
LOS MEDANOS COLLEGE

NURSING
Los Medanos College

Student Handbook
2013-2014

**LOS MEDANOS COLLEGE
ASSOCIATE DEGREE REGISTERED NURSING
and VOCATIONAL NURSING**

NURSING STUDENT HANDBOOK

I have read the student handbook in its entirety and understand my responsibilities as a student in the Nursing program at Los Medanos College.

I have read the Contra Costa Community College District Student Code of Conduct available at <http://www.losmedanos.edu/studentervices/PDFs/studentCC.PDF> and agree to abide by this policy.

I understand that I am only allowed to access the medical record / information of my assigned patient(s). Accessing the medical record / information of other patients, either electronically or in print, is a violation of HIPAA and the clinical agency policy.

This acknowledgement will be placed in my student file.

Signature

Date

Printed Name

WELCOME TO LOS MEDANOS COLLEGE!

This handbook introduces you to information and policies that will assist you in your nursing education program. The Nursing faculty and staff listed below are available for assistance and guidance.

Faculty	Office Number	Extension Number
Registered Nursing		
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Joanne Bent Dept Chair /Asst. RN Director –RN	354	3943
Kirsten Martin Co-RN Program Director	353	3391
Mel Herman	348	3264
Beth Shrieve VN Program Director	351	3305
Val Bobetsky Instructional Specialist- Lab	352	3347
Vocational Nursing		
JJ Stewart Lead Instructor	345	3363
Debra Hawkes Skills Lab Instructor	352	3308
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VOCATIONAL NURSING

Program Description

The Vocational Nursing Program requires three semesters of academic work and meets the basic curriculum guidelines set forth in Section 2533, Rules and Regulations, Board of Vocational Nurse and Psychiatric Technicians. These guidelines are:

The Vocational Nursing Program shall include but is not limited to theory and correlated clinical experiences which develops the knowledge, skills, and abilities necessary to care for clients of all ages in current health care settings. The curriculum content is taught in a sequence that results in progressive mastery of knowledge, skills, and abilities.

Learning experiences are planned to develop:

1. The utilization of the nursing process and practice in the performance of basic assessment (data collection), participation in the planning and implementation of interventions in accordance with the nursing care plan or treatment plan, and participation in the evaluation of individualized interventions related to the care plan or treatment plan.
2. An understanding of the principles of mental and physical health as well as the maintenance of health.
3. An understanding of disease and treatment.
4. The ability to give client-centered care, including but not limited to the following:
 - a. daily hygiene care, including bathing, oral hygiene, maintaining optimal body functions by exercises and proper positioning, assisting with nutrition and elimination, and protection from accidents.
 - b. safely performing delegated therapeutic measures including medication administration (orally, subcutaneously and intramuscularly), taking the temperature, pulse, respiration, and blood pressure, giving enemas, collecting specimens, applying heat and cold, performing client urinary catheterization and dressing changes.
 - c. observing for changes in client's condition, recording in client's charts, and reporting to the appropriate persons.
 - d. the ability to include the client and family, as appropriate, in the development of ongoing client care plans, relevant reports, and documentation.
5. The knowledge of the following as related to the medical and surgical conditions involving the body systems:
 - a. gross anatomy and physiology
 - b. medical terminology
 - c. main causes and manifestations of disease
 - d. general purposes and effects of medical care
 - e. nutrition therapy and medication therapy
 - f. nursing care
6. An understanding of the reproductive process to health and family life.
7. The knowledge of the following as relates to mothers and newborn infants: gross anatomy and physiology, manifestations of stages of pregnancy, labor, and delivery and their complications, manifestations of normal and abnormal development of the infant, dietary requirements, general purposes and effects of medical and nursing care.

Program Description – Vocational Nursing (con't)

8. An understanding of nursing principles & developing competence to perform the following nursing functions as delegated: adjust nursing care as concerned with daily hygiene, administer the prescribed medicines and treatments, recognize characteristic physical and emotional manifestations, recognize symptoms of normal and abnormal growth and development across the life span, and adjust nursing care to meet specific human relations needs of the client.
9. The ability to apply knowledge of the special needs of the elderly in planning and giving care.
10. The ability to communicate effectively with members of the health team.
11. The principles of therapeutic communication with clients, health team members, peers and families.
12. The knowledge of health services and resources in the local region, and the role of vocational nursing in these health services.
13. The knowledge of factors which contribute to heritage: culture, ethnicity, religion, gender and socialization.

VOCATIONAL NURSING

Philosophy

The Vocational Nursing program functions within the general policies of Contra Costa Community College District and is congruent with the mission statement of Los Medanos College.

The Licensed Vocational Nursing faculty believes that we can best serve our community by educating future Licensed Vocational Nurses to function as a member of the health care team. The faculty emphasizes holistic medical care and how health, the environment, society, the individual, family, teaching and learning. nursing education, education, and lifelong learning are integral components of the nurse in helping the client achieve an optimum level of wellness.

We are committed to helping promote success in our students. To achieve this goal we embrace a learning environment that emphasizes critical thinking, respect, and community service. We honor the cultural diversity of our community and encourage enrollment in our program by members of all of its many groups. The LMC graduate Licensed Vocational Nurse is educated to participate in the life of the community, both as a citizen and a professional member.

We Believe That Health

- is a basic need of people, is common to all age groups and of people with deviations from health in all health care settings.
- is a dynamic equilibrium on the health-illness continuum.
- is the individual's self-efficacy regarding health promotion maintenance activities.
- perceptions and individual control of health strongly relate to continued healthy promoting behaviors.
- is a broad scope and there are certain needs the vocational nurse is prepared to meet in assisting clients to return to and maintain optimum health and functioning.

We Believe That The Environment

- is the immediate surroundings in which individuals, families, and communities exist.
- is shaped by one's developmental state, life experiences, sociocultural orientation, health and available resources.
- is a major determinant in the individual's ability to attain a positive state of health.

We Believe That Society

- is formed by the networking of individuals, families, and communities.
- is formed by individuals who bring their own perceptions, values, attitudes, skills and knowledge.
- is dynamic and culturally diverse, everyone benefits when individuals work together to form common goals that meet the needs of all members.

We Believe That Nursing

- synthesizes knowledge from the physical and behavioral sciences with nursing arts and techniques to form the theoretical base for the profession.
- combines the art of caring and nurturing with scientific principles and skills in providing preventative, therapeutic, and rehabilitative care for individuals and families.
- utilizes the nursing process as a basis for providing a systematic approach to decision making in giving comprehensive care to clients in various stages of the life cycle.
- is an individualized process of caring for and supporting people as they progress through the spectrum of health and illness.
- supports the dignity and worth of each individual and preserves their right to individualized, respectful, and ethical care.
- practices client advocacy and participates in communication of all aspects of client care and coordination of that care.

Philosophy – Vocational Nursing (con't)

We Believe That Vocational Nursing

- is an integral and essential component of the nursing profession.
- provides nursing care to diverse clients in structured settings and assists in the coordination of care in collaboration with other health care professionals.
- prepares the vocational nurse to assume responsibility for rendering care in simple nursing situations and to assist in more complex nursing situations.
- defines a simple nursing situation as one in which the client's nursing needs have become relatively stabilized.
- recognizes that vocational nurses are accountable for their own actions and must provide a standard of practice that is within legal and ethical parameters.
- promotes personal and professional growth.

We Believe That The Teaching / Learning Process

- is defined as an interactive process demonstrated as a partnership that fosters professional growth.
- must be individualized and collaborative.
- is continuously evaluated to meet the ever changing educational and technological needs of individuals and society.
- Is facilitated by faculty members we inspire excellence and serve as role models and facilitators in providing learning experiences that target the learner's needs.
- is continuous and the student must demonstrate responsibility for learning by actively participating in the learning process.
- proceeds on a continuum from simple to complex.

We Believe That Nursing Education

- has a foundational knowledge base derived from natural, social, behavioral, and nursing sciences as well as life experiences.
- affirms the values of people from various cultural, social, and ethnic backgrounds.
- consists of nursing theory principles integrated with clinical experiences in varied health care settings.
- empowers students to problem solve and use critical thinking skills to seek solutions to problems.
- recognizes students from diverse cultural and educational backgrounds and must provide opportunities to develop the knowledge, attitudes, and skills necessary to become competent, caring, and legal-ethical members of the health care team.
- must be provided in an environment conducive to assisting students to achieve their personal and professional goals.
- utilizes college-wide support services which include: individualized tutoring, counseling, learning resource center, the reading and writing center, learning disability specialists, child care center, financial aid, and student ethnic and interest clubs.

We Believe That Education Is A Lifelong Process

- that enhances one's knowledge by building on experiences and skills.
- that provides the building blocks for learning which must be established so that learning can continue as a lifelong process.
- necessary for each person to acquire the skills, knowledge, and legal-ethical growth, so that educational goals may be attained for the present and new ones be formed for the future.
- that permits each person to evaluate their need for continuing education.

VOCATIONAL NURSING PROGRAM

Program Terminal Objectives/Student Learning Outcomes

By the end of the three semester program at Los Medanos College, vocational nursing students will:

1. Be academically prepared to take and pass the NCLEX-PN examination for licensure.
2. Be academically prepared to obtain an entry-level position as a licensed vocational nurse (LVN).
3. Demonstrate theoretical knowledge and application of technical skills to obtain an entry level position as a licensed vocational nurse (LVN).
4. Apply critical thinking skills in the care of medical/surgical, maternity, pediatric, and/or psychiatric clients in various clinical settings.
5. Utilize therapeutic communication skills (oral and written) in a clinical setting that assist the client and family to cope with and resolve problems.
6. Determine the effects of nursing interventions on the clients assigned to their care.
7. Implement and evaluate nursing interventions competently.

VOCATIONAL NURSING PROGRAM

Curriculum - Core Competencies

The curriculum content seeks to prepare the individual vocational nursing student to assume an entry level vocational nursing position by:

1. Providing an organized pattern of instruction consistent with principles of learning and sound educational practices.
2. Introducing information which progresses from the simple to the complex and is closely correlated to clinical experiences that develop nursing skills required for safe practice.
3. Integrating knowledge learned from the natural, social, behavioral and nursing sciences, as well as varied backgrounds and life experiences which assist the student to collaborate with other health care professionals in providing nursing care.
4. Utilizing theoretical concepts and clinical practice which serve to emphasize the relationship of facts, concepts, viewpoints, and proficiencies in the practice of vocational nursing.
5. Applying critical thinking and problem solving techniques during the steps of the nursing process related to nursing care of the individual.
6. Functioning in a manner that reflects an understanding of ethical conduct, personal responsibility and accountability for behavior and actions.
7. Demonstrating appropriate therapeutic communication techniques in interaction with clients and others.
8. Organizing, prioritizing and supervising unlicensed assistive personnel in caring for clients.
9. Evaluating personal and professional strengths and challenges.
10. Presenting current and relevant content, competency of instructions, appropriate clinical experiences and effectiveness of graduate performance.
11. Participating in organized activities in society which promote the growth of vocational nursing.

VOCATIONAL NURSING BOARD

Board of Vocational Nursing and Psychiatric Technicians
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Sacramento, CA 95833
Phone: (916) 263-7800
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**VOCATIONAL NURSING PROGRAM
CURRICULUM OUTLINED**

First Semester		Units	Hours/Week
VONUR 4	Introduction to Clinical Pharmacology	1	1
VONUR 5	Fundamentals of Vocational Nursing	6	6
VONUR 6	Fundamentals of Vocational Nursing Practice	6	19
VONUR 7	Vocational Nursing Role Relationships	<u>1</u>	<u>1</u>
		14	27
Second Semester		Units	Hours/Week
VONUR 10	Intermediate Concepts in Clinical Pharmacology	1	1
VONUR 11	Medical-Surgical Nursing	5	5
VONUR 12	Medical-Surgical Nursing Practice	<u>6</u>	<u>19</u>
		12	25
Third Semester		Units	Hours/Week
VONUR 15	Advanced Concepts in Clinical Pharmacology	1	1
VONUR 16	Family Centered Nursing	6	6
VONUR 17	Family Centered Nursing Practice	6	19
VONUR 18	Interpersonal Relationships	<u>1</u>	<u>1</u>
		14	27

CLINICAL OBJECTIVES: VOCATIONAL NURSING

Areas of Evaluation	First Semester	Second Semester	Third Semester
Knowledge	The student will:	The student will:	The student will:
Preparation for Clinical Assignment	<p>Prepare for assignment by using text; simulated lab practice; AV material</p> <ul style="list-style-type: none"> a. Utilize resources available: Kardex, chart, procedure manuals b. Develop time oriented plan of basic care using designated form 	<p>Review assigned patient charts and Kardex's</p> <p>Follow textbook and pharmacology review:</p> <ul style="list-style-type: none"> a. Follow assessment guidelines based on established criteria b. Develop short term goals and plan of care integrating dependent and independent nursing measures based on scientific principles 	<p>Review assigned patient charts and Kardex's</p> <p>Follow textbook and pharmacology review:</p> <ul style="list-style-type: none"> a. Follow assessment guidelines based on related data and establish own criteria b. Organize flexible plan of care c. Anticipate potential problems
Application of Theory	<p>State scientific principles for basic nursing interventions</p> <p>Seek validation/clarification using appropriate sources</p>	<p>State scientific principles for dependent nursing interventions</p> <p>Seek validation through questioning which reflects previous thought and beginning correlation of data</p>	<p>State scientific principles for dependent and independent nursing interventions</p> <p>Seek validation based on comparison on theory and actual health problem/clinical practice</p>
Transfer of Learning	Transfer learning from one situation to another when similarities are obvious	Transfer learning from one situation to another when similarities are not obvious	Transfer of previous learning to new situations
Patient Care	The student will:	The student will:	The student will:
Nursing Process	<p>Gather information on basic physical and psychological signs</p> <p>Identify obvious patient problem(s) or abnormal changes</p> <p>Identify obvious patient problem(s) or abnormal changes</p> <p>Implement dependent/independent nursing functions (Follow a written care plan)</p> <p>Evaluate effectiveness of own nursing care</p>	<p>Complete patient assessment following specific systematic criteria</p> <p>Identify normal vs. abnormal deviations</p> <p>Identify problems and suggest solution(s) in collaboration with staff/instruction</p> <p>Develop, with assistance, long and short term goals</p>	<p>Complete systematic assessment</p> <p>Complete and sort information on physical, psycho-social signs</p> <p>Identify obvious patient problems</p> <p>Prioritize care and anticipate potential problems</p> <p>Prioritize care for groups of patients</p> <p>Apply basic scientific principles in implementing care</p>
Problem Solving	Identify obvious problem(s) and report	<p>Recognize the need for assistance</p> <p>Identify and report problems requiring referral (with assistance)</p>	<p>Anticipate and observe for clues which indicate need for assistance</p> <p>Identify, report, and plan for appropriate patient referral</p>

