

SCC
Division of Health Sciences
Registered Nursing Program
Student Handbook
2017 - 2018



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Division of Health Sciences
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Welcome to the SCC

Associate Degree Nursing (ADN)/Registered Nursing Program

This handbook for students in the SCC (SCC) Nursing Program provides information regarding policies, procedures, available resources and issues that relate to student academic life. Contents also outline the rights and responsibilities of the students. These policies, and any additional Nursing Program policies and procedures relative to student records, publications, grievances and discipline, are consistent with the Family Rights and Privacy Act (FERPA) of 1974. Policies and procedures governing all SCC students are available in the SCC Catalog, available on the SCC website at:
<http://www.solano.edu>

Students are responsible for using the handbook and college catalog as a resource when questions arise and as a guide to academic and nonacademic policies and procedures. All students are required to sign the Handbook Acknowledgement document. A copy of the Handbook Acknowledgement is retained in your file. By signing the acknowledgement, you certify that you are responsible for:

1. Reading the handbook in its entirety.
2. Agreeing to comply with all policies.
3. Reviewing and understanding any changes made to the Handbook during the entire time you are enrolled as a student in the SCC Nursing Program.
4. Recognizing that changes made to policies and procedures may impact you as a student.

Note that the information in this handbook is updated annually. Changes may also be made throughout the academic year and you will be notified of any changes.

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SECTION I – SCC ADN/REGISTERED NURSING PROGRAM

History

In 1969, the people of Solano County were concerned with the growing shortage of nurses in their community. In response to this shortage, the community asked SCC to develop a program to educate Registered Nurses. By 1970, the first thirty-six students were admitted and the program received approval by the State Board of Registered Nursing. Beginning in 1971, a class of forty-eight generic students was admitted each fall and in 1980, Licensed Vocational Nurses were eligible to be enrolled in the second year of the program.

Mission Statement

The mission of the SCC Associate Degree Nursing Program is framed from the mission of SCC. The mission of the nursing program is to prepare a diverse group of entry-level nurses who will provide quality, safe, evidence-based, ethically competent, and holistic/humanistic care with the use of information technology to deliver care to a culturally diverse community population that encompasses problem solving, critical thinking and communication skills acquired through the course of the nursing program. At the end of the nursing program, this diverse group of students will qualify to apply to sit for the NCLEX-RN examination for licensure as a safe practice registered nurse. The preparation of the diverse group of students includes faculty advisors, mentoring by faculty and peers, provides support for lifelong learning, and additional support is also promoted by the Nursing Academic Success & Advancement Program (NASA).

Values of the SCC Nursing Program

The faculty of the SCC Nursing Program prescribe to the following set of values:

1. Creates and maintains an environment that fosters honesty, integrity, mutual respect and accountability.
2. Creates and maintains an environment that supports Innovative teaching strategies
3. The fostering of a commitment to life-long learning in both faculty and student
4. Utilizing critical thinking and problem solving skills
5. Utilizing therapeutic communication
6. The cultural diversity of the community that the nursing school serves
7. Value compassion to self and others

Philosophy

We the faculty of the SCC Nursing Program believe that caring is the foundation of the nursing practice which encompasses both the art and science of nursing. From this foundation of caring and scientific inquiry nurses strive to promote the health of the patient (an individual, family, group and/or community either local or global), health being a **“dynamic state in which individuals adapt to their internal and external environments so there is a state of physical, emotional, intellectual, social, and spiritual well-being. (Potter, Perry, Stockert, & Hall, 2013)” regardless if the disease state is chronic or acute.**

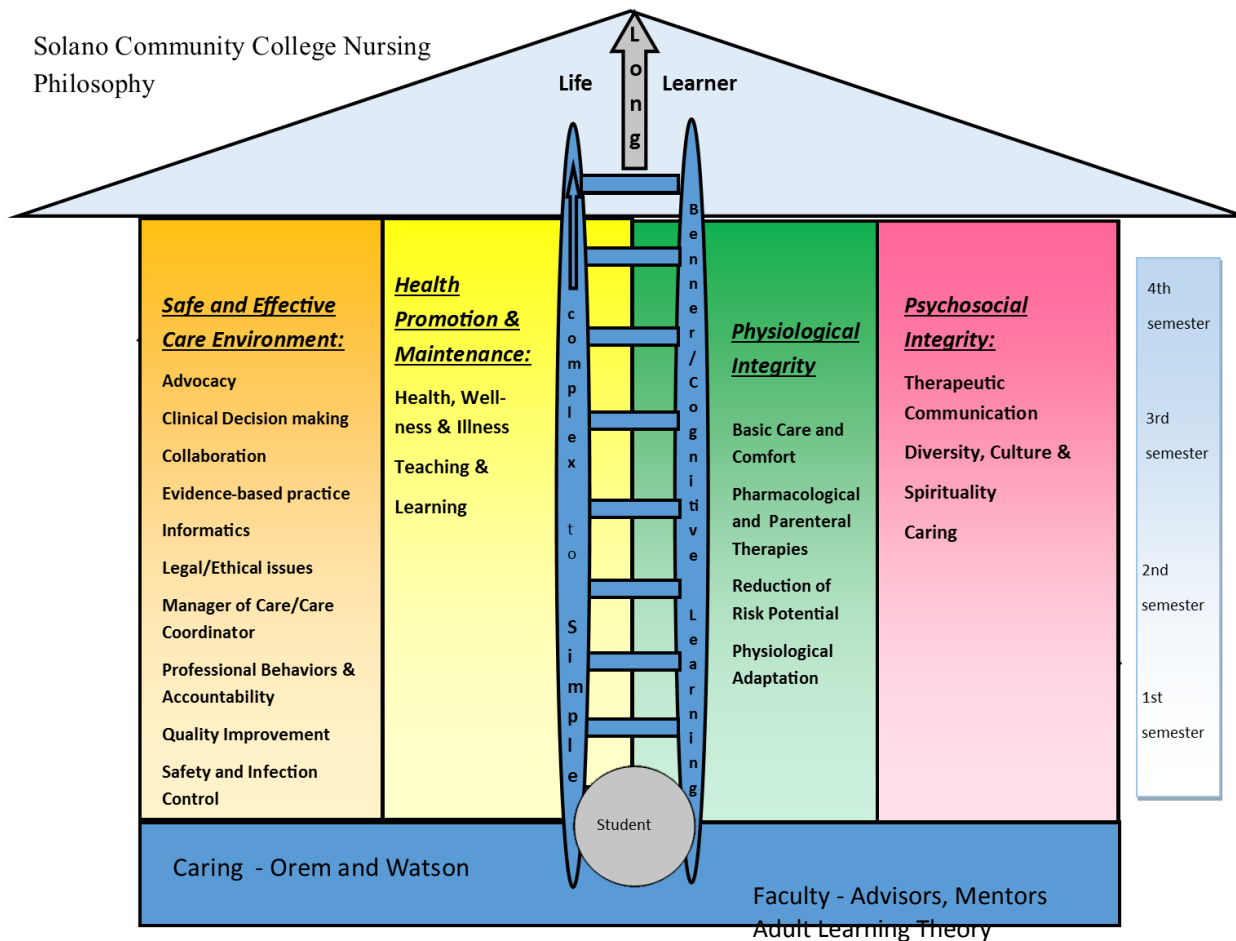
We believe the promotion of health spans the entire life-cycle of a human being. We define a human being as a person with their own thoughts, feeling, spiritual beliefs, cultural beliefs and experiences that require the respect and dignity and to be acknowledged by all as having worth. That a human being is able to make decisions and choices that guide the path of their own life. We believe that the environment in which nurses provide care is always changing. That the environment in which the patient lives is affected by both internal and external forces. These forces include but are not limited to culture, economics, political, physical and technological factors.

We the faculty facilitate the practice of nursing which includes these defining attributes:

- Views the patient (individual, family, group, and community) as a whole and not just what needs to be healed, soothed and comforted.
- Nurtures and administers to the mind, body and the spirit of the patient
- Respects the dignity of the patient
- Promotes the health of the patient at all stages of the life-cycle and seeks to provide comfort at all life-stages including death.
- Advocates for all patients regardless of the patient’s or the nurse’s personal beliefs
- Acknowledges and incorporates cultural differences of the patient into the practice of nursing for that patient
- Incorporates new and evolving technologies into the current practice of nursing to improve and achieve better patient outcomes
- Is part of an interdisciplinary team providing care to the patient
- Places the patient at the center of the decision making process of care, whether that care is health promotion, health maintenance, health recovery or a peaceful death.

We the faculty believe that the education of future nurses is important. We believe that the roll of the faculty in the education of nurses is as mentor, advisor, facilitator and role model. During the course of educating future nurse, we the faculty acknowledge that each individual person has different learning needs, is responsible for their own learning, and brings with them life experiences on which to build and develop the practice of nursing. We believe that education should be learner-centered which promotes critical thinking skills and life-long learning which is essential to the practice of nursing. We believe that the art and skill of nursing develops over time, moving through the levels of novice to expert.

Conceptual Framework



Associate Degree Nursing Education

We believe the SCC Nursing Program Philosophy, Conceptual Framework, Values, and Beliefs drive the Learning Outcomes with Supporting Definitions that serve as the guide for nursing education. Nursing education in an institution of higher education incorporates knowledge gained from nursing courses and those in general education, physical, behavioral and social sciences within diverse cultural environment.

Identification of general education courses provides a common foundation for all students in the Nursing Program. We recognize individual educational and life experiences also contribute to the education of each student. A balance between general education and nursing courses with early introduction of clinical skills and person/student interaction facilitates development of nursing knowledge by recognizing unique needs of the individual adult learner.

Nursing education must address use of the nursing process across the life span at various points along the health-illness continuum and in a variety of health care settings. Nursing education at the community college must also consider the demographics and cultural needs of the community that will serve as the nursing practice environment for graduates of the Nursing Program.

Providing opportunities to observe and participate in both simulated and actual patient centered learning experiences is integral to the education of nursing students. Structured laboratory and clinical courses allow application of nursing concepts and principles delivered in theory courses. Each semester of education builds on previous learning, and encourages the development of clinical reasoning skills and evidenced based decision making.

Nursing faculty members exist as both educators and skilled practitioners of nursing responsible for maintaining expertise and current knowledge while also serving as role models for nursing and life-long learning. Nursing faculty members are responsible for identifying learning experiences that provide the students to a variety of settings and serve as liaisons with registered nurses within those settings. Nursing faculty members review and analyze current trends in nursing and health care issues that impact the role of the registered nurse.

The ultimate goal of nursing education at SCC is to prepare a safe, competent, entry-level practitioner who possesses the knowledge, skills and professionalism required by the registered nurse. Nursing education obtained by the graduate of the SCC Nursing Program serves as the starting point for continued development and education as an accountable and responsible member of the nursing profession.

Program Outcomes and Measures

Outcome Statement 1: Graduates will successfully pass the NCLEX-RN on their first attempt within four (4) months of graduation.

Measure: NCLEX-RN results for first time test takers will be achieved by 90% of students within four (4) months of graduation.

Outcome Statement 2: Students will graduate within four semesters from the start of the first nursing course.

Measure: Graduation rates within four (4) semesters of admission will be achieved by 80-85% of students.

Outcome Statement 3: Preceptors /employers will report satisfaction with our students.

Measure: Preceptor /employer online surveys will report satisfaction by at least 90% of the respondents.

Student Learning Outcomes

Outcome Statement 1: Students completing the Associate of Science degree (AS) in Registered Nursing will provide safe, quality, humanistic, patient-centered, evidence-based nursing care.

Measure: Demonstration of competency on the final clinical evaluation tool for the program.

Outcome Statement 2: Students completing the AS in Registered Nursing will engage in critical thinking and clinical reasoning necessary to provide quality patient care for patients.

Measure: Demonstration of competency on the final clinical evaluation tool for the program.

Outcome Statement 3: Students completing the AS in Registered Nursing will communicate and collaborate with members of the community, interprofessional team, the patient and families to provide and improve patient care.

Measure: Demonstration of competency on the final clinical evaluation tool for the program.

Outcome Statement 4: Students completing the AS in Registered Nursing will provide leadership in the hospital / community setting for diverse patient populations.

Measure: Demonstration of competency on the final clinical evaluation tool for the program.

Outcome Statement 5: Students completing the AS in Registered Nursing will use information technology to communicate, manage knowledge, mitigate error and support decision making.

Measure: Demonstration of competency on the final clinical evaluation tool for the program.

Outcome Statement 6: Students completing the AS in Registered Nursing will assimilate advocacy, professional, ethical and legal guidelines as a professional nurse.

Measure: Demonstration of competency on the final clinical evaluation tool for the program.

Non – Discrimination Statement and Americans with Disability Act

Employees of SCC do not discriminate on the basis of race, color, national origin, gender (including sexual harassment), handicap (or disability), or age in any of its policies, procedures, or practices, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order No. 11246 of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), the Age Discrimination Act of 1972 (pertaining to age), and the Americans With Disabilities Act of 1990.

This non-discrimination policy covers admission and access to, and treatment and employment in, the College's programs and activities, including the Nursing Program.

Accreditation

The SCC Nursing Program is approved by the California State Board of Registered Nursing. SCC is accredited by the Western Association of Schools and Colleges.

The SCC Nursing Program meets all the California Systems of Higher Education minimum degree requirements for the AS Degree. Upon successful completion of the program, the student will be awarded an AS in Registered Nursing. Graduates of the program are eligible to apply to take the NCLEX-RN for Registered Nursing. After successful completion of the NCLEX-RN, the graduate is licensed as a registered nurse, provided all State Board of Nursing requirements are met. Completion of the Nursing Program is not a guarantee of licensure or employment as a registered nurse.

Disclaimer

Information in this handbook describes the SCC Nursing Program at the time of publication. Unless otherwise indicated by a parenthetical statement containing “effective date” all terms, conditions, policies, practices, stated directives and information contained within this handbook are effective on the publication date as listed in the Table of Contents. However, changes may be made in policies, the calendar, curriculum or costs. Such changes will be announced by means of SCC approved methods and practices.

Notification of Program Changes to Currently Enrolled Students

All student policies of the SCC Nursing Program are developed and approved by the faculty members of the Nursing Program. Approved policies are contained in a Nursing Student Handbook, which are given to all students.

- Prior to each fall semester, new and returning students must read the Nursing Student Handbook and sign an acknowledgement form.
- Input from students will be considered a part of data gathering regarding policy changes.
- New policies or those needing revision will be reviewed and approved, modified, or denied during a faculty member meeting by consensus of all faculty.
- Approval, modification or denial will be by vote of the faculty, with a consensus of all faculty.
- New and revised policies will be incorporated into the Nursing Program.
- Changes to the Handbook become effective at the beginning of the fall semester.
- If a policy or process is implemented prior to the next scheduled handbook revision, students will be provided with changes in writing, and sign an acknowledgement of receipt.
- The effective date will be included.

Documents and Forms

All SCC Nursing Program pre-admission documents and forms are available in the Division of Health Sciences office. Individual course forms can be obtained from the course faculty.

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SECTION II - NURSING PROGRAM CURRICULUM

The material in this handbook supplements the SCC catalog and presents more explicit current requirements and policies for the AS Degree in Registered Nursing Program for the 2017 - 2018 academic year.

Curriculum Organizing Structure

SCC Nursing Program Curriculum – An organizing structure for teaching nursing has been developed by faculty members to facilitate learning about nursing. The organizing structure provides a methodology for students and faculty members to interpret and organize knowledge related to patients, nursing, health / wellness, and the environment.

Faculty members apply two primary educational theories in their teaching: cognitive learning theory and adult learning theory. Briefly, cognitive learning theory refers to an active, goal-oriented, meaningful learning environment. As current content is taught it relates to, and builds on, the prior learning or cognitive frameworks of the learner. Learning builds, moving from simple concepts and thinking to higher order thinking applied to complex patient situations.

Adult learning theory addresses the characteristics of the student in the Solano Nursing Program. Aspects of adult learning theory include the adult as a self-directed and problem-centered learner who needs and wants useful information that is readily adaptable to the learning situation. Adults prefer to be actively engaged in meaningful learning. These theories support faculty's utilization of a variety of teaching-learning methods such as case studies, concept mapping, and problem-solving situations in the classroom and clinical environments.

The faculty members also apply Dr. Benner's (Benner, Tanner, & Chesla, 2009) theory of Novice to Expert. Faculty members understand novice learners are rule-driven. As they are challenged to apply critical thinking they grow and are able to look at the bigger picture as they enter the stage of advanced beginner by completion of the program. Application of Benner's theory is helpful when teaching critical thinking and clinical decision-making.

Course sequencing in the Nursing Program reflects the application of these theories. Course arrangement helps transition students from lower levels of thinking (knowledge / comprehension) to higher levels (application /analysis /synthesize) to evaluate and create by the end of the program. Content is sequenced to move from simple to complex conditions and patient needs across the life span. This sequencing provides for the application of cognitive learning theory that builds on expanding knowledge base of the student.

The organizing structure of this Nursing Program uses Bloom's Taxonomy of Learning, the nursing meta-paradigm (nursing, health /wellness, patient and environment) and the Nursing Process. Following are concise descriptions of these components.

Revised Bloom's Cognitive Taxonomy of Learning

The nursing curriculum utilizes the revised six levels of Bloom's Taxonomy (Cognitive Domain) as a method of developing the program of study to progress from simple to complex. The first semester of study is directed toward the level of knowledge and comprehension, while the fourth semester focuses on analysis, synthesis and evaluation of the total patient and family care and management.

Level I. Remember is recognizing and recalling important concepts. It includes factual information with right and wrong answers.

Level II. Understand is the thought processes of interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining or interpreting, translating from one medium to another and describing in one's own words.

Level III. Apply is executing and implementing, showing the practical use of information in one's environment. It is problem solving and applying information to produce a result.

Level IV. Analyze is the processing, researching and establishing probabilities of problems or situations. It is differentiating, organizing, and attributing and includes subdividing concepts in order to show how they are put together in an effort to find the underlying structure. It allows for conclusions to be made about patient care.

Level V. Evaluate is checking and critiquing. It is the examination of the plan of care and determination of its effectiveness.

Level VI. Create is generating, planning, and producing. It allows for the creation of individualized plans of care.

Anderson, L.W., & Krathwohl, D.R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

SCC Nursing Program Curriculum Outcomes

Paradigm	Semester 1 NURS 050A & 050B	Semester 2 NURS 054 & 055	Semester 3 NURS 060 & 061	Semester 4 NURS 063, 064 & 065
Person <ul style="list-style-type: none"> • Birth to Death 	←			→
Health <ul style="list-style-type: none"> • Wellness to Illness 	←			→
Cognitive Development	Student Intellectual Development			
<ul style="list-style-type: none"> • Remember • Understand • Apply • Analyze • Evaluate • Create 	←	→		
<ul style="list-style-type: none"> • Understand • Apply • Analyze • Evaluate • Create 				→
<ul style="list-style-type: none"> • Apply • Analyze • Evaluate • Create 				→
<ul style="list-style-type: none"> • Analyze • Evaluate • Create 				→
<ul style="list-style-type: none"> • Evaluate • Create 				→
<ul style="list-style-type: none"> • Create 				→
Nursing Process <ul style="list-style-type: none"> • Assess • Diagnose • Plan • Implement • Evaluate 				→
Concept Categories <ul style="list-style-type: none"> • Individual • Environment • Nursing • Healthcare 	←			→
	←			→
	←			→
	←			→
Exemplars / Topics	←			→

SCC Nursing Program Terminal Objectives

LEVEL I – Upon completion of the first year of the Nursing Program, the student will be able to:

1. Provide basic safe care to patients with selected physical problems that alter homeostasis.
2. Outline a plan of care that reflects awareness of diverse psychological, emotional, sociological and cultural needs of patients with selected health problems.
3. Utilize a systematic approach in assessing and identifying overt problems of a patient in a structured setting.
4. Demonstrate a beginning skill in the five steps of the *Nursing Process*.
5. Utilize basic communication skills with patients in a structured setting.
6. Implement a plan of care for several patients with selected health problems.
7. Identify resources available to assist the child/adult toward optimal functioning and refer appropriately.
8. Identify responsibility for individual actions in a structured setting.
9. Identify ethical, legal, and moral issues in giving care to patients in a structured setting.
10. Develop, implement, and evaluate a teaching plan that is specific to a patient's level of development and knowledge.
11. Assume responsibility for meeting educational goals within the program.

