



REGISTERED NURSING STUDENT HANDBOOK

FALL 2025 - SPRING 2026

Handbook Instructions and Check List

It is the student's responsibility to read, review, and understand the VN Student Handbook. Complete the following forms and submit to Ms. Erika Messenger before 5 PM of August 14, 2025.

- ☐ RN Student Handbook Acknowledgment Form (p. 81)
Submission of this form is required to confirm the student's agreement to adhere to all policies, procedures, and expectations outlined in the RN Student Handbook. Failure to submit this acknowledgment shall be interpreted as a refusal to comply with program requirements and will be considered a voluntary withdrawal from the RN Program.
- ☐ COVID-19 Release of Liability Form (p. 87-88)
This form is required as a condition of participation in the RN Program. It acknowledges the risks associated with clinical education with possible COVID-19 exposure and releases Los Medanos College and affiliated clinical partners from certain liabilities.
- ☐ LMC Student Handbook Exam (p. 93-95)
- ☐ LMC Model Release Form (p. 97)
This optional form authorizes Los Medanos College and the Nursing Department to use the student's image for marketing, promotional, and educational purposes across various media platforms. Students who do not wish to have their image used should refrain from signing or submitting this form. No adverse action will result from non-submission.

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.

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<p style="text-align: center;">Associate Dean in Nursing & Allied Health RN & VN Director Maryanne Hicks mhicks@losmedanos.edu (925) 473-7766; Office: CC3 348</p>	<p style="text-align: center;">Dean in Career Education (WFD & CTE) Dr. Dennis Franco dfranco@losmedanos.edu</p>																																																								

TABLE OF CONTENTS

REGISTERED NURSING PROGRAM - ASSOCIATE DEGREE IN NURSING (ADN)	
Program Description	6
Philosophy	7-8
Program Terminal Objectives / Student Learning Objectives	9
Curriculum - Core Competencies	9-10
ADN Program Curriculum Outlined	11
Clinical Objectives; Can and Cannot Do List	12-21
Conceptual Framework and Correlation of Theory, Skills, and Pharmacology Content	22-25
GENERAL INFORMATION	
Student Nursing Association	26
Financial Aid	26
Transportation	26
Classroom	26
Attendance – Classroom and Clinical	26
Program & Clinical Agency Requirements	27
DSP&S – Disabled Student Program and Services; Pregnancy	28
Student Resources	29-30
PROFESSIONAL CONDUCT	
BRN Standards and ANA Code of Ethics	31-32
PROFESSIONAL ATTIRE	
Dress Code – Uniform	33-34
Grooming	34-35
Equipment	35-36
PROFESSIONAL RESPONSIBILITY OF THE STUDENT NURSE (CLINICAL AREA)	36
NURSING PROGRAM POLICIES	37
Nursing Student Impaired by Alcoholism, Drug Abuse, or Emotional Illness	37
Cheating / Plagiarism	38
Use of Instructional Materials in the RN Program	38
Netiquette Guidelines	39
Clinical Course Grading Policy	39-40
Unsafe Clinical Practice	40-41
Hospital Properties: ID Badge	41
Clinical Absence Policy	40
Emergency Absence Policy	42
Skills Lab Competency Policy for RN Program	43-44
Drug Calculation Competency Policy for RN Program	44
Progression to the Preceptorship Policy	45
Testing in the RN Program Policy	45-46
Communication with Instructors	46
Student Conduct/ Probation/Success Plan Process	46-48
Clinical Practice Committee/Exit Interview/Student Grievance Procedure	49-50
Assignment of Course Grades for Withdrawal/Dismissal RN Program	50-52
Readmission/Transfers from Other Nursing Programs	53-56
REPORTING INJURIES	56
DRUG SCREEN POLICY	56
LMC GENERAL EDUCATION and GRADUATION REQUIREMENTS (RN & VN)	
STUDENT CODE OF CONDUCT	
APPENDICES	
Appendix 1 – Essential Functions	57-59
Appendix 2 – Confidentiality Agreement	60-62
Appendix 3 – Computerized Testing Policy	63-64
Appendix 4 – Authorization to Release Personal Background Screening Information	65-68
Appendix 5 – Authorization for Release of Information	69-71
Appendix 6 – Clinical Absence Form and Emergency Clinical Absence Form	72-74
Appendix 7 – LMC Program Nursing Department Professional Skills Rubric	75-79
Appendix 8 – Nursing Student RN Handbook Acknowledgement Form	80-81
Appendix 9 – LMC Nursing Covid-19	82-88
Appendix 10 – Professional Etiquette Expectations of Nursing Students	89-91
Appendix 11 – Nursing Handbook Exam	92-95
Appendix 12 – Model Release Form	96-97

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 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" class 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.

We Believe That Health Is a

- complex, dynamic process which includes physical, social, and psychological elements and involves the total human being interacting with the environment.
- "State of complete physical, mental and social well-being and not merely the absence of disease or infirmity" as defined by the World Health Organization (WHO)
- dynamic equilibrium on the health-illness continuum.

We Believe That a Person

- is an integrated whole. "No one aspect of a person can be maintained without regard for other specific physiological, psychological, and social facets of the person" (World Health Organization)
- is capable of change and adaptation.
- is greater than the sum of his/her parts.
- is part of a family, a cultural and/or ethnic group, and a community.
- is an open system which responds to internal and external stimuli to maintain homeostasis.
- is constantly interacting with the environment and has basic human needs which exist throughout the life cycle.
- is an active participant in his or her own destiny
- possesses creative power, is not helpless or hopeless, and has an inherent right to be treated with dignity.

Philosophy (cont.)

We Believe That Nursing

- is an individualized process of caring for and supporting people as they progress through the spectrum of health and illness.
- is committed to and accountable for the delivery of client-centered care through the nursing process.
- utilizes the nursing process for assessing health care problems, establishing nursing diagnosis, planning and instituting goal-oriented nursing interventions, and critically evaluating the effectiveness of that care on a continual basis.
- 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 and the coordination of that care.
- supports clients and their significant others as active participants in the development, implementation, and evaluation of their own care.
- assists each client in utilizing problem solving skills to reach his/her health-related goals.
- is responsible for providing health teaching to achieve optimum levels of functioning.

We Believe That Professional 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.
- recognizes the varied backgrounds and experiences students bring to the program and attempts to individualize instruction to meet each student's learning needs and styles.
- prepares graduates to practice within the ethical, legal, and regulatory frameworks of nursing, and fosters accountability, and a commitment to the value of caring.
- fosters an independent, highly motivated graduate committed to professional growth, continuous learning, and self-development.
- prepares graduates to think critically and creatively and to apply various methods for solving problems and making decisions.
- facilitates the acquisition of knowledge in nursing concepts, principles, processes and skills.
- provides organized laboratory and clinical learning opportunities that reinforce application of theory and scientific principles and allow for the development of nursing skills.
- provides clinical experiences in a great variety of healthcare settings.
- provides opportunities to enhance student learning through current advanced technology.

Philosophy (cont.)

We Believe That Professional Nursing Education

- facilitates the use of leadership and management theories to guide self and others in managing client care and human resources in various clinical settings.
- utilizes college-wide support services which include: individualized tutoring, counseling, learning resource center, the reading and writing center, learning disability specialists, childcare center, financial aid, and student ethnic and interest clubs.

Program Terminal Objectives/Student Learning Outcomes

1. By the end of the four-semester program at Los Medanos College, Registered Nursing students will:
2. Be academically prepared to obtain employment as a neophyte registered nurse.
3. Apply the nursing process to research, evaluate, analyze, and synthesize information.
4. Utilize appropriate written and verbal communication techniques to ensure optimal communication with patients, family members, and other members of the healthcare team.
5. Implement nursing interventions utilizing current technology based upon scientific rationales.
6. Demonstrate skills and knowledge necessary to take and pass the NextGen National Council Licensure Examination (NGN 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 (cont.)

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 REGISTERED 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

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 FUNDAMENTALS	2ND SEMESTER MED-SURG with OB/MATERNITY	3RD SEMESTER MED-SURG with PEDIATRICS	4TH SEMESTER MED-SURG with PSYCH/MENTAL HEALTH
I. NURSING PROCESS ASSESSMENT	Establish a basic plan of care based upon the review of care plan, textbooks, and physical assessment. Utilize a systematic approach to basic head to toe assessment and identify obvious status changes in client from baseline assessment. Describe & discuss normal assessment findings	Establish an individualized plan of care based upon the review of care plan, textbooks, and physical assessment. Utilize a systematic approach to assessment. Identify potential complications related to diagnosis & assessment findings. Describe & discuss normal and abnormal assessment findings	Establish concise and focused written assessment guidelines following review of chart, care plan, and textbooks. Utilize a systematic and/or developmental approach to assessment. Identify potential problems	Assess clients immediate/ essential needs during quick, introductory rounds at beginning of shift. Identify necessary minimum data about clients (diagnosis, pertinent history) Use various methods to gather data in preparation for and while implementing clinical assignments. Confirm observation or perception by obtaining additional information. Report findings that deviate from the norm for particular clients considering their history.
	State with assistance the relationship between the client's disease pathology, ordered course of treatment, and nursing care needs.	Explain the relationship between client's disease pathology, ordered course of treatment, and nursing care needs (including lab result and diagnostic tests).	Explain the relationship between the client's pathology, course of treatment, and nursing care needs.	Explain the relationship between the client's pathology, course of treatment, nursing care needs involving multi-system relationships.
	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.
NURSING DIAGNOSIS	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 MED-SURG with PEDIATRICS	4TH SEMESTER MED-SURG with PSYCH/MENTAL HEALTH
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
EVALUATION	<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>

AREAS	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
2. COMMUNICATION	<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>
3. CLIENT EDUCATION	<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>

AREAS		1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
4. PROFESSIONAL ACCOUNTABILITY		<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.</p> <p>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>
	5. LEADERSHIP AND TEAMWORK	<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>

AREAS	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER	4TH SEMESTER
6. SAFETY	<p>Maintains Standard Precautions</p> <p>Maintains asepsis</p> <p>Properly identifies client(s)</p> <p>Reports changes in client's condition promptly to appropriate staff/instructor</p> <p>Uses proper body mechanics</p>	<p>Maintains Standard Precautions</p> <p>Maintains asepsis</p> <p>Properly identifies client(s)</p> <p>Reports changes in client's condition promptly to appropriate staff/instructor</p> <p>Uses proper body mechanics</p>	<p>Maintains Standard Precautions</p> <p>Maintains asepsis</p> <p>Properly identifies client(s)</p> <p>Reports changes in client's condition promptly to appropriate staff/instructor</p> <p>Uses proper body mechanics</p>	<p>Maintains Standard Precautions</p> <p>Maintains asepsis</p> <p>Properly identifies client(s)</p> <p>Reports changes in client's condition promptly to appropriate staff/instructor</p> <p>Uses proper body mechanics</p>
1. PSYCHOMOTOR	<p>Demonstrates proficiency in the lab and clinical settings for the following skills:</p> <ul style="list-style-type: none"> Handwashing Clean & sterile gloving Vital signs, pulse oximetry Pain assessment Physical assessment Measuring Intake & Output Bed making Personal hygiene, bed bath Positioning & transfers Range of motion Body mechanics Restraints Standard precautions Isolation precautions Personal protective equipment Gavage Feeding tubes Urinary catheterization and specimen collection Urinary catheter care and DC Enema administration Peripheral intravenous access DC and site assessment Oxygen therapy (cannula, mask) Medication administration: oral Binders and bandages Wound care & dressing changes TEDS and pneumatic compression stockings Documentation SBAR reporting 	<p>Demonstrates proficiency in the lab and clinical settings for the following skills:</p> <ul style="list-style-type: none"> Ambulation with cane, crutches, walker Blood glucose testing Insulin administration Nasogastric tube insertion and D/C Parenteral medication administration: IM, SC, ID Ostomy care: pouching and emptying Pre-op assessment Post-op assessment Smoking cessation Nursery scrub Newborn bath Newborn assessment Postpartum assessment Childbirth relaxing and breathing techniques 	<p>Demonstrates proficiency in the lab and clinical settings for the following skills:</p> <ul style="list-style-type: none"> Flu clinic - IM injections Lab values Peripheral intravenous catheter insertion and site care IV management Hanging primary and piggyback IV solutions IV bolus Saline lock flush PCA and epidural management Chest tube management Tracheostomy care Sterile suctioning 	<p>Demonstrates proficiency in the lab and clinical settings for the following skills:</p> <ul style="list-style-type: none"> Organ Donation Arterial Blood Gases Analysis Central Line Assessment, Care & Dressing Change Blood Transfusions Hyperalimentation (TPN) Lead Placement Rhythm Strip Interpretation Cardiac Monitoring Code Management

1st Semester Geriatric Clinical Objectives:

2nd Semester specialty: Maternity/OB & Newborn Clinical Objectives:

1. Performs an assessment on a postpartum client and newborn. Recognizes normal from abnormal findings
2. Safely provides care for a dyad (mother and newborn)
3. Uses proper client identification for mother and newborn
4. Reviews postpartum and newborn discharge instructions with client/family
5. Recognizes and can initiate measures to preclude postpartum hemorrhage, newborn hypothermia, respiratory distress, or hypoglycemia
6. Assists in providing care for a client in labor and delivery

3rd Semester specialty: Pediatrics Clinical Objectives (Acute) (See syllabus for non-acute settings).