CLINICAL OBJECTIVES: VOCATIONAL NURSING

Patient Care	The student will:	The student will:	The student will:
Patient Teaching	Explain basic nursing procedures to patient(s) including rationale, at level understood by patient	Explain medically delegated procedures and common nursing measures Identify misunderstanding or gaps in knowledge of learner	Assess the learner, identify needs, assist in collaborative role, with reinforcement Evaluate effectiveness/progress
Written Care Plans	Develop a basic plan of care by identifying obvious problems at basic needs level State specific interventions based on scientific principles or nursing Determine with assistance usual priorities in plan of care Evaluate effectiveness	Identify obvious and potential problems Provide information for use in development or modification of patient care plan Update and/or modify care plan with assistance Identify the purpose of basic interventions	With direction, design, develop, and modify care plan for patients with common recurring problems Develop, with assistance, immediate and long-range goals Recognize and plan for management of defined problems about which there is a precise body of knowledge
Skills	The student will:	The student will:	The student will:
Patient Assignment	Care for one (1) patient confined to bed rest and one (1) ambulatory patient	Care for one (1) patient on bed rest and two (2) self or partial care patients	Care for one (1) total care patient, one (1) partial care patient, and two (2) patients
Organization	Carry out skills in an organized manner <ul style="list-style-type: none"> Set-up needed equipment/supplies at the bedside Safely perform the skill in the allotted time Evaluate organizational plan with instructor	Organize assignment for most effective use of time <ul style="list-style-type: none"> Prioritize care activities Review plan with instructor Modify or change plan as needed with instructor assistance Complete assignment on time 	Care for one (1) total care patient, one (1) partial care patient, and two (2) patients <ul style="list-style-type: none"> Plan and organize assignment for most effective use of time Modify or make changes in plans with minimal disruption in patient care routine Complete assignment on time

CLINICAL OBJECTIVES: VOCATIONAL NURSING

Psychomotor Skills	<p>Proficiency must be demonstrated in the lab for all skills each semester. Knowledge of related principles and preparation for presented skills must be demonstrated in the clinical area</p> <ul style="list-style-type: none"> ▪ Vital signs ▪ Handwashing ▪ Bedmaking ▪ Personal hygiene ▪ Measuring I & O ▪ Positioning ▪ Range of motion ▪ Body mechanics, body alignment ▪ Restraints ▪ Isolation ▪ Gloving ▪ Catheterization ▪ Gavage ▪ Enemas ▪ Harris flush ▪ Oxygen therapy (cannula, mask) ▪ Medications, oral ▪ CPR ▪ Urine testing ▪ Charting: <ul style="list-style-type: none"> Graphing TX and activity records Basic nurse's notes 	<p>Proficiency must be demonstrated in the lab for all skills each semester. Knowledge of related principles and preparation for presented skills must be demonstrated in the clinical area.</p> <ul style="list-style-type: none"> ▪ Charting systems assessment ▪ Admission and discharge charting ▪ Heights and weights ▪ Transfer techniques and ambulation ▪ Sterile equipment ▪ Bandages, dressing ▪ Peds ▪ Slings ▪ Recovery room assessment ▪ N/G tube insertion/care ▪ IM, Subcutaneous, intradermal ▪ Topical, otic, ophthalmic drops ▪ IV therapy; monitoring ▪ Hot and cold compresses ▪ Care of drainage tubes: <ul style="list-style-type: none"> Pleurevacs Hemovacs ▪ Basic neuro assessment ▪ Cast care ▪ Care of patient in traction ▪ Colostomy care ▪ Tracheostomy care ▪ Oral, trach. Suctioning 	<p>Proficiency must be demonstrated in the lab for all skills each semester. Knowledge of related principles and preparation for presented skills must be demonstrated in the clinical area.</p> <ul style="list-style-type: none"> ▪ Dressings: <ul style="list-style-type: none"> Wound irrigation Packing ▪ Crutch walking ▪ Pelvic traction ▪ Neonate assessment ▪ Baby bath ▪ Baby weights ▪ Cord/circumcision care ▪ Peri light and care ▪ Post partum assessment ▪ Assist with Lamaze ▪ Pediatric medications ▪ Assessment physical & sociological of geriatric patient ▪ Vaginal irrigations; installations ▪ Catheter irrigations ▪ Nursery scrub ▪ Gowning and gloving ▪ Pediatric restraints ▪ Mist tent
Accountability	The student will:	The student will:	The student will:
Student Learning Objectives	<p>Participate with instructor in identifying own learning needs</p> <p>Participate in clarifying stated objectives for meeting learning needs</p>	<p>Identify learning needs with some assistance (may focus more on skills)</p> <p>Seek clarification of stated objectives in meeting learning needs</p>	<p>Identify learning needs and is self-directed in meeting own needs</p> <p>Develop learning objectives reflecting on assignment patient health problem and needs</p>
Professional Role	<p>Seek out instructor as resource person</p> <p>Accept constructive criticism</p> <p>Carry out patient care with direction</p>	<p>Seek out instructor as resource person</p> <p>Accept and utilize constructive criticism</p> <p>Carry out patient care independently within limited capacity</p>	<p>Participate as a contributing team member</p> <p>Participate in self-evaluation of performance</p> <p>Assume role of patient advocate</p>
Ethics	<p>Demonstrate ethical conduct by reliability, confidentiality, accountability, integrity and tolerance of others</p>	<p>Identify own value system with assistance</p> <p>Resolve own value conflicts with guidance</p>	<p>Identify own value system</p> <p>Make effort to resolve own value conflict</p> <p>Participate in ethical decision making in classroom setting</p> <p>Begin to recognize the implication of societal issues on health care</p>

CONCEPTUAL OBJECTIVES: VOCATIONAL NURSING

	First Semester	Second Semester	Third Semester
1. Protection from Injury	<p>Identify protective mechanisms – physiological and psychological</p> <p>Implement interventions to maintain client's protection from injury.</p>	<p>Assess compensatory response to internal and external injury</p> <p>Implement interventions to promote client's protection mechanism.</p>	<p>Assess for physiological and psychological threats to life, to internal and external injury</p> <p>Implement emergency interventions to stabilize the client.</p>
2. Movement in the Environment	<p>Identify self-care deficits related to activity and exercise.</p> <p>Institute nursing measures to promote normal activity level.</p>	<p>Assess alterations in mobility, circulation, and sensation related to actual or potential interference of musculoskeletal function.</p> <p>Implement interventions to maintain health state in clients requiring modified activity levels.</p>	<p>Assess rehabilitation needs of clients with mobility deficits.</p> <p>Implement interventions to assist client's adjustment to mobility deficits and restore to optimum function.</p>
3. Utilization of Substance	<p>Assess client's nutrition and elimination status and identify deviations from normal.</p> <p>Institute nursing measures to support normal intake and output.</p>	<p>Assess changing nutrition and elimination needs related to an altered health status.</p> <p>Intervene to promote optimal nutrition and elimination and evaluate effectiveness of actions/client outcomes.</p>	<p>Assess nutrition and elimination needs in the client with multiple alterations, whether functional or structural.</p> <p>Intervene to maintain nutrition and elimination balance in the client with multiple alterations and evaluate effectiveness of actions/client outcomes.</p>
4. Transportation of Substances	<p>Assess the quality of circulatory and respiratory status by observation and measurement of vital signs.</p> <p>Identify and report deviations of vital signs from normal.</p>	<p>Relate altered respiratory/circulatory measurements to the nursing diagnosis.</p> <p>Implement appropriate nursing measures to promote respiratory / circulatory integrity and maintain stable status.</p>	<p>Assess for changing status in clients with respiratory and circulatory problems.</p> <p>Implement interventions that promote optimal respiratory / circulatory function to minimize complications.</p>
5. Adaptation	<p>Identify sensory and perceptual deficiencies and manifestations of anxiety.</p> <p>Demonstrate management of own anxiety while caring for anxious clients.</p>	<p>Assess client's adjustment to maturational stages and role changes.</p> <p>Implement interventions to assist the client to progress to optimum function.</p>	<p>Assess for dependency needs related to dysfunctional behavior.</p> <p>Implement interventions to promote self-sufficiency and minimize dysfunction.</p>
6. Proliferation and Maturation	<p>Identify normal development.</p> <p>Institute nursing measures to promote optimal healing.</p>	<p>Assess fetal and new born development and compare to normal development.</p> <p>Assess physiological and psychological responses to alterations in cell proliferation.</p> <p>Implement interventions to prepare clients for optimum control of responses to the proliferation process.</p>	<p>Assess initial response to treatment for alteration in cell proliferation.</p> <p>Implement interventions to promote comfort and minimize adverse effects of treatment.</p>

REGISTERED NURSING PROGRAM

Program Description

The Associate Degree Registered Nursing program requires two academic years beyond the completion of the prerequisite courses. Graduates who complete the prescribed college requirements and prescribed nursing curriculum earn an Associate in Science Degree in Nursing (A.D.N.) and are eligible to take the examination for licensure as a Registered Nurse in California (NCLEX-RN).

The Registered Nursing program content is drawn heavily from the sciences and general education. The emphasis is on utilization of the problem solving process, making nursing judgments, and learning leadership skills.

The Los Medanos College Registered Nursing Curriculum is based upon the basic standards for competent performance of a nurse as defined by the **Rules and Regulations, California State Board of Nursing:**

CCR 1443.5. Standards of Competent Performance.

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

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

REGISTERED NURSING PROGRAM

Philosophy

The ADN faculty believe that we can best serve our community by educating its future Registered Nurses to a recognized standard of excellence. We are committed to helping promote success in our students. To achieve this goal we try to create a learning environment that emphasizes critical thinking, respect, and community service. We honor the cultural diversity of our community and encourage enrollment in our program by members of all of its many groups. We promote career advancement by offering a “Transition” program that admits Licensed Vocational Nurses who meet our admissions criteria into the second year of the Registered Nursing program. We recognize the interrelationship of all knowledge and accordingly place a strong emphasis on general education. The LMC graduate Registered Nurse is educated for full participation in the life of the community, both as a citizen and a professional member.

REGISTERED NURSING PROGRAM

Program Terminal Objectives/Student Learning Outcomes

By the end of the four semester program at Los Medanos College, registered nursing students will:

1. be academically prepared to obtain employment as a neophyte registered nurse.
2. apply the nursing process to research, evaluate, analyze, and synthesize information.
3. utilize appropriate written and verbal communication techniques to ensure optimal communication with patients, family members, and other members of the healthcare team.
4. implement nursing interventions utilizing current technology based upon scientific rationales.
5. demonstrate skills and knowledge necessary to take and pass the National Council Licensure Examination (NCLEX-RN)

REGISTERED NURSING PROGRAM

Curriculum – Core Competencies

The Los Medanos College graduate nurse demonstrates the ability to transfer scientific knowledge from psychological, social, biological, and physical sciences applying the nursing process.

Upon completion of the program, the graduate will be able to use the core competencies to organize and provide client care.

NURSING PROCESS

ASSESSMENT

1. Utilize a systematic approach to assessment and gather additional data from family, health records, and other health team members.
2. Assess the impact of developmental, emotional, cultural, religious, and spiritual influences on the client's health status.
3. Explain the relationship between the client's pathology, course of treatment, and nursing care needs involving multi-system relationships.
4. Identify changes in health status that affect the client's ability to meet own needs.

NURSING DIAGNOSIS

1. Identify actual or potential health care needs on the basis of assessment.
2. Select and prioritize nursing diagnosis on the basis of analysis and interpretation of data.

PLANNING

1. Collaborate with client/family and staff in establishing realistic client-centered short and long-term goals.
2. Establish priorities for a group of clients.

IMPLEMENTATION

1. Implement nursing interventions based on scientific rationale.
2. Initiate nursing interventions and adjust priorities in response to client's needs.
3. Implement measures to facilitate optimal adaptation to developmental tasks/deficits throughout the life span.
4. Provide for physical and psychological safety of the client.
5. Demonstrate competent performance of nursing skills.

EVALUATION

1. Determine the effects of nursing/medical interventions on the status of the client.
2. Revise care plans as needed and alter care when it is ineffective.

COMMUNICATION

1. Utilize therapeutic communication techniques that assist the client and family to cope with and resolve problems.
2. Communicate relevant, accurate, and complete information in a concise and clear manner.
3. Seek to establish an environment conducive to effective communication.
4. Collaborate with health team members to share data, seek clarification of plans, and to suggest changes in care.
5. Collaborate with staff in making referrals.

Curriculum – Core Competencies (con't)

CLIENT EDUCATION

1. Identify health learning needs of client and family.
2. Assess the client's ability and readiness to learn.
3. Implement teaching plans that are specific to the client's level of development, knowledge, and learning needs.
4. Collaborate in the development of individualized teaching plans that include health counseling and discharge planning.
5. Evaluate and document effectiveness of teaching process.

PROFESSIONAL ACCOUNTABILITY

1. Practice within the ethical, legal and regulatory frameworks of nursing and standards of professional nursing practice.
2. Maintain confidentiality of information regarding clients.
3. Advocate for client rights.
4. Provide accepted standard of care regardless of differences of client's background, health maintenance practices, or beliefs.
5. Value the profession of nursing and value own practice.
6. Use feedback and suggestions for improving nursing practice.
7. Support peers and other team members in the delivery of care.
8. Recognize own limitations and seek help when needed.
9. Demonstrate accountability for nursing care given by self and/or delegated to others.
10. Delineate and maintain appropriate professional boundaries in the nurse-client relationship.

LEADERSHIP AND TEAMWORK

1. Establish priorities for nursing care for a group of clients (3-5 clients).
2. Delegate aspects of nursing care to other health team members commensurate with their education, preparation, and experience.
3. Demonstrate flexibility in response to unexpected changes in work assignment and question inappropriate assignment.
4. Utilize appropriate channels of communication.
5. Evaluate others and formulate methods of providing suggestions for improvement.
6. Report unsafe practices of healthcare providers.
7. Utilize current technology to increase efficiency in management of client care and resources.

SAFETY

1. Maintains Standard Precautions
2. Maintains asepsis
3. Properly identifies client(s)
4. Reports changes in client's condition promptly to appropriate staff/instructor
5. Uses proper body mechanics

ASSOCIATE DEGREE NURSING PROGRAM CURRICULUM

<u>1st Semester</u>	<u>Units</u>
RNURS 22 Foundations of Nursing Practice	9.5
RNURS 23 Nursing Skills Simulation I	1
RNURS 24 Pharmacology for RN Program I	1
<u>2nd Semester</u>	
RNURS 26 Nursing in Health & Illness I	9.5
RNURS 27 Nursing Skills Simulation II	1
RNURS 28 Pharmacology for RN Program II	1
<u>3rd Semester</u>	
RNURS 31 Nursing in Health & Illness II	9.5
RNURS 33 Nursing Skills Simulation III	1
RNURS 34 Pharmacology for RN Program III	1
<u>4th Semester</u>	
RNURS 30 Leadership/Management	1
RNURS 36 Nursing in Health & Illness III	9.5
RNURS 37 Nursing Skills Simulation IV	1
RNURS 38 Pharmacology for RN Program IV	1

CLINICAL OBJECTIVES (CORE COMPETENCIES)				
By the end of each semester, students must demonstrate clinical proficiency in the following objectives. Selected objectives will be incorporated in theory testing. Objectives are cumulative and performance must remain satisfactory throughout the program.				
AREAS	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
1. NURSING PROCESS ASSESSMENT	<p>Establish a basic plan of care based upon the review of care plan, textbooks, and physical assessment.</p> <p>Utilize a systematic approach to basic head to toe assessment and identify obvious status changes in client from baseline assessment.</p> <p>Describe & discuss normal assessment findings</p> <p>State with assistance the relationship between the client's disease pathology, ordered course of treatment, and nursing care needs.</p>	<p>Establish an individualized plan of care based upon the review of care plan, textbooks, and physical assessment.</p> <p>Utilize a systematic approach to assessment. Identify potential complications related to diagnosis & assessment findings.</p> <p>Describe & discuss normal and abnormal assessment findings</p> <p>Explain the relationship between client's disease pathology, ordered course of treatment, and nursing care needs (including lab result and diagnostic tests).</p>	<p>Establish concise and focused written assessment guidelines following review of chart, care plan, and textbooks.</p> <p>Utilize a systematic and/or developmental approach to assessment.</p> <p>Identify potential problems</p> <p>Explain the relationship between the client's pathology, course of treatment, and nursing care needs.</p>	<p>Assess clients immediate/essential needs during quick, introductory rounds at beginning of shift</p> <p>Identify necessary minimum data about clients (diagnosis, pertinent history)</p> <p>Use various methods to gather data in preparation for and while implementing clinical assignments.</p> <p>Confirm observation or perception by obtaining additional information. Report findings that deviate from the norm for particular clients considering their history.</p> <p>Explain the relationship between the client's pathology, course of treatment, nursing care needs involving multi-system relationships.</p>
NURSING DIAGNOSIS	Identify obvious health care needs on the basis of assessment.	Identify actual or potential health care needs on the basis of assessment, client prognosis, and mental status.	Identify actual or potential health care needs on the basis of assessment, client prognosis, and mental status	Identify actual or potential health care needs on the basis of assessment, client prognosis, and mental status
PLANNING	Observe interactions between staff and client in establishing realistic client-centered short term goals.	Participates in interactions between staff and client in establishing realistic client-centered short & long term goals.	Collaborate with Interdisciplinary teams and physicians in establishing client goals.	Collaborate with staff in making referrals on the basis of identified client needs and knowledge of available resources to achieve goals.
	Observe interactions between staff and client in identifying priorities in delivery of client care	Identify priorities in delivery care for assigned client	Establish priorities according to the individual needs of assigned clients.	Establish priorities for a group of clients.
	Select nursing interventions from standardized care plan	Collaborate with nursing staff in the development of individualized care plan.	Collaborate with nursing staff and physicians in initiating or updating individualized care plans.	Collaborate with multidisciplinary staff in initiating or updating individualized care plans.

