2017-2018
Nursing Education

Student Handbook

San Diego City College
Nursing
ACCREDITATION and CONTINUING APPROVAL

San Diego City College is accredited by the Western Association of Schools and Colleges. The San Diego City College Nursing Education Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and fully approved by the California Board of Registered Nursing (BRN).

Questions and concerns regarding accreditation status may be addressed to the: BRN (1747 North Market Boulevard, Suite 150, Sacramento, CA 95834; Phone: 916-322-3350, email: NEC.BRN@dca.ca.gov) or ACEN (3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, Phone: 404-975-5020, email: info@acenursing.org).

Department Telephone Number: (619) 388-3441. Or email citycollegenursing@sdccd.edu

Department Website: The Nursing Education Program Website can be found at: www.sdcity.edu/nursingeducation
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The San Diego City College Nursing Student Handbook is prepared by the faculty and by the program leadership. It is a supplement to the San Diego City College Catalog.

Students and nursing faculty meet ongoing throughout the fall and spring semester to create, review, and revise policies within the handbook. Policies are reviewed and finalized throughout the fall and spring semester of the academic year. The revised and new policies are published over the summer on the nursing website and shared with students prior to the start of the fall semester.

For example: Fall 2015 and Spring 2016 revised policies are included in the Fall 2016 handbook.

All nursing students are responsible for reviewing the policies contained within the handbook throughout their attendance of the San Diego City College Nursing Program.

Welcome to the profession of nursing and welcome to the City College Nursing Education Program.
I hereby certify that I read each page of the Nursing Education Student Handbook, that I am fully familiar with the contents of this document and that I fully understand and agree to its terms and provisions.

The policies and procedures written in this handbook are designed to assist students as they progress through the program and answer some of the most frequently asked questions. Contents presented in this handbook are in accordance with the San Diego Community College District, additional student information is also available in the college catalog.

Any questions that I have about the Nursing Education Program and the contents of the Student Handbook have been fully explained to my satisfaction. Any addendums to this document will be communicated with me via electronic mail and will be posted on the SDCC Nursing Website.

http://www.sdcity.edu/AcademicPrograms/ProgramsofInstruction/NursingEducation.aspx

NAME (PRINTED) ________________________________

SIGNATURE ________________________________

DATE ________________
General Information
San Diego City College has as its highest priority student learning and achievement. The college provides lower division and general education courses that lead to certificates, associate degrees or transfer to a four-year college or university; career technical education programs that meet specific industry needs, upgrade the employment skills of students and fulfill licensing requirements of the state of California as well as contribute to the economic development of our region; basic skills instruction to assist all students in meeting their educational goals; and essential student support services for all students.

### MISSION

The San Diego City College Nursing Education Program supports the mission and values of San Diego City College and provides excellence in education leading to an Associate of Science Degree in Nursing (ADN) in an effort to meet the healthcare needs of our region.

### VISION

San Diego City College Nursing Education Program is committed to advancing the art and science of nursing by challenging a diverse student population to develop sound clinical judgment, leadership, and life-long learning for employment in a dynamic healthcare environment.
MISSION
The San Diego City College Nursing Education Program supports the mission and values of San Diego City College and provides excellence in education leading to an Associate of Science Degree in Nursing (ADN) in an effort to meet the healthcare needs of our region.

VISION
The San Diego City College Nursing Education Department is committed to advancing the art and science of Nursing by challenging a diverse student population to develop sound clinical judgment, leadership and life-long learning for employment in a dynamic healthcare environment.

VALUES
The Nursing Education Program supports the values of San Diego City College, maintaining a climate that promotes learning, understanding and respect for students, faculty, staff, community and environment.

Commitment to Academic Excellence - The nursing education faculty supports interactive learning and knowledge acquisition by fostering application of evidence based research to nursing practice throughout the healthcare community.

Appreciation of Diversity - The nursing education department promotes inclusiveness, respect and the value of each individual.

Collegiality - We value the contributions of all members of the college and community partners to dialogue and decision making.

Commitment to Student Success - We value student support services as essential to students achieving success.

Integrity - Integrity and honesty are expected and practiced.

Caring - We support and promote a culture of caring in the nursing program and healthcare community.

Accountability - We are accountable to our profession, community, college and students for maintaining the highest standards of instruction and nursing practice to meet student learning outcomes and the needs of the healthcare community.
The program in Vocational Nursing at San Diego City College (SDCC) was implemented in 1969. In 1971, an L.V.N. to R.N. Career Mobility Program was initiated by the San Diego Community College District to meet the needs of the Licensed Vocational Nurse seeking career enhancement to the role of Registered Nurse.

Until 1978, the programs in Nursing Education offered by the San Diego Community College District included one Nursing Assistant program, two Vocational Nursing programs (Mesa and City campuses), and one L.V.N. to R.N. Career Mobility Program.

Due to the legislative passage of Proposition 13 in June 1978, the Board of Trustees initiated research to reorganize the educational plan for the entire district (Passage of Proposition 13 limited the amount of taxation on property, thus imposing limitations of funding for tax-supported institutions of learning). One of the areas of research included the validation of the need for duplication of educational programs within the San Diego Community College District (SDCCD).

In August 1978, the Board of Trustees made the decision to consolidate all nursing programs under one administration. During the research process, nursing educators and nursing service leaders in the community supported the need for a total career mobility approach to nursing education. The need for an upward mobility program was clearly identified.

During the 1990's, the Nursing Education Department began the process of revising its program offerings and curriculum to better meet the needs of the community and accommodate the majority of students who sought the registered nurse option.