1. Describe the purpose and components of a pediatric preoperative nursing assessment.
2. Explain the components of informed consent for pediatric surgery for caregivers.
3. Describe the nursing role in the physical, psychological, & educational preparation of the pediatric surgical patient & their caregivers.
4. Discuss the day-of-surgery preparation for the pediatric surgical patient.
6. Identify the purposes and types of pediatric preoperative medications.
7. Describe the functions of the members of the surgical team.
8. Discuss the role of the perioperative nurse when managing the care of the pediatric patient undergoing surgery.
9. Identify the nursing responsibilities in admitting pediatric patients to the post-anesthesia care unit (PACU).
10. Identify the information needed by the postoperative pediatric patient and their family in preparation for discharge.

4th Semester specialty: Psych/Mental Health Clinical Objectives

1. Describe psychiatric problems in behavioral terms.
2. Establish interpersonal relationships with individual psychiatric patients which facilitate insight development.
3. Formulate reasonable goals for individual psychiatric patients from which a treatment plan is designed.
4. Monitor client goals to evaluate the effectiveness of psychobiological interventions
5. Conduct interviews of psychiatric patients which clearly communicate health status and effectiveness of treatment plan.
6. Compose progress notes for psychiatric patients which clearly communicate health status and effectiveness of treatment plan.
7. Participate in group sessions with psychiatric patients which promote self-disclosure and feedback amongst the members.
8. Participate in ward milieu activities to maintain therapeutic environment.
9. Demonstrate increasing competency in using therapeutic communication skills with psychiatric/mental health clients.
10. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers
11. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to promote and support patient engagement in care.
12. Relate psychiatric nursing theory to patient behaviors and care situations.
13. Perform specific measures to alleviate anxiety based upon scientific principles.
14. Promote safety for patient, staff, and facility

CLINICAL CAN AND CANNOT DO LIST

RNURS 022 Fundamentals, 1ST Semester

Post Skills Check-Off

Vital Signs

Bed baths

Intake & Output

- **After instructor observation x1 (not staff):**
 - ✓ Emptying a Foley catheter
 - ✓ Physical Assessment
- **After instructor observation x3 (not staff):**
 - ✓ DC IV
 - ✓ DC Foley
- **By late October** students may pass PO meds with instructor x3
- Students must pass physical assessment check-off and pass math test before passing PO meds
 - Students are required to be observed three times for each new route of medication administration (transdermal patch, suppository, eye drops, gavage tube, etc.)
- **Mid November** - Urinary Catheterizations—*always with instructor present, and with student's assigned pt.*
- **After November:** Wound care/dressing changes

Documentation of the above per LMC and hospital policy.

Skills may be performed after the skill is presented in class or skills check-off, at the discretion of the clinical instructor.

All students and clinical faculty will be on LMC campus on scheduled date to complete the foley catheterization and sterility check-off.

RNURS026 NURSING IN HEALTH & ILLNESS I
2nd SEMSESTER STUDENT CAN & CANNOT DO LIST

School: Los Medanos College		Beginning and end date of Rotation:	
Clinical Instructor: Contact information:			
Type of program: ADN			
Student Level: 2nd Semester			
Student Skill Set: (PO Meds, IVPB, etc)			
<u>Allowed Skills:</u>		<u>Not Allowed:</u>	
May do independently: <ul style="list-style-type: none">• Vital Signs/Pain Assessment/I&Os• Shift Assessment/Documentation• ADLs/Hygiene• Medications: PO (once instructor approves)• Range of Motion• Routine physical care• Uncomplicated dressing changes• *Finger stick for blood glucose level <p><u>*May do with supervision</u> <i>After skills checkoffs completed 3x w instructor 1st before doing with RN</i></p> <ul style="list-style-type: none">• Complicated dressing changes• Urinary catheter• NG insertions & removal• NG & peg tube care and feedings• Parenteral meds: IM, SQ, ID; eyes, ear, nasal , topical routes• Colostomy, Ileostomy, Nephrostomy care• Shift Assessment/Documentation• Oxygen delivery via nasal cannula & face mask• Surgical prep and scrub• Application of binders, bandages & slings• DC IV lines, foley caths, NG tubes <p>OB/Maternity <u>May do with RN/Instructor supervision until cleared to perform independently</u></p> <ul style="list-style-type: none">• Postpartum assessment• Newborn assessment		<ul style="list-style-type: none">• IV Medications• IV starts• IV Fluids/IVPBs/IV Push/Central Lines• Blood Administration• Administering Meds on emergency situations• Receive/Take Verbal or Telephone Orders• Sign-off/Acknowledge Orders• Tracheal Suctioning/Care & Cleaning	

3rd & 4TH SEMESTER RN STUDENTS CAN & CANNOT DO LIST

MAY DO INDEPENDENTLY	MAY DO WITH SUPERVISION ONLY	MAY NOT DO
Assessments	Complicated dressing changes	Note or transcribe physician orders
Charting	Nasogastric Tube insertion	Change PCA Settings/Syringe
PO, SQ, IM meds	Urinary catheter insertion	Hang blood (May Not Sign Blood Bank Form)
Routine physical care	Trach suctioning and care	Central Line Flush PICC Line Flush or Dressing Change
Uncomplicated dressing changes	Hang primary IVs and IVPB's	
Glucometer Monitoring	IV tubing changes	
	IV push meds in peripheral line	May not administer the following:
	May NOT push any medications through a Central Line or PiCC Line).	<ul style="list-style-type: none"> • Investigational medications • Chemotherapy • Hypertonic saline, or • Paralytic agents • neuromuscular blocking agents
	IV starts (after successful checkoff)	

IT IS THE STUDENT'S RESPONSIBILITY TO REQUEST SUPERVISION WHEN REQUIRED

ALWAYS FOLLOW HEALTHCARE FACILITY POLICIE

REGISTERED NURSING CURRICULUM CONCEPTUAL FRAMEWORK & 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
<u>UNIT I: PROTECTION FROM INJURY</u> <ul style="list-style-type: none"> Nursing Process (2 classes) Legal and Ethical Comfort and Pain Management Asepsis Wound Care 	<u>UNIT I: PROTECTION FROM INJURY</u> <ul style="list-style-type: none"> Care of the Client with STDs Introduction to Human Immunity 	<u>UNIT I: PROTECTION FROM INJURY</u> <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 	<u>UNIT I: PROTECTION FROM INJURY</u> <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
<u>UNIT II: MOVEMENT IN THE ENVIRONMENT</u> <ul style="list-style-type: none"> Motor Needs 	<u>UNIT II: MOVEMENT IN THE ENVIRONMENT</u> Care of Orthopedic Patient with Alteration in Muscle Skeletal Function <ul style="list-style-type: none"> Surgical (Hip Fracture/Replacement) Traction 	<u>UNIT II: MOVEMENT IN THE ENVIRONMENT</u> <ul style="list-style-type: none"> Care of the Client with Muscle Skeletal/Locomotion Problems 	<u>UNIT II: MOVEMENT IN THE ENVIRONMENT</u> <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

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
UNIT III: UTILIZATION OF SUBSTANCES <ul style="list-style-type: none"> • Nutrition Diet Therapy • Bowel Elimination • Urinary Elimination • Fluid & Electrolytes (2 classes) 	UNIT III: UTILIZATION OF SUBSTANCES <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) 	UNIT III: UTILIZATION OF SUBSTANCES <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 	UNIT III: UTILIZATION OF SUBSTANCES <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 • Care of the Client with Disorders of the Pituitary, Thyroid, and Adrenal Glands
UNIT IV: TRANSPORTATION OF SUBSTANCES <ul style="list-style-type: none"> • Oxygenation (2 classes) • Cardiovascular Functions (2 classes) 	UNIT IV: TRANSPORTATION OF SUBSTANCES <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 Client with Tuberculosis 	UNIT IV: TRANSPORTATION OF SUBSTANCES <ul style="list-style-type: none"> • Care of the Client with Cardiovascular Problems • 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 	UNIT IV: TRANSPORTATION OF SUBSTANCES <ul style="list-style-type: none"> • Care of the Client with Cardiovascular Problems: Cardiac Arrest and/or Dysrhythmia; Chronic Heart Failure • Shock • Care of the Client in Respiratory Failure

REGISTERED NURSING CURRICULUM: CONCEPTUAL FRAMEWORK AND CORRELATION OF THEORY CONTENT (cont.)

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
UNIT V: ADAPTATION <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 <ul style="list-style-type: none"> • Implicit Bias • Crisis Intervention • Dependent/Manipulative Clients • Grief/Loss • Child, Elder, Partner Violence 	UNIT V: ADAPTATION <ul style="list-style-type: none"> • Care of Client with Acute Pain • Care of the Elderly Client • 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 • Dementia/Alzheimer's 	UNIT V: ADAPTIVE MECHANISMS <ul style="list-style-type: none"> • Care of the Client with Sensory Disorders • Culture, Diversity, Equity & Inclusion: Implicit Bias 	UNIT V: ADAPTATION <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
UNIT VI: PROLIFERATION AND MATURATION <ul style="list-style-type: none"> • Sexuality 	UNIT VI: PROLIFERATION AND MATURATION <ul style="list-style-type: none"> • Antepartum Care (2 classes) • Post-Partum Care (2 classes) • Newborn Care/Preemie Care (2 classes) • Labor and Delivery (2 classes) • Menopause 	UNIT VI: PROLIFERATION AND MATURATION <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 	UNIT VI: PROLIFERATION AND MATURATION <ul style="list-style-type: none"> • Care of the Dying Client and Family

CONCEPTUAL FRAMEWORK & CORRELATION OF SKILLS BY SEMESTER CONTENT

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

CONCEPTUAL FRAMEWORK & CORRELATION OF PHARMACOLOGY CONTENT

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

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 monthly 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

Classroom Attendance and Tardiness

Because of the large volume of material covered each day, and because clinical laboratory experience validates learning objectives, it is extremely important that absences and tardiness be kept at an absolute minimum. Attendance and punctuality are considered important professional responsibilities both in the classroom and in the clinical laboratory.

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.

Tardiness is disruptive to the learning of others and is not acceptable for Professional Nurses.

Clinical Attendance

Nursing is a practice profession. 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 components 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:**
 - Vaccines**
Tuberculosis (TB) clearance is required annually.
TdAP vaccination is required within seven (7) years
Influenza (flu) vaccination is required annually
 - Titers**
Positive titer lab results are required for Measles, Mumps, Rubella, Varicella, and Hepatitis B. If your titer results are negative, it is required that you receive a repeat vaccination series and subsequent repeat titer to show positive immunity for the above-named diseases.
4. **Annual Health-Stream 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 will need to be fitted with high filtration 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.
 - **Background Check/Drug Screening:** Done prior to admittance to the nursing programs.

GENERAL INFORMATION (cont.)

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 Disabled Students Programs and Services (DSP&S) counselor. DSP&S will engage in the interactive process with the students to decide whether the student needs accommodations in the clinical placement. DSP&S will inform the clinical placement agency and the clinical instructor of the recommended accommodations, and DSP&S will coordinate implementation of the accommodations with the clinical placement and clinical instructor. For clinical placements, if DSP&S 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 students with identified disabilities. To arrange for an appointment, contact the DSP&S Administrative Assistant by calling (925) 473- 7471 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-VN) 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.

Pregnancy

Should a student enter the program pregnant, or become pregnant during the school year, the student is strongly encouraged to inform her advisor and faculty however, you are not required by law to disclose this condition. There are areas of clinical practice that could pose risk to the unborn child, specifically regarding class and clinical assignments. Students are responsible for meeting all class and clinical assignments as scheduled. Missed time in class and clinical due to health concerns may be treated as any other absence. Withdrawal from the program may be necessary if a student cannot satisfactorily meet the mandatory clinical or lecture course hours of instruction. A written statement from the student's physician/midwife/nurse practitioner which verifies medical clearance for the student to return to student nurse duties is required. Please refer to the Nursing Program Readmission Policy in the Student Nursing Handbook.

STUDENT RESOURCES



Los Medanos College Cares.

If you are experiencing personal or academic challenges, including, but not limited to food or housing issues, family needs, or other stressors, please visit the LMC Food Pantry page to learn about resources that can help <https://www.losmedanos.edu/foodpantry/>

If you feel comfortable doing so, please also let your professor know you are experiencing challenges as they may be able to assist you in connecting with campus or community support.

The **LMC Food Pantry** offers immediate access to on-campus resources of free food and [CalFresh](#) (free application or food aid renewal for the CalFresh program). Call 925-473-7758

Email studentlife@losmedanos.edu or visit the LMC Food Pantry or Office of Student Life for more information and/or assistance.

OTHER STUDENT RESOURCES

Part of building resiliency toward success is the acknowledgement that we need help sometimes. Los Medanos provides many available resources that students can utilize.

At the far-left side menu in Canvas, the LMC Mustang logo is the Support Hub icon. Click this icon to find all the available resources for LMC students.

The image below are the resources available for students in the Support Hub icon in Canvas. Login to your Canvas course and click on the chosen resource to learn more.



[Library Online](#)

Find books, articles, videos, and more. Get help with your research from an LMC Librarian.



[Tutoring Services](#)

Tutors and labs are virtually online to help you.



[Bookstore](#)

Find all your textbooks, course materials, and LMC-branded merchandise.



[Office of Student Life](#)

Discover a variety of extracurricular activities to maximize your experience at LMC.