AREAS	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
IMPLEMENTATION	<p>Provide for physical and psychological safety of the client Implement nursing interventions in response to client's needs.</p> <p>Organize and manage clinical assignment (1-2 clients) to complete on time.</p> <p>Perform selected nursing interventions in response to client's needs.</p> <p>Demonstrate safe performance of nursing skills:</p> <ul style="list-style-type: none"> • Review procedure and assemble necessary equipment. • Prepare client correctly. • Maintain aseptic technique. • Demonstrate safe and proper technique. • Dispose of used equipment in appropriate manner. <p>Administer medications safely and competently P.O. (with supervision)</p> <ul style="list-style-type: none"> • I.V. Monitoring • Explain actions, routes of Administration, side effects, toxicity, and nursing implications of drugs. • Relate knowledge of drugs to therapeutic use. • Identify drug interactions and incompatibilities. • Prepare drug correctly. • Identify client correctly. 	<p>Implement nursing interventions based on scientific rationale.</p> <p>Organize and manage clinical assignment (2-3 clients) to complete on time.</p> <p>Initiate nursing interventions in response to client's needs.</p> <p>Safely performs nursing skills</p> <p>Administer medications safely and competently P.O. (independent) Subcutaneous. & I.M. (supervised):</p> <ul style="list-style-type: none"> • Prepare drug cards. • I.V. Monitoring 	<p>Organize and manage clinical assignment.</p> <p>Implement measures to facilitate optimal adaptation to developmental tasks/deficits.</p> <p>Organize and manage clinical assignment (3-4 clients) to complete on time.</p> <p>Initiate nursing interventions and adjust priorities in response to client's needs.</p> <p>Safely performs nursing skills</p> <p>Administer medications safely and competently P.O., S.C., I.M., I.V. (all I.V. with supervision)</p> <ul style="list-style-type: none"> • Label I.V. bottles and calculate drip rates accurately. • I.V. infusions – continuous and intermittent. • I.V. piggybacks. 	<p>Implement measures to facilitate optimal adaptation to developmental tasks/deficits throughout the life span.</p> <p>Organize and manage clinical assignment (4 clients) to complete on time by the end of the semester. (N/A in psych rotation)</p> <p>Implements individualized nursing interventions</p> <p>Safely performs nursing skills</p> <p>Initiate nursing interventions and adjust priorities in response to client's needs – unstable/chronically ill.</p> <p>Administer medications safely and competently P.O., Subcut., I.M., I.V. (all I.V. with supervision).</p> <ul style="list-style-type: none"> • I.V. push medications

<p>EVALUATION</p>	<p>Determine with assistance the effects of nursing interventions on the status of the client.</p> <p>Document client's responses to interventions.</p> <p>Participate with the client/family and staff in evaluation of client's progress toward goals.</p>	<p>Determine the effects of nursing interventions on the status of the client.</p> <p>Revise care plan with assistance as needed.</p>	<p>Determine the effects of nursing interventions on the status of the client and suggest alternatives.</p> <p>Question ineffective/potential harmful orders and secure additional medical orders as needed.</p> <p>Revise care plan as needed.</p>	<p>Determine the effects of nursing/medical interventions on the status of the client.</p> <p>Collaborate with physician regarding changes in medical plan.</p> <p>Participate with the client/family and multidisciplinary staff in evaluation of client's progress toward goals.</p> <p>Revise care plan as needed and alter care when it is ineffective.</p>
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AREAS	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
<p>2. COMMUNICATION</p>	<p>Recognizes which assessment findings would need to be promptly reported to primary care nurse and/or instructor</p> <p>Performs a basic client interviewing. Establishes an environment conducive to effective communication. Utilize basic communication techniques that assist the client to cope.</p> <p>Correctly documents basic assessment findings and care provided for client during shift.</p>	<p>Promptly identifies & reports pertinent information to primary care nurse and/or instructor</p> <p>Demonstrate application of therapeutic communication skills in interviewing clients & families. Identify effective versus ineffective coping.</p> <p>Charts assessment findings, care provided, and nursing interventions in a clear, accurate, complete, concise, and timely manner.</p>	<p>Report pertinent information to client, family, and appropriate health care team member. Document communications</p> <p>Analyze own interactive behavior within a therapeutic or collegial relationship.</p> <p>Utilize therapeutic communication skills to effectively intervene and decrease client anxiety when he/she uses ineffective coping</p> <p>Communicate verbally and in writing client behaviors, responses to nursing interventions, and responses to medical care. Initiate communication with physicians and other health team members in order to share data, seek clarification of plans, or to suggest needed modifications or additions to care.</p>	<p>Report pertinent information to client, family, and appropriate health care team member. Anticipate additional communication needs as client's condition changes</p> <p>Experiment with different approaches to achieve positive outcome to nursing interventions and responses to medical care.</p> <p>Communicate accurate and concise information both verbally and in writing on assigned clients: In shift reports to staff on admission, discharge and transfer reports to physicians and multidisciplinary staff.</p>
<p>3. CLIENT EDUCATION</p>	<p>Identify basic client educational needs regarding course of treatment and nursing care.</p> <p>Explain basic information regarding treatment and nursing care to client and family.</p> <p>Utilizes terminology client can understand.</p>	<p>Assess client understanding regarding course of treatment and nursing care</p> <p>Apply appropriate principles of learning and teaching.</p> <p>Incorporates client and family education as part of routine care and plan of care. Works with staff in initiating and performing client education according to standardized protocols.</p> <p>Evaluates client's response to teaching.</p>	<p>Assess client's ability and readiness to learn.</p> <p>Identifies health learning needs of client.</p> <p>Implements teaching plans that are specific to the client's level of development, knowledge and learning needs.</p> <p>Collaborates with staff in the development of individualized teaching plans.</p> <p>Evaluates effectiveness of teaching process.</p>	<p>Performs health counseling including disease prevention and discharge planning.</p> <p>Works collaboratively with staff to refer client to outside resources if further teaching follow-up, or evaluation of client understanding is needed.</p> <p>Anticipates client's further learning needs and facilitates opportunities for additional learning.</p>

CLINICAL OBJECTIVES (con't)

AREAS	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
<p>4. PROFESSIONAL ACCOUNTABILITY</p>	<p>Demonstrate acceptance of school/hospital goals and policies; i.e., dress code, attendance, and accountability.</p> <p>Is prepared for clinical activities and aware of objectives to be accomplished.</p> <p>Identify own strengths and weaknesses.</p> <p>Seek clarification of unfamiliar or unclear orders/procedures terminology, or equipment.</p> <p>Practice within the ethical and legal framework of nursing.</p> <p>Maintain confidentiality of information regarding clients.</p> <p>Provide accepted standard of care regardless of differences of client's background, health maintenance practices, or beliefs.</p>	<p>Accept responsibility for own learning evidenced by weekly learning objectives/focus.</p> <p>Seek resources for continuous learning and self-development.</p> <p>Recognize own limitations and seek help when needed. Identify own strengths and weaknesses</p> <p>Report concerns regarding quality of care to the appropriate person.</p>	<p>Accept responsibility for independent nursing actions.</p> <p>Use constructive criticism and suggestions for improving nursing practice.</p> <p>Demonstrate patient advocacy.</p>	<p>Support peers and other workers in the delivery of care. Values nursing as a career and values own practice.</p> <p>Elicit feedback for self-improvement from appropriate personnel.</p> <p>Recognize and report ethical dilemmas encountered in practice.</p>
<p>5. LEADERSHIP AND TEAMWORK</p>	<p>Collaborates with primary care nurse in identifying priorities in planning, organizing, and completing basic care.</p> <p>Interact with staff nurse in prioritizing basic care for assigned client.</p> <p>Utilize appropriate channels of communication.</p>	<p>Establish priorities in planning, organizing and completing care for 2 clients.</p> <p>Collaborate with other health team members in providing care</p> <p>Demonstrate flexibility in response to unexpected changes in work assignment</p>	<p>Establish priorities in planning, organizing, and completing care for 3-4 clients.</p> <p>Interact with other team members in a collegial manner.</p> <p>Demonstrate flexibility in response to unexpected changes in work assignment and question inappropriate assignment.</p>	<p>Establish priorities for nursing care for a group of clients (4-5 clients). Team leading role.</p> <p>Delegate aspects of nursing care to team members appropriately.</p> <p>Evaluate others and formulate methods of providing criticism to other members.</p> <p>Participate in teaching or family conference planning care.</p>

CLINICAL OBJECTIVES (con't)

AREAS	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
6. Safety	Maintains Standard Precautions Maintains asepsis Properly identifies client(s) Reports changes in client's condition promptly to appropriate staff/instructor Uses proper body mechanics	Maintains Standard Precautions Maintains asepsis Properly identifies client(s) Reports changes in client's condition promptly to appropriate staff/instructor Uses proper body mechanics	Maintains Standard Precautions Maintains asepsis Properly identifies client(s) Reports changes in client's condition promptly to appropriate staff/instructor Uses proper body mechanics	Maintains Standard Precautions Maintains asepsis Properly identifies client(s) Reports changes in client's condition promptly to appropriate staff/instructor Uses proper body mechanics

**REGISTERED NURSING CURRICULUM
CONCEPTUAL FRAMEWORK and CORRELATION OF THEORY CONTENT**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER	FOURTH SEMESTER
RNURS 22--FOUNDATIONS OF NURSING PRACTICE	RNURS 26--NURSING IN HEALTH & ILLNESS I	RNURS 31--NURSING IN HEALTH & ILLNESS II	RNURS 36--NURSING IN HEALTH & ILLNESS III
<p><u>UNIT I:</u> PROTECTION FROM INJURY</p> <ul style="list-style-type: none"> Nursing Process (2 classes) Legal and Ethical Comfort and Pain Management Asepsis Wound Care <p><u>UNIT II:</u> MOVEMENT IN THE ENVIRONMENT</p> <ul style="list-style-type: none"> Motor Needs 	<p><u>UNIT I:</u> PROTECTION FROM INJURY</p> <ul style="list-style-type: none"> Care of the Client with STDS Introduction to Human Immunity <p><u>UNIT II:</u> MOVEMENT IN THE ENVIRONMENT</p> <p>Care of Orthopedic Patient with Alteration in Muscle Skeletal Function</p> <ul style="list-style-type: none"> Surgical (Hip Fx/Replacement) Traction 	<p><u>UNIT I:</u> PROTECTION FROM INJURY</p> <ul style="list-style-type: none"> Care of the Client with Immunologic Problems Care of the Client with Integumentary Problems Care of the Client with Abuse and/or Trauma Care of the Geriatric Client <p><u>UNIT II:</u> MOVEMENT IN THE ENVIRONMENT</p> <ul style="list-style-type: none"> Care of the Client with Muscle Skeletal/Locomotion Problems 	<p><u>UNIT I:</u> PROTECTION FROM INJURY</p> <ul style="list-style-type: none"> Nursing Role in the Psychiatric Setting Care of the Client with Acting Out Behavior: Personality Disorders Mental health disorders of children and adolescents Care of the Client with Burns Basic Intervention for Psychiatric Emergencies Care of the Client with anxiety and psychiatric crisis <p><u>UNIT II:</u> MOVEMENT IN THE ENVIRONMENT</p> <ul style="list-style-type: none"> Care of the Client with Mood Disorders <ul style="list-style-type: none"> Mania Depression Care of the Client with Neuromuscular Disorders Care of the Client with Spinal Cord Injury

**REGISTERED NURSING CURRICULUM
CONCEPTUAL FRAMEWORK and CORRELATION OF THEORY CONTENT (con't)**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER	FOURTH SEMESTER
RNURS 22--FOUNDATIONS OF NURSING PRACTICE	RNURS 26--NURSING IN HEALTH & ILLNESS I	RNURS 31--NURSING IN HEALTH & ILLNESS II	RNURS 36--NURSING IN HEALTH & ILLNESS III
<p><u>UNIT III: UTILIZATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Nutrition Diet Therapy • Bowel Elimination • Urinary Elimination • Fluid & Electrolytes (2 classes) <p><u>UNIT IV: TRANSPORTATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Oxygenation (2 classes) • Cardiovascular Functions (2 classes) 	<p><u>UNIT III: UTILIZATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Care of Diabetic Client (2 classes) • Care of Clients with Alteration in Gastrointestinal Function (2 classes) • Care of Clients with Alteration in Genitourinary Function (2 classes) <p><u>UNIT IV: TRANSPORTATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Care of the Client with Chest Pain • Care of the Client with Dyspnea • Care of the Client with Hypertension/Hypotension • Care of Client with pregnancy induced hypertension and hemorrhagic conditions of pregnancy • Care of Client with CVA • Care of the Client with Tuberculosis 	<p><u>UNIT III: UTILIZATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Care of the Client with Hepatic Biliary Problems • Care of the Client with Gastrointestinal Problems • Care of the Client with Renal and Urinary Disorders • Care of the Client with Diabetic Complications <p><u>UNIT IV: TRANSPORTATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Care of the Client with Cardiovascular Problems <ul style="list-style-type: none"> • Congenital Heart • Infectious Diseases of the Heart • Circulatory Insufficiency--Cardiac • Circulatory Insufficiency--Peripheral • Care of the Client with Anemia • Care of the Client with Respiratory Obstruction • Care of the Client with Chest Surgery 	<p><u>UNIT III: UTILIZATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Care of the Client with Renal Failure • Care of the Client with Total Parental Nutrition • Care of the client with Fluid and Electrolyte Imbalances • Care of the Client with Endocrine Disorders <ul style="list-style-type: none"> • Care of the Client with Disorders of the Pituitary, Thyroid, and Adrenal Glands <p><u>UNIT IV: TRANSPORTATION OF SUBSTANCES</u></p> <ul style="list-style-type: none"> • Care of the Client with Cardiovascular Problems <ul style="list-style-type: none"> • Chronic Heart Failure • Shock • Cardiac Arrest and/or Dysrhythmia • Care of the Client in Respiratory Failure