The revised curriculum which began in the Fall of 1995 eliminated the career ladder (educational mobility program) concept, deactivated the vocational nursing track and established the following program offerings: Generic Associate Degree RN program (two-year program), LVN to RN step-up Associate Degree program, (one-year program) and LVN to RN Thirty-Unit-Option.
PHILOSOPHY

The nursing education program is based on philosophical beliefs inherent to the practice of nursing and education. The statement of philosophy adopted by the nursing faculty is consistent with and supportive of the mission and philosophy of the SDCCD and SDCC. Curriculum and course sequence progress from simple to complex knowledge and skills with emphasis on nursing process, caring, problem solving and critical thinking. There are philosophical values critical to, and inherent in, nursing and nursing education that are the foundation on which educational experiences are structured. Educational outcomes facilitate the integration of information relevant to nursing and patient care. Included in the philosophy are the definitions of the basic concepts of person, environment, health, nursing, education, teaching and learning.

Person refers to a unique individual with physiological, psychological, social, cultural, developmental and spiritual dimensions that are in constant interaction with the environment.

Environment consists of internal and external factors that impact the individual.

Health is a dynamic state of equilibrium that exists on a continuum between optimal functioning, or wellness, and alterations in functioning, or illness. Health is affected by lifestyle behaviors and the ability to maintain basic human needs.

Nursing is an art and applied science based on principles from the biological, physical and behavioral sciences which focuses on the diagnosis and treatment of human responses to actual or potential health problems. It is patient centered and designed to assist the individual to achieve and maintain maximum functioning throughout the life span. Nurses collaborate with health team members to provide quality care based on physiological, psychological, social, cultural and spiritual needs. The practice of nursing is based upon a unique body of knowledge derived from a synthesis of multidisciplinary and nursing research resulting in evidence based practice. Nursing is an evolving profession which requires a continuing commitment to learning.

Education is a dynamic and synergistic process of sharing information between
individuals resulting in measurable changes in the knowledge and behavior of the learner. Education respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of education is to develop critical thinking and problem solving skills in a positive, innovative environment moving from beginning (simple) to advanced competencies (complex). This requires a collaborative effort to create a student centered environment conducive to learning.

Teaching is the responsibility of nurse educators to utilize sound educational practices and theoretical concepts to facilitate students’ achievement of their highest potential.

Recognition of differences in individual needs, learning styles, ethnicity and cultural backgrounds are essential components in effective teacher-learner interactions. The teacher functions as a professional role model in the classroom and clinical settings and maintains expertise by engaging in professional growth activities.

CONCEPTUAL FRAMEWORK

The conceptual basis for this curriculum involves viewing the patient as an individual who has basic human needs and is at a specific point on the health-illness continuum. The nurse assists the patient to optimal functioning through the utilization of the nursing process, by assuming designated nursing roles and applying theoretical knowledge to the practice setting. The nursing curriculum is sequential and builds on previously acquired knowledge and skills. Overriding all student experiences, the ability to think critically is emphasized.

Please note: This document will refer to the constituents receiving nursing care as either “patients” or “clients”.

THREATS

- Caring
- Communication/Collaboration
- Critical Thinking
- Diversity
- Health promotion
- Informatics
- Leadership
- Legal/Ethical Issues
- Lifespan/Age Appropriate Care
- Nursing Process
- Nutrition
- Pathophysiology
- Patient Advocacy
- Pharmacology
- Professionalism
- Research/Evidence Based Practice
- Safety
- Teaching/Learning Principles

LEARNING OUTCOMES

The following student learning outcomes have been identified as a requirement for students completing the Associate Degree Nursing Curriculum.

1. Communication Skills
   a. Utilizes appropriate communication styles and basic leadership skills in patient care management.
   b. Uses therapeutic communication techniques to establish a therapeutic environment.
   c. Communicates relevant, accurate and complete information in a concise and clear manner.

2. Critical Thinking
   a. Utilizes nursing process to develop and implement an individualized plan of care for assigned patients.
   b. Makes clinical judgments and management decisions to ensure accurate and safe care.
   c. Uses evidence based data to support clinical decision making.

3. Teaching/Learning
a. Develops an individualized teaching plan based on assessed needs.

Teaches the patient and family the information and skills needed to achieve desired learning outcomes.

  a. Evaluates the progress of the patient and family toward achievement of learning outcomes.
  b. Modifies the teaching plan based on evaluation of patient progress.
  c. Provides the patient and family with the information to make choices regarding health.

4. Diversity
   a. Identifies and honors the developmental, emotional, cultural, and spiritual influences on the patient’s health.
   b. Adapts care in consideration of the patient’s values, customs, culture, and or habits.

5. Professionalism
   a. Practices within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
   b. Demonstrates accountability for nursing care given by self and or delegated to others.
   c. Uses standards of nursing practice to perform and evaluate patient care.
   d. Advocates for patient rights.
   e. Participates as a member of professional organizations.
   f. Serves as a positive role model within healthcare settings and the community at large.
   g. Participates in life long learning.
   h. Delineates and maintains appropriate professional boundaries in the nurse-patient relationship.