LEVEL II – Upon completion of the second year of the Nursing Program the student will be able to:

1. Provide competent nursing care in a structured setting to patients who present common (unstable complex conditions) physical and psychosocial health problems.
2. Provide care that is responsive to the patient's psychosocial, emotional, sociological and cultural needs.
3. Utilize a systematic approach to identify problem areas of individual groups and affect change in a structured setting.
4. Utilize the five steps of the *Nursing Process* based on knowledge of scientific and behavioral principles.
5. Identify and effectively apply a variety of communication skills in varied clinical settings.
6. Demonstrate beginning management skills in planning, directing, and giving nursing care to a limited number of patients.
7. Utilize resources available to assist the patient toward optimal functioning.
8. Demonstrate responsibility for individual actions and seek pertinent resources in directing patient activities.
9. Apply professional, ethical, legal, and moral principles in giving nursing care.
10. Develop, implement, and evaluate teaching plans that are specific to the patient and family's level of development and knowledge.
11. Identify educational and professional goals and assume responsibility for their attainment.

SECTION III – CURRICULUM FOR NURSING: AS Degree in Registered Nursing

General education degree requirements may be taken prior to admission to the SCC Nursing Program. *See special admission requirements.*

Required Courses – (pre-requisites, these courses are also required for degree)

ENGL 001 College Composition	3 units
BIO 004 Human Anatomy	5 units
BIO 005 Introductory Physiology	5 units
BIO 014 Principles of Microbiology	4 units
NUTR 010 Nutrition	3 units
CDFS 070 Lifespan Human Development	3 units
NURS 052 Pharmacology	3 units
PSYC 001 Introduction to Psychology	3 units
COMM 001 Introduction to Public Speaking	3 units
TOTAL UNITS	32 UNITS

Core Requirements: Includes general education requirements. All nursing courses must be taken in the sequence listed. A grade of “C” or better is required. Other courses may be taken out of sequence if allowed by college policy.

1st Semester

NURS 050A Fundamentals of Nursing	5 units
NURS 050B Basic Human Needs	6 units
NURS 058A Skills Lab I	1 unit

2nd Semester

NURS 054 Maternal-Child Nursing	5 units
NURS 055 Nursing of Adults 1	5 units
NURS 058B Skills Lab II	1 unit

3rd Semester

NURS 060 Nursing of Adults II	5 units
NURS 061 Psychiatric /Mental Health Nursing	5 units
NURS 058C Skills Lab III	0.5 units

4th Semester

NURS 063 Advanced Medical Surgical and Community Nursing	7 units
NURS 064 Issues and Leadership in Health Care Today	2 units
NURS 065 Role Transition in Practice	2.5 units
NURS 058D Skills Lab IV	0.5 units

TOTAL NURSING UNITS 45.5 UNITS

TOTAL UNITS (Excluding regular GE Required Courses) 77.5 UNITS

Cost for the Nursing Program

Students enrolled in the Nursing Program follow the fee schedule and refund policy described in the current SCC catalog. Additional costs for the Nursing Program are outlined below. These costs are approximate and are subject to change.

Tuition (\$46 /unit)

Books

Student Health Insurance Fee

Student Parking Fee

Student Center Fee

Clinical Simulation Center Kit

Student ID Badge

Uniforms, Shoes & Equipment (watch & stethoscope)

CPR Certification

Criminal Background Check & Drug Screen
(CastleBranch.com)

Hospital Orientation Fee (HealthStream)

Kaplan Integrated Testing / NCLEX-RN Review
Course

Immunizations

Nursing Pin

Fee for NCLEX-RN Exam

Finger Prints (Live Scan)

Transcript Fee

Application for Licensure

Diploma Mailing Fee

Estimated Total Program Fees*

\$6000.00-6600.00

* These estimates are based on data available as of July 2017 and are subject to change. For additional questions, please contact the Division of Health Sciences, 707-864-7108.

Total does not include any applicable non-resident fees. Contact the Office of Admissions and Records for current fees.

SECTION IV – STUDENT POLICIES

Academic and Clinical Performance Conference

Performance Conference

A performance conference provides an opportunity for the faculty, student or Nursing Director to raise and discuss issues of concern. A performance conference can be initiated or requested by a student, faculty member or the Director of Nursing. A third person/neutral party may be asked to participate in performance conference. Attendance of a third party is to be accepted by all participating. Students may be counseled regarding academic and/or clinical performance. Violations of any program standard or policy as stated in course syllabi or the program handbook are also reasons for which a meeting may be initiated.

Academic Performance Conference

If a student's academic performance indicates potential for not completing the course, a conference will be held at the request of the student or faculty. The faculty member will provide the student with theory grades in writing. Recommendations for corrective action to assist the student in improving performance can be made at this time. The faculty member will put a copy of the conference documentation in the student's file.

Clinical Performance Conference

Patient safety and well-being are basic components of nursing practice. Therefore, it is the responsibility of the faculty members and staff to monitor student behaviors and actions in the clinical setting at all times. If a student behavior is determined to be inappropriate in the classroom or the clinical setting, the student will be counseled and receive a Performance Conference Report (PCR).

The performance conference procedure will be initiated each time an area of concern is identified by any faculty, and may be continued from course to course if evidence of corrective action or improvement is not noted.

Procedure

1. The student and faculty member will meet as soon as possible after the observed incident(s), action, or behavior.
2. A PCR will include documentation of:
 - The reasons of unsatisfactory performance;
 - The factual explanation of the event observed by the faculty;
 - Students comments;
 - The corrective action(s) expected of the student; and
 - The time frame for completion of the corrective action(s).
3. When the PCR is successfully completed, it is reviewed and signed by the student, the faculty, and the Director of the Nursing Program.
4. A copy of the PCR will go to the student and be placed in the student's folder, after review by faculty member and the Director of Nursing.
5. The student and/or the faculty member may also request other faculty members evaluate the student's action or behavior and the information documented on the PCR.
6. The student may be excluded from the clinical area as a result of the performance, at the discretion of the faculty. Alternative clinical experiences may be assigned.
7. If the identified problem continues, and no improvement or corrective action has been demonstrated by the student within the identified timeframe, the student will receive a second written PCR.
8. If, after the second PCR, the student fails to demonstrate satisfactory improvement within the identified timeframe, she/he will receive a third written PCR and will be dismissed from the program for unsatisfactory clinical performance.
9. In the event of a serious/life threatening incident on the part of the student, the counseling process may be omitted, and the student dismissed from the program at the first PCR. The incident may include, but not be limited to:
 - A. Failure to adhere to SCC and/or Nursing Program policies and procedures.
 - B. Failure to consult faculty member or follow directions of faculty that results in physical or emotional injury (or potential injury) to a patient.
 - C. Threats: Implied, verbal or physical to faculty/patients/family/staff.
 - D. Dishonesty in patient/patient health care delivery and/or documentation.
 - E. Dishonesty in test taking and/or written assignments.
 - F. Conviction of a felony.
 - G. Extreme medication errors.

Refer to the Catalog and Student Handbook for SCC for the general procedures regarding student conduct and discipline.

Academic Remediation

This program is aimed to help students become better equipped and assist the students with their course work. **Academic remediation** intends to help students become successful in their course work and the program. It is designed to help and support struggling students through early identification and remediation. This is designed to guide, remediate, and counsel students who demonstrate difficulties with their nursing course as early as possible and improve their exam scores. This program is not intended as a disciplinary action.

Policy and Procedure

- A. A student who receives a score of 75-79.99% on any major examination/quizzes:
 - a. The student may be flagged and contacted by the course faculty or the team lead in order to discuss the exam and explore potential issues that may put the students at risk for Academic remediation/academic watch.
 - b. The student and the faculty will explore strategies for improvement.

- B. When a nursing student receives a scores below a **75%** on an exam the **Academic Remediation Plan** is activated for this student.
 - a. The student will be flagged and contacted by the course faculty or the team lead.
 - b. The student will complete an **Academic Reflection Form** to identify the reasons for the performance within three days after the examination.
 - c. The student will meet with the course faculty or team lead to discuss the exam and explore potential issues that led to the student being placed on **Academic Remediation**.
 - d. The student and the course faculty or team lead will explore strategies for improvement.
 - e. Faculty refers student to Student Success Specialist (SSS*) who will work with student on regular basis for remainder of semester on a mandatory basis and longer on a voluntary basis and will develop an individualized academic support plan.
 - i. SSS* links student with Peer Tutor
 - ii. SSS* counsels student on whether DSP should be utilized.
 - iii. SSS* encourages student to join a study group with peers (if appropriate)
 - iv. Student will sign in on each visit with SSS*, Peer Tutor or Prescribed Plan.
 - f. The faculty will also notify student's advisor for follow-up.

- C. At the end of the semester: if overall exam average is 75 % or greater the student can come off of Academic Remediation and the requirements that go along with it.
 - a. The student is always encouraged to continue with the remediation interventions.

- D. If the exam average is <75% the student then has progressed to **Academic Watch** status (see policy).
- Fourth semester students cannot progress to **Academic Watch status**. If a Fourth semester student does not improve their exam average to 75% or greater, the student then has progressed to **Academic Suspension status** (see policy).

Academic Watch

Academic watch is a program that helps students take appropriate steps in ensuring academic success. The purpose is to establish standards, establish procedure and encourage students to take action for their success. The policy allows a student whose average exam score in the previous course was between 70 and 74.99% to be retained in the nursing program for the following course as long as conditions of a mandatory corrective action plan are met. The student will utilize nursing and campus resources to formulate a plan for student success (improve their average exam score to greater than 75% and improve study skills).

Policy and Procedure

- A. At the end of each course, a student who fails to achieve an average exam grade of 70% to 74.99% will be retained in the program. The student will then be placed on an **Academic Watch** for the incoming course.
- The student will be flagged and contacted by the course faculty or the team lead.
 - The student will complete an **Academic Reflection Form** to identify the reasons for the performance a day after the final examination.
 - The student will meet with the course faculty or team lead to discuss the potential issues that places the student on **Academic Watch**.
 - The student and the faculty will explore strategies for improvement.
 - Faculty refers student to Student Success Specialist (SSS*)*. Students must meet with SSS* counselor and develop an individualized plan for improved academic performance. SSS* will work with student on regular basis for the incoming course on a mandatory basis and longer on a voluntary basis.
 - SSS* links student with Peer Tutor
 - SSS* counsels' student on whether DSP should be utilized.
 - SSS* encourages student to join a study group with peers (if appropriate)
 - Student will sign in on each visit with SSS*, Peer Tutor or Prescribed Plan. If student does not follow up with plan, **Academic Watch** status will be revoked and student will proceed to **Academic Suspension** (see policy) status.
 - The faculty will also notify student's advisor for follow-up.

- g. At the end of the course: if overall exam average is 75 % or greater the student can come off of **Academic Watch** and the requirements that go along with it.
The student is always encouraged to continue with the interventions.
- h. Students who do not make academic progress (average exam grade below 75% at the end of the course if they are on Academic Watch) will be placed on **Academic Suspension** (see policy).
- i. Only students who are in the first through the third semesters are eligible to be on **Academic Watch**. Fourth semester students may be on **Academic Remediation** only.
- j. Students may only be on **Academic Watch** once in the nursing program.

Academic Suspension

Academic Suspension is a policy that requires students to exit from the nursing program if they have not been able to maintain an average exam score of 75% or higher and the **Academic Remediation** and **Academic Watch** Programs have been exhausted. This policy spells out the steps for readmission into the nursing program.

Policy and Procedure:

1. If a student progresses through the **Academic Remediation** and **Academic Watch** programs without successfully raising average exam score over 75% the student will be placed in **Academic Suspension** and must exit the Nursing Program. The student will not be allowed to enroll in another nursing course until the course from which the student exited has been successfully completed. The student may request readmission for the next time the course is offered.
2. Readmission is not guaranteed and is based on: A) space available when the course is next offered, B) successful completion of required **Readmission Remediation Plan** C) level of priority for readmission, and D) faculty recommendation. The date of completion of the required **Readmission Remediation Plan** will be utilized for placement on the re-entry list.
3. See Nursing Handbook for detailed information on readmission to the Nursing Program (Initial and 1 re-entry).
4. Students have a total of two opportunities to attend the Nursing Program.
5. Application for readmission must be submitted within one year of exiting the program and must be initiated by the student.
6. To be eligible for readmission to the Nursing Program, once a student is placed on **Academic Suspension**, the student must:
 - a. Attend a required exit interview with the course faculty or team lead to develop a **Readmission Remediation Plan**.
 - b. Meet with the Director of the Nursing Program within one month of leaving the program to discuss barriers that limited success and review the **Readmission Remediation Plan**
 - c. Successfully complete all requirements of the **Readmission Remediation Plan**

- d. The semester prior to readmission the returning student must submit a letter to the Director of the Nursing Program requesting readmission, and include documented evidence that all components of the **Readmission Remediation Plan** have been successfully completed.
- e. Indicate the semester and year the student is requesting is re-entry.
- f. Readmission requests will be evaluated by the Nursing Department. If a student is offered readmission to the Nursing Program, the student must:
 1. Provide verification of current CPR Certification.
 2. Pass a physical examination within a year prior to readmission and have current immunizations and negative TB test.
 3. Provide a clear criminal background check and drug screen at the time of readmission.

Agreements

An agreement is a written document between the student and faculty. This document is designed to help an individual student to understand expectations and standards governing the performance of the student in the Nursing Program. The agreement is implemented for a variety of situations, including, but not limited to, re-entry into the Nursing Program, decreasing clinical performance behavior, failure to observe program standards, and excessive tardiness. The agreement will be placed in the file of the student and a copy will be provided to the student. The agreement is applicable only during the semester in which the agreement it is initiated.

Anecdotal Reports

The anecdotal report is a faculty-initiated, student-generated response to an incident that is usually related to learning in the clinical setting but may also be appropriate to classroom, Clinical Simulation Center (CSC), or other activities.

Events or situations that should be documented by the anecdotal report would include all student behaviors that demonstrate:

- lack of preparation for practice, clinical, class, or lab;
- potentially unsafe, unethical or unprofessional conduct; and
- need for student self-appraisal and faculty member response.

Anecdotal reports begin the process of student self-assessment and/or evaluation following behavior that indicates to the faculty member the need for student improvement. When deficiencies of skills are a component of the incident, CSC referrals may also be given. At any time in a semester when student practice indicates that clinical failure is a possible outcome, a faculty member will complete a performance conference report, review it with the student, and both will sign the form.

The preferred outcome of an anecdotal report is improved student performance. Faculty member collaboration in the development of the improvement plan is to address areas of deficiency, and timely remediation.

Please note the timeline. Students complete anecdotal report and submit them to the faculty member within 24 hours unless otherwise instructed. Faculty member will review and respond in writing within 24 hours and return it to student.

Attendance

Students must attend the first meeting of classes to assure verification of their enrollment. Students failing to appear will be withdrawn from class rosters. (Student Handbook).

Punctual and regular attendance is expected on all class and clinical sessions. Attendance will be taken at every theory and clinical session. The student is expected to attend and sign in to all scheduled lectures.

Absences from class and clinical will interfere with the student's ability to meet course objectives. In the event a student misses class, it is the student's responsibility to obtain any handouts and the student will be held accountable for material presented. An absence **MUST** be properly reported to the faculty member by the student. If the student's attendance becomes a problem, the faculty member will initiate a PCR according to the counseling policy and procedure described in the Student Handbook. Students are expected to arrive on time and to stay for the entire class.

Tardiness is defined as not being present and prepared at the start of class. Students arriving late present a major distraction to fellow students and the faculty. Habitual tardiness to class or clinical interfere with the student's ability to meet the course objectives. Three (3) tardies will constitute one (1) class absence. If the student's tardiness becomes habitual the faculty member will initiate a PCR according to the counseling policy and procedure described in the Student Handbook.

Regular attendance is an obligation assumed by every student at the time of registration. Absences per semester should not exceed the number of hours or the number of days, as determined by the faculty, that a class meets per week. (Student Handbook)

Department policy dictates the student may miss only one (1) class session and one (1) clinical session during the rotation. Clinical absences must be made up (See Clinical Absence Make-up Policy). Exceeding this number of absences may result in a failing grade and dismissal from the program. The student is responsible for seeking missed content from their fellow students. Students are only allowed one make-up day for each rotation. Students who are ill and unable to attend a clinical experience must notify the clinical faculty member at least thirty (30) minutes before the start of the clinical

experience. Students are expected to exercise sound judgment regarding attending clinical experiences for the protection of patients, peers, and personnel in the clinical environment.

The faculty member and/or facility reserves the right to request that a student leave the clinical site if there is evidence that the conduct of the student may endanger the health and safety of the student, patients, and/or others in the environment. These are clinical situations which may not be made up and may constitute dismissal from the program under the Clinical Performance Conference Policy.

Faculty members of the Nursing Program at SCC reserve the right to request a medical release from a physician when a student has been absent or the safety of the student/patients is in question. The medical release must be given to the faculty, or the Director of Nursing, before the student is allowed to resume attendance at a clinical experience.

A student's progression in the program may be affected as a result of acute or chronic physical or emotional problems. Faculty members will consider the status of each student on an individual basis.

Extenuating circumstances may occur during the semester. If so, it is the student's responsibility to inform their clinical faculty member or the team lead of the course. Each situation will be considered on a case-to-case basis by the faculty.

Attrition

A faculty members will meet with any student who withdraws from a class due to personal or academic reasons. In such cases students will complete an Exit Interview with the Director of Nursing.

If the student is eligible for readmission, faculty members of the Nursing Program will provide academic counseling to the student and complete a Faculty Remediation form. The original form will be given to the student and a copy will be placed in the student file. A student should include a copy of the Faculty Remediation with his or her request for readmission.

Background Checks and Drug Screens

The Joint Commission on Accreditation of Healthcare Organization Comprehensive Accreditation Manual for Hospitals now requires that all staff members, students, faculty members and volunteers meet new standards relating to criminal background and freedom from drugs. This policy affects all students enrolled in the Nursing Program at SCC.

- **Criminal background check.** Students must clear a criminal background check before admission to the Nursing Program. Failure to undergo the background check will result in suspension /dismissal from the program. If the background check indicates criminal behavior the student may not be allowed in a clinical facility and may be requested to withdraw from the Nursing Program. A student may appeal the decision and will have the opportunity to present information to dispute the background check. Some criminal offenses could limit the clinical placement opportunity for the student and/or jeopardize earning a Registered Nurse license. Additionally, most clinical agencies require completion of criminal background checks prior to student placement in that agency. If a student is unable to pass the background check, she or he may be unable to meet the clinical learning outcomes of the course and may be unable to complete the Nursing Program.
- **Drug testing.** The Division of Health Sciences maintains a no-tolerance policy regarding substance abuse. Every student must clear a urine drug test. Failure to undergo the drug test will result in suspension /dismissal from the program. If the drug screen comes back diluted or adulterated the student will be allowed one retest. If the student fails the second test, the student will not be admitted to the program. Some clinical agencies require drug testing prior to beginning the clinical experience. If a student is unable to provide a clear drug screen, she /he may be unable to meet the clinical objectives of the course and may be unable to complete the Nursing Program.

