the Director of Nursing, and curriculum review for both programs will be placed by the Director depending on space availability. The Director of Nursing may consult with the theory instructors to determine if appropriate credit for nursing courses already completed in another program can be applied based on WHCL nursing curriculum sequencing and content .
  4. Assurance of placement into program does not assume that students will be matriculating with the initial or subsequent placement group. Space availability and successful completion of the courses will determine if student will progress through the program.
  5. Placement into the program does not mean that the student will be graduating on the same time lines as the original Nursing Program or the graduating date of the initial or subsequent groups.
  6. WHCL returning students will have priority as well as students previously placed.
  7. Students who are transfer and out-of-sequence should contact the office for placement at the end of each rotation, after final exams. Placements are determined as soon after finals as possible.
  8. If a transfer student is found to be deficient in critical areas the instructor will, in consultation with the Director of Nursing, determine whether he/she will continue in the class or will be asked to return to the beginning semester. The Director of Nursing may place the student in a previous more appropriate course as the need arises.
  9. Transfer into the program only occurs if the student has successfully completed a minimum of the equivalent of the Introduction to Nursing Theory and Process, NURS 1 as well as the clinical course corresponding to it, NURS 1L.
  10. Transfer students will not be eligible for transfer if they are currently in a “second attempt” or repeating nursing curriculum they did not successfully pass in their current nursing program.

## **PREGNANCY AND SICK LEAVE**

### **Pregnancy Leave**

#### **Antepartum**

1. A written clearance from a physician must be submitted to the Director of Nursing. This must be done within the first trimester of pregnancy or upon confirmation of pregnancy.

The letter must indicate that the student is able to function at the full RN level of practice as outlined in the ANA Registered Nursing Essential Job Functions. The specific school form must be signed by the physician, nurse practitioner or certified nurse-midwife.

2. The student may continue to attend clinical & theory classes, as long as the student has written Physician clearance until she delivers. The student needs to be able to meet all weekly clinical laboratory objectives and her attendance is satisfactory. If the physician places any limitations on participation in school directed activities, a student may need to be deferred from the course.
3. The student must notify the clinical instructor as soon as pregnancy is suspected. Some scheduled observational experience may need to be eliminated for her safety.

### **Postpartum**

1. The student can return to the nursing program as the healthcare provider deems the student capable of resuming course work-clinical and theory with no limitations or restrictions.
2. The student must present a written clearance that she can perform the full duties of an RN, from her attending physician. The specific school form must be submitted and signed by the physician, nurse practitioner or certified nurse-midwife. This should be submitted to the Director of Nursing.
3. The maximum absence college policy will apply.
4. Lactating students must arrange for a suitable time and place to expel breast-milk. Children are not allowed in the classroom or clinical areas.

### **Extended Sick Leave - Post Surgery and/or Extended Illness**

1. The student must present a written clearance from a physician to the Director of Nursing on the specialized forms from the college. Those forms can be obtained from the Health Careers Senior Secretary. The physician must certify that they are able to perform all the Essential Functions of a RN prior to your re-entry.
2. The student must be able to meet all weekly objectives to remain in good standing in the program.
3. The maximum absence college policy will apply.
4. The clearance letter from the physician must state that the student is able to return to the full and essential RN level of functioning as outlined in the ANA Registered Nursing Essential Job Functions.

## **PATIENTS WITH COMMUNICABLE DISEASE**

1. The faculty supports the right of the student to know the client's diagnosis or suspected diagnosis in a timely fashion in order to take necessary precautions to minimize personal risk of contracting or spreading disease.
2. The student has the right to refuse to receive a patient for care based on the student's perception of personal risk. Decisions regarding the degree of risk involved in client care should be made according to evidence-based practice.
3. Once the student has accepted the client for care, it is not acceptable to abandon any client.
4. The latest information on communicable disease is available from the US Centers for Disease Control, State Department of Health Services, and County and City Health Agencies.