6. Leadership
   a. Applies principles of time management, organization, delegation and priority setting in providing nursing care.
   b. Collaborates with the patient, family and members of the healthcare team to provide quality nursing care.
PROGRAM LEARNING OUTCOMES

Upon completion of the program the graduate will:

1. Apply concepts and skills to successfully pass the NCLEX-RN (National Council Licensure Exam for Registered Nurses)
2. Make clinical judgments and management decisions to ensure accurate and safe client care
3. Practice within the ethical, legal, and regulatory frameworks of professional nursing practice
4. Use standards of nursing practice to perform and evaluate client care in entry-level practice
5. Participate in life-long learning
The following programs are approved by the California Board of Registered Nursing:

ASSOCIATE DEGREE NURSE (GENERIC) - Upon completion of the two year nursing curriculum and all college graduation requirements, the student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ASSOCIATE DEGREE NURSE (LVN to RN Step-Up) - Licensed Vocational Nurses who have graduated from accredited schools of vocational nursing may apply for this option, which requires completion of a "transition" course, all second year nursing courses, and other college graduation requirements. The student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

LVN to RN THIRTY-UNIT OPTION - Licensed Vocational Nurses who desire to complete the minimum number of units (30) required to take the licensure examination may apply for this option. Further information is available from the Director of Nursing Education.
FALL SEMESTER 16 WEEKS

NRSE 140 Foundations of Nursing  
4.5 Units  
2.5 U Lab/Clinical = 17 Hrs/Wk  
(x 8 weeks = 136 hours)  
2 U Lecture = 4.5 Hrs/Wk  
(x 8 weeks = 36 hours)

NRSE 141 Pharmacology for Nursing  
1 U Lecture = 2.25 Hrs/Wk  
(x 8 weeks = 18 hours)  
*Courses Sequential*

NRSE 142 Medical/Surgical Nursing I  
4.5 Units  
2.5 U Lab/Clinical = 17 Hrs/Wk  
(x 8 weeks = 136 hours)  
2 U Lecture = 4.5 Hrs/Wk  
(x 8 weeks = 36 hours)

NRSE 143 Pharmacology 2 (elective)  
1 U Lecture = 2.25 Hrs/Wk

NRSE 235 LVN to RN  
Transition  
1.5 U Lecture = 3.375 Hrs/Wk  
(x 8 weeks = 27 hours)  
0.5 U Lab = 3.375 Hrs/Wk

NRSE 240 Medical/Surgical Nursing III  
4.5 Units  
2.5 U Lab/Clinical = 17 Hrs/Wk  
(x 8 weeks = 136 hours)  
2 U Lecture = 4.5 Hrs/Wk  
(x 8 weeks = 36 hours)

NRSE 241 Pharmacology 5 (elective)  
1 U Lecture = 2.25 Hrs/Wk  
(x 8 weeks = 18 hours)  
*Courses may Flip/flop*

NRSE 242 Mental Health & Gerontological Nursing  
4.5 Units  
2.25 U Lab/Clinical = 15 Hrs/Wk  
(x 8 weeks = 120 hours)  
2.25 U Lecture = 5 Hrs/Wk  
(x 8 weeks = 40 hours)

NRSE 243 Pharmacology 6 (elective)  
1 U Lecture = 2.25 Hrs/Wk

SPRING SEMESTER 16 WEEKS

NRSE 144 Medical/Surgical Nursing II  
4.5 Units  
2.5 U Lab/Clinical = 17 Hrs/Wk  
(x 8 weeks = 136 hours)  
2 U Lecture = 4.5 Hrs/Wk  
(x 8 weeks = 36 hours)

NRSE 145 Pharmacology 3 (elective)  
1 U Lecture = 2.25 Hrs/Wk  
(x 8 weeks = 18 hours)  
*Courses may Flip/flop*

NRSE 146 Maternal Child Health Nursing  
4.5 Units  
2.25 U Lab/Clinical = 15 Hrs/Wk  
(x 8 weeks = 120 hours)  
2.25 U Lecture = 5 Hrs/Wk  
(x 8 weeks = 40 hours)

NRSE 147 Pharmacology 4 (elective)  
1 U Lecture = 2.25 Hrs/Wk

NRSE 244 Medical/Surgical Nursing IV  
4.5 Units  
2.25 U Lab/Clinical = 15 Hrs/Wk  
(x 8 weeks = 120 hours)  
2.25 U Lecture = 5 Hrs/Wk  
(x 8 weeks = 40 hours)

NRSE 245 Pharmacology 7 (elective)  
1 U Lecture = 2.25 Hrs/Wk  
(x 8 weeks = 18 hours)  
*Courses may Flip/flop*

NRSE 246 Leadership in Nursing  
4.5 Units  
2.25 U Lab/Clinical = 15 Hrs/Wk  
(x 8 weeks = 120 hours)  
2.25 U Lecture = 5 Hrs/Wk  
(x 8 weeks = 40 hours)

37 total units required + 6 units elective = 43  
18 units theory; 19 units clinical
## REGISTERED NURSING PROGRAM (GENERIC)

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<td>Biology 205 Microbiology</td>
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**SEMESTER I NE**
- **140** Foundations of Nursing 4.5
- **NRSE 141** Pharmacology for Nursing 1.0
- **NRSE 142** Medical/Surgical Nursing I 4.5

**SEMESTER II**
- **NRSE 144** Medical/Surgical Nursing II 4.5
- **NRSE 146** Maternal Child Health Nursing 4.5

**SEMESTER III**
- **NRSE 240** Medical/Surgical Nursing III 4.5
- **NRSE 242** Psychosocial and Gerontological Nursing 4.5

**SEMESTER IV**
- **NRSE 244** Medical/Surgical Nursing IV 4.5
- **NRSE 246** Leadership in Nursing 4.5

**ELECTIVES IN NURSING**
- **NRSE 143** Pharmacology 2 1.0
- **NRSE 145** Pharmacology 3 1.0
- **NRSE 147** Pharmacology 4 1.0
- **NRSE 241** Pharmacology 5 1.0
- **NRSE 243** Pharmacology 6 1.0
- **NRSE 245** Pharmacology 7 1.0
- **NRSE 108** Nursing Skills Laboratory 1.0
- **NRSE 206** Nursing Skills Laboratory 1.0

**ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE DEGREE in NURSING**
- *English 101* Reading and Composition 3.0
- *Sociology 101 or 110 or Anthropology 103* Principles of Sociology or Contemporary Social Problems 3.0
- *Psychology 101* General Psychology 3.0
- *Speech 103 or 135* Oral Communication or Interpersonal Communication Two 3.0
- *Physical Education* Activity Courses 2.0
- *Humanities* See SDCC Catalog for course options 3.0
- *American Institutions* See SDCC Catalog for course options 6.0
**LICENSED VOCATIONAL NURSE TO REGISTERED NURSE**

### PREREQUISITES
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### ELECTIVES IN NURSING
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### ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE DEGREE
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<td>*Anthropology 103</td>
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<td>*Physical Education</td>
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<td>*American Institutions</td>
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</table>

*Demonstration of Competency in Mathematics

**NOTE:** History 123 satisfies the Humanities and 3 units of the American Institutions requirement.

*It is strongly recommended that part or all of the general education requirements be completed prior to admission to the nursing education program or during summer sessions. Please refer to the SDCC Catalog for specific course options.*

### OTHER
<table>
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<tr>
<th>Course</th>
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**TOTAL = 71.0 UNITS**
LVN-RN THIRTY-UNIT OPTION

A student may choose an alternative route to fulfill requirements for taking the registered nursing examination in the State of California. This means of obtaining licensure is referred to as the Thirty-Unit Option and eligibility can be achieved by successfully completing the following requirements:

1. Submission of a copy of a valid and current California Vocational Nursing License.
2. Transfer of academic credit.
3. Completion of designated courses in the Natural/Behavioral Sciences and the Art and Science of Nursing.

PREREQUISITES

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<th>Subject</th>
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SPRING SEMESTER

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SEMESTER I

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SEMESTER II

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ELECTIVES IN NURSING

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<tr>
<td>NRSE 108</td>
<td>Nursing Skills Laboratory</td>
<td>1.0</td>
</tr>
<tr>
<td>NRSE 206</td>
<td>Nursing Skills Laboratory</td>
<td>1.0</td>
</tr>
</tbody>
</table>

TOTAL = 29.0 UNITS

NOTE: Other states may not recognize the LVN "Thirty-Unit Option" as a method to satisfy the requirements for licensure as a Registered Nurse. Interested candidates are urged to contact the respective Boards of Nursing for additional information.

Application for Admission to the 30 Unit Option will require a meeting with the program director. All requirements and testing must be met with a satisfactory grade. Satisfactory completion and program admission is determined by the program director.
SAN DIEGO CITY COLLEGE
NURSING EDUCATION
CALIFORNIA BOARD OF REGISTERED NURSING
CALIFORNIA CODE OF REGULATIONS 1429
Licensed Vocational Nurse California

According to the California Board of Registered Nursing: Laws Related to Nursing Education Licensure - Practice: 1429

A Licensed Vocational Nurse shall be eligible to apply for examination for licensure as a Registered Nurse under this chapter provided the applicant has successfully completed the courses prescribed by the Board of Registered Nursing and meets all the other requirements.

(a) Each applicant for admission to and progression in the registered nursing program shall be evaluated by the accredited school on an individual basis. The additional education required of licensed vocational nurses to take the registered nurse licensing examination shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not apply to the additional education required for a licensed vocational nurse wishing to take the registered nurse licensing examination. However, other courses comparable to those required for licensure as a registered nurse may apply toward the additional education required of the licensed vocational nurse wishing to take the registered nurse licensing examination.

(b) Nursing courses shall be taken in a school accredited by the Board of Registered Nursing and shall be beyond the course equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include the following areas of nursing: Advanced Medical-Surgical, Mental Health, Psychiatric and Geriatric Nursing. In addition, the nursing content shall include basic standards for competent performance prescribed in Section 1443.5 of the California Nurse Practice Act.

(c) The applicant shall show evidence of successful completion of courses or successful challenge of courses in Physiology and Microbiology comparable to such courses required for licensure as a registered nurse.

(d) A determination by an accredited school of the prerequisite courses that must be taken by each individual shall be based on an analysis of each individual's academic deficiencies, irrespective of the time such courses were taken.

(e) Each applicant shall submit evidence satisfactory to the board that the above requirements have been completed as determined by the school, college, or university attended by the applicant. Such evidence shall include submitting a transcript as a requirement for taking the licensing examination.

(f) Licensed Vocational Nurses who select the "30 Unit Option" method to satisfy the requirements for licensure as a Registered Nurse must declare their intent on the application for admission to the nursing program. The applicant may not reverse their decision of declaring the "30 Unit Option" method once they have begun any nursing course.

(g) Other states may not recognize the LVN "Thirty-Unit Option" as a method to satisfy the requirements for licensure as a Registered Nurse. Interested candidates are urged to contact the respective Boards of Nursing for additional information.
Students are highly encouraged to take advantage of the following program resources. The resources listed are present within the nursing education department.

Students are encouraged to visit the CITY COLLEGE STUDENT SERVICES website for a complete listing of college resources and information about the college resources available. http://www.sdcity.edu/CollegeServices

1. NURSING COUNSELOR: Laura Renker

2. NURSING SUCCESS ADVISOR: Terri Francis

3. BLACKBOARD
The San Diego City College library subscribes to a number of online databases, with full-text options to many nursing journals. This is available to students currently enrolled at City College, 24 hours a day / 7 days a week, online, via the City College Library home page databases link at: http://www.sdcity.edu/lrc/library/libraryhome.asp
When you go to the address you will need a User name and a Password which must be obtained from the library, as it changes every six months.