CastleBranch.com is a service that allows each student to order his or her own background checks online. Information collected through CastleBranch.com is secure, tamper-proof and kept confidential. The services performed are based on guidelines provided by SCC, so you know you will receive all the information you need from one source. The results will be securely posted on the CastleBranch.com website where only the student, the school, and the assigned clinical agency can view the results.

Each student is responsible for all costs associated with his or her criminal background check and drug screening. Each students must further agree that all results are available to the program and the clinical sites associated with the program. Should a clinical agency

refuse to place a student based on the outcome of the background check or the drug screen, the faculty members associated with the Nursing Program have no responsibility for arranging alternate clinical placement for that student.

Further information and paperwork for obtaining the required background check and urine screening will be provided at the time of admission to the program.

Cardiopulmonary Resuscitation (CPR) Basic Life Support (BLS)

Prior to the beginning of the Nursing Program, and then throughout the program, each student must provide proof of a valid **American Heart Association BLS for Healthcare Providers** card. The student must make sure the card is for Healthcare Provider or Professional Rescuer. CPR classes are offered throughout the year and at various locations in the surrounding communities and within the SCC Nursing Program. Please provide a copy of your current BLS card to the Administrative Assistant of the Division of Health Sciences or your assigned clinical faculty.

Change of Name, Address and Telephone Numbers

The student maintains the responsibility to keep the most current address and phone number(s) and email address(s) on file with the Administrative Assistant of the Division of Health Sciences. The student should include all applicable phone numbers (cell phone, emergency number, emails etc.). This information can be kept confidential at the request of the student.

Children in Class

Under NO circumstances are children permitted to accompany a student to class, CSC, clinical, or scheduled meetings with a faculty member. If this occurs, the student will be asked to leave and the absence then considered unexcused.

Civility /Code of Ethics

Every student is expected and required to conduct themselves in a courteous, polite and professional manner in all areas of the campus, college buildings, Division of Health Sciences office area, faculty members offices, clinical area, and with all peers and personnel at all times. See the Conduct, Honor Code and Professional Behavior (below).

Complaint Resolution/Appeals

The SCC Nursing Program values feedback from students and strives to address all complaints/concerns immediately at the time of origin. All complaints/concerns are to be handled expeditiously and considered confidential information.

Every effort is to be made to resolve complaints at the informal level with the nursing course faculty. In instances where resolution is not obtained at the informal level, the nursing student may proceed and file a formal written appeal.

The purpose of this procedure is to provide the student with a clearly defined method for addressing academic problems and/or concerns.

Informal Process

The informal procedure consists of requiring the student to discuss the problem or concern with the faculty member involved first. Additionally, depending upon the nature of the problem, the problem may be discussed with the student's advisor. For a clinical component of a nursing course, the concern may be discussed with the clinical faculty member. For concerns related to a theory component of a nursing course, the concern may be discussed with any member of the Course Faculty Team. Problem solving measures and recommendations for resolution will be discussed with the student and documented. (See Complaint Resolution/Appeals Informal & Formal Forms)

Any faculty member receiving an informal complaint/concern should document it and submit the documentation to the Director of Nursing. (See Complaint Resolution/Appeals Informal & Formal Forms)

Formal Process

If the student is not satisfied with the outcome of the informal process, the student may then proceed and file a formal written complaint. The first step in the formal process is to contact the appropriate course faculty member or team lead in writing within 10 days of the occurrence of the concern. It is important that the initial contact is made via a letter and the student should retain a copy of all correspondence. Documentation should contain a clear outline of the history of the problem including a review of the activities undertaken to try to rectify the problem. The student will be notified in writing by the course team lead with a response to the student's concern within 10 academic / work

days from the initial complaint. If the student is not satisfied with the outcome, the student should then proceed to the Director of Nursing.

The second step is to contact the Director of Nursing within 10 days of receiving the course team lead's ruling. All materials and communications from previous contacts in the procedure should be assembled by the student and forwarded to the Director of Nursing with a cover letter. The cover letter should contain information that describes why the results of the previous steps in this procedure were unsatisfactory and a statement which explains the resolution sought. The Director of Nursing shall offer to meet with the student within 5 academic work days following the filing of an appeal, and the student(s) shall have the opportunity to explain the circumstances surrounding the complaint/appeal. The Director of Nursing will issue a written ruling following the meeting. The notification to the student will occur in writing within 10 academic work days from the meeting.

If the student is still dissatisfied with the outcome following Step Two (the appeal), the student may proceed with a formal SCC Grievance / Complaint procedures.

Student Grievance Procedure (non-civil rights)

A students may seek redress through the formal grievance procedure when he or she believes that individual rights or rights to due process, as provided for by the college policies, state laws and/or federal laws, has been denied. Specific guidelines and forms for filing grievances may be obtained from the Office of the Vice President of Academic Affairs.

Student Grievance Procedure (civil rights)

The District will respond to any report of conduct which may constitute unlawful/prohibited discrimination as it deems appropriate, including but not limited to, an investigation of the reported conduct, and will take appropriate action if such is justified.

Filing a Complaint

To file a complaint regarding a civil rights violation, contact the District's Title IX Coordinator:

Robert Gabriel Ph. D, MBA, PT
Robert.gabriel@solano.edu
Or call
(707) 864-7208

Conduct, Professional Behavior and Honor Code

A student of the SCC Nursing Program is responsible for his or her own academic and professional conduct. Any student who submits an examination or other academic work thereby certifies that the work is his or her own, and that he or she is unaware of any instance of violation of this code.

Introduction

The nursing profession exists as one of the highest in distinction, honesty and integrity. The characteristics remain essential for members of this profession. The faculty members of the SCC Nursing Program require all students to comply with standards deemed appropriate for the nursing profession as identified by the American Nurseing Association, the National Student Nurses Association, and those contained in the SCC Student Code of Conduct.

Student Conduct

All nursing students are held to both Academic and Professional Standards of Conduct while enrolled in the SCC Nursing Program. Misconduct involves a violation of academic or professional principles as viewed by students, faculty members and colleagues. Violations within these areas will be processed by the faculty members of the SCC Nursing Program without regard to the sex, race, color, national or ethnic origin, age, veteran status or disability of any of the participants.

Academic Misconduct

Academic misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of the members of the academic community.

These offenses include, but are not limited to, the following:

- Seeking, acquiring, receiving or giving information about the content of an exam knowing that the release of such information has not been authorized;

- Plagiarizing;
- Seeking, using, giving or obtaining unauthorized assistance or information in any academic assignment or examination;
- Intentionally giving false information to professors or faculty members for the purpose of gaining academic advantage;
- Breach of any duties prescribed by this Code;
- Intentionally giving false evidence in any hearing or refusing to give evidence when requested by the faculty members of the SCC Nursing Program.

Refer to the *SCC Catalog and Student Handbook* for specific examples of academic dishonesty for which a student may be disciplined. Instances of alleged student plagiarism or any other form of academic dishonesty will result in a student referral to the Director of Nursing and the Vice President of Academic Affairs for action in accordance with the established disciplinary procedures set forth in the *Solano College Board Policy 5300*. *Violations of student conduct including repeated academic violations, behavior violations, substance violations and or weapons violations are subject to Dismissal from Program, Suspension and Expulsion.*

Professional Misconduct

The California Nurse Practice Act requires its practitioners to be fully accountable for all individual clinical decisions and actions. Each nursing student is legally accountable to the level of her or his preparation and does not function under the licensure of another nurse. Accountability is the quality or state of being responsible and liable and responsible for one's decisions, actions, and behaviors. Nurses committed to interpersonal care hold themselves accountable for the well-being of patients entrusted to their care and are accountable to their patients and their colleagues. Every nurse and nursing student is legally and ethically responsible for any failure to act in a safe and prudent manner. The California Nurse Practice Act gives nurses and student nurses the right to perform a broad range of dependent and independent functions. Enjoying this privilege means that the individual also assume legal and ethical responsibility for safe and effective performance at all times. Standards of practice have been developed by professional organizations, such as the American Nursing Association (ANA), that serve as guidelines in maintaining quality practice.

For the SCC nursing student, accountability means that she or he will be, at all times, willing to learn and practice nursing with commitment and with personal integrity. This commitment requires being attentive and responsive to the needs of individual patients, families and colleagues. As the student acquires nursing knowledge and skills, she or he must assume professional responsibilities and develop competencies that shape her or his

attitude of caring. This attitude of caring and of being accountable develops as the student becomes sensitive to the ethical and legal implications of nursing practice. In nursing, we all share a common goal of providing the highest quality of care to all individuals entrusted to our care. To successfully achieve this goal, the student must be dedicated to the following actions:

- sharing ideas, learning experiences, and knowledge;
- upholding the philosophies and policies of the College, the Nursing Program, the clinical agencies within which the student practices, and the California Board of Registered Nursing;
- maintaining the highest ideals, morals, personal integrity, and ethics possible; and making a commitment to being fully accountable, responsible, and answerable for her or his academic and clinical decisions, actions, and behaviors.

In being dedicated and committed to practicing the principles of accountability, the SCC nursing student can have the personal and professional satisfaction of knowing that she or he is doing everything possible to help create a culture of caring and trustworthiness in both conduct and actions.

Counseling

The Counseling Center is located in Building 400, and counselors are available on an appointment basis. For specific times of services or more information, please contact the Counseling Center at 707-864-7101. **You should plan to meet with a counselor at the end of the second semester of the Nursing Program to identify any remaining courses which must be taken to meet graduation requirements.**

Disability Accommodations for Nursing Students

Accommodations are designed to give students with disabilities an opportunity to reach their full potential, not to be a substitute for student learning. They are not intended to alter the fundamental nature of a course or program, jeopardize the integrity of the institution, or reduce academic standards.

Students requesting accommodations for the classroom/theory portion of the Nursing Program must contact the course faculty. It is the responsibility of the student to identify himself or herself, as a student with a disability to the faculty members at the beginning of each semester/course. Accommodations will be granted to those students with a Disability/Accommodations Notice from SCC's Disability Services Program department (room 407) and a copy of the agreement will be placed in the Team Lead binder for the course. The student will be provided with reasonable accommodations according to the recommendations given on the Accommodations Notice to insure that the student has every opportunity for success. **Accommodations are good for one semester only-the*

student must go to DSP to renew accommodations and then bring a current DSP form to each course Team Lead every semester.

Accommodations for Testing

Students who have accommodations approved through DSP at SCC will be accommodated during testing situations when possible and reasonable.

- If accommodations are needed for testing, faculty members will review the request and notify both the student and DSP about whether the accommodations can be made.
- The student will notify the DSP of the date and time of tests in writing at least one week in advance.
- Students who arrive late to testing will not receive additional time, just as in the classroom situation.
- Under no circumstances is a test to be administered prior to the date and time scheduled.
- Students may not negotiate changes to the time or date of testing separately with the DSP.
- Arrangements for test site and proctoring will be the responsibility of the DSP office.
- Students who need clarification or have questions during the test will not have the opportunity to seek a faculty member, unless arrangements can be made without disrupting the testing situation for all students.
- If the test is not computer based, either DSPS staff will deliver the test and Scantron to the faculty member who is responsible for testing or the faculty member will be responsible to pick up the test and Scantron from DSPS.

Distribution of Final Course Grades

Final course grades will be posted through Admission & Records at scheduled times or distributed to students as arranged by course Instructor of Record. Students may be notified of final course grades through the Canvas Learning Management System prior to the official notification by Admissions & Records; however, all final exams must be completed prior to distribution of final course grade, with the exception of short courses.

Electronic Devices

Only calculators provided by faculty members may be used during classroom exams. Personal Data Systems, Data Storage, ROM/RAM modules are not allowed during exams. Audible cellular phones, pagers and/or beepers are not acceptable in the classroom and must be turned off. Computers, laptops, and tablets may be used during class at the discretion of the faculty.

Exam Policy

During course exams students are expected to come on time for the test and may not bring any personal items, including food, beverages, textbooks, note books, backpacks, etc. to the desk or computer station. Students are not allowed to have cell phones, pagers or any electronic devices during testing. All items and electronic devices must be turned off and will be left in front of the classroom if brought by a student.

Students found to have a cell phone or communication device on or near their testing station while testing will receive a score of zero on the exam and will be formally counseled. Faculty members may use both written and computerized testing for all quizzes and exams. Test dates are to be listed on the calendar of the course syllabus.

Students arriving more than 10 minutes late for exams may not be given admittance into the testing center. Students are expected to take exams at the scheduled time and date. In the event of a serious illness or emergency that may lead to a student missing an exam, the team lead will determine on a case-by-case basis if a make-up exam is allowable..

In the case of computerized testing, a student may schedule an appointment with the clinical faculty member or team lead to review the rationale for missed questions, excluding the final exam. There will be no review of final exam questions.

Anyone failing a test must make an appointment with the appropriate clinical faculty member or Team Lead to review the test results and receive recommendations for improved performance on future tests and /or referral to another campus resource to provide the needed services for the student to be successful. Test dates are to be listed on the calendar of the course syllabus.

Math Exams

At the beginning of each clinical course, excluding NURS 050A and NURS 065, a medication dosage calculation examination is administered to ensure patient safety. (See Medication Administration Proficiency Exam MAPE). In all courses, a student must earn a score of at least 90% on a 30 item drug calculation test in order to participate in clinical learning activities. Students may take each MAPE a total of 3 times to achieve a passing score. Failure to demonstrate competency in medication dosage calculations will lead to failure and dismissal from the Nursing Program. A student who has difficulty with math is advised to seek help early from the course faculty, the math tutor in the Tutoring Center, the Drug Calculation Video on your Kaplan or ATI Integrated web page, and the Drug and Dosage Calculations software which is on the computers in the Nursing Clinical Simulation Center.

Kaplan Testing Program

In order to aid in the progress and success of our students, while lowering our program's attrition rate and strengthening the NCLEX-RN pass rate, SCC Nursing Program is implementing the Kaplan Focused Assessments and Kaplan Integrated Testing Program for nursing schools into our curriculum.

Kaplan Focused Review Tests are unproctored practice tests that students access during each course. These tests review basic nursing content according to the medical model and provide topical retest opportunities. Students are awarded a maximum of 5 points for their scores on the Kaplan Integrated Tests and their use of remediation resources.

For the Kaplan Focused Test, the faculty will be scoring the first attempt only. Students can and should take test until they get a 90% or better.

Test scores: 0 to 5 points

- 90-100%: 5 points
- 80-89%: 4 points
- 70-79%: 3 point
- 60-69%: 2 points
- 50-59%: 1 point
- 40-49%: 0 points

Kaplan's Integrated Testing Program is comprised of a series of secure online tests designed to evaluate the knowledge of students in a basic nursing curriculum leading to RN licensure. The results enable nursing faculty to identify student's strengths and deficits in specific content areas, so that early interventions can be implemented, if needed, in order to positively influence student outcomes. Kaplan's Integrated Testing

Program will be given in each semester as scheduled below. ***Students should be aware that their ability to pass the NCLEX-RN is strengthened by their ability to pass each series of tests.*** Students should prepare for each Kaplan Integrated Test by reviewing related content outlined in The Basic Book (Kaplan Review Book). After review of content the student should practice corresponding Focus Review Tests.

Kaplan's Integrated Testing Program recommends that students be required to view all the remediation explanations for a specific test if they fail to achieve a minimum score of the 60th percentile ranking. Scores will be reviewed on an individual basis and counseling will be provided as necessary.

Kaplan's Integrated Testing Program in content areas will be given in each nursing course. Dates for tests will be determined by the course instructor. Students are awarded a maximum of 10 points for their scores on the Kaplan Integrated Tests and their use of remediation resources. Remediation must be completed within 48 hours from the scheduled Kaplan Integrated Test. ***These points will be added to the student's grade at the end of the rotation / course and not be considered part of their exam grade.***

Each Integrated Test scores and remediation resources total possible points = 10

Test scores: 0 to 5 points

- 60th percentile or higher score: 5 points
- 50th to 59th percentile score: 3 points
- 40 to 49th percentile score: 1 point
- Below 40th percentile score: 0 points

Remediation for tests equal: 5 points (Students must remediate for 10 minutes or more within 48 hours to get the 5 points).

The Kaplan NCLEX Review Course will be scheduled at the end of Nursing Program. **Attendance to a live Kaplan NCLEX review course is required.**

Kaplan and Lippincott Williams & Wilkins Integrated Testing Program Faculty Manual (2008). (8th ed.). p 31.

Schedule of Kaplan Integrated Tests

i. 1st Semester (total 30 points)

1. Critical Thinking (50A) (102 min)
2. Fundamentals (50B) (90 min)

ii. 2nd Semester (total 20 points for each course)

1. OB/GYN and Growth and Development Test (54) (90 min)
2. Pediatrics (54) (90 min)
3. Pharmacological/Parenteral Therapy Test (55) (90 min)
4. Wellness / Physical Assessment (55) (90 min)

iii. 3rd Semester (total of 20 points for each course)

1. Psychosocial Test (61) (90 min)
2. Gerontology 100 (61) (90 min)
3. Med Surg Test 1 (60) (108 min)
4. Med Surg Test 2 (60) (108 min)

iv. 4th Semester (total of 20 points for each course)

1. Med Surg Comprehensive (63) (90 min)
2. Management and Professional Issues Test (63) (90 min)
3. Diagnostic (64) (216 min) at home
4. Critical Thinking (65) (102)
5. Secure Predictor #1 (65) (180 min) Mini Boards

v. Live NCLEX Review Course

ATI Testing Program

The Solano Community College Registered Nursing Program partners with Assessment Technologies Institute ® LLC/ATI Nursing Education to assist students with acquiring critical reasoning skills and nursing content knowledge essential for nursing program and NCLEX-RN success.

ATI review modules (textbooks), and online learning activities (practice, targeted and predictor exams) are incorporated into the nursing curriculum. Through the use of ATI educational materials, students' knowledge and critical reasoning skills are strengthened. Both ATI practice and proctored exams are used to evaluate students' progress at identified intervals in the nursing program.

All students in the ADN Program will participate in the ATI active learning, testing, and remediation opportunities. The ATI online resources are assigned to individual students only; students are not permitted to share ATI log on codes and passwords with anyone.

ATI Course Assignments/Assessments

Online assessments/assignments are assigned to augment classroom, lab, and clinical learning. Through appropriate use of these assignments students gain knowledge, strengthen critical reasoning skills, and gain confidence in answering NCLEX-RN-style questions.

Each nursing course syllabus will identify the required course specific assignments and deadlines for completing each assignment.

Students must upload evidence of completion as specified by the required date.

Practice Assessment A and B • Minimum 1 hour Focused Review on initial attempt	3 points for assessment and 2 points for remediation
Any assessment not requiring a focused review i.e learning system. Review the rationale for each question	5 which includes assessment and rationale review)

ATI Proctored Exams

Online, proctored ATI Content Mastery exams will be administered throughout the nursing program. Students should strive to achieve a minimum grade of Level 2 in all ATI Content

Mastery Proctored Exams, because this proficiency level correlates with NCLEX-RN success.

In nursing courses that administer ATI Content Mastery Exams, a proctored exam will be utilized as a benchmark exam. The date of the proctored exam will be designated in the course syllabus.

Every student regardless of their level of performance on the ATI proctored and non-proctored exams should create individual “Focused Reviews”. When a student does not achieve the established benchmark on the course specific proctored ATI exam, the student will be encouraged to take advantage of the available “Active Learning Templates” and other ATI resources.