[Timely Care](#)

No-cost medical and mental health resources.



[Center for Academic Support](#)

Work on reading and writing assignments for any of your courses with a Reading and Writing consultant, or get help with your classes from a peer tutor online.



[Transfer and Career Services](#)

Your home for finding your major, exploring transfer options, applying to four year universities, finding jobs on and off campus, and more!



[Admissions and Records \(A&R\)](#)

For A&R forms and FAQs, registration instructions, official transcripts, and graduation policies.

[LMC Wellness Central](#)



Free health and wellness resource created especially for California Community College students.



[Disabled Students Programs & Services \(DSPS\)](#)

Online services and programs for students with disabilities.



[Counseling Services](#)

Counselors help you identify your educational goals, create plans, and stay on track to completion.



[Financial Aid](#)

Assistance with applying for financial aid, financial aid resources, signing up for Bank Mobile, and more.



[Welcome Services](#)

Video campus tours and resources on how to search for courses, login to Insite, and navigate online courses.

Professional Conduct - BRN Standards

The California Nursing Practice Act requires its practitioners to be fully accountable for their clinical decisions and actions. Each nursing student is legally accountable to the level of her/his preparation and does not function under the licensure of another nurse.

Accountability is the quality or state of being responsible and answerable for one's decisions, actions, and behaviors. Nurses committed to interpersonal caring hold themselves accountable for the well-being of clients entrusted to their care and are accountable to their clients and their colleagues. They are legally and ethically responsible for any failure to act in a safe and prudent manner. The California Nursing Practice Act gives nurses and student nurses the right to perform a broad range of dependent and independent functions. Enjoying this privilege means that they also always assume legal and ethical responsibility for safe and effective performance. Standards of practice have been developed by professional organizations which serve as guidelines in maintaining quality practice.

Nursing students are held to the same standards of care as those rendered by the Licensed Registered Nurse. Nursing care is measured against the BRN **"Standards of Competent Performance."** Every person has the right to expect competent care even when such care is provided by a student as part of clinical training. The instructor will be the ultimate authority to judge student performance while in the clinical setting. It is mandatory that the instructor have unquestioned authority to take immediate corrective action in the clinical area regarding student conduct, clinical performance, and client safety (*Nursing Practice Act*, <https://www.rn.ca.gov/practice/npa.shtml#bpc>).

A student may be refused access to any clinical facility for infractions of facility rules and regulations. A student involved in an adverse occurrence which causes or has the potential of causing serious harm to themselves, or another (client, staff, visitor, other student, etc.) may be asked to withdraw from the program. The instructor will complete a facility incident report/form as required by the clinical agency. If, in the estimation of the Dean, and/or faculty, the student fails to maintain these standards, the student will be counseled and may be sent home from a clinical setting and given a clinical absence. Continued violations of this policy can result in clinical failure and removal from the program.

American Nurses Association (ANA) Code of Ethics

"The ANA's position and policy statement on ethical standards for Registered Nurses is as follows: The development of a code of ethics is an essential characteristic of a profession and provides one means whereby professional standards may be established, maintained, and improved. A code indicates a profession's acceptance of the responsibility and trust with which it has been invested. Each practitioner, upon entering the profession, inherits a measure of that responsibility and trust and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession."

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

- 1. The nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.*
- 2. The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.*
- 3. The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.*
- 4. The nurse assumes responsibility and accountability for individual nursing judgments and actions*
- 5. The nurse maintains competence in nursing.*
- 6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.*

7. *The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.*
8. *The nurse participates in the profession's efforts to implement and improve standards of nursing.*
9. *The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.*
10. *The nurse participates in the profession's effort to protect the public from misinformation and misrepresentations and to maintain the integrity of nursing.*
11. *The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public."*

Confidentiality

It is the responsibility of every nursing student to safeguard the patient's or client's right to confidentiality in all aspects of care. It is the patient's or client's right to determine the degree of self-disclosure and to whom. Revealing self-disclosed information potentially damages a person's reputation or employment opportunities. Various clinical agencies where students are assigned require students to sign a confidentiality statement prior to participating in agency activities. All healthcare workers must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA)

<http://www.hhs.gov/regulations/index.html>. <http://www.hhs.gov/regulations/index.html>. <http://www.hhs.gov/regulations/index.html>. <http://www.hhs.gov/regulations/index.html>.

Professional Boundaries

As an aspiring health care professional, a nursing student is expected to strive to inspire the confidence of clients (patients), promote clients' independence, and treat all clients, other health care providers and members of the college community professionally. Clients can expect a nursing student to act in their best interests and to respect their dignity. This policy means that a nursing student abstains from obtaining personal gain at the client's expense and refrains from inappropriate involvement in the client's personal relationships and in personal relationships with all members of the health care team and college. This policy includes, but is not limited to, communication via email, cell phone, websites, and all other social media for purposes unrelated to assigned coursework. Posting of any client information even without client name/initials, on any social media site, poses potential HIPAA violation and legal ramifications. Photography within patient care areas is forbidden and generally discouraged even outside of patient care areas within a hospital or facility.

Students should not accept gifts, gratuities, payments, or meals from patients. Cards or letters of appreciation are appropriate.

At no time should the student assume that it is acceptable to address a patient, staff, faculty or administrator by a first name. Patients should be asked how they prefer to be addressed. Should the patient not be able to communicate, the student should always use Mr. Mrs., Miss or Ms. or professional title with the patient's last name. Endearments such as "honey," "dear," etc., should be avoided at all times. College personnel, faculty and administrators should be addressed by their title or degree (Professor, Dr. etc.) or Mr. Ms., Miss, Mrs. and last name.

PROFESSIONAL ATTIRE/DRESS CODE

Nursing Department, On-Campus

Students, regardless of gender, are expected to dress modestly in nursing classes on campus in the nursing department. Beanies, hoods of hoodies, caps, and hats should be taken off in classrooms unless the temperature is too cold. In this case, please inform your instructor to request an adjustment to a comfortable temperature.

While slogans for freedom of expression is welcome, no student may wear clothing that contains the following:

- Obscene or violent language or images
- Depictions of alcohol or drugs or other illegal item or activity
- Racist content, hate speech, profanity or pornography
- Accessories that could be considered dangerous or used as a weapon

RN Uniform/Clinical

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. (All students may be required to modify per Clinical Location).

Uniform: The student uniform regardless of gender identification is identical. Required uniform can be purchased from the following:

- BSA Scrubs:
5111 Lone Tree Way, Suite A, Antioch, CA, 94531 (Near L7L Hawaiian BBQ)
Text Message Number: (925) 238-4672.
- ReadyCare:
ReadyCareCo.com
(925) 937-5288

Item	Description	Qty	Cost	Total
SM-WW-3080...	Scrub Jacket - WonderWink® Unisex WorkFlex™ Snap-Front Scrub Jacket-Medium - SPECIFY COLOR:	1	21.00	21.00T
SM-WW-3150...	Scrub Pant - WonderWink® Unisex Short WorkFlex™ Cargo Pant - MEDIUM Short - 28.5 Inseam - SPECIFY COLOR:	1	17.50	17.50T
SM-WW-3150...	Scrub Pant - WonderWink® Unisex Short WorkFlex™ Cargo Pant - MEDIUM Regular - 31" inseam - SPECIFY COLOR:	1	17.50	17.50T
SM-WW-3150...	Scrub Pant - WonderWink® Unisex Short WorkFlex™ Cargo Pant - MEDIUM Tall - 33" Inseam - SPECIFY COLOR:	1	18.50	18.50T
SM-WW-3160...	Scrub Top - WonderWink® Unisex WorkFlex™ Chest Pocket V-Neck Top - Medium - SPECIFY COLOR:	1	16.75	16.75T

Dress Code for pre-clinical assignments and community presentations:

Wearing the LMC clinical uniform is required when completing the clinical preparation, the night before clinical and during community presentations.

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, or medium to 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 turtleneck are permitted.

Sweaters: White or maroon washable cardigan sweater may be worn over the uniform (**no sweatshirts or hoodies**).

Shoes: Only non-porous, all-white shoes (nursing or white leather tennis shoes) or white clogs with a back strap or enclosed heel is allowed. Colored logos or stripes on shoes, open-toed sandals, and canvas tennis shoes are unacceptable. Shoes must be clean and polished. Shoelaces must be clean and white.

Hosiery: White socks. Support hose/compression socks is beneficial.

Jewelry: Jewelry which may get caught, snagged, pulled & cause injury to your client & yourself. **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, facial piercings, or tongue piercing. Watches may be worn if they materials deemed free for holding moisture and infection (i.e. Metal bands, nonmaterial bands) and are in professional taste (to be evaluated by clinical faculty).

Tattoos: Tattoos are acceptable in the nursing department on campus if appropriate and does not symbolize hate. Policies with tattoos varies based on clinical facility:

- CCRMC & John Muir: All tattoos need to be covered. An arm sleeve would be preferable for arm tattoos.
- Lone Tree Post-Acute: Tattoos are accepted as long as they are appropriate.
- Kaiser Antioch: Tattoos are accepted as long as they are appropriate. Excessive tattoos must be covered.
- If your clinical site is not listed, tattoos must be covered.

ID Badges: Students must wear photo ID badges at clinical sites, and they must be always at eye level and visible. *Students will be sent home if they do not have their ID badges at the clinical site.* 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. Long hair that extends beyond the shoulders should be styled up on a bun to prevent direct contact with contaminated surfaces during patient care. No unnatural hair colors (i.e. pink, blue) are permitted. Hair accessories such as feathers are not permitted.

Facial Hair:

The OSHA Respiratory Protection standard (29 CFR 1910.134) specifies certain requirements for employers to follow when their employees must wear respirators. The standard states that the employer cannot permit respirators with tight-fitting face-pieces to be worn by employees who have facial hair that comes between the sealing surface of the face-piece and the face, or that interferes with valve function. [1910.134(g)(1)(i)(B)]

Beard growth at points where the seal with the face and respirator occurs is a condition that has been shown by numerous studies to prevent a good face seal. Thus, an employer using a respirator to protect an employee with a growth of beard where the seal is compromised by the beard growth is violating [29 CFR 1910.134(g)(1)(i)(A)].

Facial hair must be neatly trimmed and comply with the OSHA requirement that face, and respirator masks fit securely. See figure in next page for acceptable and unacceptable facial hair.



Nail Care: Fingernails must be kept short and clean (no longer than the fingertip). Nail polish must be unchipped and clear or pale pink. No artificial nails of any type may be worn during 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. (Ultimate authority on above issues to be evaluated by clinical faculty).

REQUIRED EQUIPMENTS & PARAPHERNALIAS

- Watch - A wristwatch 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). Watches should be worn, and the materials should be deemed free for holding moisture and pathogens (i.e. metal bands, nonporous bands) and are in professional taste (to be evaluated by clinical faculty).
- Stethoscope
- Black Ink Pen
- Bandage Scissors
- Pen light
- Small note pad or “brain” (for different types of brains, refer to your Canvas course)
- Clipboard (optional)

ELECTRONIC EQUIPMENT

Smart Phones:

In general, students are allowed to use a Smart Phone (i.e. iPhone, Android) in the clinical setting as a reference tool to use nursing educational apps. Students may not use the Smart Phone inside the client's room or any other patient care locations. Use of a 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. The use of facility resources should be used rather than apps when preparing for medications.

Because 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 Smart Phone may not be allowed by a specific location. If the student's use of the 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. Always comply with HIPAA guidelines.
3. Use only client's initials when submitting reports on clients to instructors.
4. Always maintain a professional attitude.
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 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 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 Success.
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 for the 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 online 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 has grounds for dismissal from the nursing program.

Refer to the LMC Computerized Testing Policy (See appendices).

Plagiarism

Plagiarism is defined as representing someone else's words, idea, or data as one's 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 via Turnitin in Canvas 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

This policy governs how to interact online. To promote effective and positive interactions this policy encourages everyone participating in the program (students, faculty and staff) to use common courtesy and respect in all forms of electronic communication.

Guidelines for electronic communications among students and with the faculty:

- Any offensive, sexual, discriminatory or prejudicial language is prohibited.
- Do not use personal attack or threatening language.
- If you disagree with an idea do not make personal.
- Do not use personal attack or threatening language.
- Do not post while angry or emotional. Maintain comments in a respectful manner.
- Online communication can be difficult to understand the “tone” of the writer/author. True meaning at times can be misunderstood. Choose your words carefully. Some symbols - emoticons like :) may help communicate that you are less serious.
- Remember English may not be the first language for everyone in the program. Consequently, be tolerant to mistakes; do not use acronyms or abbreviations unless the entire class is familiar with them.
- Be polite and professional if you must correct someone for inaccurate information or mistakes.
- **Do not post or disseminate personal information of other students without their permission.**
- Do not forward an e-mail, or file attachment without the permission of the author.
- Avoid using text message shorthand, not everyone is familiarized with it.
- Please check your spelling and proofread your message.
- AVOID USING ALL CAPS, it's considered shouting.
- If you feel you are being harassed or someone is abusive or demeaning to you in this online course, please do not hesitate to contact the instructor.

CLINICAL COURSE GRADING POLICY

Clinical Prep Sheet/Clinical Packet Instructions & Grading: Refer to your course syllabus

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 (*) - “U” in a critical objective indicates that the delivery of care or the lack of care may harm the patient.