## **EVALUATION AND GRADING SYSTEM**

### **Student Evaluation**

1. At the beginning of each semester, the student will be given a course syllabus and outline containing but not limited to:
  - Course objectives
  - Expected outcomes
  - Course requirements
  - Assignments
  - System of grading (percentage based)
  - Periodic evaluations
2. Clinical evaluations will be done individually, arranged by the instructor.
3. Evaluations provide feedback of the student's progress in the program. Students are asked to sign the evaluation as an indication they have received the review. It does not imply agreement. If a student refuses to sign an evaluation, the instructor will note on the form that the student has received the evaluation and refused to sign the paperwork

### **Course, Instructor, and Program Evaluation**

1. Informal Course Evaluation – The evaluation process is valuable for use by the instructor in developing curriculum, course outlines, and improving instruction. These are informal and only the instructor will read the responses. The informal evaluations will be given to the students for completion at the end of each course.
2. Program Evaluation – Program evaluation occurs periodically and students are requested to actively participate in that process. Alumni graduates of the ADN Program will be sent program evaluation forms once a year. It is important that these forms be completed and returned. This information is used for the improvement of the Nursing Program.

## **GRADUATION REQUIREMENTS**

It is the student's responsibility to begin the graduation check process upon entry into the program. A "Petition to Graduate" form (*SEE APPENDIX C*) must be filled out appropriately and completely no later than the ninth week of third semester and again in the ninth week of fourth semester. The forms are available in the counseling office. Students are requested to **see a health science counselor each semester** for completion of an Educational Plan to ensure that any problems with graduation are alleviated before the semester anticipated for graduation. In order to be considered a graduate of WHCL and take the NCLEX as a graduate, the Board of Registered Nursing requires that the student must complete ALL courses required for graduation, NOT just the nursing courses.

If you take the NCLEX exam before completing the courses for graduation, the BRN will either not release the results or will always consider you a non-graduate, even if you complete the courses at a later date. This is an important distinction because if you should ever move to another state they may not issue a license to practice in that state if the BRN has you listed as a non-graduate. Furthermore, if you do not complete all the courses necessary for graduation you cannot put on an employment application that you are a WHCL graduate.

A completion pinning ceremony is held after each class completes the program. This ceremony is optional for each student (*SEE APPENDIX P*).

## **NURSING SKILLS LABORATORY**

The nursing skills laboratory is located in HS-821A and is available for student use. Students are encouraged to use the laboratory to reinforce and update specific nursing skills, request tutoring, practice skills, and use the computers for test taking skill and content skill learning. Uniforms or appropriate dress are required at all times while in the skills lab, including closed toe shoes. Please contact the faculty for laboratory hours.

## **CREDIT BY EXAMINATION/CHALLENGE**

Those students interested in credit by examination for specific college courses can find the college policy in the College Catalog. The challenge procedure as it applies to ADN is available for review in the Health Careers Office. To be considered for challenge of nursing courses, the student must have first gone through a recognized program of nursing study, complete the program prerequisites and be eligible to be considered and successfully go through the lottery for initial nursing courses. Taking the examination constitutes one time for taking the class. Only two opportunities are allowed to take a nursing class. Clinical performance must also be part of the challenge process for clinical courses and would be done on a prearranged basis. Clinical experience must be verified by employers. All course work and experience will be granted by a WHC Health Careers Counselor and the Director of Nursing collaboratively. There is a cost to arranging and taking such an examination depending on the course you are requesting for credit. Those students contemplating challenge will have the procedure explained by the Director of Nursing. A detailed program policy is available in the nursing program policy/procedure document. The following courses must be completed in their entirety and are not eligible for challenge: Human Anatomy, Human Physiology, Microbiology, and English 1A. (AP 5045)