The following describes the weight of the assessment where applicable. *These points will be added to the student’s grade at the end of the rotation / course and not be considered part of their exam grade.*

Level 3 = 5 points	Level 2 = 3 points	Level 1 = 1 point	Below Level 1 = 0 points
Remediation = 5 points: • Minimum 0.5 hour Focused Review • For each topic missed, complete an active learning template and/ or identify three critical points to remember.	Remediation = 5 points: • Minimum 1 hour Focused Review • For each topic missed, complete an active learning template and/ or identify three critical points to remember.	Remediation = 5 points: • Minimum 1.5 hour Focused Review • For each topic missed, complete an active learning template and/ or identify three critical points to remember.	Remediation = 5 points: • Minimum 2 hour Focused Review • For each topic missed, complete an active learning template and/ or identify three critical points to remember.
10/10 points	8/10 points	6/10 points	5/10 points

Remediation

Students will be required to remediate within 48 hours of taking the ATI Proctored Exam. If a student does not complete the remediation activities within the designated timeframe, a grade of zero will be assigned.

End of Program ATI RN Comprehensive Predictor Exam

ATI RN Comprehensive Predictor Exam help to determine each student's preparedness for the NCLEX and are highly predictive of NCLEX performance. Non-proctored practice exams will be available online for the student.

Predicted Probability of Passing NCLEX grade will be recorded in the grade book under the theory/quizzes/other assignment section, not with the unit exams/final. This exam will not be weighted toward the course grade.

During the final semester of the nursing program students will take the ATI RN Comprehensive Predictor exam. This is a Program requirement and as such is mandatory. Students will take the ATI RN Comprehensive Predictor exam within the first two weeks of the final semester. Students are encouraged to utilize the focused review during NURS 063. In addition, students who do not achieve the stated benchmark will receive a remediation for the predictor retake.

The goal for this is to provide the students with an opportunity to attain the mastery of knowledge and skills outlined in the focused review. Toward the end of the final semester the ATI RN Comprehensive Predictor exam will be administered again.

An ATI Nurse Educator will provide a 3-day live NCLEX RN Review Course after graduation. Student attendance is mandatory.

It is recommended that students not achieving the benchmark on the ATI RN Comprehensive Predictor Test, purchase and participate in the Virtual ATI Program prior to writing the NCLEXRN. This 6-week program provided an ATI coach that partners with faculty to provide weekly assessments and feedback. Once the 'green light' is given, ATI recommends that the student write the NCLEX-RN in 1-2 weeks.

Students are encouraged to work with ATI upon Program completion to assess readiness to write the NCLEX-RN. Further information may be found at www.atitesting.com.

Faculty Member/ Course Survey

All full-time and part-time faculty members are evaluated as per their union contract in all theory and clinical courses. Faculty member surveys will be assigned to a student who will obtain the survey tools from the Administrative Assistant from the Division of Health Sciences. Students may complete the tool in class. Theory and clinical evaluations are standard at SCC and are available online at <https://www.surveymonkey.com/s/SCCCourseSurvey> . This online link will include theory, clinical and CSC surveys.

Food or Beverages

Food or beverage in any classroom (excluding examinations) is at the discretion of the individual faculty member. The policy applies to students and faculty members (bottled clear water is the exception but must be capped). If the faculty member allows this privilege, then it is the responsibility of the student to clean up and proper disposal.

Grading

All courses in the Nursing Program and other selected courses including the clinical experience, the student requires a “C” (75%) grade to pass. **Except in case of Academic Watch see policy page 25.* A student must achieve 75% or greater on theory tests, and once the student has passed the tests at a level of 75% or greater, the points for written assignments will be added to obtain the final grade for the course. The student must still achieve 75% after written assignments are added to pass the course. **No grade will be rounded up.**

Letter grades are determined as follows:

90 - 100%	=	A
80 - 89%	=	B
75 - 79%	=	C
70 – 74.99%	=	C <i>*(one time only, see Academic Remediation/Academic Watch Policy)</i>
65 - 74%	=	D (not a passing grade in the nursing courses)
0 - 64%	=	F

Please note - All theory courses and clinical courses must be completed with a passing grade, C or better, to progress in the Nursing Program. This includes NURS 058 A - E.

Grade Change Process

Students of the Nursing Program have access to SCC’s Grade Change Process. Refer to the College’s policy in the College Catalog and SCC website.

<http://www.solano.edu/ar/forms.php>

Health Policy

Physical, Mental and Emotional Requirements

Because nursing students are being prepared to do the broad range of entry-level nursing skills, nursing students must be able to perform the following essential functions either with or without accommodation. If you believe that you would need accommodation to perform these essential functions, please consult with the Director of the Nursing Program as soon as possible. The Director will work with you to determine what accommodations may or may not be made for you.

Student Nurse Essential Functions:

1. Observation Function: Use of the senses to gather information.

Examples of behaviors:

- a. Assess color changes in the skin.
- b. Hear heart and lung sounds through a stethoscope.
- c. Palpate pulses.
- d. Feel heat or cold on the skin.

2. Communication Function: Use of speech, reading and writing to communicate with patients, families and other health care professionals.

Examples of behaviors:

- a. Ask patients questions to discern their concerns and problems in a way that can be understood by the patient.
- b. Read patient records and references written in English.
- c. Explain the condition of a patient condition to other health care team members.
- d. Document nursing care clearly and accurately in English on legal records.

3. Motor function: Physical ability, coordination and stamina used to provide physical care to patients.

Examples of behaviors:

- a. Perform CPR.
- b. Push, pull, lift and turn a patient. Transfer an incapacitated patient from chair to chair or chair to bed through lifting a minimum of 40 pounds.
- c. Use fine motor skills of hands to manipulate equipment such as syringes and intravenous administration sets, used for patient care.
- d. Work an eight to twelve-hour day in a situation in which the majority of the time is spent in physical activity.

4. Intellectual/Conceptual Function: Ability to synthesize and apply information from a variety of sources in making clinical decisions regarding patient care.

Examples of behaviors:

- a. Calculate medication dosages and intravenous administration rates.
- b. Evaluate the effectiveness of treatments based on expected outcomes.
- c. Prioritize needs for one patient and between multiple patients.
- d. Determine when it is essential to obtain medical care for a patient.

5. Behavioral/Social Function: Emotional stability and flexibility to function effectively in situations of stress while placing patient needs first.

Examples of behaviors:

- a. Demonstrate willingness to alter plans or change approach to meet the needs of patients.
- b. Meet verbal expressions of anger or distress on the part of patients with a calm, problem-solving approach.
- c. Express concern for the well-being of others during times of stress.
- d. Maintain composure when stressful events occur.

HealthStream

Our clinical facilities have different record systems and policies regarding student nurses. As a result, all students must be oriented by agency staff according to the requirements of the individual facility. In order to reduce the time and redundancies of some mandated orientation requirements, SCC subscribes to an on-line orientation system called HealthStream. Each student must complete four regulatory on-line courses at 90% mastery before their first clinical day. This process is required once a year. There are many other optional courses available at the web-site www.healthstream.com/hlc/canursing. Students must pay a \$3.50 fee/module once a year for this resource. This fee is paid directly to HealthStream. After completing the modules annually with a passing grade, each student will need to print five (5) copies of his or her transcript and bring a copy to the appropriate clinical faculty member each rotation for each rotation for inclusion as part of an individualized Health/Immunization record. Each student must complete all 4 modules at least 1 week prior to the start of clinical.

Additionally, some hospitals require a separate online orientation. The student must also successfully complete any such orientation prior to the start of your clinical rotation.

Holidays

Nursing Program students will have all school holidays off, however if a holiday falls on a Monday, students are expected to select patients and prepare to perform safely in clinical on Tuesday, as required by faculty. Please refer to the SCC catalog for the policy on Religious Holiday observations.

Impaired Student

A student impaired by alcohol, substance abuse, emotional or psychological illness cannot safely provide health care to patients. The faculty members and staff of the Nursing Program expect any nursing student affected by any of these disorders to seek medical diagnosis and treatment. If medical resources are not available to the student, college-counseling services may be used to obtain a referral to an appropriate agency.

All information of this nature is regarded as confidential.

Patient safety is an essential component of professional nursing. Faculty members and staff of the Nursing Program will do what is necessary to preserve the safety and well-being of the patients in our care and in the care of our students. In the event that alcohol, drugs, mental defect, or other disabling substances or conditions impair a student in the clinical setting, the student may be warned, suspended, expelled, or sanctioned as set forth in the *Solano College Board Policy 5300* (http://www.solano.edu/district_policies/series5300_student_rights.php).

When on campus or involved in off-campus activities sponsored by SCC, students shall obey all civil and criminal laws. Students shall be subject to punishment for violations of the law in the same manner as all other citizens. Students are required to obey the policies, rules, and regulations adopted by the SCC Governing Board and shall be subject to disciplinary actions for violation of them.

Refer to the SCC *General Catalog* for additional information on these policies, rules, regulations, and the California education and administrative codes that support them.

Learning Communities or Peer Groups

Each cohort of nursing students becomes a learning community wherein students share common interests, emotions, values and beliefs and are actively engaged in learning together. Learning community cohorts of nursing students are encouraged to schedule at least monthly meetings to address common issues and form study groups.

Learning Resources

Financial Aid

Enrolling in the Nursing Program may increase the need for financial assistance. Information on financial aid is provided each semester in the schedule of classes and the college catalog.

SCC participates in the United States Department of Education *Title IV Grant*, college work-study programs, and long-term student loan programs. Additionally, a state funded fee-waiver program exists for qualified California Residents.

Students may contact the *SCC Financial Aid Office* in Room 425 of the Student Services Building, or call 707-864-7103 for information. http://www.solano.edu/financial_aid/

Library

The Library (located in Building 100) offers an online catalog that provides access to over one million volumes of print and non-print materials. Students also have access to a variety of online, full text and digital journals.

Copies of all the required nursing textbooks are held on reserve and made available for use by nursing students in the Library. The Library also has many nursing journals and a small collection of nursing reference books. The SCC Library houses an Information Commons with sixty PCs, providing students with access to online catalog, databases, word processing packages, Excel, PowerPoint, and the Web.

<http://www.solano.edu/library/>

Tutoring and Learning Center

In addition to the Student Success Specialist (SSS) services that exist with the Nursing Program, students may receive free tutoring in most subjects offered at SCC. We have found that many nursing students need extra assistance with reading, writing, and math skills, and encourage students to make use of available tutoring services. Students interested in working as paid tutors or students desiring tutoring assistance should contact the CSC faculty members or the Tutoring Center, located in building 100, or call 707-864-7230. http://www.solano.edu/tutoring_center/. Students can also work as paid tutors within the Nursing Program. See the Health Sciences Office for more information.

Scholarships and Grants

A number of scholarships and grants exist specifically for nursing students. Information on these scholarships can be found at www.solano.academicworks.com/.

Liability Insurance

All nursing students from SCC are covered by liability insurance while in the clinical setting. The coverage is applicable to students who function within their stated learning outcomes and within the institution policies and procedures. Students are accountable for all concepts and principles taught up to and including the current semester of education.

No Gift Policy

In accordance with Regent Rules and Regulations and Governing Board Policy, SCC observes a “no gift” policy. A donation to the SCC Alumni fund, the Carolyn Anne Green Scholarship fund, or the SCC Education Foundation would be an appropriate way to recognize the contribution of a faculty member to your learning. For information regarding Scholarship Funds, please contact the Director of Nursing’s Office.

Pregnancy

The student maintains the responsibility to notify their clinical faculty member if she is pregnant or undergoing infertility treatment. A Registered Nursing / Student Nurse Essential Functions form, completed by a medical provider, is required for a pregnant student to remain in the program AND again before the student can return to school following delivery.

The consent of a physician to fully participate in the clinical setting is required of any pregnant nursing students.

1. A written clearance from a physician must be submitted to the Director of Nursing within the first trimester of pregnancy. The letter must indicate that the student is able to participate fully in the clinical setting and may perform those activities listed as Student Nurse Essential Functions.
2. The student may remain active in the Nursing Program with physician clearance until she delivers the child, provided she is able to meet all clinical course learning outcomes and attendance is satisfactory.
3. Postpartum, the student must present a written clearance as in #1 above.

Faculty members of the Nursing Program cannot eliminate all risk factors faced by a pregnant student in the clinical setting. A pregnant student must seriously consider what, if any, increased risk there is to the pregnancy from exposure to contagious disease, environmental agents, radiation, chemotherapeutic drugs, and physical exertion in the clinical setting. The pregnant student should discuss these issues with her physician in making the decision to enter or continue in the Nursing Program during pregnancy.

Since clinical courses must be taken concurrently with theory, pregnant students may choose to request a leave of absence of the Nursing Program for medical reasons. If the pregnant student is unable to perform the required clinical learning outcomes of the course, the faculty member may drop the student from the course. Re-entry into the Nursing Program will be dependent on space availability (see Readmission Policy).

A pregnant student who continues in the program with the consent of a physician must be vigilant to avoid undue risks, such as exposure to X-rays, volatile gases such as anesthetics and cancer chemotherapy drugs. Be especially careful to abide by universal precautions, and to consult with your clinical faculty member if you have any indication that a patient has an infectious disease.

Readmission

POLICY

1. A student who does not successfully complete the first nursing course, NURS 050A, will be dropped from the nursing program, and may reapply to the nursing program through the computerized lottery application process or other application in place at the time, meeting all current application and eligibility requirements for readmission.
2. If a nursing student *voluntarily* drops, or receives a failing grade in any nursing course *other than NURS 050A*— theory lecture, skills lab, or clinical – the student will be dropped from the nursing program, and will not be allowed to enroll in another nursing course until the course from which the student exited has been successfully completed. The student may request readmission for the next time the course is offered.
3. Readmission is not guaranteed, and is based upon: (1) space available when the course is next offered, (2) completion of required Remediation Plan, (3) level of priority for readmission, and (4) faculty recommendation. The date of completion of the required Remediation Plan will be utilized for placement on the re-entry list.
4. Students requesting readmission to the nursing program shall be prioritized by the following levels: (1) students who withdrew/dropped while passing both theory and clinical, (2) students who exited the SCC Nursing program failing or having failed a theory course, (3) students who exited the SCC Nursing program failing or having failed a clinical course, (4) Military or LVN Advanced Placement students; (5) transfer

students who have no theory or clinical failures in their former nursing programs, and who present a letter of recommendation from their former nursing program director, (6) transfer students who have failed one or more theory or clinical courses at their previous nursing program.

5. Any student failed or dismissed from the nursing program due to unsafe, unprofessional or unethical behaviors, including substance abuse, may not be eligible for readmission. The Nursing Program Director will review each case individually, in consultation with the program faculty.
6. Students have a total of two opportunities to attend the nursing program, unless one of the withdrawals was due to a special circumstance (See Below). Students who have failed or been dismissed from nursing programs (at SCC or other programs) *twice* are NOT eligible to apply for readmission at SCC Nursing.

Special Circumstance is defined as a situation in which a student experiences a personal life crisis that requires the student to leave the program temporarily. If the student's grade at the time of the request is at the level of passing in both theory and clinical, and with the approval of the faculty and the Dean, the student may request readmission.

PROCEDURE

Application for readmission must be submitted within one (1) year of exiting the program and must be initiated by the student. A student absent from the program for longer than one year may be required to complete written or performance assessments to determine readiness for readmission. To be eligible for readmission to the SCC Nursing Program, a student must:

1. Attend a required exit interview with their program faculty, to develop a readmission Remediation Plan; students dismissed for issues of unsafe clinical practice may not be eligible for readmission.
2. Meet with the Director of the Nursing Program within one month of leaving the program to discuss barriers that limited success and review the Remediation Plan
3. Successfully complete all requirements of the Remediation Plan, that may include, but are not limited to: (1) tutorial assistance in reading/writing/math; (2) reading or math courses not previously completed; (3) courses in study/test taking skills/critical thinking/communication/word processing; (4) computer-based learning/study modules; (5) skills practice in the CSC; (6) successful completion of a written and/or skills performance examination; and (7) personal counseling for life-crises, learning disability or behavioral issues.
4. The semester prior to readmission the returning student must submit a letter to the Director of the Nursing Program requesting readmission, and include documented

evidence that all components of the remediation plan identified by the faculty member or Director of Nursing have been successfully completed.

5. Indicate the semester and year the student is requesting re-entry.
6. Complete any prerequisites, theory and clinical, with a grade of “C” or better, for the course to which they seek readmission

Readmission requests will be evaluated by a committee consisting of nursing faculty members and the Director of the Nursing Program.

If a student is offered readmission to the Nursing Program, the student must:

1. Provide verification of current CPR Certification.
2. Pass a physical examination within a year prior to readmission and have current immunizations and negative TB test.
3. Provide a clear criminal background check and drug screen at the time of readmission.

Recording (Audio or Video)

The policy of the SCC Nursing Department is that no recording is allowed in classes or clinicals/clinical conferences without the express permission of the faculty. This permission must be obtained prior to any recording activity. There will be **no** recording during post-test review in order to maintain examination integrity and security; **no** exceptions will be allowed unless the recording is a reasonable accommodation for a student with a documented disability.

Any student found recording in violation of this policy will be subject to discipline, up to and including dismissal from the Nursing Program.

Required Documents

Each student in the SCC Nursing Program must:

- Pass a physical examination and be immunized or provide proof of immunization or immunity for diphtheria and tetanus, chicken pox, rubella, rubeola, Hepatitis A and hepatitis B prior to entry into the first semester.
- Provide proof of a negative tuberculin skin test (within the last 6 months for entering students, or within the last year for continuing students), or a negative chest x-ray within the last 5 years and be symptom-free.
- Provide proof of current CPR for Healthcare Providers Certification.
- Maintain up to date and compliant CastleBranch status.

Students who do not meet these requirements by the first day of class each semester may be dropped from the Nursing Program.

Social Media and Networking

Social media may be defined and described as sharing information through social networks and the Internet for rapid knowledge exchange and dissemination among many people. Nursing students, and nursing faculty members (referred to collectively as "nurses") have a professional obligation to understand the nature, benefits and consequences of participating in social networking of all types.

Nurses must be aware that social networking venues are shared by their patients and colleagues. Unintended consequences of social media use can breach the privacy of a patient, damage the trust between the patient and individual nurse damage the reputation of the profession, and damage the professional and personal future of the nurse. Employers and educational institutions may also monitor social networking sites and make judgments, positive or negative, about a professional suitability for employment of the nurse. Sharing patient information, even with names removed, may be enough to trigger a Health Insurance Portability and Accountability Act (HIPAA) violation and its associated policies and may lead to a lawsuit.

Definition of Terms:

1. **Content:** Including but not limited to: text, files, profiles, concepts, opinions, images, photos, videos, sounds or other materials that are transmitted, communicated, shared, submitted, displayed, published, broadcast or posted.
2. **Social Media:** Internet-based or electronic applications and personal websites that allow the creation and exchange of user-generated content such as but not limited to: profiles, opinions, insights, pictures, videos, experiences, perspectives and media itself.
3. **Social Media Communications:** Any medium used in content and communication exchange including but not limited to: blogs, photo sharing, online comments and posts, instant messages, videos, podcasts, microblogs, social networks, online communities and wikis. Examples of social media applications include but are not limited to Facebook, MySpace, Twitter, Craig's List, YouTube, LinkedIn, BlogSpot, Second Life, Upcoming, Flickr and Wikipedia.

Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information. Nurses must know their legal and ethical responsibilities, as well as their own organization's policies regarding their responsibility to protect patient privacy, whether online or offline. Merely removing someone's name (or face, in

the instance of images) from a communication does not necessarily protect that person's identity. Under HIPAA, protected "individually identifiable information" includes health information that identifies the individual or can reasonably be used to identify the individual, in any form (oral, written, or otherwise) that relates to past, present or future physical or mental health of an individual.