4. ASSESSMENT TECHNOLOGY INSTITUTE (ATI)
Assessment Technologies Institute (ATI) offers an assessment driven review program designed to enhance student academic and NCLEX-RN success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking and learning styles, online tutorials, online practice assessments and proctored assessments over the major content areas in nursing. ATI information and orientation resources can be accessed from the ATI student home page.

5. NURSING SKILLS LAB

6. NURSING SIMULATION LAB

7. PEER TUTORING/PEER MENTORING

8. LENDING LIBRARY
The following procedure has been developed to ensure equal access for all participating students:
1. A designated faculty member or instructional assistant will be available to assist students with their needs.
2. A maximum of two (2) books may be checked out for a maximum of 2 weeks. Should more than one edition of a current text be available in the library, arrangements may be made with the faculty advisor or instructional assistant to check these out for longer periods of time.
3. Students are expected to return books on the appropriate date. Should this not occur, lending
library privileges will be revoked for the remainder of the current semester. Lost, stolen or defaced items must be replaced by the student.

9. SCHOLARSHIPS

A variety of corporate scholarships and private grants are available to nursing students. Information can be obtained from the Dean of Student Affairs Office, D-105. Notices of upcoming scholarships are also posted on the Student Bulletin Boards within the nursing department and included in the Student Bulletins distributed by the office of Student Affairs. Scholarships offered through the City College Foundation can be found online at: http://www.sdcity.edu/scholarships/default.asp. In addition, you can check the Internet for additional information regarding funding/scholarship opportunities (Use your Web browser to find the Google search engine and type in the words “Nursing Scholarships”. You will be directed to a variety of helpful sites)

10. CALIFORNIA COLLABORATIVE MODEL OF NURSING EDUCATION (CCME)

A variety of streamlined options are available for students to obtain their BSN degree. This model is specific to the articulation opportunities of students to attend CSU SDSU. The program has a variety of articulation agreements with a number of baccalaureate programs. Point Loma Nazarene University holds evening classes for City College ADN graduates pursuing their BSN degree.
Program Policies/Procedures

Standards of the Profession
The development of a code of ethics is an essential characteristic of a profession and provides the 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 a profession, inherits a measure of that responsibility and trust, and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession.

The Code of Ethics, adopted by the American Nurses’ Association, is intended to serve as a guide to the ethical principles that should govern the individual practitioner’s nursing practice, conduct and relationships. Each nurse has an obligation to uphold and adhere to the code in his/her individual practice and to ensure that colleagues do likewise.

THE PROFESSION OF NURSING PRACTICE

The profession of nursing shares responsibility with other health professions for meeting the health needs of society. Members of the health team collaborate to define health care delivery systems and to participate in their evaluation and improvement. Nursing practice includes the promotion, restoration, and maintenance of an optimal state of health for individuals, families, groups and the community.

The education of persons pursuing careers in a profession encompasses certain beliefs and traditions as well as specific knowledge and skills, among which are the development of the following:
1. Specialized knowledge and skills unique to the profession and basic to the service to be performed.
2. The ability to make independent judgments, which require a high level of intellectual knowledge.
3. A social and ethical commitment to perform the basic service in an altruistic manner.
4. The desire and ability to continue to augment knowledge and skills throughout life and to extend the boundaries of the professional arts and sciences.
5. Personal qualities necessary to expand intellectual and cultural horizons, to live productively in society and to mature as an individual.
1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes or the nature of health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

The Code of Ethics for Nurses provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future. Adapted from the American Nurses' Association: Code of Ethics for Nurses with Interpretive Statements, 2001, Washington, DC.

Nursing students at San Diego City College are expected to uphold and adhere to the ANA Code of Ethics.
POLICY: San Diego City College will admit qualified applicants to the Nursing Program using a competitive admission process including a multi-criteria screening tool that includes, but is not limited to, prerequisite Grade Point Average (GPA), a fixed set GPA, Exam of Essential Academic Skills (TEAS) score, degrees, work experience, life experience and second language proficiency. Grid with point values for admission screening is available at: http://www.sdcity.edu/Portals/0/AcademicPrograms/ProgramsofInstruction/Nursing/2013/3649_Admission_points_forwebsite_8-7-2013.pdf. Informational nursing workshops are offered once a month throughout the year. Prospective students are encouraged to attend. Dates and times are listed on the Nursing Education Program website.

Each student must assume responsibility for compliance with the regulations set forth in the San Diego City College Catalog, for satisfying all course prerequisites and for selecting those general education courses which would allow the student to attain his/her educational objectives, namely the completion of the nursing education program and the fulfillment of all requirements for the Associate of Science Degree.

PROCEDURE: Prospective students must:
1. Submit an online application to SDCCD: https://applyonline.communitycollege.net/studentappview.cfm
2. Submit college transcripts to the transcript office by mail or in person to: SDCCD Attn: Transcript Office Room 100 3375 Camino Del Rio South San Diego, CA 92108
3. Request an evaluation by the evaluations office (619 388-3466). [The evaluation could take 8 to 12 weeks.]
4. When notified that transcripts have been evaluated, email the nursing counselor, Laura Renker: lrenker@sdcdd.edu to obtain results of the evaluation. Include your student ID.

Submit nursing application (available at: http://www.sdcity.edu/nursingeducation) with all the required documentation to the Nursing Department office during the application period. Mailed applications must be in the Nursing Department by the final date of acceptance. Postmarks do not apply. Applications MUST be complete at the time of submission or will not be considered for admission. No exceptions.