UP = Unprofessional - Exhibits unethical or immoral behavior with deliberate disrespect against the

cultural and/or spiritual well-being of the patient/client, lack of regard for diversity, equity, and inclusion. 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.

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

Students cannot progress from one semester to another if clinical performance is "UNSAFE" or "NEEDS IMPROVEMENT," and is ineligible for readmission to the program.

*Any **HIPAA violation** or **confidentiality breach** with non-healthcare sites (ex. LMC Childcare Development Center) will automatically dismiss a student from the program and is ineligible for readmission.*

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 a warning will be given. If no improvement is demonstrated, probation will be initiated, and a Student Success Plan (SSP) will be developed per the SSP Policy.

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.

Failure in the clinical aspect of this course will result in an automatic failure of this course. Clinical practice and theory coursework are designed to complement each other, ensuring comprehensive learning and competency development. Success in all components is essential for meeting the program's educational standards and achieving professional readiness.

UNSAFE CLINICAL PRACTICE

Los Medanos College faculty members and nursing students have a responsibility to patients, the public, and the staff of clinical settings to protect them from unnecessary exposure to dangerous situations. The right of patients and the public to safety is vital and supersedes students' learning and skill acquisition needs. The American Nurses' Association *Code for Nurses with Interpretive Statements* (2015) requires that "the nurse acts to safeguard the client and public when healthcare and safety are affected by the incompetent, unethical, or illegal practice of any person." Los Medanos College Nursing faculty has this independent obligation as nurses and as faculty members. Safety is a major aspect of student learning and a critical component of each clinical course. Practice may be considered unsafe when a student fails to use the nursing process effectively by engaging in one or more of the following activities:

1. Failure to recognize the need for assistance with nursing actions.
2. Failure to take nursing action when such action is essential to the health and safety of the client.
3. Attending clinical experiences while under the influence of alcohol, controlled substances or other alterations in mental status.
4. Failure to recognize the influence of one's own attitudes and behaviors on the care of clients.
5. Lying or deliberately giving inaccurate information relating to clinical experience.
6. Performing activities which are detrimental to the health and safety of the client.

7. Failure to assume responsibility for completing nursing actions.
8. Performing activities outside the nursing student role.
9. Refusal to provide instructor or preceptor-supervised client care.
10. Refusal to provide assigned client care.
11. Failure to prepare for client care responsibilities.

It is the faculty's responsibility to determine the ability of the student to provide safe nursing care. Evidence of unsafe clinical practice can result in the removal of the student from the clinical area temporarily or permanently. Permanent removal from the clinical area based on unsafe clinical practice will be considered grounds for failure of the course resulting in a grade of "F" and dismissal from the school.

Hospital Properties

Grades with RNURS022, 026, 031, and 036 shall be placed on hold when clinical site properties are not returned by the end of the semester (ex. ID badges). The access via ID badges compromises IT and technological operations and security clearance when not returned per facility instructions. To ensure all badges are returned, make a habit to return badges as a group with your clinical instructors by the end of your clinical day.

CLINICAL ABSENCE POLICY

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.

- Fundamentals and Medical-Surgical Clinical Rotations - A maximum of **two clinical absences** per semester in the first, second, and third semester is allowed **ONLY** in the event of serious illness or emergency. A **third clinical absence** will require a submission of the Emergency Absence Form. See *Emergency Absence* policy.
- **No absences** are allowed for Specialty Clinical Rotations (Maternity, Pediatrics, and Psych)
- **ONLY** one absence is allowed in the medical-surgical clinical rotation in the 4th semester.
- Any of the **allowed absence will be required to makeup** with either of the following:
 - a. Clinical makeup may be on campus either on a Wednesday and weekends (Saturday and Sunday) and students will be required to acquire an 80% in simulation performance activities. Makeup work may also be assigned as Shadow Health/vSim with completion of the clinical packet, including the Clinical Judgment Concept Mapping, and or case studies with APA formatted citations and references) worth equivalent to the clinical hours missed. Work shall be submitted in Canvas and will be evaluated by the program director. Makeup work is required to obtain an 80% grade. Acquiring a score below 80% will require resubmission until the passing grade of 80% is acquired.

EMERGENCY ABSENCE POLICY

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 (See Appendices).

This request may only be made one time per semester.

The Emergency Absence Policy is to be used after:

- **Two clinical absences** during regular Fundamentals or Med-Surg rotations
- **One clinical absence** in the 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/text.
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 provisionally be allowed to attend clinical, and a **final** decision will be made by the Nursing Department Leadership 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 Nursing Leadership Team will review the emergency absence submitted. The student may be required to be present at this meeting. The Nursing Leadership Team will review 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 regarding 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.**

TARDINESS & 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.

LECTURE ABSENCE POLICY/TARDINESS & LEAVING EARLY

Tardiness and leaving a class early disrupt the learning environment and the course instructor may not allow student entry.

- Classes scheduled for more than an hour: 10 minutes of tardiness and leaving early is considered an absence.
- Classes scheduled for an hour or 50 minutes student contact hour: 5 minutes of tardiness and leaving early is considered an absence.

Makeup work will be assigned equivalent to the full scheduled course topic(s) to meet learning objectives. A Student Success Plan will be developed which will designate the required learning objectives missed during the absence. The makeup work will need to satisfy the learning objectives and **acquire a passing grade of 80%**. While the grade is not included in the cumulative grade, the passing grade of 80% is required to ensure that learning objectives are being met per BRN compliance. Without the required and approved hours, students are not able to graduate and sit for the NCLEX.

Should a course instructor allow a tardy student to join the class, the specified makeup work above is still required.

All makeup work is to be submitted in Canvas and is to be evaluated by the program director.

GROUND S for DISMISSAL from REGISTERED NURSING PROGRAM

Any students exceeding the acceptable number of absences in this handbook will be dismissed from the Registered Nursing program.

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

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 checkoffs to pass the skills lab course each semester.

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 meet the clinical learning objectives safely and successfully. 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 two (2) or three (3) attempts, the maximum score awarded will be 75% of the total points possible for the check-off.

ABSENCES

Each student is expected to be on time and to participate in ALL Skills Lab Classes.

All students are required to be present and participate in clinical skills during their scheduled lab hours.

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 quizzes in **each of the four semesters** of the RN program.

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

A student who does not successfully pass a drug dosage calculation quiz will not be allowed to pass medications, with or without the clinical instructor, in the clinical setting. **A score below 80% after two (2) remediations will automatically dismiss the student from the program.** Safe medication administration is a critical skill. Therefore, the inability to demonstrate safe drug dosage calculation pose safety concerns in the clinical setting.

PROGRESSION TO THE PRECEPTORSHIP POLICY

RN PROGRAM

Students in the fourth (4th) semester may progress into the preceptorship only if they have achieved a satisfactory evaluation in all clinical objectives at end of clinical 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 any clinical rotation of the fourth (4th) 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).

LATE TESTING & ASSIGNMENTS IN THE RN PROGRAM POLICY

- Students who have special testing requirements need to have a form sent to the nursing course instructor from DSP&S 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. All assignments are to be submitted based on the due dates posted in Canvas.
- Tests & assignments taken or submitted 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: **20%** for the first day late, plus an additional 5% per nursing lecture class day.

- Skills lab courses may 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 the on-line learning management system 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 LMC 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.
- **Refer to the LMC Computerized Testing Policy (See Appendices)**

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. See FERPA website: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

STUDENT CONDUCT

Students are expected to conduct themselves in a manner that is consistent with the expectations of the Los Medanos College as previously outlined in this handbook as well as *the American Nurses Association's Standards of Practice and Ethical Code for Nurses*. This conduct should reflect the highest levels of professionalism and be maintained throughout the Nursing Programs, just as future professional employers require of their employees.

Nursing faculty members regard student professional conduct as a paramount factor in enculturating students to their future roles as nurses. Therefore, student professional conduct is emphasized at all times by the faculty throughout the Nursing Programs.

Faculty members are committed to assist students toward successful course and program completion. Therefore, students who are not meeting course objectives in theory, skills lab or clinical courses will be apprised of their performance status utilizing a probationary/ success process.

This process provides 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 the process is initiated, conferences and written notations will document the student progress toward meeting objectives.

Examples of behaviors that can lead to Probation and the establishment of a Student Success Plan include but are not limited to:

- Disruptive behaviors in the classroom
- Disrespectful behaviors toward peers and the instructor (clinical or classroom)
- Perceived threatening behaviors to faculty or peers
- Failure to adhere to the dress code
- Failure to complete assignments
- Clinical or Theory performance issues
- Attendance and tardiness concerns

Behavioral misconduct (ex. disruption, disrespect, and or threatening) and academic misconduct (ex. Cheating, plagiarism) shall be referred to the Dean of Student Conduct per college policies.

STUDENT SUCCESS PLAN/PROBATION POLICY

Any deficiency noted one or two semester below current clinical objectives may be skipped by the faculty from 1st warning to 2nd warning or straight to probation based on the gravity of the error and its probable outcomes.

STEP 1: Early Identification Initiatives – Warning Status

Criteria for Warning Status:

- Late to no submission of homework/assignments
- Failing quizzes
- Unsatisfactory performance in clinical rotations.
- Failure to meet course objectives or competencies.

Notification & Student Meeting: A formal written warning to the student, outlining specific areas of concern and the required standards and development of a Student Success Plan (SSP).

Goals and Objectives: Set clear, achievable goals and objectives tailored to the student's needs.

Action Plan: Outline specific actions the student must take, such as attending tutoring sessions, improving study habits, or participating in additional clinical practice.

Support Services: Provide proper referral on available support services, such as academic advising, counseling, food pantry, Timely Care, financial aid, and peer mentoring. Faculty shall initiate coordination with the relevant contact person connecting the student and the resource department.

Monitoring and Support

Regular Check-Ins: A follow up with the next homework/quiz/exam/midterm remediation exam with the student to monitor progress and provide ongoing support. A 2nd Warning may be initiated as a follow up with student any time **prior the midsemester**.

Progress Reports: The student is required to submit a progress report detailing their efforts and achievements towards the SSP goals.

Team Quality Initiatives for Student Success: Faculty involvement to provide additional guidance and support.

STEP 2: Probationary Status

Criteria for Probationary Status:

- Failure to show satisfactory progress after being on warning status by mid-semester.
- Cumulative grade falls below the program's minimum requirement by the midterm examination.
- Continued failure to meet course objectives or competencies.
- Continued academic or clinical performance issues.

Notification: Issue a formal written notification of probationary status, outlining the consequences and expectations with a revised Student Success Plan.

Student Meeting: Probationary status discussion and development of an updated SSP.

Team Quality Initiatives for Student Success: Faculty involvement/team discussion to provide additional guidance and support.

Intensified Support: An increased level of support and monitoring shall be conducted, such as more frequent check-ins, additional tutoring sessions, or pairing with a mentor.

Clear Consequences: Consequences of not meeting the revised SSP objectives may include dismissal from the program.

Remediation: Two (2) chances for midterm remediation examinations will be provided. A failing cumulative grade after the 1st midterm semester exam will progress to a 2nd probationary status and a 2nd and final chance for remediation. There are no remediation for final exams.

STEP 3: Final Evaluation

End-of-Probation Assessment: Comprehensive assessment at the end of the probationary period to evaluate the student's progress.

Satisfactory Progress: Regular monitoring for students meeting the SSP goals and shows satisfactory improvement.

Unsatisfactory Progress: If the student fails to meet the objectives, further actions will be considered, such as extending the probationary period or recommending dismissal from the program.

Formal Documentation: Documentation and compilation of all evaluations, meetings, and decisions in the student's academic record.

CLINICAL PRACTICE COMMITTEE

POLICY: The purpose of the Clinical Practice Committee (CPC) is to provide guidance and recommendations in instances of deficient clinical performance.

Each Clinical Instructor has the authority to determine the grade for the clinical rotation. The clinical grade will be assigned by the instructor.

- A. Clinical Practice Committee meeting will be held when:
 - A student continues to acquire a **“Needs Improvement”** in any clinical objectives/critical clinical objects despite being placed on probation and a Student Success Plan. (Student is unable to meet objectives and timeline of Success Plan).
 - Clinical performance is **UNSAFE (U)** at any time.
- B. The Clinical Practice Committee will assure that the student has been given the opportunity to remediate deficient clinical behavior.
- C. The Clinical Practice Committee will make a recommendation regarding:
 - Continuation or dismissal from the program, and /or the conditions for continuation in the course.

PROCEDURE:

1. The Probation and Success Plan failure will be discussed by the evaluating instructor with the student prior to the CPC meeting.
2. The CPC Chairperson or designated faculty member will schedule the meeting date and time of the CPC meeting. The student will be notified of the date and time of the CPC meeting.
3. The CPC Chairperson or designated faculty member shall select the members of the Clinical Practice Committee, to consist of no less than three (3) members of the faculty. The CPC Chairperson or designated faculty member shall act as chairperson of the CPC meeting.
4. The student is encouraged to attend the CPC meeting. It is not mandatory for the student to be present, but it is an opportunity to discuss the issue.
5. The student may bring one support person to the CPC meeting. The role of the support person is to be an observer, only.
6. The student and the presenting instructor(s) will hear and discuss each other's presentation at the CPC meeting.
7. The presenting instructor(s) and student will not be present while the committee makes its decision.
8. The CPC meeting will be audio-taped by the faculty. The tape will be available for the student to review if requested.
9. The decision will be made by consensus of the Committee in a closed session.
10. The student and instructor(s) will be notified of the decision by the next working day. A confirming letter or e-mail will follow verbal notification.