**REGISTERED NURSING CURRICULUM
CONCEPTUAL FRAMEWORK and CORRELATION OF THEORY CONTENT (con't)**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER	FOURTH SEMESTER
RNURS 22--FOUNDATIONS OF NURSING PRACTICE	RNURS 26--NURSING IN HEALTH & ILLNESS I	RNURS 31--NURSING IN HEALTH & ILLNESS II	RNURS 36--NURSING IN HEALTH & ILLNESS III
<p><u>UNIT V: ADAPTATION</u></p> <ul style="list-style-type: none"> • Communication (2 classes) • Physical Assessment • Stress Health and Illness • Nursing Across the Lifespan (Erikson) • Sleep & Level of Consciousness • Perceptual Disturbances • Culture/Ethnicity • Crisis Intervention • Dependent/Manipulative Clients • Grief/Loss <p><u>UNIT VI: PROLIFERATION AND MATURATION</u></p> <ul style="list-style-type: none"> • Sexuality 	<p><u>UNIT V: ADAPTATION</u></p> <ul style="list-style-type: none"> • Care of Client with Acute Pain • Care of the Elderly Client <ul style="list-style-type: none"> • Physiological Changes • Psychosocial Changes • Implications--Cultural and Altered Body Image • Altered Responses to Illness and Treatment--Drugs • Health Promotion • Care of the Client with Cognitive Impairment <ul style="list-style-type: none"> • Dementia/Alzheimer's <p><u>UNIT VI: PROLIFERATION AND MATURATION</u></p> <ul style="list-style-type: none"> • Antepartal Care (2 classes) • Post Partum Care (2 classes) • Newborn Care/Preemie Care (2 classes) • Labor and Delivery (2 classes) • Menopause • Care of the Client with Cancer 	<p><u>UNIT V: ADAPTIVE MECHANISMS</u></p> <ul style="list-style-type: none"> • Care of the Client with Sensory Disorders <p><u>UNIT VI: PROLIFERATION AND MATURATION</u></p> <ul style="list-style-type: none"> • Care of the Client with Cancer • Care of the Client with Sexual and Reproductive Problems • Care of the Client with AIDS/HIV 	<p><u>UNIT V: ADAPTATION</u></p> <ul style="list-style-type: none"> • Care of the Client with Chemical Dependency • Care of the Client with Chronic Pain • Care of the Client with Thought Disorders • Care of the Client with Sensory Neuro Problems • Care of the Client with Increased Intracranial Pressure • Care of the Client with Eating Disorders <p><u>UNIT VI: PROLIFERATION AND MATURATION</u></p> <ul style="list-style-type: none"> • Care of the Dying Client and Family

CONCEPTUAL FRAMEWORK and CORRELATION OF PHARMACOLOGY CONTENT

First Semester	Second Semester	Third Semester	Fourth Semester
RNURS 24 Pharmacology I	RNURS 28 Pharmacology II	RNURS 34 Pharmacology III	RNURS 39 Pharmacology IV
<p>Protection from Injury</p> <ul style="list-style-type: none"> • Legal & Ethical Implications • Introduction to Nurse's Role/Pharmacokinetics • Application of Nursing Process to drug administration • Immunizations <p>Utilization of Substances</p> <ul style="list-style-type: none"> • Over the counter drugs • Herbal Medications • Techniques for drug administration/Specific routes <p>Transportation of Substances</p> <ul style="list-style-type: none"> • Antihistamines/decongestants <p>Adaptation</p> <ul style="list-style-type: none"> • Substance Abuse • Pain Medications • Medications for the eye & ear <p>Proliferation/Maturation</p> <ul style="list-style-type: none"> • Medications for male reproductive health • Geriatric Pharmacology 	<p>Protection from Injury</p> <ul style="list-style-type: none"> • Antibiotics (part 1 & 2) • Drugs related to Pre & Post Operative Care <p>Utilization of Substances</p> <ul style="list-style-type: none"> • Drugs to improve GI function (parts 1 & 2) • Oral Antidiabetic Agents • Diuretic Agents <p>Transportation of Substances</p> <ul style="list-style-type: none"> • Drugs to Improve Cardiovascular Function • Antihypertensive Agents • Drugs to Improve Respiratory Function (parts 1 & 2) <p>Proliferation/Maturation</p> <ul style="list-style-type: none"> • Drugs used in Postpartum and Normal Newborn • Pregnancy & Preterm labor drugs • Drugs to support cancer treatment (colony growth stimulating factors) 	<p>Protection from Injury</p> <ul style="list-style-type: none"> • Pediatric Vaccines • Antifungal Agents <p>Movement in the Environment</p> <ul style="list-style-type: none"> • Drugs for Pain & Inflammation • Principles of Neuropharmacology <p>Utilization of Substances</p> <ul style="list-style-type: none"> • Drugs to treat Diabetes <p>Transportation of Substances</p> <ul style="list-style-type: none"> • Drugs to treat Anemia • IV Management • Cardiac Glycosides & drugs for CHF • Agents affecting Blood Coagulation <p>Adaptation</p> <ul style="list-style-type: none"> • Treatment of Viral Diseases: HIV • Glucocorticoids • Derm & ENT Medications <p>Proliferation/Maturation</p> <ul style="list-style-type: none"> • Pediatric Medications 	<p>Protection from Injury</p> <ul style="list-style-type: none"> • Anesthetics, Conscious Sedation <p>Movement in the Environment</p> <ul style="list-style-type: none"> • Seizure Drugs • Drugs to treat Neuro Disorders <p>Utilization of Substances</p> <ul style="list-style-type: none"> • Drugs & Fluids for Shock • Drugs for Fluid, Electrolytes, & Nutritional Balance • Endocrine Drugs <p>Transportation of Substances</p> <ul style="list-style-type: none"> • Cardiac Arrhythmia Drugs <p>Adaptation</p> <ul style="list-style-type: none"> • Antipsychotic Drugs • Antidepressants/Antimanic Drugs • Sedatives & Hypnotics • Antianxiety Drugs • Narcotic Agonists & Antagonist Agents • Proliferation/Maturation

CONCEPTUAL FRAMEWORK and CORRELATION OF SKILLS BY SEMESTER CONTENT

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER	FOURTH SEMESTER
RNURS-023 NURSING SKILLS SIMULATION I	RNURS-027 NURSING SKILLS SIMULATION II	RNURS-033 NURSING SKILLS SIMULATION III	RNURS-038 NURSING SKILLS SIMULATION IV
<ul style="list-style-type: none"> • Protection from Injury <ul style="list-style-type: none"> ○ Handwashing ○ Standard Precautions ○ Clean Gloving ○ Wound Care and Dressing Change ○ Sterile Gloving/Field ○ Restraints ○ Drug Dosage Calculations ○ Binders/Bandages ○ Personal Protective Equipment and Isolation ○ Bed Bath and Linen Change ○ Documentation and SBAR • Movement in the Environment <ul style="list-style-type: none"> ○ TEDS and Pneumatic Compression Stockings ○ Transfer and assisted ambulation ○ Range of Motion • Utilization of Substances <ul style="list-style-type: none"> ○ Intake and Output ○ Nasogastric Tube Care/ Feeding ○ Enemas ○ Urinary Catheterization ○ Catheter Care and DC • Transportation of Substances <ul style="list-style-type: none"> ○ Pulse Oximetry ○ IV Assessment and DC ○ Oral Medication Administration ○ Nasogastric Tube Medications ○ Oxygen Administration ○ Injection Medication Administration Intro ○ IV Monitoring • Adaptation <ul style="list-style-type: none"> ○ Vital Signs ○ Physical Assessment 	<ul style="list-style-type: none"> • Protection from Injury <ul style="list-style-type: none"> ○ Nursery Scrub ○ Newborn Bath ○ Drug Dosage Calculations ○ Smoking Cessation • Movement in the Environment <ul style="list-style-type: none"> ○ Crutch/Cane/Walker Use • Utilization of Substances <ul style="list-style-type: none"> ○ Blood Glucose Testing ○ Insulin Administration ○ NG Tube Insertion/Care ○ NG Tube Discontinuation ○ IM: SQ; Intradermal Injection/Medication Administration ○ Ostomy Care (Pouch/ Empty) • Transportation of Substances <ul style="list-style-type: none"> ○ Relaxing and Breathing Techniques for Childbirth ○ Cardiac Monitor Lead Placement • Adaptation <ul style="list-style-type: none"> ○ Pre-op Assessment ○ Post-op Assessment • Proliferation and Maturation <ul style="list-style-type: none"> ○ Newborn Assessment ○ Post-Partum Assessment 	<ul style="list-style-type: none"> • Protection from Injury <ul style="list-style-type: none"> ○ Flu Clinic - IM Injections ○ Drug Dosage Calculations • Utilization of Substances <ul style="list-style-type: none"> ○ Lab Values • Transportation of Substances <ul style="list-style-type: none"> ○ IV Management ○ Hanging IV Infusions ○ IV Piggyback Medications ○ IV Bolus Medication ○ IV Insertion ○ Saline Lock Flush ○ Chest Tube Management ○ Tracheostomy Care ○ Sterile Suctioning • Adaptation <ul style="list-style-type: none"> ○ Epidural/PCA Management ○ Simulation 	<ul style="list-style-type: none"> • Protection from Injury <ul style="list-style-type: none"> ○ Organ Donation ○ Sterile Central Line Dressing Change ○ Drug Dosage Calculations ○ Code Management • Utilization of Substances <ul style="list-style-type: none"> ○ ABG Analysis ○ Central Lines • Transportation of Substances <ul style="list-style-type: none"> ○ Blood Transfusion ○ Cardiac Rhythm Strip Interpretation • Adaptation <ul style="list-style-type: none"> ○ Simulation

GENERAL INFORMATION

Student Nursing Association

The Student Nursing Association (SNA) of Los Medanos College is a charter of the National Student Nurses' Association (NSNA), the pre-professional organization for student nurses. The mission of the Association is to: organize, represent and mentor students preparing for initial licensure as nurses, convey the standards and ethics of the nursing profession, develop nursing students who can prepare to lead the profession in the future, and promote collegiality and communication among the nursing students on campus. It meets the first Tuesday of every month during the academic year. The Association organizes brown bag seminars and facilitates student activities and celebrations.

Student Representation

Students participate in the annual Nursing Advisory Committee meeting where representatives from local health care facilities, faculty, and students discuss, plan and evaluate the nursing program at the college to ensure currency of content and practice.

Students are active in curriculum changes in the nursing program and student representatives attend faculty meetings where curriculum items are on the agenda for discussion.

Financial Aid

There are several loan and scholarship funds available to students. Please contact the Financial Aid Office and the LMC Scholarship Office for information about eligibility requirements and deadlines. It is advisable to seek financial assistance early in the program.

Transportation

Several clinical facilities in Alameda and Contra Costa Counties and the surrounding communities are used throughout the nursing program. Therefore, every student is expected to provide his/her own means of transportation to the clinical facilities.

Classroom Use

College policy **DOES NOT PERMIT** children in classrooms or laboratories. All persons attending class must be enrolled in the class. In addition, children are not permitted to wait unattended outside classrooms for parents who are attending class.

College policy **DOES NOT PERMIT** eating or drinking of any kind in the classrooms and/or labs. The only exception to this policy is during approved student/faculty special events.

Attendance – GENERAL INFORMATION (con't)

Classroom attendance

Regular attendance and class participation are required. Attendance policies are included in each semester's syllabus. The student is expected to study all assigned materials prior to class lectures and come prepared to participate in the learning process.

Clinical attendance

Nursing is a practice profession. In order to gain the necessary clinical skills and to apply theory into practice, students are required to participate in all clinical experiences. Refer to Clinical Absence Policy

PROGRAM AND CLINICAL AGENCY REQUIREMENTS

- 1. CPR Certification:** Students must be CPR certified with the American Heart Association Health Provider Course prior to the beginning of each nursing program and must be recertified every two years. On-line CPR classes with no laboratory component are not acceptable.

A current CPR card is required to care for clients in the acute care setting. Students will not be allowed in the acute care setting without a current CPR card. It is the student's responsibility to ensure that the current CPR is on file.
- 2. Physical Exam:** Medical clearance is required upon acceptance to the nursing program.
- 3. Immunity Status: 2 Step** TB clearance is required annually. Students must also submit proof of adequate Rubella and varicella immunity by titer. Students are required to obtain Hepatitis B immunization (series of three injections). Additional vaccines, such as the flu vaccine (i.e., H1N1), may be required by the clinical facilities throughout the semesters.
- 4. Annual Healthstream Orientation:** Students are required to participate in an annual online orientation program required by the clinical facilities. This covers topics related to safety guidelines. The student is responsible for the annual cost of this online orientation.
- 5. Mask-fitting:** Students need to be fitted with N95 masks. The student is responsible for any cost associated with the mask, the fitting and, when requested by the clinical agency, in purchasing own masks for the clinical experience.
- 6. Background Check/Drug Screening:** Done prior to admittance to the nursing programs

Request for Accommodation in Clinical Settings

Students involved in programs that have a clinical-component are entitled to reasonable accommodation in the clinical setting as well as the academic setting. Students must discuss the accommodations they are requesting for their clinical placements with their DSPS counselor. DSPS will engage in the interactive process with the students to decide whether the student needs accommodations in the clinical placement. DSPS will inform the clinical placement agency and the clinical instructor of the recommended accommodations, and DSPS will coordinate implementation of the accommodations with the clinical placement and clinical instructor. For clinical placements, if DSPS has approved the proposed accommodation, and the clinical placement cannot implement it, LMC shall do one or more of the following: (1) work with the placement to implement the accommodation or negotiate implementation of an equally effective alternative; (2) place the student in another placement that is equally effective for the student; or (3) end the relationship with the placement.

Request for Accommodation in Classroom Setting:

The DSP&S Office is committed to providing opportunities for students with disabilities to fully participate in all college programs. A variety of services/accommodations are available to student with identified disabilities. To arrange for an appointment contact the DSP&S Administrative Assistant by calling (925) 439-2181, ext. 3133 or visit the DSP&S Office. Accommodations for classroom setting/exams need to be arranged for in a timely manner to

accommodate the teaching/testing schedule.

Request for accommodations from the Board of Registered Nursing (BRN) and Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to take the respective licensing exam (NCLEX-RN or NCLEX-PN) must be made of the respective board at time of application for licensure. All requests for accommodations for taking the NCLEX are handled individually by the BRN or BVNPT.

PROFESSIONAL ATTIRE

Nursing is a profession identifiable in part by personal appearance. As a student nurse representing Los Medanos College and the nursing profession, it is expected that all nursing students adhere to the following dress code.

RN UNIFORM

Uniform: The student uniform for male and female students is identical. Required uniform can be purchased at Scrubs Uniform 4857 Lonetree Way, Antioch, CA 94531 (925) 777-3331

Dress Code for pre-clinical assignments and community presentations: A white lab coat with LMC logo on the upper **left** side of the chest. A lab coat may be worn over business casual clothing (no jeans or denim material, no tight or low-cut clothing) when completing the clinical prep the night before clinical.

LMC Student Patch: Upper **left** side of the chest on the scrub top.