Application for Admission to the 30 Unit Option will require a meeting with the program director. All requirements and testing must be met with a satisfactory grade. Satisfactory completion and program admission is determined by the program director.
RESPONSIBILITY FOR MEETING PROGRAM REQUIREMENTS

Each student must assume responsibility for compliance with the regulations set forth in the San Diego City College Catalog, for satisfying all course prerequisites and for selecting those general education courses which would allow the student to attain his/her educational objectives, namely the completion of the nursing education program and the fulfillment of all requirements for the Associate of Science Degree.

APPROXIMATE EXPENSES

TEXTBOOKS
Approximate total cost is $1500 for all (4) semesters

ATI
Assessment Institute of Technology (ATI) Diagnostic Testing and Remediation. There is a (4) payment plan: ATI will provide online student payment codes based on the student enrollment. Total cost is $2100. Payments are made directly on the ATI website: www.atitesting.com

<table>
<thead>
<tr>
<th>Semester</th>
<th>Payment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester I</td>
<td>payment due July 15th</td>
<td>$525</td>
</tr>
<tr>
<td>Spring semester II</td>
<td>payment due December 15th</td>
<td>$525</td>
</tr>
<tr>
<td>Fall semester III</td>
<td>payment due July 15th</td>
<td>$525</td>
</tr>
<tr>
<td>Spring semester IV</td>
<td>payment due December 15th</td>
<td>$525</td>
</tr>
</tbody>
</table>

TUITION & FEES
See College Catalog and current class schedule for specific details.

AMERICAN DATA BANK/ COMPLIO BACKGROUND CHECKS / URINE DRUG SCREENING AND COMPLIANCE PACKAGE

Costs incurred by the student to comply with the medical history and physical and background check policy are approximately $150
DUES
The annual dues for the Associate Degree Student Nurses’ Association (ADSNA) shall be set by the executive board. The dues are generally used by the class for the following: National Student Nurses’ Association (NSNA) participation, charitable functions, completion ceremony and fund raising. Appropriation of funds is voted by the class. The executive board shall determine when and how the dues will be paid. Any member who does not pay dues is required to pay for any student expenses for which funds of the association are appropriated. Amount to be determined by each cohort and the ADNSA Officers. Total dues can range from $50-$200.

IDENTIFICATION BADGES
Students are required to wear a picture identification name badge to all clinical facilities. Arrangements have been made for the acquisition of these badges at a cost of $5 each. Lost badges must be replaced and cost $5 each.

UNIFORMS
To maintain a consistent professional appearance, students are required to purchase a uniform made especially for San Diego City College nursing students by Dove Professional Apparel. Each student must purchase a RED colored top with BLACK pants; a white lab coat is optional but if purchased must be Dove as well; the length of the lab coat is the student’s choice (One uniform is required; two sets of basic tops and bottoms are recommended).

The approximate cost of each uniform is between $70.00-$150. Patches, required on the left sleeve of each uniform and lab coat, may be purchased for $4.00 each through the uniform company. Accessories, such as stethoscope, scissors, penlight, safety goggles, etc. are also required.

LICENSE APPLICATION FEES
The Registered Nursing licensing application costs are approximately $475.00 (All fees are subject to governmental regulations and may be changed at any time). These fees are paid to the California Board of Registered Nursing and Pearson Vue upon program graduation.

TRANSPORTATION
Enrollment in the Nursing Education Program includes clinical laboratory placement at health care facilities in various locations throughout the county. It is the student's responsibility to provide transportation to meet scheduled class activities. Transportation is not provided by the College.

CPR
Each student must be certified in Basic Life Support (CPR), via the American Heart Association, prior to beginning the nursing program. It is the student's responsibility to renew this certificate and maintain its currency throughout the program.
POLICY: A Student Health Center is maintained on campus. A nurse practitioner, a physician and a clinical psychologist are available to provide health screening and mental health services and resource information.

Students must be in adequate physical and mental health. The required physical examination must be performed by a medical doctor or a nurse practitioner of the student's choice or in the Student Health Center. Required immunizations may be obtained at the public health department, Student Health Center or through a private physician.

A Students' Reimbursement Insurance Plan, in addition to the On-Campus Accident and Emergency Sickness Insurance which is mandated, may be obtained at the time of enrollment. Students are also covered by Worker's Compensation should injury occur on campus and/or off-campus sites. For further information, see College Catalog.
### POLICY

City College provides academic accommodations and services for students with disabilities in compliance with State and Federal legislation including Section 504 and 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendments Act (ADAAA).

Eligible students who have a verified disability qualify for academic accommodations and services through the Disability Support Programs and Services (DSPS) department. Student participation in the DSPS program is voluntary. Academic accommodations and services are designed to support students enrolled in on-campus, online, and clinical setting courses in the achievement of their academic and vocational goals. Educational Assistance classes for students with disabilities may be available to support the college academic and vocational programs through DSPS and the High Tech Center. Academic accommodations provided may include, but are not limited to: priority enrollment, assistive technology and alternate media, interpreters and captioning for students who are deaf or hard of hearing, note taking materials, test taking accommodations, audio recorders, use of specialized equipment and adaptive devices, and disability related counseling and referral. Liaison with community agencies is also an important component of the program. The campus is physically accessible. Students are encouraged to apply early for timely services. Contact the San Diego City College Disability Support Programs and Services Office for more information.
The National Council of State Boards of Nursing has identified skills and activities as common to all practicing nurses. The following describes physical and mental abilities required to be able to perform the core skills and activities essential to the practice of nursing. The San Diego City College nursing faculty believes that student nurses should have these abilities with or without reasonable and appropriate accommodations.