2. Nurses who interact with patients on social media must observe ethically prescribed patient-nurse professional boundaries. The precepts guiding nurses in these matters are no different online than in person.
3. Nurses should evaluate all their postings with the understanding that a patient, colleague, educational institution, or employer could potentially view those postings. Online content and behavior has the potential to either enhance or undermine not only the individual nurse's career, but also the nursing profession.
4. Nurses should take advantage of privacy settings available on many social networking sites in their personal online activities and seek to separate their online personal and professional sites and information. Use of privacy settings and separation of personal and professional information online does not guarantee, however, that information will not be repeated in less protected forums.
5. As a patient advocate, nurses have an ethical obligation to take appropriate action regarding the instances of questionable healthcare delivery at an individual or systems level that reflect incompetent, unethical, illegal or impaired practice. Nurses who view social media content posted by a colleague that violates ethical or legal standards should first bring the questionable content to the attention of the colleague so that the individual can take appropriate action. If the posting could threaten a patient's health, welfare, or right to privacy regarding health information, the nurse has the obligation to report the matter to a supervisor or designated person within the institution or entity for follow-up. If the questionable practice is not addressed in the clinical agency, academic institution, or Nursing Program and seriously jeopardizes the patient's safety and well-being, the nurse may need to report the problem to external authorities. Accurate reporting and factual documentation, not merely opinion, should always support such responsible actions.

Violations: Violations of this policy can result in disciplinary action, up to and including dismissal from the Nursing Program.

Student Faculty Member Communication

Faculty member mailboxes are in the 800 Building mail room. Faculty member offices are located in the 900 Building. All full-time faculty members have scheduled office hours that are posted outside her or his office door. Students also have access to faculty members SCC email addresses and phone numbers. Please contact your faculty member to discuss your progress, any problems, or if you need assistance. Communication with individual faculty member regarding assignments, schedule changes, attendance in class, etc. is the responsibility of the student, unless an emergency situation dictates that others act on your behalf.

The faculty members and staff encourage all students to express their ideas and opinions regarding the Nursing Program here at SCC.

Student Input into Program Process and Decision Making

School Meetings

The Division of Health Sciences and the Nursing Curriculum meetings offer an opportunity for student representatives to communicate with faculty, staff, the Director of Nursing, and the Division Dean on all matters related to the SCC Nursing Program. Many changes in the Nursing Program have been made as a result of student input at these meetings. Each semester students are asked to select a representative member of their class to attend these meetings. Items for the agenda must be submitted to the Administrative Assistant of the Division of Health Sciences at least one-week prior to the meeting.

Student Representatives

Student representatives are elected for each nursing cohort and provide a liaison role to faculty member and administration. Each nursing cohort is encouraged to select representatives during the first nursing class and determine how they will function within the class.

Representatives gather information from students about current issues and concerns and attend the first 15 minutes of each faculty meeting to present any general issues and receive any clarification needed from faculty. A follow-up plan is created for concerns that cannot be immediately resolved.

Representatives may also be asked to attend student conferences as an advocate or participate on student appeals hearings when appropriate.

Transfer and Advance Placement

Transfer Policy

Eligibility for Transfer and Advanced Placement will be determined by the Office of Admissions and Records, and by the Director of Nursing. Transfer students must meet the same eligibility requirements as students entering at the beginning of the program.

Applicants with previous education in Registered Nursing Programs will receive transfer credit if the education was completed in an accredited college or university and the content of the courses are comparable to the SCC Nursing Program major and general education courses. In order to graduate from the SCC Nursing Program, students must satisfactorily complete all SCC graduation requirements, and have a minimum of 12 semester units in residency (see catalog).

Transfer into the SCC Nursing Program is on a space available basis, and is not guaranteed. The following order of priority is utilized to fill available spaces within the Nursing Program:

1. A returning SCC student, who exited the program with passing theory and clinical status;
2. A returning SCC student, who exited the program failing or having failed a theory course;
3. A returning SCC student, who exited the program failing or having failed a clinical course; and
4. An LVN & Military to ADN student;
5. A transfer student with no theory or clinical failures in her or his previous Nursing Program, and a letter of recommendation from the Director of Nursing Program at the prior institution;
6. A transfer student who failed one or more theory or clinical courses at her or his previous Nursing Program.

Applicants whose nursing education was obtained more than two years prior to the request for admission may be asked to take an assessment test, or may be denied admission.

Applicants who have failed or been dismissed from nursing programs twice are not eligible to transfer to SCC Nursing.

The transfer applicant must provide:

1. Official transcripts from the school(s) previously attended.
2. Course descriptions for the nursing course(s) that include the number of hours spent in theory lecture and in clinical experience.

3. Any other relevant data that would assist in the decisions regarding acceptance and/or placement.
4. A letter of recommendation from the Director of Nursing Program at the previously attended institution.

Due to the nature and difficulty of successful transfer into the advanced level of the Nursing Program, a transfer student cannot be accepted into the fourth semester. In addition, a transfer student must be able to meet the SCC graduation requirements by the time of program completion (See Transfer Student Application Process in the Appendix)

Challenge Policy

All nursing theory and clinical courses may be challenged using the Credit-by-Examination process detailed in the SCC Catalog. Applicants must complete the prerequisites for the Nursing Program and for the course being challenged, and be currently enrolled in the course which will be challenged.

Nursing challenge exams consist of three components: 1) written theory challenge examination, 2) a competency skills evaluation and 3) a dosage calculation exam. The written theory challenge exams must be passed with a 75% or better. Competency skills evaluation must be passed with 100% accuracy and the dosage calculation exam must be passed with a core of 90% or greater. Textbooks and syllabi, that include course learning outcomes, skills modules, clinical learning outcomes and the textbook lists, may be purchased in the College Bookstore to prepare for the exams. Examinations are by arrangement with the course faculty member and Director of the Nursing Program.

Transportation

Nursing students are required to provide or obtain their own transportation to and from all clinical facilities. Occasionally, this may involve travel to another city, weekends and/or evenings to obtain the highest quality of clinical experience. Some clinical facilities may require as much as 50 minutes traveling time from campus. Personal liability and property damage insurance may be required by some clinical facilities.

Writing

Writing competency is an expected outcome of the Nursing Program and SCC. In an effort to prepare students well for this area, faculty members have developed the following writing criteria to be used in assessing all students writing:

- The writing is organized and follows the syllabus guidelines for that particular assignment.
- The writing shows development, organization, detail, and reveals the ability of the students to apply ideas based on nursing theory, research, and published resources.
- The writing is clear and concise.
- There is coherence within and between paragraphs and / or sections.
- The writing reflects critical thinking, linking the specific to the general.
- The writing contains appropriate terminology, sentence structure, punctuation, correct spelling and is free from grammatical errors.
- The writing follows APA style and format unless another style and format is specified for a particular purpose (see Appendix).
- The writing demonstrates original work, and where ideas or materials of others are used, appropriate credit is given to original sources.

The Solano Community College Nursing Program subscribes to the *Publication Manual of the American Psychological Association* (6th Ed.), known as APA guidelines, as a format standard for writing formal papers. Some of the more common aspects of the APA guidelines are presented in the Student Handbook to help the student apply these standards to their papers. Consult the full text of the *Publication Manual* (section and page number indicated after each item) for a more detailed explanation and formatting examples. A sample title page is also included and should appear on the cover of formal papers written within the Nursing Program. APA guidelines are to be followed for all written assignment excluding the daily / weekly journals.

References:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th Ed.) Washington, DC: American Psychological Association.

<http://www.apa.org>

<http://owl.english.purdue.edu/owl/resources/560/01>

A sample paper can be found at: <https://owl.english.purdue.edu/owl/resource/560/18/>

Sample Title Page

Running head: TITLE OF YOUR PAPER	Page #
 Title of Your Paper Student Name Course / Number Date Faculty Member Name	

TITLE OF YOUR PAPER	Page #
(Your paper is written in Times New Roman, Font 12, margins 1" in all around)	
First Level Heading	
Your text follows here.	
Second Level Heading	
Your text follows here.	
Third Level Heading. Your text follows here.	
Conclusion	
References	
(Start on new page)	
Please check resources for correct citation and reference list.	

SECTION V – CLINICAL AND LABORATORY POLICIES

Clinical Setting

The clinical laboratory session is an opportunity where the student is expected to utilize all resources to extend the learning experience. During the clinical laboratory class, or at any other times, students may **not** practice invasive procedures on other students.

Simulations and models are used for invasive procedure skills practice. During some experiences, such as physical assessment, students may be expected to act as models. If a student has any objection to providing this experience, the student should notify the faculty member immediately so that an alternate experience can be provided.

As opportunity permits, clinical faculty members facilitate student responsibility for learning, encouraging or requiring such activities as student participation in the selection of learning experiences, sharing of personal learning goals, keeping an “anecdotal” record of nursing behaviors and skills, and self-evaluation of one’s clinical performance.

Prior to each clinical rotation, individual faculty members give specific instructions regarding preparation for scheduled clinical lab and simulation lab sessions that may involve the Clinical Simulation Center.

The clinical laboratory experience may begin with a pre-conference. During the pre-conference, general instructions may be given, and the student is assisted to plan or meet individual patient needs. Student preparation for patient care is also evaluated during the pre-conference.

Clinical sessions may conclude with a post-conference to share learning experiences. Such sharing is part of developing professional communication skills.

Clinical Simulation Center (CSC)

The Clinical Simulation Center (CSC) plays a vital role in the learning the skills and concepts from the theory class. The CSC offers the nursing student an opportunity to practice essential clinical skills and procedures, and to complete required clinical assessment and evaluation on critical skills. The CSC exists as a required course each semester with the expectation that students attend each session. If special circumstances prevent the student from attending, the students must notify the CSC faculty member and make arrangements to make up missed material. The CSC is a positive attendance class and students must attend a minimum number of hours to receive a passing grade. A 0.5 unit course requires 24 hours /semester and a 1.0 unit course requires 48 hours / semester. The CSC is pass/ fail or safe /unsafe based on performance, behaviors, professionalism, and attendance. Students receive three attempts to perform the skills or procedures that will be evaluated. After the third failed attempt, the course Instructor of Record for CSC coursework and the Director of Nursing will discuss whether or not the student will continue in the Nursing Program based on previous performance in class, clinical and the CSC. To receive a passing grade, the student must demonstrate proficiency in all Student Learning Outcomes (SLO's) which will be posted in the course syllabus each semester.

The **NURS 058 A – E** Skills Lab I – IV course is a required course in the Nursing Program and must be successfully completed each semester while the student is in the Nursing Program. A student who fails to pass NURS 058 A-E will not be allowed to continue in the Nursing Program.

NURS 058 A, B & E are 1.0 unit courses and require each student to complete a minimum of 3 hours /week and a minimum total of 48 hours / semester.

NURS 058 C & D are 0.5 unit courses and require each student to complete a minimum of 1.5 hours /week and a minimum total of 24 hours / semester.

Textbooks, nursing journals, NCLEX-RN review books, videos and other resources are available for students in the CSC office area. These materials are for on-campus use only, and may not be removed from the CSC area. Further, utilization of *Mosby's Video Guide to Nursing Skills* provides essential support to passing the class. Other media may also be used for learning skills, such as YouTube.

There are several computers available for student use in room 807B. These computers contain nursing software that assist in the understanding of nursing concepts and problem-solving skills relative to specific patient situations. Faculty members of SCC Nursing Program encourage all students to make good use of these resources as there are also math for meds programs and NCLEX-RN review questions on these computers.

There is an online component to the class where all information regarding the class will

be posted. Canvas serves as the Learning Management System platform for on-line companion for all classes, and can be found at <https://solano.instructure.com>. Most communication outside of the classroom will also occur here via e-mail.

Accident or Emergency Regulations

The student maintains responsibility to know the appropriate policies and regulations for the handling of accidents, emergency situations, and fire regulations during the period of rotation at each clinical site.

Beepers, Cellular Phones and Phone Calls

There are no cellular phones, beepers, or laptop computers allowed in operation in the clinical setting at any time, unless approved by your clinical faculty.. Students are not to use telephones on the units to make or receive personal phone calls. If a student needs to be contacted in case of an emergency, call the Division of Health Sciences office at 707-864-7108 between 8:30 A.M. and 5:00 P.M. Staff from the School of Health Sciences will then notify the clinical faculty member who will then locate the student. Prior to 8:30 A.M. and after 5:00 P.M., students may have the person phone or page his or her clinical faculty.

Clinical Absence Make-up policy

The clinical experience is critical to prepare students for professional responsibilities. Missed clinical experiences represent a missed opportunity to meet clinical objectives. All clinical objectives must be met in order to pass each course and for successful completion of the nursing program. The completion of all clinical hours is essential to meeting the clinical objectives. Thus, failure to complete these hours will require clinical makeup assignments in order to facilitate meeting the course objectives. Clinical makeup will come in the form of Simulation learning system (SLS) that will be determined by the clinical instructor and the course lead instructor.

Department policy dictates the student may miss only one (1) clinical session during the rotation and that clinical day must be made-up as described in this make-up policy. Exceeding this number of absences may result in a failing grade and dismissal from the program. The student is responsible for seeking missed content from their fellow students. Students are only allowed one make-up day for each rotation.

Extenuating circumstances may occur during the semester. If so, it is the student's responsibility to inform their clinical faculty member and the team lead of the course. Each situation will be considered on a case-to-case basis by the faculty.

Procedure:

- A. Clinical faculty, in conjunction with the course team lead, will inform students at the start of the semester the process for reporting an absence.
- B. Students who are ill and unable to attend a clinical experience must notify the clinical faculty member at least thirty (30) minutes before the start of the clinical experience. Students are expected to exercise sound judgment regarding attending clinical experiences for the protection of patients, peers, and personnel in the clinical environment.
- C. The clinical faculty will notify the course team lead of all absences within 48 hours.
- D. If a student's absence exceeds one clinical day, the clinical instructor and course team lead will meet to determine the student's standing in the course.
- E. The clinical makeup assignment is developed by the clinical instructor, team lead and clinical simulation center instructor to ensure that the course objectives are met. Due dates for the makeup assignments are determined by the clinical instructor and team lead. The team lead will contact the clinical simulation center faculty to arrange the plan for the makeup assignment. Make-up hours are scheduled and assigned by the clinical instructor and the team lead. Make-up hours are assigned when the earliest appropriate placement slot is available. Clinical and lab makeup assignments must be completed prior to the last day of clinical. Please be advised that missing clinical could mean that graduation dates will be delayed until the required make-up clinical learning experience is successfully completed.
- F. The student will be required to sign-in on the assigned day in the clinical simulation center and work on three to four assigned Simulation Learning System (SLS) scenarios for the day. Each scenario will contain, and the student will complete, the pre-scenario, scenario and post scenario sections and submit via the online SLS platform.
- G. The student will sign-out and submit the assignment associated with SLS.
- H. If the faculty member and/or facility request that a student leave the clinical site for any of the following reasons: **evidence that the conduct of the student may endanger the health and safety of the student, patients, and/or others in the environment-** the clinical makeup policy is not in effect. Those situations will be handled on a case-by-case basis with accompanying anecdotal report.

Clinical Assignments /Facilities

Clinical instruction is provided throughout the program in conjunction with classroom theory. This instruction may occur at various locations, such as on campus, at local hospitals, long-term care facilities, doctors' offices and other community facilities. Due to limited available clinical placement sites, it is not possible to assign a student specific clinical time or locations due to work assignments. Therefore, a student should not schedule a work assignment on a clinical day. A student may be assigned to day, evening, night times or weekends for clinical rotations. Clinical assignment changes will **only** be made to avoid conflicts in Nursing Program degree requirements.

Clinical Dress Code

All students represent SCC and the Nursing Program whenever attending a clinical facility. While the expectation of professional actions and dress differ slightly between individuals, the student should be dressed in clean, neat, tidy and conservative clothing that complies with the dress policy for each institution. The dress policy for students at times other than clinical experience (or classroom attendance) is as follows:

Uniform

Students admitted to the SCC Nursing Program are required to purchase and wear the SCC student uniform. The SCC uniform may be purchased at Quinn's Uniforms in Vacaville, 150 Parker St., Vacaville. Students are to purchase two uniforms and a lab coat.

Uniforms must fit, be clean, pressed, and in good repair at all times. Pant legs should not drag on the floor, ending above the heel of the shoe. Uniforms should not be worn outside the clinical area (i.e. to a place of employment, grocery store, shopping, etc.) If the student is required to return to the SCC campus during or after clinical, a **clean** lab coat may be worn over the uniform.

Only a white T-shirt or long sleeved knit shirt may be worn under the school uniform. No logos or lettering may be present on the shirt.

Lab Coat

A white lab coat is required. The coat may be worn on clinical days, but **must** be worn when going to the hospital in street clothes to get your assignment. The coat can also be worn in the CSC if the student wishes instead of the uniform top. One or the other is mandatory every time the student comes to the CSC along with his / her name badge.

School Patch	A SCC patch that identifies the student as a nursing student must be worn on the left sleeve of your uniforms and lab coat. The patch must be permanently placed one inch below the left shoulder seam and must be secured in place. Uniforms with the college patch are not to be worn other than for student clinical assignments. These patches may be purchased at Quinn's Uniforms in Vacaville.
Sweaters	Sweaters of any kind may not be worn while providing patient care.
Shoes	White professional, leather shoes are required. Athletic shoes may be worn if they are all white leather without colored decoration. Open-toed sandals and shoes without a closed heel are not acceptable. Shoes must be clean and polished, socks or hose must be worn at all times, and shoelaces must be clean.
Hosiery	White or flesh-colored hose is worn with the uniform dress. Knee-high hose or white socks may be worn with the pants.
SCC Student ID Card / Badge	Your SCC Student ID Card / Badge must be visible and worn above the waist at all times while in the Clinical Simulation Center and / or clinical setting. SCC Student ID Card / Badge must also be worn unless the assigned hospital issues its own ID badge which must be worn when in the hospital. NOTE: *Students assigned to clinical learning experiences in community-based settings must adhere to the dress code of the respective agency.

Personal Grooming

The clinical environment is one in which individuals come in contact with ill patients as part of the daily activities. Student compliance with professional standards of personal cleanliness and dental hygiene serve a critical function. Patient sensitivity to perfumes, deodorants, scented hair spray, and body odors and thus require consideration by the student.

Hair	Hair must be clean and pulled back away from face. Hair color must be of a color which is biologically possible. Male students should be clean shaven, without any stubble.
Nail Care	Nail polish and artificial nails are against hospital policies and CDC guidelines in clinical agencies. Fingernails must be short and clean at all times.

Make-up	If worn must be worn in moderation.
Jewelry	Rings, bracelets, necklaces, with the exception of a plain wedding band, may not be worn as they may become caught, snagged or pulled or cause injury to your patient or the student. Earrings are limited to studs - no hoops, dangles or spacers, and no more than two studs in each ear. Other facial or visible body piercing/jewelry are not allowed, including tongue jewelry.
Tattoos	Must not be visible to the patient.
Gum	Not allowed in the clinical area.
Smoking	The College and most hospitals have become a no smoking environment. Smoking may be allowed only in designated areas, and the odor of cigarette smoke must not be present on you or your clothing when in the clinical area.

Equipment

Watch	A wristwatch with a second hand is required. Digital watches are not recommended.
Bandage Scissors	Five- or six-inch length scissor is preferred. Scissors may be purchased in a variety of stores.
Pens	Charting in all clinical agencies is done with ballpoint pens in order to transfer these records to microfilm. Most hospitals and agencies prefer black ink color. Do not bring pens with other than black ink to the clinical setting.
Stethoscope	Recommended size, brand and shape will be discussed during the first semester.
Gloves	Gloves will be provided only for on campus practice labs. The student maintains the responsibility to keep a personal supply of specialized gloves.