- Patch Application Instructions:

Before applying the patch to the uniform, please do the following:

- Soak the patch in a mixture of ½ water, ½ white vinegar for 2 hours
- Dry thoroughly
- Use a medium to medium high setting on the iron and press the patch onto the uniform (check every 10 – 15 sec to make sure it is not scorching)
- Sew patch onto uniform by stitching around the edge of the patch

Under Shirts: Clean white, professional appearing long or short sleeved WHITE under shirts may be worn under the scrub top. Crew, V-neck, or Turtle Neck are permitted.

Sweaters: White or maroon washable cardigan sweater may be worn over the uniform.

Shoes: Only all white shoes (nursing or white leather tennis shoes) or white clogs with a back strap. Colored logos or stripes on shoes, open-toed sandals, running shoes, and canvas tennis shoes are unacceptable. Shoes must be clean and polished. Shoe laces must be clean and white.

Hosiery: White socks: support hose are beneficial

Jewelry: Jewelry which may get caught, snagged, pulled or cause injury to your client or yourself may not be worn. **Dangling earrings may not be worn. Only one pair of stud earrings may be worn at a time (Only one earring per ear). No necklaces or bracelets may be worn. Only one ring may be worn.** No lapel pins. No visible body piercing or tongue piercing.

Tatoos: All visible tatoos must be covered up in clinical by bandage or uniform

ID Badges: No stickers, pins, other decorative items are permitted to be worn on or around the name badge.

PROFESSIONAL ATTIRE

VN UNIFORM

Uniform: The student uniform for male and female students is identical. Required uniform can be purchased at Scrubs Uniform 3694 Delta Fair Blvd, Antioch, CA 94509

Lab Coats: White lab coats may be worn with the Los Medanos College logo patch on the upper **left** shoulder.

- Patch Application Instructions:

Before applying the patch to the uniform, please do the following:

- Soak the patch in a mixture of ½ water, ½ white vinegar for 2 hours
- Dry thoroughly
- Use a medium to medium high setting on the iron and press the patch onto the uniform (check every 10 – 15 sec to make sure it is not scorching)
- Sew patch onto uniform by stitching around the edge of the patch

Shoes: Only all white shoes (nursing or white leather tennis shoes) or white clogs with a back strap. Colored logos or stripes on shoes, open-toed sandals, running shoes, and canvas tennis shoes are unacceptable. Shoes must be clean and polished. Shoe laces must be clean and white.

Hosiery: White socks: support hose are beneficial

Jewelry: Jewelry which may get caught, snagged, pulled or cause injury to your client or yourself may not be worn. **Dangling earrings may not be worn. Only one pair of stud earrings may be worn at a time (Only one earring per ear). No necklaces or bracelets may be worn. Only one ring may be worn.** No lapel pins. No visible body piercing or tongue piercing.

Tatoos: All visible tattoos must be covered up in clinical by bandage or uniform

ID Badges: No stickers, pins, other decorative items are permitted to be worn on or around the name badge.

GROOMING

Personal Hygiene: Since odors, including body odors and perfumes, are offensive to ill persons, daily bathing, use of unscented deodorants, and good oral hygiene are essential.

Hair: Hair must be pulled back away from face and off the collar. Beards must be neatly trimmed. No unnatural hair colors (i.e. pink, blue) are permitted. Hair accessories such as feathers are not permitted.

Nail Care: Fingernails must be kept short and clean. Nail polish must be unchipped and clear or pale pink. No artificial nails of any type may be worn to clinical.

Make-up: Subtle make-up in moderation.

Drinking/Eating: Are not allowed in the clinical area except in designated break areas.

Gum: Gum chewing is not allowed in the clinical area.

Smoking: Smoking is not allowed in the clinical area.

Perfume/Cologne: Clients/staff may have allergies to certain scents. Do not use perfumes/ colognes /scented sprays when working in the clinical setting.

EQUIPMENT:

Watch - A wrist watch that keeps accurate time and has a second hand. (Digital watches are not recommended and using a cell phone as a watch is not acceptable in the clinical setting).

Stethoscope

Black Ink Pen

Bandage Scissors

OPTIONAL EQUIPMENT

Note Pad or Clipboard (optional)

Pen light

ELECTRONIC EQUIPMENT

PDA/Smart Phone Students are allowed to use a PDA device / Smart Phone (i.e. iPhone, Blackberry) in the clinical setting as a reference tool to look up medications, lab values, etc. Due to the potential interference of a PDA/Smart Phone with critical medical equipment, the reference program must be able to freely operate without connecting to a WiFi or Cellular Data network (i.e. download onto the device). Students who use a PDA/Smart Phone in the clinical setting agree not to use the phone, text/multimedia messaging, internet, email, or any other feature/service that accesses the WiFi or Cellular Data networks while in the clinical facility. Students may not use the PDA/Smart Phone inside the client's room or any other patient care locations. Use of a PDA/Smart Phone does not take the place of adequate clinical preparation and the device should only be used for situations that arise during the course of the clinical shift.

Due to the fact that policies and procedures vary widely among the hospital facilities, students must comply with specific directions, rules, policies, and procedures outlined by the clinical instructor at each hospital location. The student understands that each hospital site is different and the use of a PDA/Smart Phone may not be allowed by a specific location. If the student's use of the PDA/Smart Phone is found to be inappropriate or has been deemed to be in violation of any hospital or LMC nursing program policies (by the clinical instructor, hospital staff, or hospital administration/management), student will be asked not to use their device for the remainder of the clinical rotation.

PROFESSIONAL RESPONSIBILITY OF THE STUDENT NURSE IN THE CLINICAL AREA

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

Nursing students are expected to maintain a physical and mental state which will enable them to meet these professional nursing responsibilities. They must be intellectually and technically prepared to give nursing care. Improper student conduct in the clinical area may result in possible student dismissal.

Without exception, students need to:

1. Be **physically, emotionally** and **theoretically** prepared for clinical assignments.
2. Comply with HIPAA guidelines at all times.
3. Use only client's initials when submitting reports on clients to instructors.
4. Maintain a professional attitude at all times.
5. Channel any criticism of an agency or individual through the instructor or the program director.
6. Follow clinical guidelines in the use of a PDA / Smart Phone (see above)
7. Be aware that clinical performance is adversely affected by chemical dependency and/or mental illness. It is the responsibility of the nursing student to seek diagnosis and treatment of these conditions. Faculty will assist and support the student in his/her efforts toward recovery and wellness. If necessary, faculty have the authority to take immediate intervention for client safety. If treatment is not sought, progression in the program will be adversely affected. Students who exhibit behavior that may be due to impairment by alcohol/drug abuse or emotional illness may be dismissed from the clinical setting for unsafe behavior. The student will not be readmitted into the nursing program unless there is evidence that the student has had treatment or rehabilitation to correct the illness.

Nursing Program Policies

These policies are a supplement to Los Medanos College policies and procedures. It is the responsibility of the student to read and be familiar with the college catalog, as well as the current policies and procedures of the Nursing Program.

These policies are in effect for the duration of the academic year.

These policies are reviewed annually. Policy changes are distributed as appropriate.

STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE OR EMOTIONAL ILLNESS POLICY

Alcoholism, drug abuse, and emotional illness are illnesses from which a nursing student can be assisted to recover.

Personal and health problems involving these diseases can affect academic and clinical performance. The impaired nursing student is a danger to self and a grave danger to the patients in his or her care.

It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment of any suspected illness.

Confidential handling of the diagnosis and treatment of these diseases is essential.

All clinical agencies have the right to request that a student not be placed in their facility for clinical practice.

PROCEDURE

1. Instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical area.
2. The instructor will take immediate action to remove an impaired student from the clinical area if the student's conduct and/or performance is deemed unsafe to self or patients under his or her care.
3. The student will be referred to the program director who will consult with the Dean of Student Development
4. Student may be subject to disciplinary action (See Student Code of Conduct available online at the Los Medanos College website www.losmedanos.edu click Student Services, then click Code of Conduct for entire report and disciplinary process.
5. If the student is unable to meet the clinical objectives, the student will be dismissed from the program

See www.rn.ca.gov Nurse Practice Act [TITLE 16, CALIFORNIA CODE OF REGULATIONS; BUSINESS AND PROFESSIONS CODE](#)

CHEATING/PLAGIARISM POLICY

Because honesty is an essential value for the professional nurse, a score of zero "0" will be assigned to the examination, project, paper, or assignment of any student who is found to have cheated or who has plagiarized any portion of an Examination, Project, Paper, or Assignment. (See *College Catalog: "Student Rights and Responsibilities" Student Discipline and Suspension*; See *Student Code of Conduct* available on line on the LMC Website)

Any student who is found to have cheated on an examination or who has plagiarized on a Project, Paper, or assignment will be referred to the Dean of Student Development for disciplinary action.

Plagiarism

- Plagiarism is defined as representing someone else's words, idea, or data as ones' own (published or unpublished material, including material from the internet) without appropriate referencing (this includes presenting someone else's opinions and theories as one's own, copying someone else's work, or working jointly on a project, then submitting it as one's own).
- Selected assignments may to be submitted for review for plagiarism by faculty.
- Plagiarism on any assignment submitted in the RN or VN program is considered a serious offense
- Submitted work that has been plagiarized will receive a score of zero for the entire assignment

USE OF INSTRUCTIONAL MATERIALS IN THE NURSING PROGRAM

Any instructional related material (including, but not limited to, lecture handouts, power point presentations, tape recorded lectures, handouts, etc) provided during the Registered Nursing program is only permitted for use by currently enrolled students in the Registered Nursing program. All instructional material is property of the Registered Nursing faculty and the Department of Nursing at Los Medanos College and may not be reproduced or distributed, either in print or electronically, unless permission has been provided by the nursing faculty or the department of nursing. Audio recording of lectures are only permitted if the individual instructor provides permission to do so. Permission to audio record lectures may be revoked at the discretion of the lecturing faculty. Audio recorded lecture material is for personal and private use only and may not be duplicated or distributed, including electronically, for any reason. Audio recording in the clinical environment is strictly prohibited. Video recording of lectures are not permitted.

NETIQUETTE GUIDELINES

Netiquette is "Internet Etiquette" or "Network Etiquette" and describes the use of proper manners and behavior online. It basically provides a set of rules for behaving properly online. Internet Etiquette should be used in all areas of electronic means including email, chatting, Blackboard discussion boards, and so on. While enrolled in the LMC Nursing Program, it is the expectation that all members of the LMC nursing community abide by the following guidelines when communicating via electronic formats:

1. Use Computer Courtesy

No matter the form of communication remember to be courteous and respectful of others online. Remember the **Golden Rule**: Do unto others as you'd have others do unto you. Ask yourself before every message or post... *Would I say it to the person's face?* Also remember that your words are written... there's a good chance they *can* come back to haunt you.

2. Be Brief Online

Keep messages short and to the point... You are not the center of cyberspace. It is easy to forget when you're working hard on a project and deeply involved in it, other people have concerns other than yours. Don't expect instant responses to all your questions... be patient.

3. DON'T SHOUT

No matter what forum, writing in all capital letters is considered **SHOUTING** and is considered very rude.

4. Pay Attention to Language Issues

Improper, inappropriate or bad language is never acceptable when communicating with any member of the LMC nursing community. Think back to rule #1... *Would I say it to the person's face?*

5. Think Before Posting or Sending

Again, what is posted or sent may come back and haunt the writer tomorrow. Ask yourself... *Do I really want to say this?* Remember that no one can guess your mood, see your facial expressions, or tell you are "joking around" when they read your message... all they have are your words.

6. Cyber-bullying

Harassment, intimidation, threatening, or abusive behavior is **NEVER** permitted when communicating with members of the LMC nursing community. If you are a target of cyber-bullying by another member of the LMC nursing community, do *not* respond. Keep all original correspondence and report it to a faculty member or the director of the LMC nursing program immediately.

References:

Netiquette E-guides on social interaction and communicating electronically (<http://www.studygs.net/netiquette.htm>)
The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>)

GRADING POLICY: COURSE CLINICAL GRADE POLICY

Clinical objectives describing expected behaviors are listed in each nursing course syllabus. Clinical grades are based upon written clinical objectives.

In each course with a clinical component, "Critical Objectives" have been identified which must be satisfactorily met in order to receive a SATISFACTORY (S) clinical grade. Critical objectives pertain to the delivery of safe patient care.

Clinical Grading:

S= Satisfactory- Meets clinical objectives at a level commensurate with theory and experience in the program. Functions adequately with moderate direction and guidance. Meets all **critical objectives(*)**. Seeks assistance when needed and benefits from constructive criticism.

Students must achieve all "**Satisfactory**" ratings at the end of the semester on the clinical evaluation in order to complete the clinical and to progress in the nursing program to the next semester.

NI = Needs Improvement - Is deficient in meeting clinical objectives and/or **critical objectives (*)** at a level commensurate with theory and experience in the program. Needs frequent guidance and detailed instructions. Is unable to consistently apply theory to clinical practice.

Needs Improvement in any clinical objective and/or **critical objectives(*)** will result in the student being placed on clinical probation at any point within the rotation or semester.

U= Unsafe - Exhibits behavior which endangers self, the client, or others. Is deficient in meeting clinical objectives and/or **critical objectives (*)** at a level commensurate with theory and experience in the program. Is unable to demonstrate improvement with constant guidance and detailed instruction. Is unable to consistently apply theory to clinical practice.

Unsafe performance in any **critical objective(*)** will result in the student being dismissed from the program at any point in the semester.

Critical Objectives(*) - A "U" in a critical objective indicates that the delivery of care or the lack of care may harm the patient.

Students cannot progress from one semester to another if clinical performance is "UNSAFE" or "NEEDS IMPROVEMENT".

Clinical Evaluation Procedure

Nursing faculty evaluate student's performance according to stated clinical objectives for each semester. A clinical evaluation will be completed at the end of each clinical rotation and will be placed in the student's file.

If a student at **any time** is not meeting the clinical objectives, the clinical instructor will meet with the student and probation may be initiated.

However, if at any time a student's behavior poses a serious threat to client's safety the probation process may be waived and the student will be removed from the clinical area. Faculty review may result in dismissal from the program.

CLINICAL ABSENCE POLICY for RN STUDENTS

Each student is expected to participate in **ALL** clinical experiences. Clinical experiences include hospital and other agency clinical experiences, clinical conferences, orientations, clinical days on campus and all other related clinical activities.

ALLOWED NUMBER OF CLINICAL ABSENCES

All clinical absences interfere with a student's achievement of clinical objectives.

A maximum of **two clinical absences** per semester are allowed **ONLY** in the event of serious illness or emergency per semester. The clinical instructor must be notified prior to the start of the clinical day in the event of illness or emergency.

FOCUS AREAS

Due to the short duration of clinical hours in **Pediatrics, Maternity and Psych** only one clinical absence may occur during these rotations. ***If a second clinical absence occurs in one of these areas then an Emergency Absence Request must be submitted.*** (See *Emergency Absence* policy)

FOURTH SEMESTER

ONLY one clinical absence is allowed prior to the start of the preceptorship. Any additional clinical absence prior to preceptorship requires faculty approval of an Emergency Absence Request. **During the preceptorship, students MUST complete a set number of clinical shifts.**

LATENESS & LEAVING EARLY

In the event of an emergency a student is permitted to arrive late to clinical **ONLY** if it is ***less than 15 minutes***. This is allowed only **once per semester**. ***Arriving late to the clinical area for a second time will be counted as a clinical absence*** and the student will be asked to leave the clinical facility. Leaving the clinical setting early, for any reason, will be counted as a clinical absence

CLINICAL PREPAREDNESS

Due to potential for compromising client safety, a student who comes physically, emotionally, or academically unprepared to the clinical area will **not** be allowed to remain in the clinical setting for that day and it will be counted as a clinical absence.