Students who are otherwise qualified and have a documented disability that will require accommodation to perform the core skills and activities listed above, must contact the Disability Support Programs and Services (DSPS) office to request accommodations. Accommodations will be determined on an individual basis through an interactive process, and possible consultation with a representative of the Nursing Department to help identify reasonable accommodations for the specific course, activity and/or clinical environment. Accommodations must not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration, or significantly affect the safety of patient care or others. In addition, the Nursing Education department is unlikely to conclude that a surrogate for a nursing student can be considered a reasonable accommodation to perform any of the core skills and activities listed above.

I understand that admission, progression, and graduation are contingent upon the ability of each individual to demonstrate the functional abilities with or without reasonable accommodations.

Signature ___________________________________________   Date_____________________

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Core Performance Standard (Rationale Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross Motor Skills</strong></td>
<td>• Move within confined space (patient rooms)</td>
</tr>
<tr>
<td></td>
<td>• Sit and maintain balance (patient rooms, procedures)</td>
</tr>
<tr>
<td></td>
<td>• Stand and maintain balance (patient rooms, surgery, procedures)</td>
</tr>
<tr>
<td></td>
<td>• Reach above shoulders (hang IV bags)</td>
</tr>
<tr>
<td></td>
<td>• Reach below waist (plug-ins)</td>
</tr>
<tr>
<td><strong>Fine Motor Skills</strong></td>
<td>• Pick up objects with both hands (bedpans, procedures)</td>
</tr>
<tr>
<td></td>
<td>• Grasp small objects with both hands (sterile procedures, dressing changes, medication packages)</td>
</tr>
<tr>
<td></td>
<td>• Write with pen or pencil (documentation, labeling)</td>
</tr>
<tr>
<td></td>
<td>• Key/type or use a computer (documentation)</td>
</tr>
<tr>
<td></td>
<td>• Pinch/pick or otherwise work with fingers of both hands (syringes, catheters)</td>
</tr>
<tr>
<td></td>
<td>• Twist with both hands (turn knobs, open solutions)</td>
</tr>
<tr>
<td></td>
<td>• Squeeze with fingers with both hands (eye dropper)</td>
</tr>
<tr>
<td><strong>Physical Endurance</strong></td>
<td>• Stand (at patient’s side during procedure)</td>
</tr>
<tr>
<td></td>
<td>• Sustain repetitive movement (CPR)</td>
</tr>
<tr>
<td></td>
<td>• Maintain physical tolerance (CPR, work up to 12 hour shift)</td>
</tr>
<tr>
<td><strong>Physical Strength</strong></td>
<td>• Push and pull 25 pounds (position patients)</td>
</tr>
<tr>
<td></td>
<td>• Support 25 pounds of weight (ambulate patient)</td>
</tr>
<tr>
<td></td>
<td>• Lift 25 pounds (transfer patient or lift pediatric patients)</td>
</tr>
<tr>
<td></td>
<td>• Move light objects up to 10 pounds (medical equipment)</td>
</tr>
<tr>
<td></td>
<td>• Move heavy objects weighing from 10 to 50 pounds</td>
</tr>
<tr>
<td></td>
<td>• Defend self against combative patient</td>
</tr>
<tr>
<td></td>
<td>• Carry equipment/supplies</td>
</tr>
<tr>
<td></td>
<td>• Use upper body strength (CPR, restrain a patient)</td>
</tr>
<tr>
<td></td>
<td>• Squeeze with both hands (fire extinguisher, medication containers)</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>• Twist (reach head of bed and other sections without moving)</td>
</tr>
<tr>
<td></td>
<td>• Bend (patient assist)</td>
</tr>
<tr>
<td></td>
<td>• Stoop/squat (chest tube or Foley containers)</td>
</tr>
<tr>
<td></td>
<td>• Move quickly (assist unstable patient)</td>
</tr>
<tr>
<td></td>
<td>• Climb (ladder, stools, stairs)</td>
</tr>
<tr>
<td></td>
<td>• Walk (room to room to nurse’s station)</td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td>• See objects up to 20 inches away (medical equipment and patient)</td>
</tr>
<tr>
<td></td>
<td>• See objects more than 20 feet away (down the hallway)</td>
</tr>
<tr>
<td></td>
<td>• Use depth perception (assess wounds)</td>
</tr>
<tr>
<td></td>
<td>• Use peripheral vision (find objects in the hospital room)</td>
</tr>
<tr>
<td></td>
<td>• Distinguish color (medication bottles and electronic medical record codes)</td>
</tr>
<tr>
<td></td>
<td>• Distinguish color intensity (electronic medication alerts)</td>
</tr>
<tr>
<td><strong>Tactile</strong></td>
<td>• Feel vibrations (pulses)</td>
</tr>
<tr>
<td></td>
<td>• Detect temperature (inflammation)</td>
</tr>
<tr>
<td></td>
<td>• Feel differences in surface characteristics (skin turgor)</td>
</tr>
<tr>
<td></td>
<td>• Feel differences in sizes, shapes (palpate vein)</td>
</tr>
<tr>
<td></td>
<td>• Detect environmental temperature (patient comfort)</td>
</tr>
<tr>
<td><strong>Hearing</strong></td>
<td>• Hear normal speaking level sound (patient and staff communication)</td>
</tr>
<tr>
<td></td>
<td>• Hear faint voices (weak patients or those with quiet voices)</td>
</tr>
<tr>
<td></td>
<td>• Hear faint body sounds (BP, heart and bowel sounds)</td>
</tr>
<tr>
<td></td>
<td>• Hear in situations not able to see lips (when using masks)</td>
</tr>
<tr>
<td></td>
<td>• Hear sound alarms (monitors, IV pumps, fire)</td>
</tr>
<tr>
<td><strong>Emotional Stability</strong></td>
<td>• Establish therapeutic boundaries (patient safety)</td>
</tr>
<tr>
<td></td>
<td>• Provide patient with emotional support (caring attitude)</td>
</tr>
<tr>
<td></td>
<td>• Adapt to changing environment/stress (function in varied situations)</td>
</tr>
<tr>
<td></td>
<td>• Deal with unexpected (crisis)</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>Focus attention on task (timing and precision of skills)</td>
<td>Monitor own emotions (work with patients who are sick and dying)</td>
</tr>
<tr>
<td>Perform multiple responsibilities concurrently (more than one patient)</td>
<td>Handle strong emotions (grief)</td>
</tr>
</tbody>
</table>