Notes

- The student uniform may not be worn while students are working for pay.
- The clinical faculty member has the discretion to request conformity to specific

uniform/apparel outside the listed items. These may vary from one faculty member to another. This may be dependent on agency unit regulation.

- Students not complying with the faculty's request will be excluded from clinical until in conformance.
- The clinical faculty's judgment regarding appropriateness of student dress will always prevail.

Confidentiality

Purpose:

The purpose of this policy is to assist students and faculty members of SCC to maintain strict confidentiality of all patients' Protected Health Information (PHI). The HIPAA of 1996 places strict limitations on the use and/or disclosure of PHI by health care providers, such as hospitals. PHI is defined as individually identifiable health information transmitted or maintained in any form (oral or written) or media. (45 C.F.R. 160.103). Individually identifiable health information means information that distinguishes the individual or there is a reasonable basis to believe the information can be used to distinguish an individual. (45 U.S.C. 1320d (6); 45 C.F.R. 160.103)

Policy Statement:

Students and faculty members in the SCC Nursing Program are required to maintain strict patient confidentiality at all times. Confidentiality is a patient right, and a legal obligation of the healthcare provider. Students and faculty members must remain aware that patients can pursue legal action should any health professional, including students from the Division of Health Sciences' violate confidentiality in any setting. Students or faculty members who breach patient confidentiality will be liable for damages resulting from the breach. Due to the serious nature of breaches in confidentiality, any violation by a student or faculty member in the SCC Nursing Programs will result in immediate disciplinary action that may include student dismissal from the program or termination of employment.

Guidelines:

- a. Students shall receive instruction from the District faculty members on patient confidentiality, including the HIPAA, prior to their first clinical agency experience.
- b. Students shall sign a SCC Confidentiality Agreement after receiving instruction in patient confidentiality and HIPAA and before undertaking any activities at the assigned clinical agency. The term "clinical agency" refers to any hospital, Ambulance Company or other health care organization with which the SCC District maintains a Clinical Affiliation Agreement.
- c. Students shall be expected to adhere to the policies of the assigned clinical agency relative to patient confidentiality and HIPAA and the confidentiality policy and student confidentiality agreement of the District.
- d. Information regarding PHI is restricted to those with a *need-to-know* the designation and therefore a student should access PHI related only to those patients to whom she or he is assigned or as needed to accomplish the task at hand.

-
- e. As of January 1, 2009, hospitals, clinics, home health agencies, skilled nursing facilities, and hospices are now required to report the unlawful or unauthorized use and disclosure of patient information.
 - f. Unauthorized access is defined as “inappropriate access, review, or viewing of patient medical information without a direct need for medical diagnosis, treatment, or other lawful use.
 - g. Medical records are not to be left unattended in unauthorized locations, or removed from the facility. Patient charts shall be closed or covered when not in use.
 - h. There shall be no photocopying of patient medical records.
 - i. Discussion of PHI shall take place in appropriate locations (NOT in public places) and only with those who have a need to know the information.
 - j. PHI shall not be used in the context of a classroom, classmate or teacher discussion, case presentation, class assignment or research. The following information should be excluded, (in written and oral form), from any information used or disclosed for above referenced academic purposes to ensure that the information does not constitute PHI; patient names, dates of birth, admissions, discharge or death. Additional patient data includes; telephone and fax numbers; e-mail addresses; social security numbers; medical records or account numbers; health plan beneficiary numbers; certificate/license numbers; vehicle or device numbers; full face photos; any other unique identifying number, characteristic or code.
 - k. Any papers containing PHI shall be destroyed by shredding, and not simply placed in a trash can.
 - l. PHI shall not be transmitted by the use of email or fax.
 - m. Students and faculty members must promptly report any violation of this policy, applicable law, or the District’s confidentiality agreement to the appropriate District clinical coordinator or program director.

SCC
NURSING PROGRAM
STUDENT CONFIDENTIALITY AGREEMENT

I, _____, have received confidentiality training from the SCC Nursing Faculty, and I understand that during my clinical agency and classroom experiences while a student in the SCC Nursing Program, I will have access to Protected Health Information (PHI). The term “clinical agency” refers to any hospital, Ambulance Company or other health care organization with which the District maintains a Clinical Affiliation Agreement.

The term “Protected Health Information” is defined as individually identifiable health information transmitted or maintained in any form (oral or written) or media. (45 C.F.R. 160.103) Individually identifiable health information means information that identifies the individual or there is a reasonable basis to believe the information can be used to identify an individual. (45 U.S.C. 1320d (6); 45 C.F.R. 160.103.)

Any information to which I have access through my clinical agency experiences is strictly confidential and is to be used only in the performance of my duties and responsibilities as a student in the SCC Nursing Program at the assigned clinical agency.

I am aware that I am not authorized to discuss any information concerning a patient, including PHI, except with other appropriate hospital staff, and faculty. When patient information must be discussed with hospital staff or faculty, I will use discretion to assure that such conversations cannot be overheard by others who are not involved in the patient’s care.

I understand and acknowledge that violation of laws which govern PHI confidentiality, including the Health Insurance Portability and Accountability Act, commonly referred to as HIPAA, the guidelines set forth in the SCC Nursing Student Handbook or of the policies of the clinical facilities to which I am assigned may result in disciplinary action up to and including dismissal from the Nursing Program. In addition, I understand and acknowledge that I may be subject to prosecution and can be liable for monetary and criminal penalties that result from the use and/or disclosure of a person’s PHI.

Signature: _____

Date: _____

Witness: _____

Date: _____

Electronic Equipment

Standard calculators may be used in the clinical setting only.

Invasive or Sterile Procedures

Clinical Faculty member must be present during any invasive procedure, sterile procedure, or wound management procedure the first time a student performs the procedure. Faculty member will determine when a staff RN may supervise students. Students are expected to perform safely in all areas of patient care. Any performance that endangers the well-being of the patient may result in removal of the student from the clinical facility.

Any student who, in the judgment of the faculty, does not demonstrate appropriate preparation for patient assignment will be:

- Directed to the CSC, skills CD ROMs, hospital library or college computer lab for additional preparation and/or sent home.
- Excluded from that clinical/laboratory session.

Students will be expected to function according to stated hospital policies relative to parking, use of cafeteria, nursing measures, uniform requirements, and routines established for the nursing unit.

Students are evaluated mid-way through each clinical rotation as well as at the conclusion of the clinical rotation. Final evaluations are completed by the clinical faculty member and available to the student at the end of the clinical rotation.

Each syllabus must contain a copy of the evaluation tool used to assess the clinical performance of the student nurse. The student maintains responsibility to be aware of the clinical objectives and behaviors to be evaluated. Each student is encouraged to schedule an appointment with his or her faculty member as needed to discuss his or her progress in the course.

Medication Administration Policy

Policy

The SCC Registered Nursing Program faculty is committed to safe medication administration and reduction of medication errors, or near misses, among nursing students and program graduates. A strong medication administration policy, along with appropriate faculty member supervision, is needed to oversee a student's proficiency in safe medication administration.

Medication Administration Proficiency Exam (MAPE)

Prior to administering medications without the direct supervision of a faculty member, in the clinical setting for each clinical course, each student must achieve a minimum of 90% on a Medication Administration Proficiency Exam (MAPE). A MAPE is usually given for each clinical course at the beginning of each semester. Students may participate in clinical activities prior to achieving a minimum passing score on the MAPE, but may not administer medications without the direct supervision of their clinical faculty. Each of the three MAPE's will be given one week apart in order to allow a student to adequately prepare / remediate.

One hour will be allotted for each MAPE.

Students may take the MAPE a total of three (3) times to achieve a minimum passing score of 90%. Once the student has successfully passed the MAPE exam she or he will receive a pass for the exam without any course points these exams are pass / fail only.

A student who is not successful should make individual appointments to review her or his missed sections on the MAPE. No group appointments will be made.

There are four sections of each MAPE:

1. Conversions /Medication Administration Principles /Nursing Implications
2. Oral and Parenteral Medication and IV Calculations
3. Reconstitution of Solutions
4. IV Drip / Weight Based Calculations

During the MAPE, no scratch paper will be allowed (the back of the test paper may be used).

Calculators will be provided by the faculty.

SCC
School of Health Science
Registered Nursing Program
Student Handbook

2016-2017

Students who do not achieve 90% by the third attempt will not be permitted to continue in the Nursing Program.

	1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
Conversions	X	X	X	X
PO Tabs	X	X	X	X
PO Liquids	X	X	X	X
IM / SQ / IVP	X	X	X	X
Insulin	X	X	X	X
Reconstitution		X	X	X
IV Rates		X	X	X
IVPB Rates		X	X	X
IV Drips			X	X
Weight-Based / Peds		X	X	X
Weight-Based Drips				X
Total #	30	30	30	30
Results	All results will be returned either online or in person no later than the next class after test administration.			

Guidelines for Rounding of Medication Calculations

Rounding of the amounts for medications should not be done until the end of the calculation. (*except for pediatrics which may be different)

An answer rounded to the nearest tenth (or hundredth in some instances) is generally sufficient.

Follow the rules of math when rounding. If the number is 0.1 – 0.4 round down, if 0.5 – 0.9 round up.

Assume the nurse can give one-half (0.5) of a tablet providing that the medication is not enteric-coated, time-released, sublingual, un-scored or in capsule form.

Assume the nurse can administer liquid and injectable medication amounts to the nearest one-tenth (0.1).

If it is a dosage or flow rate question, apply it to the clinical setting to see if the answer is stated as the nearest deliverable dose. For example, if the calculated answer is 1.2 tablets, would a nurse be able to administer 1.2 tablets, or 1.9 suppositories, or 21.7 drops / min? If not, round again to the nearest deliverable dose.

Assume that most IV rates should be rounded to the nearest whole number unless the IV has vasoactive medications then you may have to round to the nearest tenth (0.1)

When calculating mcg/kg/hr or mcg/min, perform the calculation first and then round to the nearest one-tenth (0.1).

It is generally acceptable to round delivered dosages as long as it does not alter the health care provider's ordered dose by more than 10%.

Medication Administration Principles

All medications are expected to be administered safely, through the use of the **TEN Rights**. Before deciding to administer or withhold medication the student must document the appropriate assessment findings in the medication record and report any medication not administered to the supervising RN and the nursing faculty member within 30 minutes.

Conduct the following ten (10) checks each time medications are administered (Berman, Snyder & McKinney, 2011, pg.665). Students are expected to compare the medication label with the Medication Administration Record (e-MAR or MAR).

1. Right Medication:

- Make sure the medication given is the medication ordered.
- Read the medication and check for spelling or “sound alike” medications.

2. Right Dose:

- Make sure the dose ordered is appropriate for the patient.
- Give special attention if the calculation indicates multiple pills /tablets or a large quantity of medication.
- Double check calculations that appear questionable.
- Know the usual dosage range of the medication.
- Question a dose outside of the usual dosage range.
- Verify with physician if the order is illegible or incomplete.
- A nurse can be held liable even if the physician's order was wrong.

3. Right Time

- Give the medication at the right frequency and at the time ordered according to agency policy.
- Medications given within 30 minutes before or after the scheduled time are considered to meet the right time standard.
- Some medication blood serum levels must be maintained at a therapeutic dose. Delayed administration of medications could compromise the effectiveness of some medications.

4. Right Route

- Give the medication by the ordered route.
- Make certain that the route is safe and appropriate for the patient.
- Examples; administering Insulin intravenously instead of subcutaneously could send a diabetic into shock or a coma due to rapid absorption. If the patient is NPO and there is no order which states that the patient is NPO except medications, the supervising RN and health care provider should be contacted immediately.

5. Right Patient

- Confirm the medication is given to the intended patient.
- Check the patient's identification band with each administration of a medication against the e-MAR or MAR
- Verifying the identity of the patient by checking his or her ID bracelet while asking the patient to state his or her name in order to prevent the Right Drug from being administered to the Wrong Patient. Two patient identifiers must be used and compared to the e-MAR or MAR.
- Know the name alert procedure of the agency when patients with the same or similar last names are on the unit.

6. Right Patient Education

- Explain information about the medication to the patient (e.g., why receiving, what to expect, any precautions).

7. Right Documentation

- Document medication administration after giving it, not before. In facilities where meds are scanned, scan when you are ready to give med to patient, thus recording time accurately.
- If time of administration differs from prescribed time, note the time on the e-MAR or MAR and explain reason and follow-through activities (e.g., pharmacy states medication will be available in 2 hours) in nursing notes.
- If a medication is not given, follow the policy of the agency for documenting the reason why, including the required assessment data.

8. Right to Refuse

- Adult patients have the right to refuse any medication.
- The nurse's role is to ensure that the patient is fully informed of the potential consequences of refusal and to communicate the patient's refusal to the health care provider.

9. Right Assessment

- Assess the allergy status of the patient prior to administration of any medication.
- Some medications require specific assessments prior to administration. Labs, blood pressure or apical pulse should be checked /measured within 30 minutes of administering the medication by the student.
- Medication orders may include specific parameters for administration (e.g., do not give if pulse less than 60bpm or systolic blood pressure less than 100mm/hg).
- IV is patent, dressing is dry and intact with no signs of infiltration or phlebitis BEFORE administering the medication and again after medication is complete.

10. Right Evaluation

- Conduct and document the appropriate follow-up (e.g., was the desired effect achieved or not? Did the patient experience any side effects or adverse reactions? Was the pain medication effective based upon goal?).

Students must perform at least "Three Checks" to ensure the proper medication is being administered:

1. First Check: when obtaining the medication. Compare the label with the drug order / e-MAR or MAR /prescription when you are removing the drug from the Pyxis or drawer. Check the trade and generic names, and the dose.
2. Second Check: when preparing, pouring, the medication. Check the label with the e-MAR or MAR before /after removing the proper dose from the container or before leaving the medication cart /room.
3. Third Check: one more check is done prior to administration of the medication to the patient. This can be done at the bedside using scanner when available, or using the MAR. Check the label with the drug order /e-MAR or MAR /prescription and right patient before administration.

NOTE: High-Alert medications (insulin, heparin, opioids, concentrated electrolytes (i.e., potassium, magnesium), neuromuscular blockers, and chemotherapy) require additional verification with two licensed professionals. Students should document the names of who performed these checks in the e-MAR / Chart.

Medication Administration

Once the student has scored a minimum of 90% on the Medication Administration Proficiency Exam (MAPE), the student may administer medications as outlined below. Students may give medications to the patients they are caring for provided the clinical faculty member or a Registered Nurse supervises all dosage calculations, pouring and drawing up, administration and documenting at the discretion of your clinical faculty.

No student is allowed to administer any medication under the direct supervision of an LVN. All medication preparation /administration must be supervised by a Registered Nurse or at the discretion of your clinical faculty member and hospital policy.

Each semester students will be evaluated by their clinical faculty member for medication administration safety. This may occur in the nursing Clinical Simulation Center, simulation center or in the clinical facility. Once the student has been taught medication administration for the individual course, passed the MAPE, and been supervised during medication administration the first time by the faculty member (for each route), the nursing clinical faculty member will determine if supervision can be provided by a staff Registered Nurse. The student will be notified when this is accomplished.

During the second semester students may give small volume intermittent or secondary intravenous (IVPB) medications and /or intravenous push (IVP) medications under the supervision of the clinical faculty member until the faculty member determines supervision can be designated to a staff Registered Nurse for each clinical course. Nursing students will not administer medications of any kind in Labor and Delivery or NICU. Students may not feed newborns formula or breast milk to which vitamins or other medications have been added by the staff Registered Nurse.

During the second year of the program, the clinical faculty member will supervise medication administration the first and subsequent times until the faculty member determines supervision can be designated to a staff Registered Nurse for each clinical course.

No student will give medications without knowledge of generic /trade name, classification, mechanism of action, reason for their patient receiving the medication, patient dose and route, safe dosage range, relevant nursing implications and incompatibilities of drugs concurrently given. The student must have the required pharmacology references available during the clinical experience, as outlined in each clinical syllabus.

Math remediation resources available to assist student success on the MAPE include computer programs, peers, faculty, medication administration textbooks, the library and

the SCC Tutoring and Learning Center.

Clinical Requirements

At the beginning of each shift, the student will check the medication record to determine which medications are to be administered during that shift and their respective times of administration.

Medications will be prepared for administration within 30 minutes of the actual ordered written time of administration, except for extenuating circumstances (Skilled Nursing Facility (SNF), patient off floor, patient nothing per oral (NPO), missing meds, declining clinical condition, when awaiting response of health care provider regarding lab values or concern, etc.).

Oral medication will be placed in a medicine or soufflé cup in their unit dose package (do not open packages to half or crush a tablet until checked by the clinical faculty member or staff Registered Nurse but be sure to state that tablet is to be halved). Once meds are pulled either from electronic delivery system (i.e.: Pyxis), or from designated drawer of the patient, they should be administered as soon as possible. The student will pull meds for one patient at a time only. The student will follow agency protocol for safe medication administration (ex: quiet zone, yellow sashes, light system)

All oral medication placed in the medicine cup for the clinical faculty member or staff Registered Nurse to check and all to be given by any route (oral, topical, IVPB, subcutaneous, IM, sublingual, IV push etc.) that are at the medicine cart at the time the clinical faculty member/ staff Registered Nurse checks the medications will be considered to be those that the student will deliver to the patient. Any incorrect medications set up by the student, at the time the drugs are checked at the medicine cart, will be considered to be and classified as a medication error and managed accordingly so as to prevent near misses and repeat occurrences.

Asepsis (medical and / or surgical) must be maintained during the entire medication procedure.

Patient ID Band as well as at least one other patient identifier must be checked against the e-MAR or MAR prior to medication administration according to agency policy.

Prior to any checks by the clinical faculty, the student will be knowledgeable about: drug action /type (e.g., antihypertensive type ace inhibitors) major side effects and incompatibilities; correct IV drip rate or ml/hr. IV pump rate for IV meds; the correct medication dosage (e.g., if tablet must be halved, if a fraction of the medication is to be used, and /or if more than one tablet, vial needs to be used; proper needle /syringe size; appropriate site selection and amounts of medication allowed at each site; all proper

abbreviations related to medication administration; saline flush procedures; safe dosage ranges.

Prior to being checked by the clinical faculty member/staff Registered Nurse, the student will also have the following drug information documented or available:

1. Pertinent vital signs (BP or apical pulse) taken by the STUDENT within thirty minutes prior to medication administration of vasoactive drugs and /or drugs that will affect the blood pressure, heart rate and /or rhythm of the patient.
2. Pertinent laboratory values needed for specific medications. For example;
 - a. Coagulation studies
 - b. Electrolyte levels
 - c. Therapeutic Drug levels
 - d. Peak and trough levels (e.g., gentamycin, tobramycin, vancomycin)
 - e. Blood sugar levels, laboratory results or by bedside monitoring.

The student will be knowledgeable of normal ranges and /or therapeutic ranges and of inappropriate vital signs and /or level (based on the normal and /or therapeutic ranges) that will cause a medication to be held and will state these to the clinical faculty member or staff Registered Nurse at the time of medication check. Failure on behalf of the student to have the vital signs or pertinent lab values will be considered as failure to meet the provision of this policy and will be evaluated as “unsatisfactory medication administration.”

The student will demonstrate skill proficiency in all medication administration. Any action by the students indicating dishonesty or lack of integrity in professional matters is considered a violation of professional ethics.

Pathogen Exposure

Students

The purpose of this procedure is to reduce the risk of student exposure to air and body substance pathogens such as, but not limited to, Tuberculosis, SARS, Hepatitis B Virus (HBV), Hepatitis C Virus (HBC), and the Human Immunodeficiency Virus (HIV).