A student who comes to the clinical area ill may be asked to leave at the discretion of the clinical instructor and in accordance with agency policy. A student who is asked to leave due to illness will be marked absent for the day. A student who has been ill may be asked to provide the faculty with documentation from a medical provider stating that the student is physically able to return to the clinical area.

DISMISSAL FROM THE REGISTERED NURSING PROGRAM

A student will be dismissed from the registered nursing program when clinical absences exceed two absences within a semester, unless an Emergency Absence Request is approved by the registered nursing teaching team. (See *Emergency Absence* policy)

CLINICAL ABSENCE POLICY for VN STUDENTS

Each student is expected to participate in ALL clinical experiences. Clinical experiences include hospital and other agency clinical experiences, skills, clinical conferences and all other related clinical activities.

All clinical absences interfere with a student's achievement of clinical objectives. Therefore, a maximum of **sixteen (16) hours of clinical absence are allowed ONLY in the event of serious illness or emergency in the first semester and sixteen (16) hours in the second semester.**

Due to the short duration of clinical hours in focus areas (pediatrics, maternity, psych) a maximum of ONLY eight (8) hours may be missed in a focus area in the third semester.

PROCEDURE

The clinical instructor must be notified prior to the start of the clinical day in the event of illness or emergency.

Arriving late to the clinical area will be included as clinical absence time.

Due to potential for compromising client safety, a student who comes physically, emotionally, or academically unprepared to the clinical area will **not** be allowed to remain in the clinical setting for that day.

A student who comes to the clinical area ill may be asked to leave at the discretion of the clinical instructor and in accordance with agency policy. A student who has been ill may be asked to provide the faculty with documentation from a medical provider stating that the student is physically able to return to the clinical area.

A student will be dismissed from the nursing program when clinical absences exceed the allotted clock hours for the semester.

EMERGENCY ABSENCE POLICY – RN

All clinical absences interfere with a student's achievement of clinical objectives. Therefore, submission of a Request for Emergency Absence should be reserved for serious illness or emergency. There is no guarantee that the Request will be approved.

A student may request additional excused time from a clinical experience due to emergency situations by filling out the "**Request for Emergency Absence**" form.

This request may only be made one time per semester. A student may use the Emergency Absence Request for **one clinical experience**.

The Emergency Absence Policy is to be used after:

- **Two clinical absences** during regular Med/Surg rotations **or**
- **One clinical absence** during a focus area /or in 4th semester prior to preceptorship.

A **clinical absence** is a missed **clinical experience** which includes hospital and other agency clinical experiences, clinical conferences, orientations, clinical days on campus and all other related clinical activities.

PROCEDURE

1. Complete the "Request for Emergency Absence" form
2. Submit the completed "Request for Emergency Absence" form to current clinical instructor prior to the absence. Other documentation may be requested by the instructor.
3. If unable to submit the "Request for Emergency Absence" form prior to the absence, notify the clinical instructor of the reason for absence by telephone.
4. Submit the "Request for Emergency Absence" form on the first day back from the absence.
 - a. If the first day back is at clinical, submit the form and any necessary documentation to your current clinical instructor. The student will be **provisionally** allowed to attend clinical and a **final** decision will be made by the registered nursing teaching team.
 - b. If the first day back is at the LMC campus, submit the form and any necessary documentation to one of the nursing faculty.
5. The faculty teaching team will make a decision regarding the request for emergency absence submitted by the student. The student may be required to be present at this meeting. The faculty team will consider both the reasons for the emergency absence, as well as, other clinical and academic criteria.
6. The student will be given written notification of the decision of the faculty team in regard to the emergency absence. A "Request for Emergency Absence" may or **may not** be granted.
7. A Request for Emergency Absence will not be granted to a student that is on clinical probation.

GROUNDINGS for DISMISSAL from REGISTERED NURSING PROGRAM

If the student has more than two clinical absences + one **granted** emergency absence then they will be dismissed from the registered nursing program.

If the student has more than two absences (one absence + one granted emergency absence) in a Focus Area, then they will be dismissed from the registered nursing program.

Please refer to the Course Grades for Withdrawal/Dismissal from RN Program Policy.

EMERGENCY ABSENCE POLICY –VN PROGRAM

A student may request additional excused time from clinical due to emergency situations by filling out the "Request for Emergency Absence" form **one time only per semester.**

The Emergency Absence Policy is to be used only after the **16 hours of clinical absence** has been used. This applies to the **first and second semester only.**

Due to the short duration of clinical hours in focus areas (pediatrics, maternity, psych), a maximum of ONLY **eight (8)** hours may be missed in a focus area in the third semester.

PROCEDURE

1. Submit completed "Request for Emergency Absence" form (**Appendix 3**) to current clinical instructor. Other documentation may be requested by the instructor.
2. If unable to submit the Emergency Absence form prior to the absence, notify the instructor by telephone. The student should then submit the Emergency Absence form within 48 hours.
3. The faculty teaching team will make a decision regarding the request for emergency absence submitted by the student. The student may be required to be present during the faculty team meeting. The faculty team may consider both the reasons for the emergency absence as well as other clinical and academic absences.
4. The student will be given written notification of the decision of the faculty team in regard to the emergency absence.

If the student misses a **cumulative total** in excess of thirty-two (32) clinical hours (ie: 16 excused hours + 16 **granted** emergency hours for the first and for the second semester, the student will be dropped from the program with a W.

If the student misses more than the allotted hours in the focus areas and the 8 hours **granted** emergency hours for the third semester, the student will be dropped from the program with a W

If clinical absences occur prior to the last date to withdraw or a grade of "D" if the clinical absences occur after last date to withdraw per the LMC Semester Class Schedule.

SKILLS LAB COMPETENCY POLICY FOR RN PROGRAM

The Skills Lab is an integral component of the nursing program. The Skills lab provides the student with the necessary instruction to perform and the opportunity to practice required procedural skills in a safe environment.

Students must successfully complete ALL skills check-offs to pass the skills lab course each semester.

In order to ensure safe clinical practice, students are required to successfully demonstrate the course procedural skills prior to application in the clinical setting.

The student will not be able to perform the skill in clinical until the skill has been successfully checked-off. Inability to perform required skills in the clinical setting hinders the student's ability to safely and successfully meet the clinical learning objectives. A student's inability to perform a skill in clinical adversely affects the student's clinical evaluation for skills performance.

PROCEDURE

Students need to review and practice the required skill using the Skills Check-Off form prior to demonstrating the skill to the instructor on the scheduled date.

A student who is not successful in demonstrating safe procedure in the required skill, as outlined in the Check-Off form, on the first try is responsible for contacting the instructor or the instructional specialist to arrange for remediation and re-check-off within one week.

A student will have a maximum of three attempts to pass the required skill. The student has a maximum of 2 weeks after the initial check-off to complete a total of 3 attempts if necessary. If the student is unable to successfully pass the skill check-off after three attempts, the student will be dismissed from the registered nursing program.

Upon successful completion of the check-off after 2 or 3 attempts, the maximum score awarded will be 75% of the total points possible for the check-off.

DRUG CALCULATION COMPETENCY POLICY FOR RN PROGRAM

Drug dosage calculation is an integral part of medication administration. Students must successfully pass a minimum of three (3) drug dosage calculation exams in each of the four semesters of the RN program.

To successfully pass a drug dosage calculation exam, a score of 80% or greater is required on each exam. If a score of 80% or better is not achieved on an exam, the student will be offered remediation. The student will have a maximum of two additional attempts to pass the drug dosage calculation exam.

A student who does not successfully pass a drug dosage calculation exam will not be allowed to pass medications, with or without the clinical instructor, in the clinical setting.

Safe medication administration is a critical skill. Therefore, inability to demonstrate medication administration in the clinical setting adversely affects the student's clinical evaluation for skills performance.

PROCEDURE

Passing score is 80% on each exam.

A student who does not achieve a score of 80% or greater on an exam will need to review the drug dosage calculation practice problem sets and request remediation from the instructor as necessary. The student will have a maximum of two additional attempts to pass the drug dosage calculation exam.

A date for drug dosage calculation retest will be established by the instructor prior to the next clinical day whenever possible. This is to provide the student with the opportunity to demonstrate medication administration in the clinical setting.

If the student is unsuccessful in achieving the required score on the drug dosage calculation exam after two more attempts, the student will be dismissed from the registered nursing program.

80% is the maximum score that will be assigned to the student who successfully passes a drug dosage calculation exam on the second or third attempt.

PROGRESSION TO THE PRECEPTORSHIP POLICY RN Program

Students in the fourth semester may progress into the preceptorship only if they have achieved a satisfactory evaluation in all clinical objectives at end of medical-surgical rotation(s) occurring earlier in the 4th semester in the RN Program

PROCEDURE

A student who receives a **“NI” Needs Improvement or “U” UNSAFE** clinical grade in the medical-surgical rotation of the fourth semester of the program will not be allowed to continue to the preceptorship. The student is, therefore, unable to complete the clinical component of the course. The student will be dismissed from the program and a grade of "F" will be assigned for the course.

The student may elect to withdraw from the course if this occurs before the college drop date. The student will then receive a "W" grade on the college transcript. In this case, the "W" grade counts as the first admission to the nursing program (see Registered and Licensed Nursing Program Readmission Policy).

A student dismissed from the nursing program with a clinical grade of “U” is not eligible to reapply to the Los Medanos Nursing Programs (see Registered and Licensed Nursing Program Readmission Policy)

TESTING IN THE RN PROGRAM POLICY

- Students who have special testing requirements need to have a form sent to the nursing course instructor from DSPS a minimum of one week prior to the next schedule test.
- **All tests are to be taken at the time and date scheduled** regardless of the reason for the missed test.
- Tests taken other than the scheduled time, including those taken late on the regularly scheduled exam day, will be marked down per the following:
 - 1st Missed Test: 5% per nursing lecture class day.
 - Ex: Test Scheduled for Tuesday:
 - If taken on Wednesday: 5% is deducted
 - If taken following Tuesday: 10% is deducted (5% for Wednesday and 5% for Tuesday)
 - An additional 5% will be taken off for each additional nursing lecture class day until exam is taken
 - 2nd Missed Test: 10% for first day late, then an additional 5% per nursing lecture class day.
 - Ex: Test Scheduled for Tuesday:
 - If taken on Wednesday: 10% is deducted
 - If taken following Tuesday: 15% is deducted (10% for Wednesday and 5% for Tuesday)
 - An additional 5% will be taken off for each additional nursing lecture class day until exam is taken
 - 3rd Missed Test: 15% for first day late, then an additional 5% per nursing lecture class day
 - Ex: Test Scheduled for Tuesday:
 - If taken on Wednesday: 15% is deducted
 - If taken following Tuesday: 20% is deducted (15% for Wednesday and 5% for Tuesday)
 - An additional 5% will be taken off for each additional nursing lecture class day until exam is taken
 - 4th – Final Test: Subsequent tests in a given registered nursing course will continue to have an additional 5% reduction per missed test, plus an additional 5% per nursing lecture class day.
- Skills lab courses have occasional Monday dates. These Monday dates count as nursing lecture class day for Skills lab courses **only**. Therefore, a missed Skills test may need to be made up on Monday.
- Tests need to be taken the first day the student returns to campus from the absence and the student will not be excused from regular class time to take a missed test.
- If a student arrives more than 15 minutes late to a test, the student will be asked to take the test after all scheduled nursing classes are completed on the day of the test. The student will be marked down according to above policy.
- If a student does not take a test at the scheduled time, but arrives to attend classes held later in the day on test day, the student is required to take the test after all scheduled nursing classes are completed and the student will be marked down according to above.
- It is the student's responsibility to arrange to make up any missed test.
- Grades for tests will be posted on Blackboard within one week of the test date.
- If a student has a concern about the accuracy of a test grade or any question on the test, the concern must be addressed with the nursing faculty teaching the course within one week of the posting of the test grade. After that time all grades stand as final.

- The time allotted for each exam will be based on the student having one and a half minutes to answer each theory question and 3 minutes per drug dosage calculation question.
- Probationary status will be initiated if a student is not maintaining a passing grade.
- Students must comply with the CCCCD Student Code of Conduct regarding academic dishonesty, cheating, plagiarism, etc. Students who violate the policy will be given a score of zero on the test.

Revised 08/12/10

COMMUNICATION WITH INSTRUCTOR(S)

Communication about a student's grades or status in the nursing program will only be done between the instructor and the student. Family members, friends, or significant others will not be permitted to attend.

CLINICAL PROBATION POLICY

Probation is a warning and an indication that changes must occur in student performance if the student is to progress satisfactorily in the program. This procedure is a means of identifying student problem(s) in writing, describing what actions have taken place to correct the problem(s) and specifying what changes must occur. Once probation is initiated, conferences and written notations will document the student progress toward meeting objectives.

Clinical probation will be initiated in response to patterns of behavior/performance which interfere with student's progress in meeting objectives. Examples are: needs improvement on a clinical evaluation, incomplete assignments, lack of preparation for clinical practice, inability to apply theory to clinical practice, lack of accountability, not calling an agency/instructor when ill, not arranging for make-up exams, etc. This list is **not** inclusive.

Clinical probation can occur at any time in the program. Probation length depends upon the type of problem(s) and upon the resolution of problem(s).

PROCEDURE

1. The instructor will meet with the student to identify problem areas and establish a plan for improvement. Problem areas are documented in writing and a plan for remediation initiated. Both the teaching team and Program Director are consulted.
2. Regular evaluations and written notations will take place documenting student progress toward meeting objectives.

Resolution

1. A student may resolve problem(s) and is removed from clinical probation.
2. A student may be dismissed from the program if resolution is not completed within set time limits.
3. If the student does not agree with the final decision, a formal appeal may be filed with the Nursing Department Student's Concern and Appeal's Committee. (see Nursing Student Appeal's Policy)

NURSING STUDENT APPEALS POLICY

The appeals policy is an internal process to review the concerns of a student in the Nursing Program related to **clinical performance**. All other appeals processes follow the standard policies of the college.

Composition of Students' Concern and Appeal's Committee

Faculty: Two nursing instructors appointed by the Program Director. A chairperson and recorder will be selected from the committee members.

Students: Two nursing students selected from a non-aggrieved nursing class designated by the Program Director. **This is optional** and the aggrieved may decline to have other students present during this meeting.

PROCEDURE

The student shall:

- a. See the person involved and attempt an informal resolution. Should an informal resolution of the problem not be resolved, the student initiating the grievance should proceed to step "b".
 - b. Submit a letter stating the facts of the matter to the Student Concern and Appeals Committee / Nursing Program Director and the rationale for wanting the grievance pursued.
 - c. The director will review the letter and discuss the concern with the Students' Concern and Appeals Committee.
 - d. All parties involved shall be notified within 3 days by the director that a hearing will be held. This notice shall be in writing and will indicate time and place of the meeting.
2. The hearing, if held, will be commenced within five (5) working days from the date of filing the letter unless there are extenuating circumstances.
 3. The Students' Concern and Appeals Committee will meet as necessary to respond to issues of concern.
 4. In any proceedings, the student shall have the right to:
 - a. Be accompanied by a support person of his or her choosing. The role of the support person should be passive and the support person may not address the hearing committee.
 - b. Withdraw the grievance at any point during the proceeding.