EXIT INTERVIEW

POLICY: Any student who leaves the nursing program in less than good standing and who is eligible for readmission will participate in an exit interview with the Director of the Nursing Program or designee.

PROCEDURE: A student who decides to leave the program or has failed a nursing course should refer to the Los Medanos College Catalog for the procedure regarding dropping a course. It is the student's responsibility to be aware of the last date to withdraw from a class without penalty.

The student who is leaving the program or has failed a nursing course must make an appointment with the Director of the Nursing Program or designee before the end of the semester.

Students who are not in good standing must have an exit interview in order to be considered for readmission to the nursing program.

Students who have left the program in less-than-good standing and do not have an exit interview before the end of the semester are not eligible for readmission.

STUDENT GRIEVANCE PROCEDURE

POLICY: A student grievance is best resolved at the appropriate level with the parties directly involved.

PROCEDURE: A student who has a grievance regarding an instructor or the manner in which a course is conducted should first discuss the matter with the instructor.

When the grievance remains unresolved, the student should provide written documentation of the grievance through the following channels:

1. First, the Course Instructor(s).
2. Then, if unresolved, the Department Chairperson.
3. Then, if unresolved, the Director of the Nursing Program.
4. Finally, if unresolved, the Division Dean.

The written documentation should be submitted within one calendar week of the attempt to resolve the issue with the instructor. The written documentation should include the time, place, and nature of the problem.

If, after pursuing the above channels, resolution is not achieved, the student is referred to the College Grievance Procedure. (See Student Complaint/Appeals Process, Los Medanos College).

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.

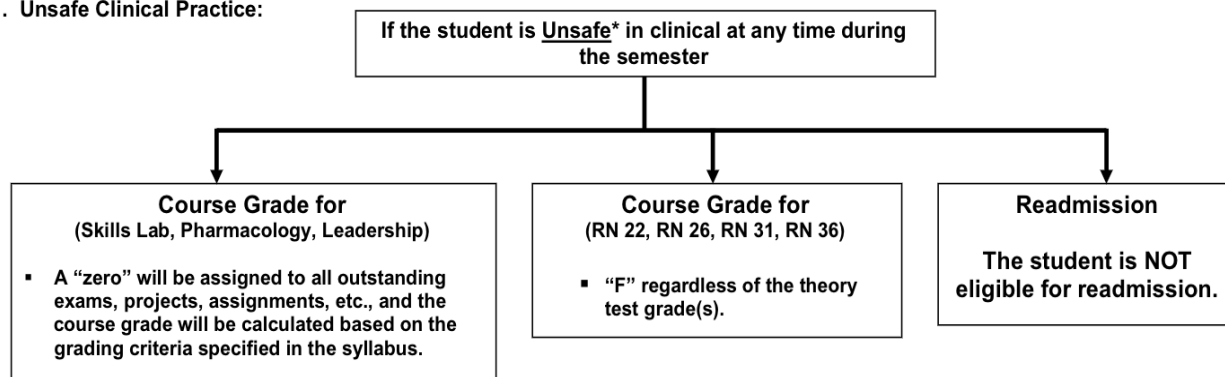
The nursing courses in each semester are co-requisite courses (theory/clinical, pharmacology, skills lab, leadership). Therefore, withdrawal or dismissal from any one course will necessitate withdrawal from all nursing courses and the nursing program for the semester. Readmission under any circumstance 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:

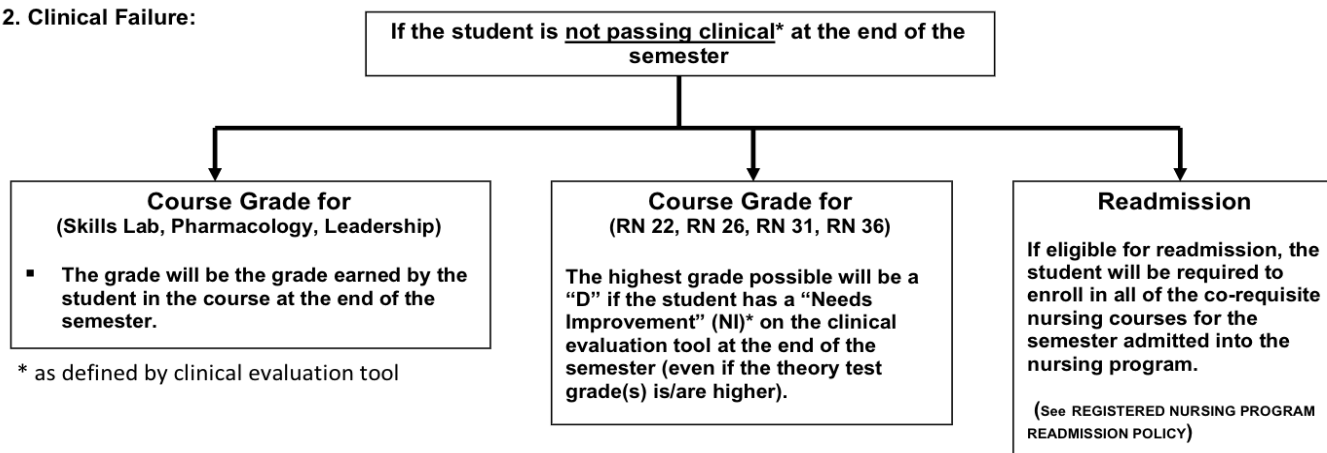
- a course grade of “W” in all nursing courses if the withdrawal or dismissal occurs **prior** to the designated college drop date in all nursing courses for the semester. This is considered as an admission to the nursing program.
- a letter grade if the withdrawal or dismissal occurs **after** the designated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

1. Unsafe Clinical Practice:

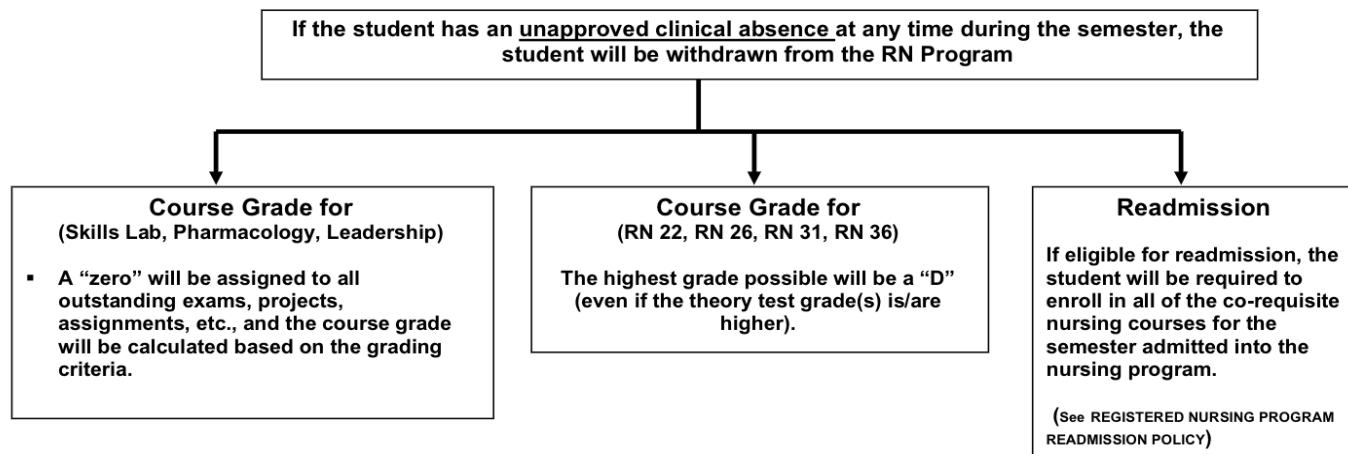


** as defined by clinical evaluation tool*

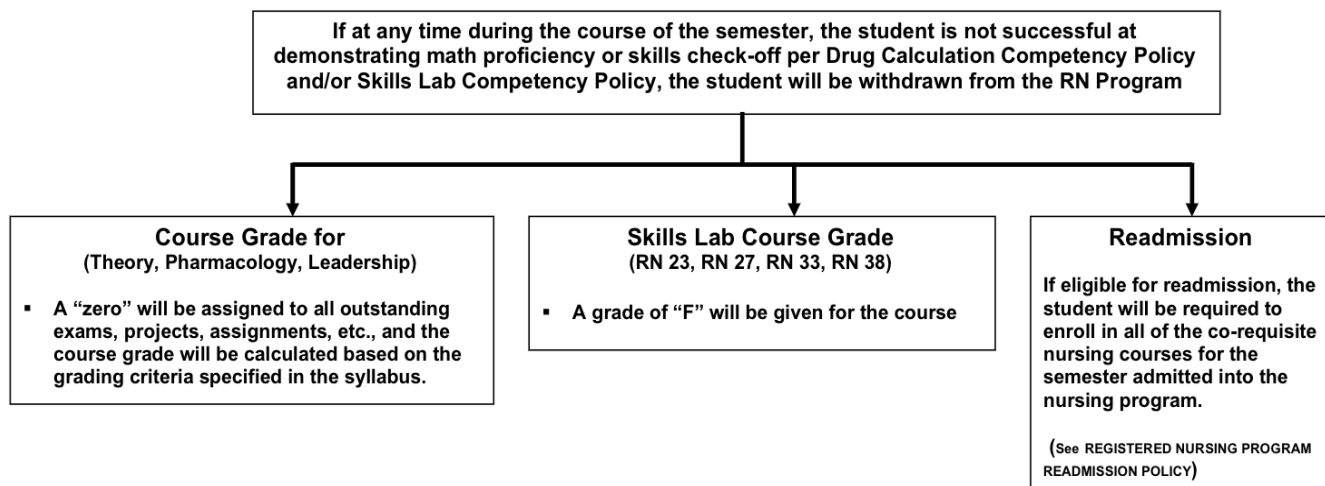
2. Clinical Failure:



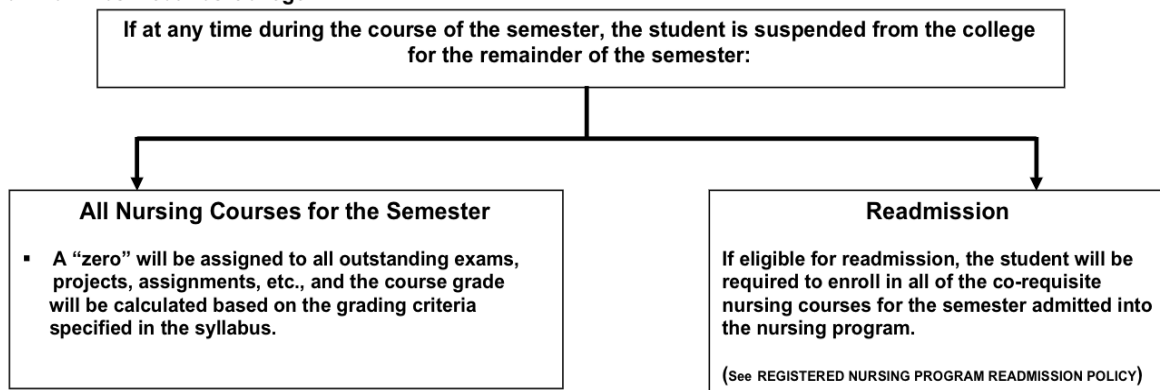
3. Unapproved Clinical Absence:



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



5. Suspension from Los Medanos College:



REGISTERED NURSING PROGRAM **READMISSION POLICY**

General Provisions

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.**

- Students will be considered for readmission to the Registered Nursing (RN) Program **one (1) 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.
- The application must be submitted within two (2) 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 (2) 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 above), 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 (4) 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 (2) - four (4) 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 (4) students are approved for priority readmission to the first semester in the same academic year, the fifth (5th) 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 to progress in the nursing program

Procedures for Readmission

1. 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.
2. 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.
3. Readmitted students must register in all of the nursing courses required of the current nursing students in that semester. This includes the concurrent courses.

Students will be considered for readmission to the Registered Nursing (RN) Program one (1) 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.

The application must be submitted within two (2) 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 (2) academic years immediately following their withdrawal or dismissal.

Students approved for readmission that are in “good standing” 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.

The course must be completed with a grade of C or better prior to the first day of the semester in which the student has applied for readmission.

Proof of successful course completion (official transcript) must be provided to the Admissions Office before the student can register for any courses in the VN nursing program.

ADMISSION OF TRANSFER STUDENTS FROM OTHER NURSING PROGRAMS

POLICY

- A student determined to have education commensurate with the curriculum of the nursing program may be admitted to advanced standing on a space-available basis.
- Advanced placement applicants must meet the same requirements for admission to the Nursing Program as basic nursing students.

PROCEDURE

- The initial evaluation of prerequisite and other general education courses is conducted by the Admissions Office using standardized criteria. All required documentation must be on file in Admissions Office. (See current Nursing Applicant Handbook for deadlines for application.)
- The applicant may appeal a decision made by the Admissions Office to disallow credit for a transfer science or general education course. See College Catalog for the appeals process.
- All advanced placement students must have documentation of a satisfactory physical examination, current immunizations, clear criminal background check and drug screen, a valid social security number (not tax ID#). Proof of current American Heart Association Health Care Provider CPR certification is required

GENERAL EDUCATION & 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 courses, and the graduation requirements. 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 Licensure Examination-Registered Nursing (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.