Standard Precautions

Standard Precautions is an approach to infection control that requires the application of blood and body fluid precautions for all patients and patient specimens regardless of diagnosis. Adherence to Standard precautions will be the minimum standard of practice throughout the SCC Nursing Program.

Methods of Compliance

Every student must become familiar and comply with the Pathogen Exposure procedure and process. Every students must also become familiar and comply with the exposure plan of the clinical sites to which the student nurse is assigned.

Prevention of Exposure or Incident

A nursing student is not to select, care for, or be assigned to a patient in respiratory isolation for either TB or SARS.

Clipboards are not allowed in patient care areas and are considered unacceptable practice because they can lead to cross contamination.

Every student is required to participate annually in a Blood Borne Pathogen Exposure Prevention and Control Class. The student must also have satisfactorily demonstrated skill in using protective equipment and procedures before receiving a patient care assignment.

Every student must have documented immunity to hepatitis A, hepatitis B, measles, rubella, varicella, diphtheria prior to going to any clinical site. Students must receive annual influenza vaccinations.

A student who has received formal classroom instruction in blood borne pathogen exposure control and can satisfactorily demonstrate knowledge and skills requisite to such care can be expected to accept clinical assignments in order to meet the clinical course objectives.

The decision to exempt a student from clinical experience will be made on a case-by-case basis by the faculty member responsible for the clinical course.

Occurrence of Exposure or Incident

A student in the SCC Nursing Program who has exposure to blood or body fluid or other potentially infectious material to non-intact skin or mucous membranes from any source must immediately:

- Wash needle-stick and/or cuts with soap and water.
- Flush splashes to the nose, mouth, or skin with copious amounts of water.
- Irrigate eyes with clean water, saline, or sterile irrigants.

- Remove soiled personal protective equipment and/or clothing as soon as possible. After washing, flushing and/or irrigating the exposed area, the student must immediately:
- Notify the appropriate registered nurse at the clinical facility AND
- Notify clinical faculty member who will then implement the process below.
- (If there is a witness to the incident, several steps can be taken simultaneously)

The clinical faculty member will be responsible for coordinating the procedures needed to get appropriate care for the student. The Clinical Faculty member will:

- Identify the source of the exposure.
- Obtain stat physician's order for needle stick exposure panel if a needle-stick.
- Obtain consent from source patient, if not in chart.
- Determine who will be the health care provider for the student for counseling and treatment if needed.
- Obtain phone number and name of student and the health care provider, and provide this information to the contacts listed below.
- Normally the labs will be run STAT and reported to the contacts as listed.
- Provide the student with contact information to obtain source testing results (normally Employee Health).
- Send the student to his or her health care provider to obtain medical evaluation and post-exposure follow-up within 1 to 2 hours of the exposure.
- Medical evaluation may be at the healthcare facility of the clinical agency; with a private healthcare provider; at an urgent care facility; or at an emergency room.
- The student should bring a copy of the documents with as much completed information as possible to the health care provider. The student should also have the contact number for source information (normally the Employee Health Office) so that the health care provider may obtain results.
- Initiate the documentation needed for SCC, and the clinical agency.

Documentation and Follow-Up

Student and Faculty:

- Complete an incident report at the clinical facility, and be aware of and follow any reporting and follow-up requirements of the clinical facility.
- Complete a SCC Injury Report.
- Notify the Director of Nursing of the incident as quickly as possible.
- It is the responsibility of the student to make his or her healthcare provider

aware of the results of any blood panel drawn as a result of an exposure.

- It is the responsibility of the student to follow-up with any counseling recommended by his or her healthcare provider as a result of an exposure.
- It is the responsibility of the student to follow-up with any treatment recommended by his or her healthcare provider as a result of an exposure.
- The student has financial responsibility for any cost associated with evaluation, treatment and/or counseling that results from an exposure.
- The clinical facility will collect as much information as possible from the source patient following an exposure.
- While the College will make every effort to maintain confidentiality, the College cannot be held responsible for acts and omissions of the clinical agency.

Patient Safety

Background

Patient safety is the minimizing of risk of harm to patients and providers through both system effectiveness and individual performance.

Nursing

Nursing is the “protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA, 2004).

Critical Thinking

According to Ebright et al. (2005), as cited in Cronenwet et al. (2007) several factors related to safety influence the ability of a nurse to make logical and accurate decisions:

- Knowledge base
- Attention
- Barriers to care (like workplace obstacles)
- Number of tasks
- Missing essential information
- Behaviors not encouraging of productive thought

Nursing Process

The nursing process is the basis of all clinical reasoning and judgments, and includes all dealings made by nurses when providing care to patients.

Considerations for culture, safety, education, health and wellness, patient care, self-health promotion, and planning for long-term health maintenance are included in nursing measures. (Potter et al, 2005 as cited in Cronenwet et al. 2007). Nurses perform clinical decision-making using the nursing process as a framework.

Overall, it is a problem-solving activity focusing on recognizing and defining patient issues and selecting appropriate interventions (Ebright et al., 2005) as cited in Cronenwet et al. (2007).

Complexity of Nursing Work

Due to the increasingly complex nature of the role of nurses and increasing patient acuity, everyday nursing duties are also a challenge in protecting the safety of every patient. Ebright et al, (2005), as cited in Cronenwet et al. (2007) found the following factors related to safety of delivering patient care:

- Variety of supply locations
- Locating supplies when not found in designated areas or not adequately stocked
- Repetitive travel (to patient's rooms, nurse's stations, supply locations, etc.)
- Unexpected situations, interruptions and distractions
- Pauses to wait for system services (computers or medication carts)
- Inadequate resource access for further care and new procedures
- Miscommunication
- Errors due to handwriting and labeling

Student nurses are expected to be able to delineate general categories of errors and hazards in care and communicate observations or concerns related to hazards and errors to patients, families and the health care team. Student nurses develop patient assessment skills that are taught throughout the professional program and gain increasing skill in determining variations from normal that affect patient safety. Some areas significantly impact patient safety in a hospital setting such as: mobility, level of awareness, critical condition and mental state:

Potential Risks Involved with Clinical

The student nurse has chosen a profession with many rewards, and one that is not without some risks. As an individual enters the Nursing Program he or she should be aware of these risks, and of ways in which he or she along with the nursing faculty member can work to minimize risks. Every student should carefully read the following list, and if necessary, ask questions or request more information.

- I. Exposure to Communicable Diseases.** There are many. The most serious of these are HIV (Human Immune Deficiency Virus) that can lead to AIDS; Infectious Hepatitis (which can cause liver damage and may cause liver cancer); tuberculosis (which has some strains resistant to treatment).

Precautions:

- a. Universal precautions for handling body fluids and contaminated items. Every student will receive instructions related to these procedures early during the first semester. The student has the responsibility to follow these protocols throughout the duration of the professional program.
- b. Yearly TB checks while the student remains in the nursing program.
- c. Immunizations are required prior to entering the program. The student maintains the responsibility to follow through with the three part Hepatitis B vaccine to ensure protection. An antibody titer is also required after completion of the

series. ** If you have chronic Hepatitis B, speak to a faculty member individually before beginning the program.*

- d. Isolation protocols for patients with highly communicable infections. Every student will receive instruction related to will these protocols during the first semester.
- e. Every student will receive instruction related to the methods for handling contaminated instruments such as needles during first semester.
- f. Each student should be aware of open cuts and abrasions on his or her body, and the need to self-protect from exposure to body fluids from any patient.
- g. A student must report any exposure (sticking of oneself with a needle, splashing of body fluids, caring for patients who later are determined to have a contagious disease, etc.) to your clinical faculty member immediately.
- h. If a student is vulnerable to infection, i.e. have recently had radiation therapy or any type of immunosuppressive therapy, or has any chronic condition which limits his or her immune response, he or she must make his or her clinical faculty member aware of the problem. The student will be required to submit verification from his or her physician to permit the student to participate in the clinical course.

II. Musculoskeletal Injuries Due to Moving/Lifting Patients. Back injuries are common problems for nurses.

Precautions:

- a. Every student will be taught proper body mechanics and proper transfer techniques for assisting patients during the first semester. The student has the responsibility to adhere to these techniques throughout the program. A student should use common sense, and ask for help in assisting large patients.
- b. A student must report any injury (even if minor) to your faculty member immediately.

III. Exposures to Medications and Chemical Products. Each student should be aware of possible reactions to contact to certain medications in the workplace (particularly if the student has allergic reactions). For example, some drugs are toxic and require special handling; some general anesthesia gases may be linked with high rates of miscarriage; latex is a component in gloves that nurses use daily and is a common cause of allergic reactions.

Precautions:

- a. The student should discuss any allergies with his or her clinical faculty member to determine any necessary modifications needed when he or she works with these products.
- b. The student should look up drugs provided to any patient and be aware of any special handling techniques or hospital safety protocols.
- c. The student should be aware any ingredients in any solutions used or given to patients.

IV. Exposure to X-rays and Other Forms of Radiation.

Precautions:

- a. The student should not stay in the room of the patient during when X-rays are being taken. If a patient needs attention during an X-ray, the student should use proper shielding (with the exception of pregnant student nurses, which precludes assistance with x-rays).
- b. If the patient has radioactive implants, the student must look up the protocol and discuss modification of any procedures with the faculty member before patient care is provided.

V. Exposures for Pregnant Students. Exposure to some infectious diseases may be of great consequences to the developing fetus.

Precautions:

- a. The student must complete all required immunizations before entering the program. If a student is pregnant at the time of entering the program, the student should consult with his or her physician before completing the immunizations.
- b. The student must inform the clinical faculty member and the Director of Nursing as early the student is aware the pregnancy. The student must obtain medical verification from her healthcare provider that she is physically able to continue in the program while pregnant.
- c. The student must discuss any restrictions in clinical activity with clinical faculty, such as no heavy lifting, no assignment to known cytomegalo-virus (CMV) infected patients; not administering certain anti-cancer drugs, avoiding X-ray or radiation exposure, and not being present during administration of gas anesthesia.
- d. The student should inform faculty members of the nursing program of any prenatal complications and immediately inform the clinical faculty member and healthcare provider of any exposures in the clinical setting.

Post-Surgery and /or Severe Illness

The student must present a written clearance from a physician to the Director of Nursing, stating that he or she is able to return to the clinical setting and is able to perform the activities listed on the Student Nurse Essential Functions. The student must be able to meet the clinical learning outcomes to remain in good standing in the Nursing Program. The college absence policy will still apply

Quality /Performance Improvement

The SCC Nursing Program and health care facilities have a process for investigating incidents /situations. All nursing faculty members reinforce the following knowledge, skills and attitudes:

Knowledge	Skills	Attitudes
Describe factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems).	Use organizational error reporting systems for near miss and error reporting.	Value own role in preventing errors.
Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis).	Participate appropriately in analyzing errors and designing system improvements. Engage in root cause analysis rather than blaming	Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team.
Discuss potential and actual impact of national patient safety resources, initiatives and regulations	Use National Patient Safety resources for own professional development and to focus attention on safety in car settings.	Value relationship between current National Safety Campaigns and implementation in local practices and practice

Reporting Sentinel Events to the California Board of Registered Nursing (BRN)

All Sentinel Events affecting patient safety are reported to the California State BRN.

A sentinel event is an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase “or the risk thereof” includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome (2007, The Joint Commission).

Unsafe or Unsatisfactory Work

All nursing faculty members will assess and evaluate patterns and/or unsafe behaviors to determine degree of risk for students and patients. The student will be informed of instances of unsafe behavior.

The following may be grounds for immediate dismissal from the SCC Nursing Program:

1. **Physical Jeopardy:** Any action or inaction on the part of the student that threatens the physical well-being of a patient. For example, but not limited to: Failure to identify a patient prior to administering care; failure to take appropriate safety precautions when turning, ambulating or transferring a patient; physical abuse of a patient; dangerous misuse of assistive devices and equipment; improper medication administration; failure to use universal precautions including failure to wash hands before and after patient contact, failure to protect patient, self, and others from contamination, improper disposal of contaminated material; failure to recognize and correct for breaks in aseptic\sterile technique.
2. **Emotional Jeopardy:** Any action or inaction on the part of the student that threatens the emotional well-being of a patient or increases stress/distress of the patient. For example: Violations of privacy; inadequate preparation for a procedure; imposition of own values and beliefs on patients; denying the patient's right to make decisions about his/her own care; any infringement of the Patient's Bill of Rights; any violation of the ANA code of ethics.
3. **Interpersonal Relations:** Any action or inaction on the part of the student, that threatens effective communication and is contrary to the patient's best interest, contributes to unsafe practice, or interferes with student learning. For example: failure to use language consistent with the patient's level of understanding; use of verbal or physical expressions that are demeaning, patronizing, or abusive; failure to seek assistance and supervision for new procedures from faculty member or registered nurse; failure to utilize unit policy and procedures as outlined in hospital manuals; failure to obtain patient status report; failure to communicate with physicians and other health team members regarding patient's condition, therapy, and rationale; failure to keep accurate, legible records on appropriate hospital forms; failure to follow policy for reporting personal illness, absence, errors or incidents.
4. **Clinical Reasoning and Decision-Making:** Clinical reasoning and decision making is a problem-solving process by which choices are made in nursing practice. Clinical reasoning and decision making are demonstrated when a student recognizes that it is in the best interest of the patient to omit or delay prescribed care, recognizes and reports abnormal findings, justifies activities with sound rationale, recognizes and deals with deficient performance of other health team

members. Examples of failure in the clinical reasoning and decision making area include: failure to report abnormal findings in a timely manner; failure to recognize when prescribed therapy should be omitted; failure to justify action or inaction with sound rationale; failure to recognize and address deficiencies in the performance of other health care team members.

5. **Excessive Absences or Tardiness:** Tardiness and/or absences can seriously interfere with a student's learning process. At the point when absences/tardiness becomes a concern, endangering a student's progress, a Performance Conference Report will be established between student and faculty, outlining specific behavior expected in order for the student to complete the course.

Reporting of Incidents and Injury

If a student is involved in an incident with a patient, a SCC Student Accident Form must be completed immediately. Incident reports must also be completed according to each agency's policy. Specific SCC forms are available in the Student Handbook. If the student incurs an injury, an institution Accident Form must be filed immediately with the clinical faculty member and facility (if required by facility). Students should be aware that some facilities may require immediate drug screening.

Unsafe Behavior

At the discretion of the faculty, any student who does not perform nursing interventions safely, in accordance with instruction (for example, the administration of medication) may be considered unsafe and excluded from the clinical area. A student permanently excluded from the clinical site because of unsafe nursing behavior shall fail the course, or may withdraw, in accordance with college policy. Some examples of unsafe behavior are outlined on previous pages.

SECTION VI – GRADUATION AND RN LICENSURE

Pinning Ceremony

The SCC Nursing Pinning Ceremony is held to recognize those students who have successfully completed the coursework identified with the AS in Registered Nursing degree. The ceremony is held on the day prior to SCC's Graduation Ceremony. If there is no Graduation Ceremony is scheduled, the Pinning Ceremony is held on the last day of finals.

The ceremony will be held in the Main Campus Theater, unless the facility is unavailable. Students may invite guests depending on class size, with numbers dependent on maximum room capacity. The class is required to invite college dignitaries and supporters of the Nursing Program. Room fire code restrictions and capacity issues will preside if more attendees are present than can be accommodated.

The Pinning Events and Pinning Ceremony Program are provided to students for an example but changes must be approved by the Director of Nursing. A SCC Nursing faculty member will pin each student. The students may not choose the faculty member who pin them.

The class president(s) is the student speaker(s). All funds donated for pinning will be sent to the SCC Nursing Program and deposited into the Registered Nursing Alumni Fund. Access to funds for pinning will be through the administrative assistants and follow Controller's Office guidelines for reimbursement, if needed.

Licensure as a Registered Nurse

SCC Nursing Program graduates are eligible to apply for licensure in the state of their choice. SCC Nursing Department must be notified if the state is not California, since each state has specific criteria for licensure eligibility requirements. Some graduates elect to take the NCLEX-RN licensing examination in California and then apply for out of state licensure. The student maintains the responsibility to contact the state of his or her choice to ascertain eligibility requirements. Each individual State Board of Nursing determines requirements for state licensure. Graduation from an accredited program is only one of the requirements and does not mean automatic licensure as a nurse.

Graduates should be aware that the State of California licensure application contains five questions that may impact their ability to obtain licensure in California. These

five questions have to do with:

- Revocation, denial, or suspension of a license or certificate,
- Conviction of a criminal offense,
- Problems with drug or alcohol use,
- Treatment for mental illness, and
- Physical disability which could impair ability to practice nursing.

For further clarification, students/graduates should contact the California State BRN at (916) 322-3350.

NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX-RN-RN)

1. The NCLEX-RN examination is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. Only boards of nursing can release NCLEX-RN examination results to candidates.
2. The NCLEX-RN examination is administered in the United States, American Samoa, the District of Columbia, Guam, the Northern Mariana Islands, Puerto Rico and the Virgin Islands. The use of the same examination by all jurisdictions facilitates licensure by endorsement from one board of nursing to another. Beginning January 2005, the NCLEX-RN examinations will be administered internationally in Hong Kong, Special Administrative Region of the Republic of China, London, England, and Seoul, South Korea.
3. Detailed information on how to apply for state licensure will be provided to students during the fourth semester of the program. The student must apply for licensure with the state board before registering to take the NCLEX-RN.
4. The eligibility of the student to take the NCLEX-RN is verified by Director of Nursing at the end of the fourth semester. In order for a student to be eligible, the student must have completed the Nursing Program and all college graduation/degree requirements.
5. The NCLEX-RN is completed via computer adaptive testing (CAT). The test is administered throughout the state by an independent testing agency which has been designated by the National Council of State Boards of Registered Nursing.

6. The student should be aware that a felony conviction may enable, the BRN to preclude the student from taking the NCLEX-RN examination. If a student has questions about his or her eligibility, the student should visit the California BRN website at www.rn.ca.gov.
7. The student may download a candidate bulletin from www.ncsbn.org. Please read the Bulletin for detailed information on registering to take the NCLEX-RN.

NCLEX-RN REGISTRATION PROCESS OVERVIEW

1. Submit an application for licensure to the board of nursing in the state or territory where you wish to be licensed.
2. Meet all of the board of nursing eligibility requirements to take the NCLEX-RN examination in that particular state.
3. Register for the NCLEX-RN Examination with Pearson VUE. (The NCLEX-RN Examination Candidate Bulletin explains the three methods to register.)
4. Receive Confirmation of Registration from Pearson VUE.
5. The board of nursing makes the candidate eligible to take the NCLEX-RN.
6. Receive Authorization to Test (ATT) from Pearson VUE.

If the student chooses to provide an e-mail address at the time of registration for the NCLEX-RN examination (whether by mail, telephone, or via the internet), please note that all of correspondence from Pearson VUE will arrive ONLY by e-mail. If the student does not provide an e-mail address at the time of registration, all correspondence from Pearson VUE will arrive ONLY through the U.S. mail.

If more than two weeks have passed after the student has submitted a registration for an NCLEX-RN examination and received confirmation from Pearson VUE, and has yet to receive an ATT, the student should call Pearson VUE at the appropriate number listed on the inside front cover of the NCLEX-RN Examination Candidate Bulletin.