Upon arriving at a decision, the committee shall immediately transmit to the Program Director and the parties involved a written statement of the Committee's findings and recommendations. The Program Director will submit the Committee's findings and recommendations to the Dean of Math and Sciences.

If the student does not agree with the decision, he/she may meet with the Dean of Math and Sciences (see Los Medanos College catalog, Student Rights and Responsibilities- Student Appeals Process).

Tape Recording

An official audiotape recording of the hearing shall be kept. The record shall be the property of the District. The aggrieved student may listen to the tape at a mutually agreeable location at the college. An aggrieved student may, upon request, be provided a copy at his or her own expense.

ASSIGNMENT OF COURSE GRADES FOR WITHDRAWAL/DISMISSAL FROM THE REGISTERED NURSING PROGRAM

ALL NURSING COURSES IN EACH SEMESTER MUST BE PASSED WITH A LETTER GRADE OF “C” OR BETTER IN ORDER TO PROGRESS IN THE NURSING PROGRAM.

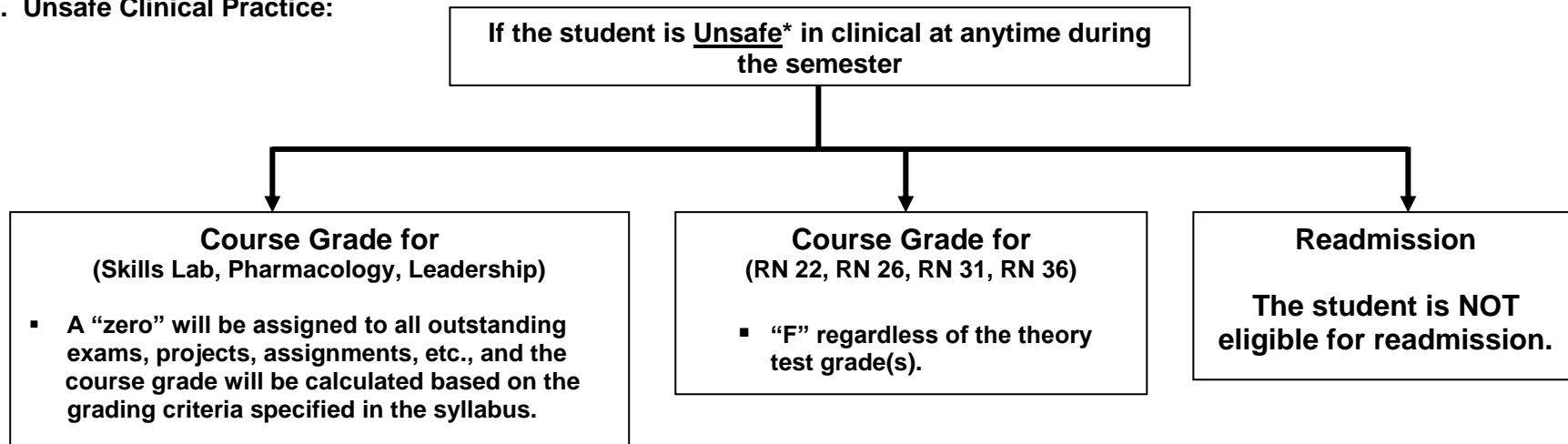
The nursing courses in each semester are co-requisite courses (theory/clinical, pharmacology, skills lab, leadership). Therefore, withdrawal or dismissal from any one course will necessitate withdrawal from all nursing courses and the nursing program for the semester. Readmission under any circumstance necessitates re-taking all co-requisite courses. The most current grades earned in co-requisite courses will override the previously achieved grade and will be used to determine progression in or completion of the registered nursing program.

GENERAL INFORMATION

A student who is withdrawn or dismissed from the nursing program, for academic or clinical performance, or an unapproved clinical absence will receive:

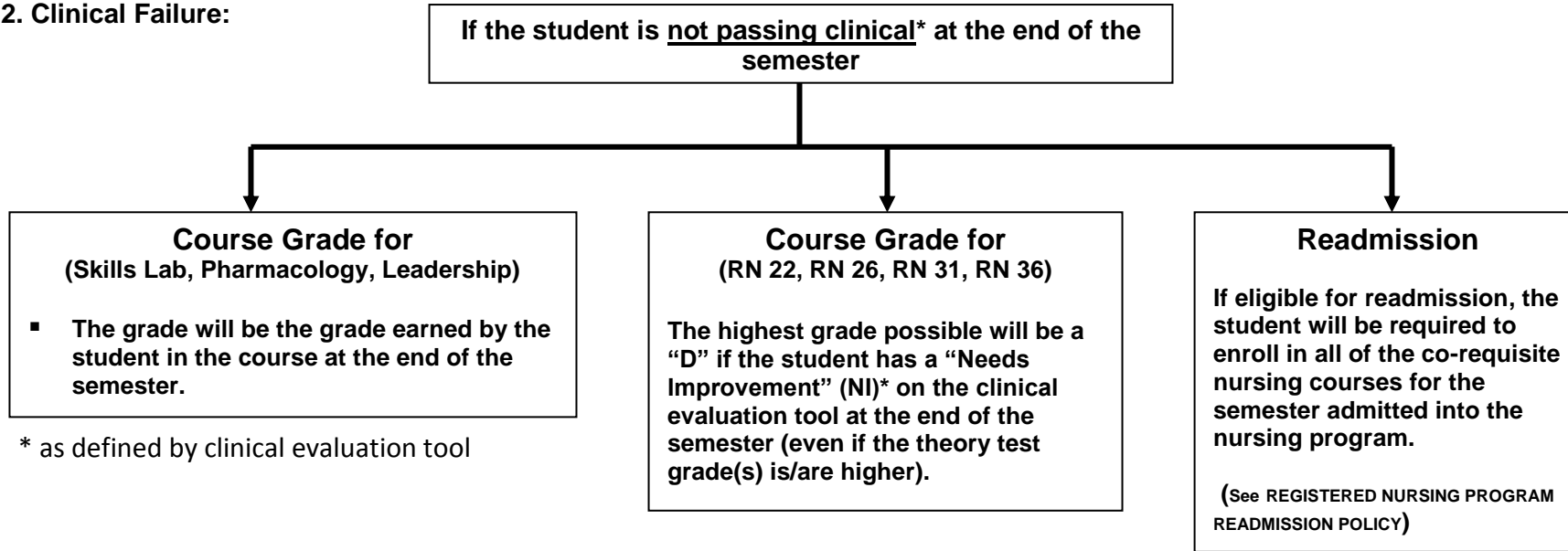
- a course grade of “W” in all nursing courses if the withdrawal or dismissal occurs **prior** to the designated college drop date in all nursing courses for the semester. This is considered as an admission to the nursing program.
- a letter grade if the withdrawal or dismissal occurs **after** the designated college drop date in all nursing courses for that semester (See below)

1. Unsafe Clinical Practice:

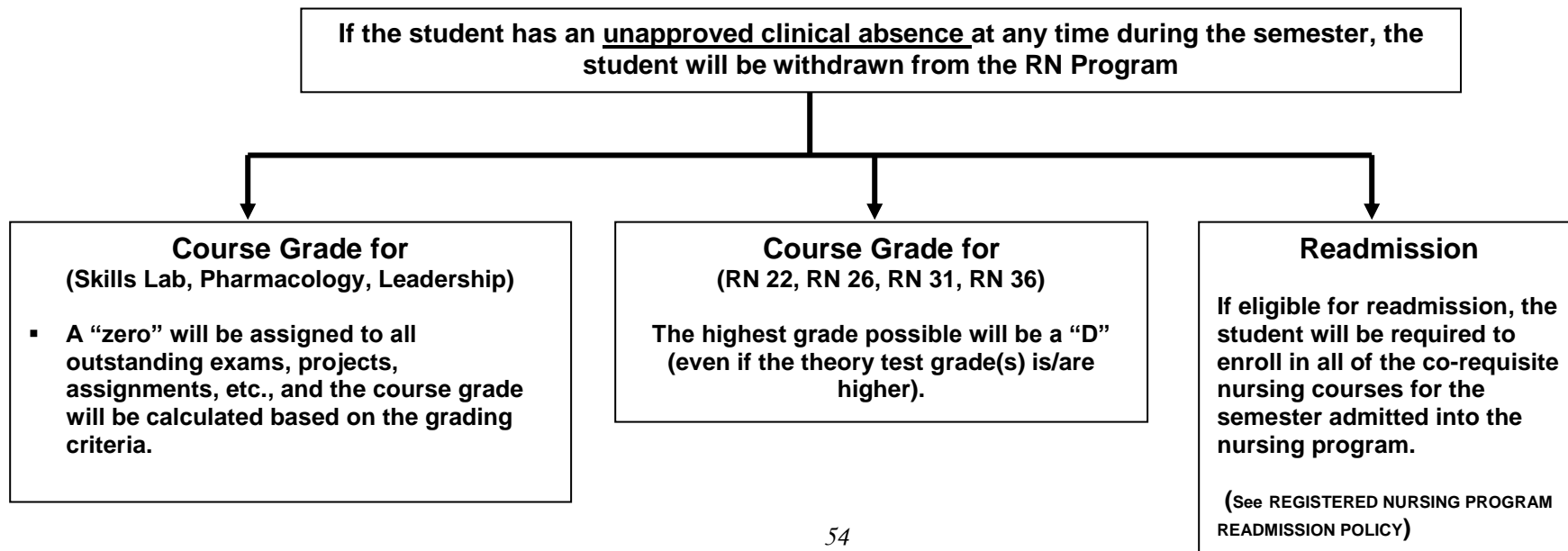


* as defined by clinical evaluation tool

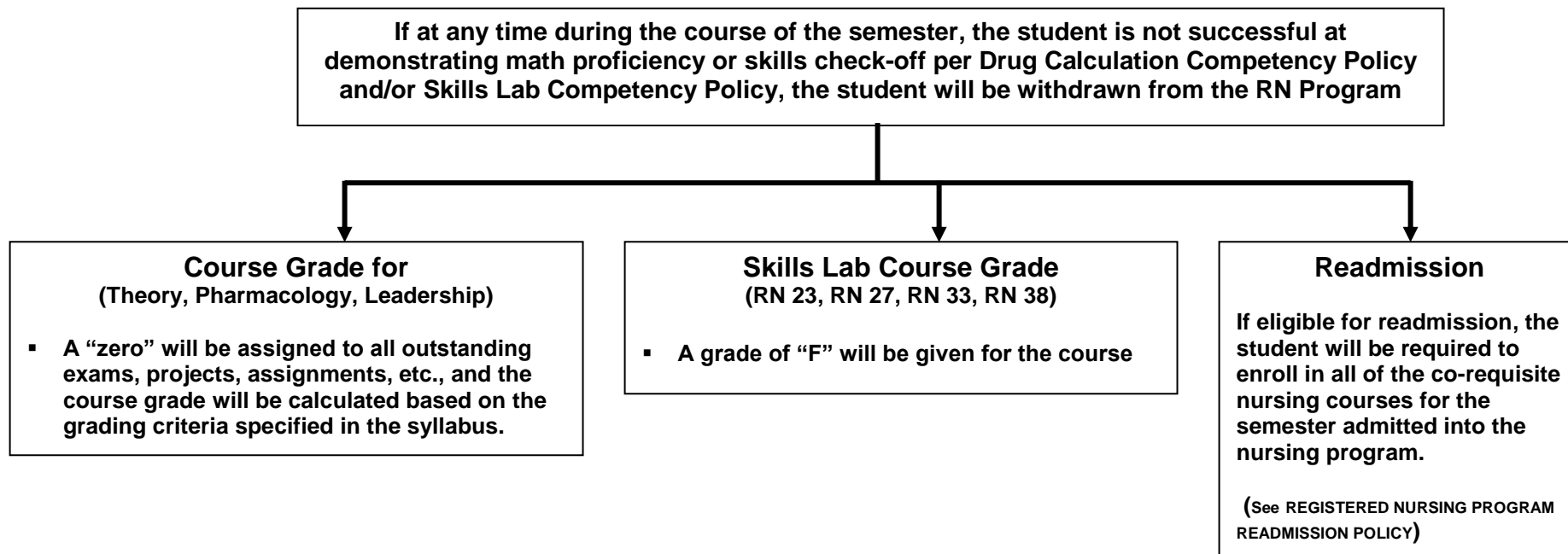
2. Clinical Failure:



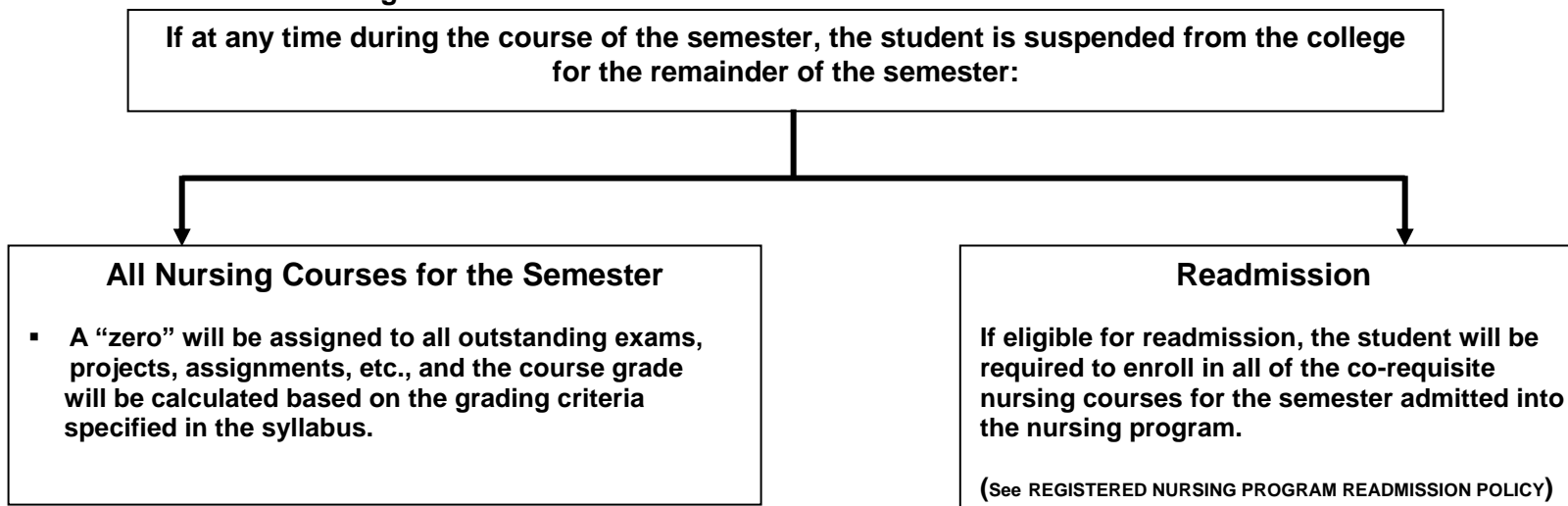
3. Unapproved Clinical Absence:



4. Failure to Demonstrate Math or Skills Check-Off Proficiency:



5. Suspension from Los Medanos College:



REGISTERED and LICENSED NURSING PROGRAM READMISSION POLICY

General Provisions

- Students will be considered for readmission to the Registered Nursing (RN) Program and the Vocational Nursing (VN) Program **one time only**.
- Students will need to repeat the background check and drug screen as part of the readmission process. A negative background check and drug screen are required by the designated due date on the readmission letter.
- Students must purchase the required Skills Lab Kit.
- Students who are **dismissed due to UNSAFE practice in the clinical setting (based on the clinical evaluation performance criteria found in the course syllabus)** at any time during the program are **not eligible for readmission to the Los Medanos nursing programs**.
- The application must be submitted within two years of the date of withdrawal or dismissal from the program and the student may apply to re-enter the program in one of the two academic years immediately following their withdrawal or dismissal.
- Students approved for readmission in the second, third or fourth semesters of the program will be admitted on a space available basis.
- "Good Standing" is defined as achieving an academic score at or above the passing standard established in the syllabus for each nursing course for the semester **and** satisfactory clinical performance at the time of withdrawal.