STUDENT CODE OF CONDUCT

The Contra Costa Community College District Student Code of Conduct is available at <http://www.losmedanos.edu/student-services/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**).

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:

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

The instructor must:

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 gain entry and re-entry into the nursing program.

APPENDIX 1

ESSENTIAL FUNCTIONS

Essential Functions

Registered 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 workday, 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	O	O	O	O
Carrying	F	O	O	O	O	O
Push/pull	F	F	F	O	O	O

Hearing Acuity – Sharp with correction

Visual Acuity – Precise with correction

Manual Dexterity – Required

APPENDIX 2

CONFIDENTIALITY AGREEMENT

CONFIDENTIALITY AGREEMENT LOS MEDANOS COLLEGE

Healthcare Facilities have a legal and ethical responsibility to safeguard the privacy and confidentiality of health information pertaining to its patients as well as business information relating to facility operations. As a student at a Healthcare Facility, I understand that I may have access to patient protected health information (PHI) or business information, which is considered "Confidential Information".

As a condition of my participation in a student program at healthcare facility, I agree to access, use, and disclose Confidential Information only as required to perform my duties or as authorized by the healthcare management.

I understand and acknowledge that:

1. I must comply with all applicable federal, state laws, regulations and accreditation standards and Facility policies which protect Confidential Information.
2. It is my responsibility to respect, protect and maintain the privacy, confidentiality, and security of Confidential Information.
3. I will only access, use or disclose Confidential Information as required by my assigned job duties or as authorized by supervisor/manager/director and as permitted or required by applicable law and/or Facility policies.
4. I agree to discuss Confidential Information only in the workplace as it relates to job related purposes. I will not discuss such information outside my work area and/or the clinical facility (e.g., hallways, cafeterias, parking lot, and public transportation) or with anyone who does not have a legitimate medical and/or business reason to know the information.
5. I will safeguard Confidential Information in my possession by not leaving medical records, patient schedules, or other patient identifiable information, including computer screens unattended in public areas or open to the view of the public.
6. I will shred or discard Confidential Information in the appropriate receptacles and/or bins.
7. I will access, use or disclose only the "minimum necessary" amount of Confidential Information which is required in order to perform my duties as a student.
8. I am not permitted to view or print my own medical records or medical records of family, friends, neighbors, co-workers, or anyone in which I have no direct involvement relative to treatment, payment or health care operations. I understand that such inappropriate access may be considered a reportable privacy breach, and could result in disciplinary action, up to and including termination of access to healthcare facilities and/or termination from the LMC Nursing Program.
9. I understand that Confidential Information is the property of the Healthcare Facility and will not share, copy, release, sell, loan, revise, alter or destroy Confidential Information.
10. I will maintain the confidentiality of my user log on/password and will not share it with any other individuals at any time. I am responsible if I fail to protect my password or other access to Confidential Information.
11. I will report in good faith without fear of retaliation, any potential privacy violations or concerns to my clinical instructor or dept. manager.
12. I am aware that Healthcare Facilities may conduct routine access audits to ensure access to patient health information is appropriate.
13. I will not post any of the following on any social media site (e.g., Facebook, Twitter, etc.): protected health information, including any comment or image that could reasonably be used to identify a current or former patient or client; any comment or image that portrays the Healthcare Facility in an unfavorable or unprofessional light; any other confidential information, including business information, that violates any law, regulation, or the Facility policy.

14. I understand that there are personal consequences under Federal and State laws for unauthorized access, use or disclosure of protected health information. These laws can expose me personally to serious civil, administrative, and criminal penalties up to **\$250,000** and up to **10 years imprisonment**. If I am a licensed health care provider, violations of these laws also can result in professional disciplinary action against me. In addition, under California law, I understand that I could be held personally liable, even if the disclosure was only negligent and the patient suffered no harm.
15. I understand that violation of this agreement or any other Healthcare Facility related privacy or security policies may result in disciplinary action up to and including termination of clinical Healthcare Facility affiliation and/or termination from the Los Medanos Nursing Program.
16. I understand that my obligations under this Agreement will continue after the clinical affiliation with the Healthcare Facility and/or with Los Medanos College has ended.

Los Medanos Clinical Confidentiality Agreement 2018

APPENDIX 3

COMPUTERIZED TESTING POLICY

LMC NURSING COMPUTERIZED TESTING POLICY

Los Medanos College is committed to a high standard of academic integrity. Students are responsible for an honest and independent effort during testing. When there is evidence of cheating, disciplinary action may be taken; including, but not limited to, receiving a zero for the exam or being withdrawn from the course.

Cheating includes, but is not limited to:

Looking at or copying from another student's exam
Communicating or receiving answers during the exam
Using unauthorized notes, texts or other materials during an exam
Obtaining and/or distributing an unauthorized exam or part of an exam
Having additional browser windows open before, during, or after an exam

Discussing exam content or questions with classmates who have not yet taken the exam policy and procedure for computerized testing:

All computerized testing will be proctored, and students are expected to be looking only in the direction of their own computer. Students who are observed looking at other computer screens will be verbally warned. If the behavior continues, the student's computer test will be terminated, and the student will receive a zero for that exam.

The only browser window allowed to be open during an exam is the one that is being used to administer the exam. This browser window is not to be opened by the students 30 minutes prior to the exam and 30 minutes after the conclusion of the exam process. Absolutely no other browser windows are to be opened before, during, or after an exam (including emails).

The student will not open any exam, at any time, unless the exam is a scheduled exam in a proctored setting at the established time.

Under no circumstances will a student print out or email an exam or exam results. Students may not discuss the content of an exam until all students have taken the exam.

If a student skips a question or does not save an answer properly, the student will not receive credit for that question.

All books and personal belongings, including hats, are to be placed at the front of the class. Only proctor approved items are allowed during test (i.e. scratch paper, Kleenex, etc.).

No drinks or food are allowed in the testing room, unless approved by proctor.

No cell phones or other electronic devices are allowed in the testing area. If a calculator is required, only approved simple calculators will be permitted.

Faculty will not define or explain the meaning of medical terminology for students during an exam.

Students will have an opportunity to review their exam in a proctored, formal setting. The faculty will not accept questions concerning answer rationales during the exam.

Students may only review their exams in a proctored setting. Accessing an exam outside of a proctored setting is prohibited.

APPENDIX 4

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, is 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, 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 always evaluating my placement in clinical rotations 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 & Date

APPENDIX 5

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		
Last Name:	First Name:	Middle Initial:
Address:	City/State:	Zip Code:
Person/Organization Providing the Information	Person/Organization to Receive the Information	

(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
 - ☐ Covid-19 vaccinations and booster
 - ☐ 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.

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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:
------------	-------

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

APPENDIX 6

CLINICAL ABSENCE FORM

AND

EMERGENCY CLINICAL ABSENCE FORM

LMC NURSING PROGRAMS: ABSENCE FORM

STUDENT NAME:

SIGNATURE:

For lecture absence, students to complete the form and submit to your faculty.

For clinical absence, complete the form and have the makeup clinical instructor complete the bottom of the form upon completion of your makeup clinical shift. Provide a copy to your clinical instructor and Ms. Erika Messenger.

CLINICAL	LECTURE
DATE & SHIFT OF ABSENCE:	DATE & TIME OF CLASS:
CLINICAL SITE & UNIT:	COURSE:
ABSENCE # _____	ABSENCE # _____
CLINICAL INSTRUCTOR:	INSTRUCTOR:
REASON FOR ABSENCE:	REASON FOR ABSENCE:
<p>If absence is due to medical reasons, is a medical note provided?</p> <p>Yes _____</p> <p>No _____</p>	<p>If absence is due to medical reasons, is a medical note provided?</p> <p>Yes _____</p> <p>No _____</p>
DATE FOR MAKEUP:	DUE DATE FOR MAKEUP WORK:
CLINICAL SITE:	
MAKEUP CLINICAL INSTRUCTOR:	MAKEUP WORK ACTIVITY: (<u>Faculty</u> to attach makeup work with this form)
<p>CLINICAL LEARNING OBJECTIVES:</p> <p><i>(May be attached to this form if completing as handwritten and it does not fit)</i></p>	<p>LEARNING OBJECTIVES:</p> <p><i>(May be attached to this form if completing as handwritten and it does not fit)</i></p>

Date of Completion:	
Faculty/Clinical Instructor Signature:	

LMC RN 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(s):

Student Name: _____ Date: _____

Student Signature: _____

Clinical Instructor (C.I.): _____ Date: _____

C.I. Signature: _____

___ APPROVED FOR ___ # OF HOURS ___ NOT APPROVED

NURSING LEADERSHIP TEAM SIGNATURES

- 1.
- 2.
- 3.
- 4.

APPENDIX 7

LMC PROGRAM NURSING DEPARTMENT

PROFESSIONAL SKILLS RUBRIC

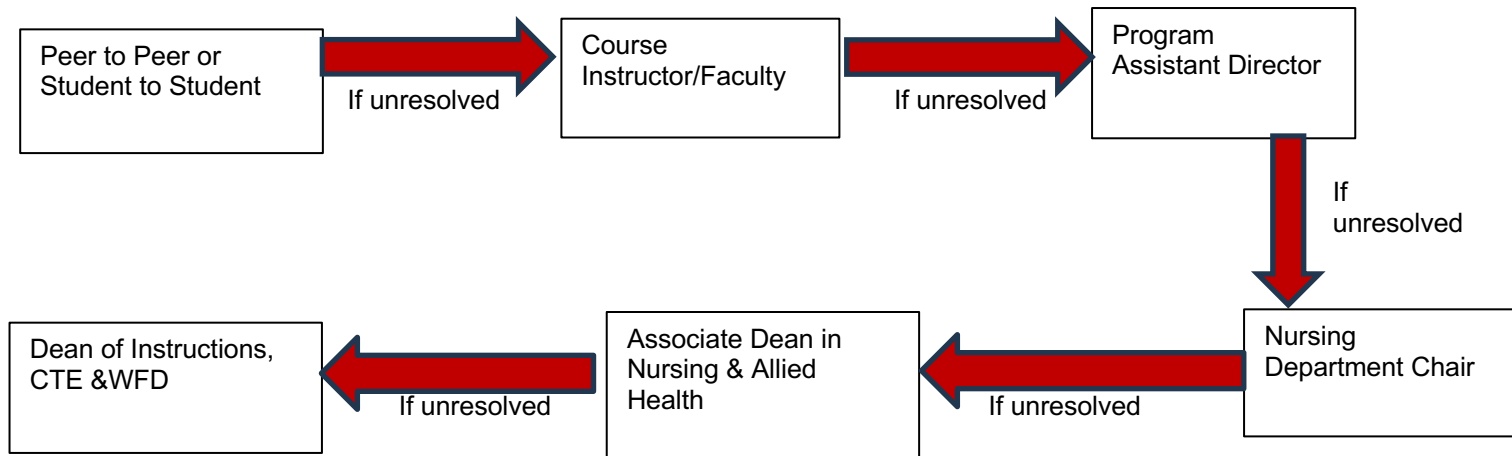
LMC NURSING PROGRAM PROFESSIONAL RUBRIC				
CRITERIA	5	3	0	POINTS
Reliability Self-Management Time Management Attendance, Responsibility	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class/college policies	Late to class more than once every month and regularly attends class; And/or missed one to two deadlines; And/or seeks exceptions to class/college policies	Late to class more than once/week and does not regularly attend class; And/or demands exceptions to class/college policies	
Preparedness Motivation Contribution	Almost always participates in class discussions; contributions reflect exceptional preparation and are always substantive, well supported, and persuasively presented; does not dominate discussion	Regularly participates in class discussions; contributions reflect good preparation and are generally substantive, fairly-well substantiated, and moderately persuasive; when called upon, can usually answer questions, and refer to readings; occasionally dominates discussion	Rarely, almost never participates in class; with little to no evidence of preparation; often cannot answer questions in depth or refer to readings; any comments made are usually irrelevant	
Behavior/Attitude (1) Respect	<p>Careful not to distract others (socializing/digressing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class; never uses unapproved electronic devices in class; is respectful towards peers, instructors, staff, and the learning environment both in and out of class.</p> <p>Assertiveness is expressed calmly with open discussion, relevance, and proper support in resolving conflicts.</p>	<p>Exhibits behavior that distracts others once or twice during the semester; rarely uses unapproved electronic devices in class; is almost always respectful towards peers, instructors, staff, and/or the learning environment both in and out of class.</p> <p>Assertiveness is expressed with some aggression with some relevance or support to argument; accepts some responsibility for own choices/actions</p>	<p>Recurring behavior that distracts others; recurring use of unapproved electronic devices; is not consistently to often being disrespectful of peers, instructors, staff, and/or the learning environment both in and out of class.</p> <p>Assertiveness is expressed with aggression with no relevance nor support to argument. Holds little to no accountability to expressed aggression;</p>	

Behavior/Attitude (2) Accountability Self-Improvement	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly. Accepting responsibility for own choices/actions.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly. Almost always accepting responsibility for own choices/actions.	Student is sometimes receptive to suggestions and feedback or has not demonstrated receptiveness to suggestions and feedback, and therefore, makes no effort to adjust performance accordingly. Little to no acceptance of responsibility for own choices/actions.	
Behavior/Attitude (3) Adaptability	Flexible to accept and deliver/act upon responsibilities appropriately to changes due to the rigor and inevitable expected/unexpected changes that come with nursing education. Open to seeks utilization of proper resources when needed.	Flexible but with some complaints in delivering responsibilities to changes due to the rigor and inevitable expected/unexpected changes that come with nursing education. Requires some persuasion to seek referral for utilization of proper resources.	Little to no flexibility in acting/delivering responsibilities to the changes based on the rigor and inevitable expected/unexpected changes in nursing education, and therefore, seeks exception to college/class policies.	
Personal Presentation Carrying of Oneself Manners and Etiquette	Student's appearance (clothing, odor, grooming) is consistently appropriate for classroom and professional settings in nursing education. Consistently respectful of manners and in conducting proper etiquette.	Student's appearance (clothing, odor, grooming) is routinely appropriate for classroom and professional settings. Routinely respectful of manners and in conducting proper etiquette.	Student's appearance (clothing, odor, grooming) is frequently or consistently inappropriate for professional and classroom settings. Frequently or consistently not respectful of manners and in conducting proper etiquette.	