HOW TO SCHEDULE YOUR NCLEX-RN EXAMINATION APPOINTMENT

After the particular Board of Nursing declares the student eligible to take the NCLEX-RN, the student will receive an Authorization to Test (ATT) in the mail (and through e-mail if the student has provided an e-mail address upon registration) from Pearson VUE. **The student must have his or her ATT to schedule an appointment to take the NCLEX-RN examination and must present the ATT at the test center on the day of the examination to be admitted to the examination. The student will not be admitted to the examination without the ATT and will be required to re-register and re-pay to take the examination.**

FORMS



Registered Nursing Program

ACCIDENT / INJURY REPORT

Student's Full Name: _____ ID #: _____ Date of Birth: _____

Mailing Address: _____ Telephone: _____

Male Female Course Name & Number: _____

Exact location of occurrence: _____

Date and time of accident / injury: ___/___/___ at _____ AM PM

Type of accident / injury (fall, burn, cut, etc.): _____

Cause of accident / injury (hazard): _____

Part of body affected: _____

Describe accident / injury briefly:

What immediate medical attention did student receive? None First Aid Hospital Own Doctor

Did Student Report at once? Yes No If no explain: _____

Instructor & Director notified (within 24 hours): Yes No

When? ___/___/___ at _____ AM PM

Witness to accident (Name): _____

INSTRUCTOR REPORT:

Comments:

Action taken:

Signature: _____ Date: ___/___/___

**Note: the student is responsible for his/her own medical cost.
Submit the completed form(s) to the School of Health Sciences by the end of the day of the event.**



Registered Nursing Program

ACCIDENT / INJURY REPORT

Student's Full Name: _____ ID #: _____ Date of Birth: _____

Mailing Address: _____ Telephone: _____

Male Female Course Name & Number: _____

Exact location of occurrence: _____

Date and time of accident / injury: ___/___/___ at _____ AM PM

Type of accident / injury (fall, burn, cut, etc.): _____

Cause of accident / injury (hazard): _____

Part of body affected: _____

Describe accident / injury briefly:

What immediate medical attention did student receive? None First Aid Hospital Own Doctor

Did Student Report at once? Yes No If no explain: _____

Instructor & Director notified (within 24 hours): Yes No

When? ___/___/___ at _____ AM PM

Witness to accident (Name): _____

INSTRUCTOR REPORT:

Comments:

Action taken:

Signature: _____ Date: ___/___/___

**Note: the student is responsible for his/her own medical cost.
Submit the completed form(s) to the School of Health Sciences by the end of the day of the event.**



Registered Nursing Program

UNUSUAL OCCURANCE REPORT

Instructions: The student will complete ALL components of sections I & II and sign the back. The instructor will complete section III. The document will then be submitted to the Assistant Nursing Director / QRP for review.

SECTION I:

Student's Name _____ Date: _____

Course Number _____ Clinical Professor: _____

Laboratory/ Agency _____

Agency Incident Report Completed: YES _____ NO _____

SECTION II:

Select from below ALL that apply to the occurrence:

Medication Event

- MAR not available at bedside
- Actual error
- Near miss
- Wrong medication
- Wrong time
- Wrong dose / flow rate/ solution
- Wrong route
- Wrong patient
- Omitted medication
- Medication given after DC'd
- Duplicated dose
- Did not document med administration.
- Lack of adequate knowledge
- Other

Communication Problem

- Incomplete prep/ data gathering
- Inadequate follow through with staff
- Incomplete report
- Miscommunication of assignment scope
- Delegation miscommunication
- Unprofessional behavior
- Documentation incomplete /incorrect
- Legibility / spelling / grammar errors
- Assignment not posted
- Cannot effectively communicate in English
- Other

Policy Problem

- Dress code violation
- Failure to notify instructor of absence / late arrival
- Improper patient ID
- Other

Skills / Equipment / Procedure

- Procedure knowledge
- Equipment knowledge
- Procedure omitted
- Care plan knowledge
- Sterile technique break
- Hand washing / foaming omitted
- Other

Management / Organization

- Shift not finished on time
- Unable to organize tasks
- Inappropriate prioritization
- Late to clinical
- Late to conference
- Late paperwork
- Incomplete paperwork
- Other

Select All Causative Factors

- Checking procedures
- Confusing, misread, illegible
- Forgotten / overlooked
- Improper pt ID
- Math / calculation
- Med sheet checking
- Insufficient familiarity with hospital system
- High activity or unexpected events on unit
- Other

SECTION III:

Instructor's Description of the Occurrence / Recommendation:

- Physical Jeopardy**
- Emotional Jeopardy**
- Interpersonal Relations**
- Clinical Decision Making**
- Unsafe Behavior
- Gross Negligence
- Track / Monitor

SECTION IV:

FOR COMPLETION BY STUDENT MEMBER

Description of Occurrence:

Student Signature: _____ **Date:** _____

FOR COMPLETION BY FACULTY MEMBER

Faculty Member Comments:

Student Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Submit the completed form(s) to the School of Health Sciences by the end of the event / occurrence.



SOLANO COMMUNITY COLLEGE
REGISTERED NURSING
 4000 Suisun Valley Road
 Fairfield, CA 94534-3197
 707-864-7108

HEALTH / MEDICAL ASSESSMENT RECORD

Part I: To be completed by student

Student Name (Last, First, Middle)	Birth Date	<input type="checkbox"/> Female <input type="checkbox"/> Male
Address (Street, City, State, ZIP Code)		
Home Phone	Cell Phone	Email
Emergency Contact Name	Home Phone	Cell Phone
Primary Care Provider	Health Insurance Company	Health Insurance Number

Part II: To be completed by student

Please answer these health history questions about yourself before the physical examination.

Please circle Y if "yes" or N if "no". Explain all "yes" answers in the space provided below.

Any health concerns	Y	N	Any broken bones or dislocations	Y	N	Concussion	Y	N
Allergies to food or bee stings	Y	N	Any muscle or joint injuries	Y	N	Fainting or blacking out	Y	N
Allergies to medication	Y	N	Any neck or back injuries	Y	N	Chest pain / Heart problems	Y	N
Any other allergies	Y	N	Any sensory / feeling issues	Y	N	High / Low blood pressure	Y	N
Any daily medications	Y	N	Problems standing, walking or running	Y	N	Bleeding more than expected	Y	N
Any problems with vision	Y	N	Any fine motor issues with hands or feet	Y	N	Problems breathing or coughing	Y	N
Use contacts or glasses	Y	N	Any problems pushing, pulling or lifting 40 lbs.	Y	N	Asthma treatment (past 3 years)	Y	N
Any problems with reading	Y	N	Any recent excessive weight gain / loss	Y	N	Seizure treatment (past 2 years)	Y	N
Any problems with hearing	Y	N	Do you have anxiety issues	Y	N	Diabetes	Y	N
Any problems with speech	Y	N	Problems with test taking	Y	N	Persistent night sweats	Y	N
Any problems with writing	Y	N	ADHD / ADD	Y	N	Chronic fatigue	Y	N
Hospitalization or ER visits	Y	N	Any smoking or substance abuse / use issues	Y	N	Any condition that is affecting your immune system	Y	N

Part II (Continued): To be completed by student.

Is there any significant medical history or condition that could affect functioning as a nursing student, including interaction with patients and staff in clinical settings?	Y	N
Are you currently taking any medication that could affect participation in a nursing education program, including interaction with patients and staff in clinical settings or making rapid clinical decisions?	Y	N

Please explain all "yes" answers here. For illnesses / injuries / etc. include the year.

Part III: Medical Evaluation

This part must be completed by a physician, physician assistant or certified registered nurse practitioner licensed in the State of California within three (3) months of starting the nursing program.

MEDICAL PROVIDER INFORMATION: Please legibly complete this entire section.	
Printed Name of Medical Provider: _____	
Medical License Number: _____	State: _____
Licensed as (circle one): Physician Physician Assistant Certified Registered Nurse Practitioner	
Phone Number: (_____) _____	
Address: _____	
I certify that all of the information provided on this form is true, correct and complete to the best of my professional knowledge. I further certify that the diagnosis and assessment related to this client's health condition are based on his / her medical condition as determined by examination and knowledge of this patient's medical history.	
I certify that the above named student has been examined by me on (Date) ____ / ____ / ____ and is found to be in good physical and mental health and appears able to undertake all aspects of the nursing education program, including interaction with patients and staff in clinical settings.	
Signature of medical provider must be original or the form is invalid. Rubber stamps, labels or other reproductions are not acceptable.	
_____ Prepared by:	_____ Date:
_____ Signature of Medical Provider:	_____ Date:

Part III: Medical Evaluation (Continued)

This part must be completed by a physician, physician assistant or certified registered nurse practitioner licensed in the State of California within three (3) months of starting the nursing program.

Student Name: _____ Date of Exam: _____

I have reviewed the health history information provided in Part II of this form.

PHYSICAL EXAM

Height: _____ Weight: _____ lbs. BMI: _____
 Blood Pressure: _____ / _____ Pulse: _____ Respirations: _____ Temperature: _____

	Normal	Describe Abnormal			
Neurologic					
HEENT					
* Gross Dental					
Lymphatic					
Heart					
Lungs					
Abdomen					
Genitalia / Hernia					
Skin					
Neck					
Shoulders					
Arms / Hands					
Hips					
Knees					
Feet / Angles					
Posture: Spinal abnormality		Mild	Moderate	Marked	Referral Made

CONFIRMATION OF PREGNANCY
<input type="checkbox"/> Not applicable at this time If this individual is pregnant, give expected delivery date _____ / _____ / _____ <input type="checkbox"/> This pregnancy does not affect this individual's ability to perform the Essential Job Functions of a student nurse.

Part III: Medical Evaluation (Continued)

This part must be completed by a physician, physician assistant or certified registered nurse practitioner licensed in the State of California within three (3) months of starting the nursing program.

IMMUNIZATIONS AND IMMUNITY VERIFICATION (All spaces must be completed)					
	Date Given	Date Read 48-72 hrs. post injection	Results	Treatment	Providers Initials
1 st Tuberculosis (TB) Screening					
2 nd Tuberculosis (TB) Screening (1 week after 1 st screening results)					
Chest X-Ray WITHIN 3 MONTHS OF STARTING SCHOOL (Recommended in July)					

	Recommended Schedule	Dose 1	Dose 2	Dose 3	Titer Results ≥2 month post immunization	Providers Initials
Tetanus (Tdap)	≤ 10 years					
Measles (Rubeola)	2 doses, 28 days apart					
Mumps	2 doses, 28 days apart					
Rubella (German Measles)	2 doses, 28 days apart					
Varicella	2 doses, 4 – 6 weeks apart					
Hepatitis A	2 doses, 0 & 6 mo. 3 doses, 0, 1 & 6 mo.					
Hepatitis B	3 doses, 0, 1 & 6 mo. apart				Surface Antibody Titer	
Seasonal Influenza Vaccine (Flu)	After September					

**ALL LABORATORY RESULTS MUST BE ATTACHED.
TITER RESULTS ARE REQUIRED TO DOCUMENT IMMUNITY.**



Solano Community College
Registered Nursing/Student Nurse
Essential Job Functions

Because nursing students are being prepared to do the broad range of entry-level nursing skills, nursing students must be able to do the following essential functions:

1. Observation Function: Use of the senses to gather information.
Examples of behaviors:
 - a. Assess color changes in the skin.
 - b. Hear heart and lung sounds through a stethoscope.
 - c. Palpate pulses.
 - d. Feel heat or cold on the skin.

2. Communication Function: Use of speech, reading and writing to communicate with clients, families and other health care professionals.
Examples of behaviors:
 - a. Ask clients questions to discern their concerns and problems in a way that can be understood by the client.
 - b. Read client records and references written in English.
 - c. Explain client's condition to other health care team members.
 - d. Document nursing care clearly and accurately in English on legal records.

3. Motor function: Physical ability, coordination and stamina used to provide physical care to clients.
Examples of behaviors:
 - a. Perform CPR.
 - b. Push, pull, lift and turn patients. Transfer incapacitated clients from chair to chair or chair to bed through lifting a minimum of 40 pounds.
 - c. Use fine motor skills of hands to manipulate equipment such as syringes and intravenous administration sets, used for patient/client care.
 - d. Work for eight-hour days in a situation in which the majority of the time is spent in physical activity.

4. Intellectual/Conceptual Function: Ability to synthesize information from a variety of sources and apply it in making decisions regarding client care.
Examples of behaviors:
 - a. Calculate medication dosages and intravenous administration rates.
 - b. Evaluate the effectiveness of treatments based on the expected outcome. c. Prioritize needs for one client and between multiple clients.
 - d. Determine when it is essential to obtain medical care for a client.

5. Behavioral/Social Function: Emotional stability and flexibility to function effectively in situations of stress while placing client needs first.
Examples of behaviors:
 - a. Demonstrate willingness to alter plans or change approach to meet the needs of clients.
 - b. Meets verbal expressions of anger or distress on the part of clients with a calm, problem-solving approach.
 - c. Expresses concern for the well-being of others during times of stress. d. Maintains composure when stressful events occur.

6. Environmental Exposure: Able to provide direct patient care to patients with unknown communicable diseases or on teratogenic substances.

To the best of my knowledge, _____ does not have any condition that would interfere with her/his ability to perform the above described essential job functions in the Solano Community College Registered Nursing Program.

Name of Medical Provider: _____

Title: _____

Signature of Medical Provider: _____

Date: _____



ANNUAL PAST POSITIVE TB SYMPTOM REVIEW FORM

Student Name: _____ Student Date of Birth: _____

TURBECULOSIS (TB) SCREENING QUESTIONS:

1. Have you ever had a positive TB skin test? YES NO
 2. Have you been vaccinated with BCG? YES NO
 3. Are you allergic to the TB skin test (PPD)? YES NO
- If the answer to all of the above questions is NO, there is no need to complete this form. Proceed with yearly TB skin test screenings.
 - If one of the answers above is YES, complete the following symptom review section.

SYMPTOM REVIEW:

Do you have any of the following symptoms?

- | | | |
|---|------------------------------|-----------------------------|
| Chronic cough? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Chronic fatigue? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Persistent night sweats? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Involuntary weight loss? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Are you being treated for an illness that affects your immune system? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

PLEASE DESCRIBE ANY YES ANSWERS: _____

If you answered yes to any of the above questions you will need to be seen by your Healthcare Provider to get a medical clearance.

I attest that the above information is correct and honest.

Student Name (please print) _____

Student Signature: _____ Date: _____



ANNUAL SEASONAL INFLUENZA IMMUNIZATION STATUS FORM

This is to verify that I, _____, a student at Solano Community College, am confirming my Influenza status as follows:

Please check only one of the three options below.

I have RECEIVED the influenza Vaccine on _____ / _____ / _____ .
Print Name and Title: _____
Authorized Signature: _____

I DECLINE the vaccine REASON: _____

Written declination is required by California Law (SB 739)

I acknowledge that I am aware of the following facts:

- Influenza is a serious respiratory disease that kills, on average, 30,000 Americans every year.
- Influenza virus may be spread for up to 48 hours before symptoms begin, allowing transmission to others.
- Up to 30% of people with influenza have no symptoms, allowing transmission to others.
- Flu virus changes often, madding annual vaccination necessary. Immunity following vaccination is strongest for 2 to 6 months. In CA, influenza usually arrived around New Year's through February or March.
- I understand that flu vaccine cannot transmit influenza. It does not, however, prevent all diseases.
- I acknowledge that influenza vaccination is recommended by the CDC for all health are workers to prevent infection from and transmission of influenza and its complications, including death, to patients, my coworkers, my family, and my community.

Knowing these facts, I choose to decline vaccination at this time. AI may change my mind and accept vaccination later, if vaccine is available. I have read and fully understand the information on this Influenza Immunization Status Form.

I am UNABLE to receive the immunization because it is currently unavailable.

Date: _____ / _____ / _____

Student Name (please print) _____

Student Signature: _____

Date: _____

Solano Community College
Registered Nursing/Student Nurse
Essential Job Functions

Because nursing students are being prepared to do the broad range of entry-level nursing skills, nursing students must be able to do the following essential functions:

1. Observation Function: Use of the senses to gather information.
Examples of behaviors:
 - a. Assess color changes in the skin.
 - b. Hear heart and lung sounds through a stethoscope.
 - c. Palpate pulses.
 - d. Feel heat or cold on the skin.

2. Communication Function: Use of speech, reading and writing to communicate with clients, families and other health care professionals.
Examples of behaviors:
 - a. Ask clients questions to discern their concerns and problems in a way that can be understood by the client.
 - b. Read client records and references written in English.
 - c. Explain client's condition to other health care team members.
 - d. Document nursing care clearly and accurately in English on legal records.

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Examples of behaviors:
 - a. Perform CPR.
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 - a. Calculate medication dosages and intravenous administration rates.
 - b. Evaluate the effectiveness of treatments based on the expected outcome.
 - c. Prioritize needs for one client and between multiple clients.
 - d. Determine when it is essential to obtain medical care for a client.

5. Behavioral/Social Function: Emotional stability and flexibility to function effectively in situations of stress while placing client needs first.
Examples of behaviors:
 - a. Demonstrate willingness to alter plans or change approach to meet the needs of clients.
 - b. Meets verbal expressions of anger or distress on the part of clients with a calm, problem-solving approach.
 - c. Expresses concern for the well-being of others during times of stress.
 - d. Maintains composure when stressful events occur.

6. Environmental Exposure: Able to provide direct patient care to patients with unknown communicable diseases or on teratogenic substances.

To the best of my knowledge, _____ does not have any condition that would interfere with her/his ability to perform the above described essential job functions in the Solano Community College Registered Nursing Program.

Name: _____ Signature: _____

(Please print or stamp)

Title: _____ Date: _____



ANNUAL PAST POSITIVE TB SCREENING QUESTIONNAIRE

Student Name: _____ Student Date of Birth: _____

TURBECULOSIS (TB) SCREENING QUESTIONS:

1. Have you ever had a positive TB skin test? YES NO
 2. Have you been vaccinated with BCG? YES NO
 3. Are you allergic to the TB skin test (PPD)? YES NO
- If the answer to all of the above questions is NO, there is no need to complete this form. Proceed with yearly TB skin test screenings.
 - If one of the answers above is YES, complete the following symptom review section.

SYMPTOM REVIEW:

- Do you have any of the following symptoms?
- | | | |
|---|------------------------------|-----------------------------|
| Chronic cough? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Chronic fatigue? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Persistent night sweats? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Involuntary weight loss? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Are you being treated for an illness that affects your immune system? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

PLEASE DESCRIBE ANY YES ANSWERS: _____

If you answered yes to any of the above questions you will need to be seen by your Healthcare Provider to get a medical clearance.

I attest that the above information is correct and honest.

Student Signature: _____ Date: _____



ANNUAL SEASONAL INFLUENZA IMMUNIZATION STATUS FORM

This is to verify that I, _____, a student at Solano Community College, am confirming my Influenza status as follows:

Please check only one of the three options below.

I have **RECEIVED** the influenza Vaccine on ____ / ____ / ____.

Print Name and Title: _____

Authorized Signature: _____

I **DECLINE** the vaccine **REASON:** _____

Written declination is required by California Law (SB 739)

I acknowledge that I am aware of the following facts:

- Influenza is a serious respiratory disease that kills, on average, 30,000 Americans every year.
- Influenza virus may be spread for up to 48 hours before symptoms begin, allowing transmission to others.
- Up to 30% of people with influenza have no symptoms, allowing transmission to others.
- Flu virus changes often, madding annual vaccination necessary. Immunity following vaccination is strongest for 2 to 6 months. In CA, influenza usually arrived around New Year's through February or March.
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- I acknowledge that influenza vaccination is recommended by the CDC for all health are workers to prevent infection from and transmission of influenza and its complications, including death, to patients, my coworkers, my family, and my community.

Knowing these facts, I choose to decline vaccination at this time. AI may change my mind and accept vaccination later, if vaccine is available. I have read and fully understand the information on this Influenza Immunization Status Form.

I am **UNABLE** to receive the immunization because it is currently unavailable.

Date: ____ / ____ / ____

Student Name (please print) _____

Student Signature: _____

Date: _____