First Semester Students

A first semester student who:

- **must withdraw from the program due to a documented illness or injury that prevents the student from successfully completing program requirements**, either prior to the first exam or who is in good standing later in the semester (see General Provisions), will be given priority status for readmission. The student must reapply within two years of withdrawal from the program. The student's name will then be placed at the top of the alternate list for that year. Four spaces will be available at the top of the alternate list for students approved for priority re-admittance to the first semester of the program. If two - four students are approved for priority readmission to the first semester in the same academic year, a random selection process will be held to determine placement on the alternate list. If more than four students are approved for priority readmission to the first semester in the same academic year, the fifth person selected through the computerized random selection process will be placed first, the sixth person will be placed second, etc., on the alternate list for the next academic year.
- **withdraws after the first exam and is not in good standing or has received a failing grade (academic or clinical) at the end of the first semester** must reapply to the program through the general admission process.
- **is dismissed prior to the start of the first clinical rotation due to inability to safely perform required basic clinical tasks** (assessed prior to placement in the hospital setting) may reapply to the program through the general admission process.

Second, Third and Fourth Semester Students

- All nursing courses in a semester complement the clinical and theory content and prepare the student for professional practice. Therefore, students who are readmitted must register in all of the nursing courses required of the current nursing students. This includes the concurrent courses even if previously passed.
- Readmitted students must successfully pass all nursing courses in the semester that they have been readmitted in order to progress in the nursing program.

REGISTERED and LICENSED NURSING PROGRAM READMISSION POLICY (con't)

Procedures for Readmission

- Students approved for priority readmission to the first semester must complete the **Request for Priority Readmission form** available in the Nursing Office and submit the form to the Admissions and Records Office by the application deadline date listed in the Nursing Application Handbook for that academic year.
- Students seeking readmission to the second, third or fourth semester of the program must complete the **Advanced Placement Application** available in the Nursing Applicant Handbook and submit to the Admissions and Records Office (see the Handbook for application dates). An interview with the faculty committee may be required as part of the process.
- Readmitted students must register in all of the nursing courses required of the current nursing students in that semester. This includes the concurrent courses.

REPORTING INJURIES POLICY

Nursing students are covered under the provision of the Workers' Compensation Insurance Law, which applies to injuries or occupationally caused diseases. The insurance coverage is for industrial injury or occupationally caused diseases occurring in extended, off-campus facilities, such as hospitals and doctors' offices.

PROCEDURE

A student who is injured must:

1. Report to the instructor immediately following the injury, and follow the guidelines of the clinical agency.

The instructor must:

1. Call **Company Nurse On Call 24/7 Hotline [1-888-375-9779]** with the student present, before the student leaves the premises. Company Nurse will determine if first aid advice or medical referral is needed and will transmit a report of the injury to the district's Claims Coordinator.

DRUG SCREEN POLICY

A nursing student must have a negative urine drug test to remain in the nursing program.

GENERAL EDUCATION and GRADUATION REQUIREMENTS LOS MEDANOS COLLEGE

To graduate with an Associate of Science Degree, the registered nursing student must successfully complete the ADN program, complete the general education college course, and the graduation requirements. Please consult with a college counselor and see current college catalog for appropriate courses and graduation requirements.

GRADUATION with a NURSING MAJOR

RN PROGRAM

Upon successful completion of the Registered Nursing Curriculum and the graduation requirements, the student receives the Associate in Science Degree as established by the Board of Governors of the California Community Colleges, the Contra Costa Community College District and Los Medanos College. The student is also eligible to take the National Council of Registered Nursing Licensure Examination (NCLEX - RN). During the third semester of the RN Program, students must apply to the Admissions and Records Office and complete a "Petition to Graduate" form.

GRADUATION with a CERTIFICATE OF COMPLETION

VN PROGRAM

Upon successful completion of the Vocational Nursing Curriculum, the student receives a Certificate of Achievement and is eligible to take the National Council Practical/Vocational Nursing Licensure Examination (NCLEX - PN).

STUDENT CODE OF CONDUCT

The Contra Costa Community College District Student Code of Conduct is available at <http://www.losmedanos.edu/studentservices/PDFs/studentCC.PDF> and all nursing students must agree to abide by this policy.

DISCIPLINARY ACTION

The nursing faculty will abide by the college procedure for violations of the Student Code of Conduct. **(See www.losmedanos.edu click Student Services, then click Code of Conduct for entire report and disciplinary process).**

APPENDIX 1

AUTHORIZATION TO RELEASE PERSONAL BACKGROUND SCREENING INFORMATION

CALIFORNIA NOTICE OF RIGHTS FOR INVESTIGATIVE CONSUMER REPORTS

Civil Code Section 1786.22.

- (a) An investigative consumer reporting agency shall supply files and information required under Section 1786.10 during normal business hours and on reasonable notice.
- (b) Files maintained on a consumer shall be made available for the consumer's visual inspection, as follows: (1) In person, if he appears in person and furnishes proper identification a copy of his file shall also be available to the consumer for a fee not to exceed the actual cost of duplication services provided. (2) By certified mail, if he makes a written request, with proper identification, for copies to be sent to a specified addressee. Investigative consumer reporting agencies complying with requests for certified mailings under this section shall not be liable for disclosures to third parties caused by mishandling of mail after such mailings leave the investigative consumer reporting agencies. (3) A summary of all information contained in the files on a consumer and required to be provided by Section 1786.10 shall be provided by telephone, if the consumer has made a written request, with proper identification for telephone disclosure, and the toll charge, if any, for the telephone call is prepaid by or charged to the consumer.
- (c) The term "proper identification" as used in subdivision (b) shall mean that information generally deemed sufficient to identify a person. Such information includes documentation such as a valid driver's license, social security account number, military identification card, and credit cards. Only if the consumer is unable to reasonably identify himself with the information described above, may an investigative consumer reporting agency require additional information concerning the consumer's employment and personal or family history in order to verify his identity.
- (d) The investigative consumer reporting agency shall provide trained personnel to explain to the consumer any information furnished him pursuant to Section 1786.10.
- (e) The investigative consumer reporting agency shall provide a written explanation of any coded information contained in files maintained on a consumer. This written explanation shall be distributed whenever a file is provided to a consumer for visual inspection as required under Section 1786.22.
- (f) The consumer shall be permitted to be accompanied by one other person of his choosing who shall furnish reasonable identification. An investigative consumer reporting agency may require the consumer to furnish a written statement granting permission to the consumer reporting agency to discuss the consumer's file in such person's presence.

DISCLOSURE AND CONSENT REGARDING BACKGROUND SCREENING

All Contra Costa Community College District students in programs requiring clinical rotations in healthcare facilities are required to meet the assigned clinical facilities' requirements for background checks. Clinical facilities have the right to reject students from participation in their clinical programs if the students do not meet their background check requirements. If reasonable attempts to place a student in an appropriate clinical facility are unsuccessful as a result of the background check, then that student will be unable to meet clinical objectives and will be withdrawn from the program.

Currently, some health care facilities require background checks that determine whether a student has any felony convictions or has been barred, excluded or otherwise been declared ineligible for federal program participation. Accordingly, in order to complete your clinical rotations, you are required to order and pay for a clinical background screening package that at a minimum checks these criteria. You are also required to authorize release of the screening results to designated staff or your District program and designated individuals at the health care facilities evaluating you for clinical placement. You may order the background check or request additional information about the agency's privacy practices from Corporate Screening's web site address (www.CorporateScreening.com) and telephone number (800.229.8606).

AUTHORIZATION TO OBTAIN AND RELEASE PERSONAL INFORMATION FROM BACKGROUND SCREENING

I, _____ (student's name) hereby authorize designated representatives from Contra Costa Community College District and health care facilities evaluating me for clinical placement to obtain the results of my background check. The District and healthcare facilities are authorized to use the results for purpose of evaluating my placement in clinical rotations at all times throughout my clinical rotation period. The District is authorized to forward the screening results to any healthcare facility evaluating me for clinical rotation if the screening results include any record of felony convictions, a bar, exclusion or ineligibility for federal programs participation, or both.

I understand that the District is not responsible for either the accuracy of the screening results or a healthcare facilities' determination, if any, as to whether I will be permitted to participate in a clinical rotation.

Student Signature

APPENDIX 2

**AUTHORIZATION FOR RELEASE OF
INFORMATION**

Contra Costa Community College District

AUTHORIZATION FOR RELEASE OF INFORMATION

- REASONABLE ACCOMMODATION UNDER ADA/FEHA
 FMLA LEAVE REQUEST OTHER (Explain) Clinical Nursing Program

YOUR INFORMATION		
<i>Last Name:</i>	<i>First Name:</i>	<i>Middle Initial:</i>
<i>Address:</i>	<i>City/State:</i>	<i>Zip Code:</i>

<i>Person/Organization Providing the Information</i>	<i>Person/Organization to Receive the Information</i>

(Provide a detailed description of the specific information to be released)

- Physician/health care provider ADA Medical Verification
 - Physician/health care provider verification of need for leave
 - Other (Explain) Immunization / titer results for
 - Hepatitis B
 - Rubella
 - Rubeola
 - Varicella
 - Mumps
 - Influenza vaccine
 - Tuberculosis exam report: PPD or Chest X-ray and report
 - Copy of CPR card

(Provide a detailed description of the purpose for which the information will be used)

- Reasonable accommodation under ADA/FEHA eligibility determination
- Leave eligibility determination
- Other (Explain) To clear student to perform clinical rotation to nursing program

Will the health plan or provider receive money for the release of this information?

- Yes No

This authorization for release of the above information to the above named persons/organizations will expire on: _____.

I understand:

- I authorize the use or disclosure of my individually identifiable health information as described above for the purpose listed. I understand that this authorization is voluntary.

Contra Costa Community College District

AUTHORIZATION FOR RELEASE OF INFORMATION

REASONABLE ACCOMMODATION UNDER ADA/FEHA

FMLA LEAVE REQUEST **OTHER (Explain) Clinical Nursing Program**

- *I understand if the organization I have authorized to receive the information is not a health plan or health care provider, the released information may no longer be protected by federal privacy regulations. [45 C.F.R. §164.508(c)(2)(iii)]*
- *I understand that this authorization can be revoked at any time by delivering a revocation in writing to the District Human Resources Office and the health care provider and that the revocation will be effective except to the extent action has already been taken in reliance on my previous authorization.*
- *I understand I have the right to receive a copy of this authorization. (Civ. Code, §56.12)*

Signature:	Date:
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[45 C.F.R. §164.508(c)(vi) & Civ. Code, §56.11(c)].

APPENDIX 3

EMERGENCY ABSENCE FORM

**REGISTERED NURSING PROGRAM
REQUEST FOR EMERGENCY ABSENCE**

I request to be excused from clinical on the following date _____ due to the following reason:

STUDENT SIGNATURE

DATE

STUDENT NAME (PLEASE PRINT)

Emergency Absence Request: _____ APPROVED _____ NOT APPROVED

Faculty Signature

Date

VOCATIONAL NURSING PROGRAM
REQUEST FOR EMERGENCY ABSENCE

I request to be excused from clinical for _____ hours on the following date(s):

_____ due to the following reason:

STUDENT SIGNATURE

DATE

STUDENT NAME (PLEASE PRINT)

___ APPROVED FOR ___ HOURS

___ NOT APPROVED

Faculty Signature

APPENDIX 4

ESSENTIAL FUNCTIONS

Essential Functions Registered Nursing and Vocational Nursing Students

The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. The ADA defines a qualified individual with a disability as an individual who, with reasonable accommodation, can perform the essential functions of the employment position that such individual, registered nurse/licensed vocational nurse, holds or desires. In addition, the Rehabilitation act of 1973 prohibits discrimination in the admission of a qualified person with disabilities.

Reasonable accommodations for students with disabilities either temporary or permanent will be considered on a case-by-case basis and in consultation with the Disabled Students Program and the clinical agencies that may be assigned.

To enter into and to complete the nursing program, nursing students must be able to meet the emotional, cognitive, and physical requirements listed below:

Emotional Requirements:

The nursing program is a rigorous program, both in academic study and in the acquisition and practice of clinical skills. The student must have sufficient emotional stability to perform under stress and provide safe nursing care to clients in the clinical setting while being observed by the instructors and other health care professionals.

Cognitive Requirements:

The student must have sufficient cognitive ability to listen, speak, read, write, reason and perform mathematical functions (addition, subtraction, multiplication, division, percentages, and fractions with or without a calculator) at a level that allows processing and understanding of materials and information presented either verbally or in written format.

Physical Requirements:

Nursing students are required to travel to clinical facilities (i.e., outpatient, acute care settings, skilled facilities) and to have the endurance to adapt to a physically demanding program.

The following physical requirements are necessary for the nursing program:

1. **Strength:** sufficient strength to lift, move, and transfer most clients, to restrain and carry children, to move and carry equipment, and to perform effective CPR according to the American Heart Association guidelines.
2. **Mobility:** sufficient mobility to bend, stoop, bend down to the floor, combination of strength, dexterity, mobility and coordination to assist clients, ability to move around rapidly, and move in small, confined spaces.
3. **Fine Motor Movements:** required to manipulate syringes and IVs, to assist clients with feeding and hygiene needs, to write in charts and use computer keyboards, to perform sterile and other skilled procedures.
4. **Speech:** ability to speak clearly in order to communicate with staff, physicians, clients, and families, and to be understood on the telephone.

5. **Communication:** able to communicate in English both verbally and in the written format so that students can communicate nursing actions, interpret client responses, initiate health teaching, document observations, interactions, interventions, and nursing care. Document and understand nursing activities, interact with clients, families, staff, and faculty.
6. **Vision:** sufficient to make physical assessment of client and to accurately and safely use and apply client equipment.
7. **Hearing:** sufficient to accurately hear on the telephone, to be able to hear through a stethoscope to discriminate sounds, to hear cries for help, to hear alarms on equipment and emergency signals, and various overhead pages.
8. **Touch:** ability to palpate both superficially and deeply to discriminate tactile sensations.

In an eight-hour work day, the student is expected to be able to:

ACTIVITY	RARELY (1-10%)	OCCASIONALLY (11-33%)	FREQUENTLY (34-66%)
Bend/Stoop			X
Squat			X
Reach above shoulder level			X
Kneel			X
Push/pull			X

Weight Requirements						
	<u>N</u> ever	<u>O</u> ccasionally-	<u>F</u> requently			
Activity	0-10 Lbs.	11-24 Lbs.	25-34 Lbs.	35-50 Lbs.	51-74 Lbs.	75-100 Lbs
Lifting	F	F	0	0	0	0
Carrying	F	0	0	0	0	0
Push/pull	F	F	F	0	0	0

Hearing Acuity – Sharp with correction
Visual Acuity – Precise with correction
Manual Dexterity – Required

I acknowledge that I have read and am able to comply with the above requirements in “Essential Functions Registered Nursing and Vocational Nursing Students.”

Printed Name: _____ Signature _____ Date _____