## **STUDENT RIGHTS**

### **Students Have the Right to:**

1. According to the Family Educational Rights and Privacy Act (FERPA), have access to their educational records. The college will not release their records to anyone who is not designated by the student to receive them, except as provided by law itself and as outlined in the release of information the students must sign in order to obtain clinical placement. (AP 5520, 5530)
2. Explanation of entries in their educational records.
3. Challenge contents in their educational records.
4. Use the college appeal procedure as indicated in the college catalog.
5. During the first class session of the course, be given written information detailing course assignments, expectations, grading system and pertinent schedules.
6. General advisement as well as assistance with course work from their instructors.
7. Offer constructive input regarding the instructional process and overall curriculum of the program.
8. Prompt verbal and written notice of unacceptable and/or unsafe behaviors as a student nurse that includes suggestions for resolution of related problems.
9. Be free of sexual harassment. See Title IX links and information (*SEE APPENDIX Q*).

### **Educational Program Standards and Progress**

Efforts shall be made to maintain high standards for educational programs to insure that students will meet requirements for the occupations for which they are preparing. This includes a commitment to provide adequate facilities and materials and qualified instructional personnel, as well as administrative support and supervision.

Likewise, students are expected to maintain established performance standards. Failure to do so jeopardizes their right to continuing attendance. Students are to be kept informed relative to their educational performance and progress (*SEE APPENDIX L&N*).

## **STUDENT GRIEVANCE PROCEDURE**

The WHCL Nursing Program follows the Student Grievance Procedure as outlined in the college catalog and the AP 5530 college procedure. The student grievance procedure is established to allow student redress of grievance in cases of rejected grade appeal or alleged unprofessional conduct. A student who has a grievance is recommended to follow the following process within the department of nursing.

1. Discuss the problem with the individual involved. Use the chain of command within the Nursing Program. For example: if the student's concern is with the clinical instructor; the student should first discuss concern with the clinical instructor. If not satisfied, then the

student should proceed up the chain of command within the nursing department starting with the course lead theory instructor, followed by the Assistant Director of Nursing, followed by the Director of Nursing/District Director of Health Careers. If issue cannot be resolved within the nursing department, student may contact Dean of Instruction or Dean of Students. See Nursing Department Communication Organizational Chart

2. If a mutually satisfactory understanding has not been reached, the student may proceed with following the AP 5530 college procedure. It is recommended the student refer to the policy and the college catalog for additional information to ensure they are following the correct process that is currently in place. Student can obtain the policy at the links below, or obtain a copy from our nursing office.

Board Policies (BP) and Administrative Policies (AP) can be found at this link

[http://www.westhillcollege.com/district/about/board\\_trustees/policies/index.asp](http://www.westhillcollege.com/district/about/board_trustees/policies/index.asp)

The specific AP 5530 policy can be found at this link

[http://www.westhillcollege.com/district/about/board\\_trustees/policies/documents/AP5530StudentsRightsandGrievances.pdf](http://www.westhillcollege.com/district/about/board_trustees/policies/documents/AP5530StudentsRightsandGrievances.pdf)

## **DRUG ABUSE POLICY**

For the protection of other students in the WHCCD, the Governing Board of this District may suspend or expel, and the Chancellor of this District is authorized to suspend a student whenever it is established to the satisfaction of the Board or the Chancellor, as the case may be, that the student has on college premises used, sold, or been in possession of narcotic or other hallucinogenic drugs or substances, or has on college premises inhaled, or breathed, the fumes of, or ingested any poison, classified as such by Schedule D in Section 4160 of the Business and Professions Code. Students entering into a health program should be aware that past behaviors might impact your Nursing Program and career. Please read the BRN statement on this subject (*SEE APPENDIX R*). (College Catalog, pg 26)

## **GUIDELINES FOR STUDENT ASSISTANCE**

### **Policy Statement**

The WHCL ADN Program recognizes that student nurses affected by mental illness, alcoholism, and drug abuse are faced with personal problems that can readily result in serious, disruptive, and dysfunctional consequences to the individuals and their families. Mental illnesses and addictive processes of any nature are regarded as diseases and require therapeutic interventions and appropriate regimens to achieve a state of recovery.