<p>Communication Listening, oral & written, including netiquette</p> <p>Chain of command for grievances/complaints:</p> <p>Peer Instructor Lead Instructor Assistant director Department chair Associate Dean in Nursing Dean of Instruction VP of Instructions College President</p>	<p>Student always contacts the professor prior to the beginning of class for anticipated tardiness, absence, etc. except in true emergencies where the professor is informed immediately after and seeks required makeup work.</p> <p>Uses the proper chain of command: Effectively communicates course concerns and differences of opinions with the involved student or instructor as the 1st step in the chain of command; motivates others to solve group/interpersonal problems while accomplishing a goal.</p> <p>Always clear, open to discussion (able to listen, not talking over the other) and respectful of words, tone, and behavior in resolving conflicts. Always apologizes regardless of fault.</p>	<p>Student contacts the professor to inform of tardiness or absence but does it after already missing a class or meeting.</p> <p>Had an occurrence of not properly using the chain of command in resolving conflicts.</p> <p>Once or twice not caught talking over the other; once or twice not respectful of words, tone, and/or behavior in resolving conflicts. Once or twice did not apologize regardless of fault.</p>	<p>Student does not usually contact the instructor to inform of tardiness or absence from class and/or provides no reason for absences/tardiness.</p> <p>Routinely does not use the proper chain of command in resolving conflicts.</p> <p>More than twice of an occurrence talking over the other; more than twice not open to discussion and disrespectful in the use of words, tone, and/or behavior in resolving conflicts. Never apologizes regardless of fault.</p>	
<p>Collegiality Initiative Participation Teamwork</p>	<p>Student always works collaboratively with team members and/or student always engages positively with others. No complaints from team members about lack of contribution;</p>	<p>Student almost always works collaboratively with team members and/or student almost always engages positively with others. One or two complaints from team members about lack of contribution;</p>	<p>Student has displayed reluctance or has not demonstrated collaborative skills in work with others and/or student has poor relationships with classmates or others involved in student learning. More than a few complaints from team members about lack of contribution; does not contribute in a meaningful way to group work.</p>	

Leadership Initiative Prioritization Collaboration Delegation	Consistently demonstrates self-motivation by actively seeking learning opportunities, volunteering for appropriate tasks, and following through on assignments without prompting. Anticipates patient & team needs and acts within scope to address them.	Completes required tasks but typically waits for direction. Occasionally demonstrates motivation but lacks consistency in engaging beyond assigned duties or identifying additional opportunities for learning.	Avoids participation, fails to complete tasks even with reminders, and demonstrates minimal interest in engaging with the team and/or patient care responsibilities.	
Diversity, Equity & Inclusion (DEI) Awareness	Student's interactions always reflect respect for appreciation and inclusion of diverse opinions, experiences, and people.	Student's interactions occasionally reflect respect for appreciation and inclusion of diverse opinions, experiences, and/or people.	Student's interactions rarely reflect respect for appreciation and inclusion of diverse opinions, experiences, and/or people.	
Quality of Work Persistence Integrity	Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behavior; is always honest and encourages other to do the same; always adheres to class, college, and academic dishonesty policies	Provides work that reflects a good effort; makes moderate effort to improve work; shows positive, proactive behavior; is always honest; always adheres to class, college, and academic dishonesty policies	Provides work that reflects very little or no effort; shows negative behavior; is often not honest; knowingly violates class, college, or academic dishonesty policies	
TOTAL				_____ out of 55 points

Conflict and Inquiry Communications: Chain of Command



APPENDIX 8

RN STUDENT HANDBOOK

ACKNOWLEDGEMENT FORM

**LOS MEDANOS COLLEGE
ASSOCIATE DEGREE REGISTERED NURSING**

NURSING STUDENT HANDBOOK SIGNATURE FORM

Please read the Student Handbook prior to completing this signature page.

1. _____ I have read the student handbook in its entirety and understand my responsibilities as a student in the Nursing Program at Los Medanos College and agree to comply with the policies outlined therein.
2. _____ I have read the Contra Costa Community College District Student Code of Conduct available at <http://www.losmedanos.edu/studentservices/PDFs/studentCC.PDF> and agree to abide by this policy.
3. _____ 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. I understand and agree to the Los Medanos College Confidentiality Agreement.
4. _____ I understand and agree that it is my responsibility to fulfill the requirements for maintaining current immunization records and CPR certification throughout the LMC nursing program. Failure to do so will result in loss of clinical placement and consequent dismissal from the nursing program.
5. _____ I have read the Computerized Testing Policy in the handbook and understand that by signing I indicate my understanding and willingness to comply with these regulations and requirements.
6. _____ I acknowledge that I have read and am able to comply with the requirements in "Essential Functions Registered Nursing Students."
7. _____ I acknowledge that I have read and understood the entirety of the RN Student Handbook Fall 2024-Spring 2025, and that any concerns and questions had been addressed.

This acknowledgement will be placed in my student file.

Name: _____

Date: _____

Signature: _____

APPENDIX 9

LMC Nursing

COVID-19 Documents

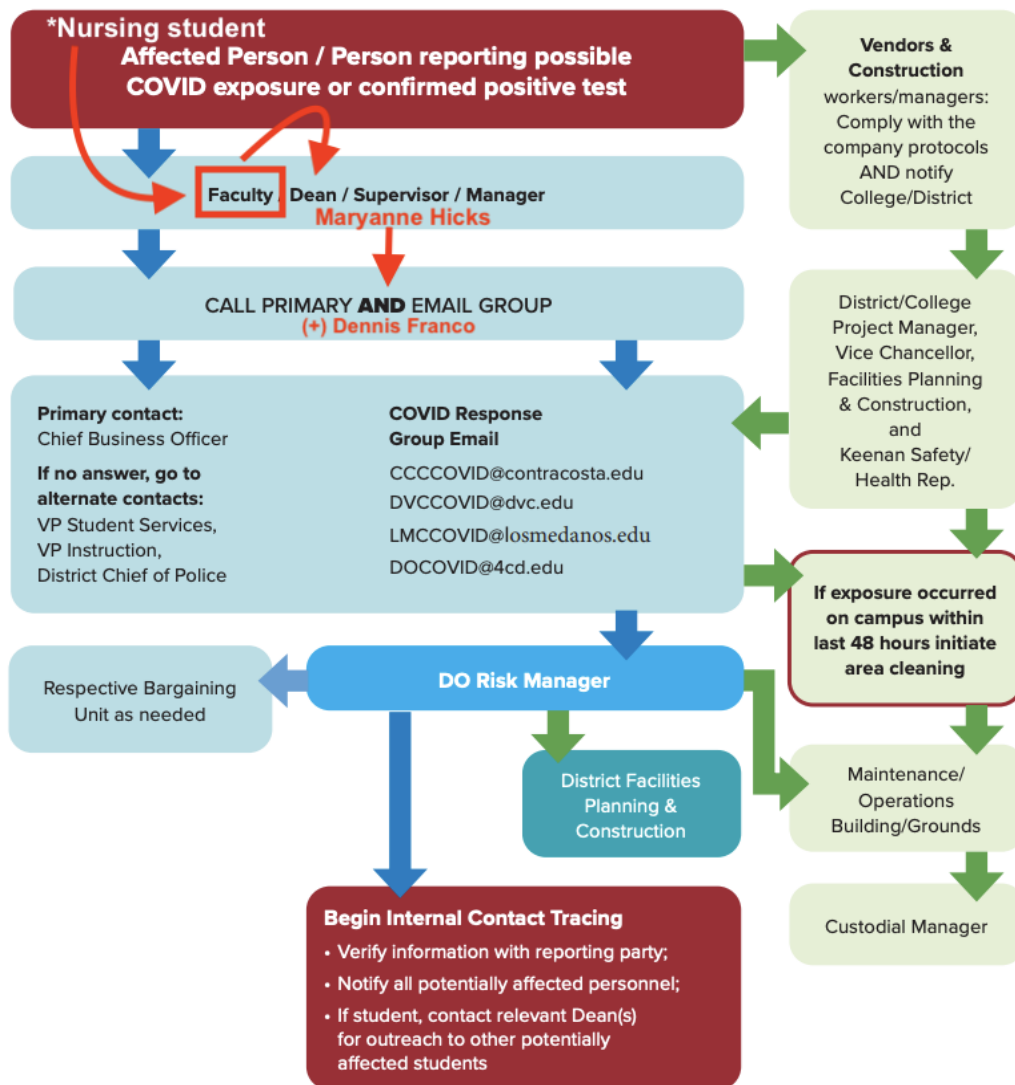
Maintaining Healthy Operations

Designated COVID-19 Point of Contact

- Use the proper chain of command in the nursing department.



APPENDIX C: CCCC COVID-19 NOTIFICATION FLOWCHART & TEMPLATE EMAIL NOTIFICATION CONTENT



Requirement for Testing: PCR and Antigen Testing Only. Home Kit Test results will not be accepted for an excused absence or for returning to campus/clinical.

The information below and the following page can also be obtained from:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assessment-hcp.html>

Summary of Recent Changes

Updates as of January 21, 2022



Due to concerns about increased transmissibility of the SARS-CoV-2 [Omicron variant](#), this guidance is being updated to enhance protection for healthcare personnel (HCP), patients, and visitors, and to address concerns about potential impacts on the healthcare system given a surge of SARS-CoV-2 infections. These updates will be refined as additional information becomes available to inform recommended actions.

- Updated infographic and text in guidance to include links to CDC's definition of what it means to be [up to date](#) with all recommended COVID-19 vaccine doses.
- In general, asymptomatic HCP who have recovered from SARS-CoV-2 infection in the prior 90 days **do not** require work restriction following a higher-risk exposure.

Quarantine Information

Key Points

- In general, asymptomatic HCP who have had a higher-risk exposure do not require work restriction if they are [up to date](#) with all recommended COVID-19 vaccine doses and do not develop symptoms or test positive for SARS-CoV-2. The duration of protection offered by booster doses of vaccine and their effect on emerging variants are not clear; additional updates will be provided as more information becomes available.

Work Restrictions for HCP With SARS-CoV-2 Infection and Exposures

"Up to Date" with all recommended COVID-19 vaccine doses is defined in [Stay Up to Date with Your Vaccines | CDC](#)

For more details, including recommendations for healthcare personnel who are immunocompromised, have severe to critical illness, or are within 90 days of prior infection, refer to [Interim Guidance for Managing Healthcare Personnel with SARS-CoV-2 Infection or Exposure to SARS-CoV-2](#) (conventional standards) and [Strategies to Mitigate Healthcare Personnel Staffing Shortages](#) (contingency and crisis standards).

Work Restrictions for HCP With SARS-CoV-2 Infection

Vaccination Status	Conventional	Contingency	Crisis
Up to Date and Not Up to Date	10 days OR 7 days with negative test [†] , if asymptomatic or mild to moderate illness (with improving symptoms)	5 days with/without negative test, if asymptomatic or mild to moderate illness (with improving symptoms)	No work restriction, with prioritization considerations (e.g., types of patients they care for)

Work Restrictions for Asymptomatic HCP with SARS-CoV-2 Exposures

Vaccination Status	Conventional	Contingency	Crisis
Up to Date	No work restrictions, with negative test on days 1 [‡] and 5-7	No work restriction	No work restriction
Not Up to Date	10 days OR 7 days with negative test [†]	No work restriction with negative tests on days 1 [‡] , 2, 3, & 5-7 (if shortage of tests prioritize Day 1 to 2 and 5-7)	No work restrictions (test if possible)

[†]Negative test result within 48 hours before returning to work

[‡]For calculating day of test: 1) for those with infection consider day of symptom onset (or first positive test if asymptomatic) as day 0; 2) for those with exposure consider day of exposure as day 0



CS-000006 A | 01/07/2022

cdc.gov/coronavirus

Because nursing students and faculty are not employees during clinical rotations, faculty and students are expected to comply with the most stringent method that maximizes prevention, which is the conventional method, boxed in red in the image above.

LMC Nursing Department Covid-19 Policies

Classroom/Skills Lab/Clinical

Promoting Behaviors that Reduce Spread

- When staff and students should stay home and when they can return to school.
 - Students may contact instructor to request to join class lectures via zoom or gain access to past lecture videos if available. This would be at the discretion and/or availability of resources of your instructor.
- Hand Hygiene and Respiratory Etiquette
 - Proper handwashing before and after skills interaction.

- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used.
- Staff and students should cover coughs and sneezes with tissues and should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used.
- The use of face mask is mandatory. Face coverings should be worn by staff and students and are **most** essential in times when physical distancing is difficult. Be reminded not to touch the face covering and to wash hands frequently.
- Adequate Supplies
 - Classrooms/Skills labs will be adequately supplied with soap, sanitizers, and disinfectants. Please inform a faculty member should you notice low supply.

Maintaining Healthy Environments

- **Cleaning and Disinfection**
 - Students will disinfect touched surfaces after class.
 - Maintain the same seat and table for the day of class.
 - Tables and chairs will be disinfected after class.
 - Shared objects such as equipment in skills lab will be disinfected between and after use.
- **Modified Layouts**
 - Space seating at least 6 feet apart.
 - Desks should face in the same direction (rather than facing each other).
- **Food Service**
 - Bring your own meals. The cafeteria is closed until further announcements from the college.
 - Bring meals that would not require heating or use heat regulated lunch bags. Use of microwave in the nursing department is strictly for staff use to minimize contamination.
 - A microwave may be available at the campus bookstore.
 - Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, keep the used items in your own bag. No washing of utensils and containers allowed in classrooms/skills lab.



COVID-19 RELEASE OF LIABILITY, ASSUMPTION OF RISK AND PROMISE NOT TO SUE

Activity: NURSING STUDENTS - ONSITE CLINICAL TRAINING

Term of Activity: Fall 2024 to Spring 2025

In connection with the fulfillment of STUDENT's clinical requirement, STUDENT is offered the following for clinical hours:

- (a) delaying clinical training during the COVID-19 should pandemic & clinical site closures for students reoccurs
- (b) clinical training conducted virtually or online per licensing or accrediting bodies should pandemic & clinical closures for students reoccurs
- (c) clinical training conducted onsite at a health care facility.

STUDENT has voluntarily elected to participate in clinical training conducted onsite at a health care facility (hereinafter referred to as the "ACTIVITY"). STUDENT is free to opt out of ACTIVITY at any time and inform the clinical instructor of that decision to drop the program.

DISCLOSURES

In electing the ACTIVITY, STUDENT understands, recognizes and has taken into account the following:

- The ACTIVITY requires and involves direct contact, including physical contact, with patients, or other individuals present at the facility. Virtual or online clinical training does not require or involve such direct contact.
- Since in or about January 2020, there had existed a nationwide pandemic commonly referred to as the COVID-19 pandemic, currently in an endemic phase.
- COVID-19 is highly contagious, and capable of widespread person-to-person transmission.
- During the ACTIVITY, STUDENT may come into direct or close contact with patients or other individuals at the facility who have contracted COVID-19 or who might otherwise be contagious.
- During the ACTIVITY, STUDENT may be exposed to and/or contract COVID19.
- There is and can be no guarantee that STUDENT will not be exposed to or contract COVID-19 during the ACTIVITY.
- Los Medanos College makes no representations and can give no assurances about the degree to which STUDENT may be exposed to COVID-19 during the ACTIVITY.
- Los Medanos College makes no representations and can give no assurances about the risk or probability that STUDENT may contract or transmit COVID-19 during the ACTIVITY.
- Los Medanos College makes no representations and can give no assurances about the practices, measures or methods employed or adopted by the facility related to the COVID-19 pandemic/endemic, or the sufficiency and adequacy of those practices, measures or methods.
- Notwithstanding any practices, measures or methods employed or adopted by the facility, there will still be a risk and possibility of contracting or transmitting COVID-19 during the ACTIVITY.

ASSUMPTION OF RISK

Pursuant to the professional licensing requirements established by the State of California and/or national accreditation/certification standards, STUDENT is required to engage in a specified percentage of clinical hours involving direct patient care. STUDENT is voluntarily participating in the ACTIVITY currently in order to satisfy requirements as expeditiously and quickly as possible, notwithstanding the COVID-19 pandemic.

STUDENT is aware of the risks associated with the pandemic which includes but are not limited to physical or psychological injury, pain, suffering, contagiousness, illness, temporary or permanent disability, economic or

emotional loss, and/or death. STUDENT understands that these injuries or outcomes may arise from STUDENT's own or other's actions, inaction, or negligence.

STUDENT expressly and without qualification agrees to assume, and does assume, sole responsibility for all risks, known or unknown, relating to the COVID-19 pandemic associated with or attributable to the ACTIVITY.

RELEASE AND PROMISE NOT TO SUE

The term "COLLEGE" means and refers to Los Medanos College and their employees, officers, directors, volunteers and agents.

In consideration for being allowed to participate in the ACTIVITY, STUDENT (on behalf of STUDENT and STUDENT's next of kin, heirs and representatives):

(1) Releases and discharges COLLEGE from any and all actions, claims, causes of action and liability, including claims of negligence, that in any way are related to, based on, or involve the COVID-19 pandemic and the ACTIVITY; and,

(2) Agrees and promises not to sue or assert any action, claim, or cause of action against the COLLEGE that in any way relates to, is based on, or involves the COVID19 pandemic and the ACTIVITY.

ACKNOWLEDGEMENTS

STUDENT understands the legal consequences of signing this document, including

(a) releasing the COLLEGE from liability relating to the ACTIVITY and the COVID19 pandemic, (b) promising not to bring claims against the COLLEGE relating to the ACTIVITY and the COVID-19 pandemic,

(c) and assuming sole responsibility for all COVID-19 pandemic risks relating to, arising out of or associated with the ACTIVITY.

STUDENT understands that this document is written to be as broad and inclusive as legally permitted by and under California law. STUDENT agrees that if any portion is held invalid or unenforceable, STUDENT will continue to be bound by the remaining terms.

STUDENT understands and acknowledges that STUDENT may discuss and review this document with an attorney before signing it.

STUDENT has read and understands this document and is signing it freely and voluntarily. No other representations concerning the legal effect of this document have been made to STUDENT.

STUDENT (and GUARDIAN if a minor) Signature: _____

STUDENT (and GUARDIAN if a minor) Name (print): _____

Date: _____

APPENDIX 10

PROFESSIONAL ETIQUETTE EXPECTATIONS FOR

NURSING STUDENTS

Professional Etiquette Expectations for Nursing Students

As future licensed nurses and representatives of the nursing profession, students are expected to uphold the highest standards of respect, communication, and professionalism in both academic and clinical settings. The following etiquette guidelines promote a culture of mutual respect, safety, and excellence in care:

Respectful Communication & Social Courtesy

1. Use respectful forms of address such as “Yes, Sir,” “Yes, Ma’am,” or “Thank you, Doctor” when appropriate. Formal address shows professional courtesy, especially with instructors, preceptors, and patients.
2. Make eye contact and smile when being introduced; this conveys confidence and attentiveness.
3. Offer a gentle and respectful handshake when appropriate. As nurses, we communicate compassion through warmth, not force.
4. Always say “please,” “thank you,” “excuse me,” and “you’re welcome.” These small words reflect professionalism and gratitude.
5. Do not interrupt others when they are speaking. Wait your turn and acknowledge what was said before responding.
6. Speak clearly and respectfully—avoid slang, sarcasm, or overly casual expressions in professional environments.
7. Use appropriate titles and surnames. Never assume first-name basis with instructors, staff, or patients.

Manners in Action

1. Hold the door open for those behind you or for someone whose hands are full.
2. Offer assistance to anyone struggling with bags, equipment, or mobility—patients, peers, or faculty.
3. Stand when being introduced in formal or professional settings, especially to clinical partners or guest speakers.
4. Silence your phone and keep it out of sight during class, skills lab, and clinical.
5. Do not eat, chew gum, or wear earbuds during instruction or patient care unless permitted.
6. Do not roll your eyes, sigh, or display visible frustration—nonverbal cues speak louder than words and can be perceived as disrespectful.

Professional Demeanor & Behavior

1. Remove hats, hoods, and sunglasses indoors, especially during instruction or patient interaction.
2. Maintain proper posture and attentiveness during lectures, clinicals, and meetings—sit upright, refrain from slouching or lying across chairs.
3. Be punctual. Arriving late is disruptive and conveys disregard for others’ time.
4. Listen first, speak second. Avoid talking over others or dominating group conversations.
5. Acknowledge mistakes and take ownership—integrity is key to professional growth.
6. Dress professionally at all times, even outside clinicals when representing the nursing program.

Clinical Etiquette

1. Introduce yourself to each patient and staff member with your full name and role (e.g., “Hello, I’m Taylor, a student nurse from LMC”).
2. Knock before entering any patient room or instructor’s office.
3. Ask for consent before touching a patient—even if the procedure seems routine.
4. Maintain patient confidentiality at all times, including in elevators, halls, or online.
5. Clean up after yourself—in simulation labs, classrooms, break rooms, and clinical units.

Digital Etiquette

1. Use professional language and tone in all emails, Canvas messages, and online communications with staff, peers, and clinical partners.
2. Do not post photos or content from clinical sites or nursing-related activities on social media.
3. Avoid gossip or negative commentary online or in-person—disrespectful talk damages trust and violates nursing ethics.

Leadership by Example

1. Demonstrate humility and gratitude in every setting—nursing is a service profession.
2. Be the first to greet others in the room, introduce yourself, and include everyone in group activities.
3. Embrace feedback gracefully. Growth comes from reflection and willingness to improve.
4. Offer support to struggling peers—nursing is about compassion, teamwork, and lifting each other up.

APPENDIX 11

RN STUDENT HANDBOOK EXAM

RN STUDENT HANDBOOK EXAM

Circle the letter of your chosen answer.

1. How many absences are allowed for fundamentals and med-surg clinical?
 - a. 4
 - b. 3
 - c. 2
 - d. 1
2. Do you need to submit a document to your instructor for a clinical absence?
 - a. Yes
 - b. No
3. What form should be used when a clinical absence occurs?
 - a. No form is required
 - b. Clinical Absence Form
 - c. Clinical Emergency Absence Form
 - d. A generic handwritten note.
4. What form should be used when an emergency absence occurs?
 - a. Clinical Absence Form
 - b. Clinical Emergency Absence Form
 - c. A text to the instructor
 - d. A handwritten note
5. When is the Emergency Absence form for clinical be used? Select all that apply.
 - a. After the 3rd fundamentals/med-surg clinical absence
 - b. After the 2nd fundamentals/med-surg clinical absence
 - c. After the 1st fundamental/med-surg clinical absence
6. Emergency Absence requires review by the Nursing Department's Committee for approval or rejection.
 - a. True
 - b. False
7. Tattoos need to be covered in all clinical sites.
 - a. True
 - b. False
 - c. The rule is clinical based
8. Daisy duke shorts are acceptable and are appropriate to wear in class.

- a. True
 - b. False
9. All students are required to clean, disinfect, with garbage thrown in appropriate bins (ex. Biohazard bins, recycling bin) from their own work area in the classroom and skills lab.
- a. True
 - b. False
10. Home kit test results for Covid-19 are acceptable for a lecture and clinical absence.
- a. True
 - b. False
11. Rudeness is acceptable from students and faculty during conflicts.
- a. True
 - b. False
12. Place the steps in order when a student has questions regarding the nursing department's policies:
-
- a. Ask the instructor
 - b. Review the RN/VN Student Handbook.
13. Asking additional projects for credits are allowed at the end of the semester to gain an A grade.
- a. True
 - b. False
14. A hat or a baseball cap is acceptable to wear in a classroom.
- a. True
 - b. False
15. A 75% final grade for each course is required to continue the nursing program.
- a. True
 - b. False
16. 3 clinical absences in the fundamentals and medical-surgical clinical rotation can lead to probation and up to failing the RN program.
- a. True
 - b. False
17. If I have an issue with my clinical instructor, I will proceed to:
- a. address it to the program director.
 - b. address it to the department chair.
 - c. address it to my clinical instructor
 - d. address it to my classmate.
18. If my class is more than an hour and am ____ minutes late, I will be considered absent.

19. Tardiness in class exceeding the allowable minutes late is considered absent, and will require makeup work:
- a. True
 - b. False
20. Clinical absence will require makeup work worth the hours of missed clinical hours:
- a. True
 - b. False
21. Students will be sent home if they do not have their ID badges at the clinical site.
- a. True
 - b. False
22. A one-time 15-minute tardiness is allowed with clinical rotations and is limited to emergency reasons only. A second tardiness is considered an absence, and a student will be sent home.
- a. True
 - b. False
23. A clinical instructor can send a student home without the appropriate ID badge.
- a. True
 - b. False
24. Provide three (3) professional etiquette examples expected from nursing students with courtesy, respectful communication, manners in action, demeanor & behavior.

APPENDIX 12

MODEL RELEASE FORM

LOS MEDANOS COLLEGE

Permission Form

I, (print)_____, do hereby give my permission to Los Medanos College to photograph, to use my success story, use my audio recording, and/or to quote me in District brochures, newsletters, web, and/or video programs, the purpose of which is to inform the general public about the programs of the District and/or to encourage the general public to enroll in the Contra Costa Community College District.

☐ I hereby warrant that I am of legal age and have the right to contract in my own name.

☐ I am the parent/guardian of _____, a minor.

SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____
(IF UNDER 18)

PRINT NAME: _____

ADDRESS: _____

CITY, STATE, ZIP: _____

COLLEGE AFFILIATION: _____

CONTACT NUMBER: _____

EMAIL ADDRESS: _____