In such cases, it is the responsibility of the student nurse to voluntarily seek assessment, diagnosis, and treatment for suspected illness. Confidentiality must be insured in every aspect of intervention, assessment, diagnosis, and treatment.

Instructors have the responsibility and authority to take immediate corrective action with regard to a student nurse's conduct and performance in the classroom and clinical setting.

The student, for patient safety sake, will, when deemed appropriate by the nursing director, not only make contact with a community or college resource person, but sign a form that allows director to have contact with the agency to assure that student is indeed being seen by a counselor. The safety of our patients is important, and it is imperative that we do nothing to compromise patient safety. Access the following link for all resources for psychological services.

*SEE APPENDIX S* for DRAW program form and information.

[http://www.westhillcollege.com/lemoore/students/student\\_programs/dsps/PsychologicalServices.asp](http://www.westhillcollege.com/lemoore/students/student_programs/dsps/PsychologicalServices.asp)

### **Guidelines for Student Assistance**

#### **A. Definitions:**

Personal problems or mental illness includes psychological, physical, or chemical dependency illnesses, and legal, financial, marital, or other types of problems that definitely and repeatedly interfere with the student's academic performance.

#### **B. Academic Performance:**

The Health Careers Education is concerned with academic and clinical performance, which includes the student's class attendance, continued progress towards program completion, conduct and reliability during scheduled class and clinical assignments. It is the responsibility of the instructor evidencing substandard academic and clinical performance to seek to remedy the situation and make recommendations for the student to bring his/her performance up to standard. If it appears that the student's academic and clinical performance is being negatively influenced by a personal or emotional problem, and if after every alternative measure to deal with the substandard performance fails to improve the performance, the student will be sent to the Director of Nursing. *SEE APPENDIX T*

#### **C. Procedure:**

The Director of Nursing will meet with the student and seek to determine the cause of the substandard performance. The director will then refer the student to the appropriate community or professional resource for help and/or treatment. Access DSPTS services here [http://www.westhillcollege.com/lemoore/students/student\\_programs/dsps/Services&DisabilityRelated.asp](http://www.westhillcollege.com/lemoore/students/student_programs/dsps/Services&DisabilityRelated.asp)

#### **D. Options:**

1. At all times it is the prerogative of the student nurse to accept or reject referral and/or treatment. If the student elects to reject referral and/or treatment, it becomes the responsibility of the student to bring his/her performance up to standard or face such academic action as may be appropriate. If the student nurse elects to accept referral and/or treatment, this fact will be regarded in the same manner as treatment for any illness. Upon completion of the treatment, it will be the responsibility of the student nurse to achieve and maintain standard performance.
2. The Health Careers Program recognizes that a student's academic and clinical performance can be adversely affected by the stresses resulting from personal or emotional problems of family members and loved ones. Professional assistance may be needed. All activity will be kept confidential.



## **ROLE OF INSTRUCTORS AND ADMINISTRATIVE STAFF**

Motivation to accept treatment or counseling is the first phase of restoring a student to an acceptable level of academic and clinical performance. The instructors and administrative staff are an integral link in the helping process of the troubled student nurse. Instructors and administrative staff have more opportunity than most other individuals to influence the student's life. They have the opportunity to consistently and objectively observe the student's behavior and performance academically and clinically and therefore can identify a negative change in behavior. Consistent with assigned duties, instructors and department personnel are responsible for focusing on academic and clinical performance and not for diagnosing personal problems. Just as nurses are not asked to make a medical diagnosis of a physical illness, instructors and administrative staff are not asked to diagnose personal problems such as mental illness and substance abuse. They are responsible for evaluating academic and clinical performance and accurately and completely documenting performance behaviors. When the quality of performance declines, the responsibility of the instructor is to plan and conduct all appropriate interventions.

When all the usual methods do not correct the problems, and when it seems likely that the poor performance is caused by a personal problem, psychological service offers a positive alternative.

Instructional personnel do not need therapeutic or diagnostic skills concerning personal problems. They do however; need skills of objective observation, documentation, problem solving, discipline, and referral to psychological services.



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