**Analytical Thinking Skills**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer knowledge from one situation to another (prevent complications)</td>
<td>Process information (intervene when medical tests or assessment findings are abnormal)</td>
</tr>
<tr>
<td>Evaluate outcomes (nursing process)</td>
<td>Problem solve (with care team and patient)</td>
</tr>
<tr>
<td>Prioritize tasks (nursing process)</td>
<td>Use long term memory (give report to next shift)</td>
</tr>
<tr>
<td>Use short term memory (vital signs to be documented)</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking Skills**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify cause and effect relationships (side effects or changes in patient condition)</td>
<td>Plan/control activities for others (multi-task)</td>
</tr>
<tr>
<td>Synthesize knowledge and skills (perform within scope of practice)</td>
<td>Sequence information (correctly prioritize patient’s needs)</td>
</tr>
</tbody>
</table>

**Interpersonal Skills**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiate interpersonal conflict (collaborate with others)</td>
<td>Respect differences in patients (embrace diversity)</td>
</tr>
<tr>
<td>Establish rapport with patients (develop therapeutic relationships)</td>
<td>Establish rapport with co-workers (demonstrate civility)</td>
</tr>
</tbody>
</table>
Students have the opportunity to communicate their ideas, suggestions and/or concerns associated with the Nursing Education Program by:

1. Speaking directly to a faculty member or department chair
2. Attending the Student/Faculty Forum
3. Completing the anonymous online Survey Select End of Course Evaluations
4. Communicating ideas with designated student representative to attend and present during program faculty meetings
5. Speaking directly with the Associate Dean/Director of the Nursing Education Program.
POLICY:
Nursing students at San Diego City College are expected to adhere to The San Diego Community College District Policy 3100, American Nurses Association Code of Ethics and Nursing Education Departmental policies.

San Diego Community College District - Policy 3100
2.1 STUDENT RESPONSIBILITIES
Student behavior must remain in accordance with specific academic and behavior requirements as specified in District policy and which may be outlined by the course syllabus.
2.2 Students shall be responsible for defining and making progress toward their educational goal.
2.3 Students are responsible for reading and adhering to the policies and procedures as outlined in catalogs, schedules, course syllabi and other official printed materials.
2.4 Students with verified disabilities who believe they need academic adjustments or auxiliary aids are encouraged to identify themselves to their instructors to discuss the details and timelines necessary to provide appropriate accommodation. Students are responsible for providing written verification of their disability to the instructor upon request.

Students are subject to adhering to the policies and procedures of the San Diego Community College District, as well as all federal, state and local laws. Students are subject to charges of misconduct concerning, but not limited to, the following acts when committed on District-owned or controlled property or at District-sponsored activities.
3.2 The taking of and passing off as one’s own the work or ideas of another: plagiarism and academic cheating.
3.3 Falsification, alteration or misuse of campus/District documents and records.
3.4 Act or threat of damage to or theft of property belonging to or located on District-controlled property or facilities.
3.5 The physical or verbal disruption of instruction or student services activities, administrative procedures, public service functions, authorized curricular or co-curricular activities or prevention of authorized guests from carrying out the purpose for which they are on campus.
3.6 The physical or verbal intimidation or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student's academic performance, or a District employee's work performance, or of creating an intimidating, hostile or offensive educational or work environment.
3.7 Disorderly, indecent or obscene conduct or expression or habitual profanity or vulgarity; any expression which is obscene, libelous or slanderous according to current legal standards or which so incites students as to create a clear and present danger of the commission of unlawful acts or the substantial disruption of the orderly operation of the community college (Ed. Code 76120).
3.8 Assault, or battery upon a student or district personnel on district premises or at any time or place while under the authority of District personnel.
3.9 Participation in hazing (California Education Code Section 32050 through 32052).
3.10 Possession of weapons, explosives, unlicensed dangerous chemicals or objects which may be used as weapons or to threaten bodily harm, as specified in the California Penal Code or other applicable laws.
3.11 Participating in activities, which are in violation of federal, state or local laws or ordinances while on district premises or at district-sponsored or supervised activities.
3.12 Failure to comply with directions of staff members of the district who are acting within the scope of their employment. Continued and willful disobedience or open and persistent defiance of the authority of district personnel providing such conduct is related to district activities or college/center attendance.
3.13 Smoking on District premises, or vehicles provided by the district used for transporting students; except as permitted by applicable ordinances, laws, college guidelines and District procedure 0505.2.
3.14 Use, possession or distribution of alcoholic beverages on campus except as permitted by law. Violation of Policies and Procedures for Student Organizations as enumerated in Manual 3200.
3.15 Use, possession or distribution of narcotics or other hallucinogenic drugs or substances or inhaling or breathing the fumes of, or ingesting, any poison classified as such by the California Business and Professions Code Section 4160, Schedule "D", except as provided by law, is prohibited when on district premises.
3.16 Violation of Policies & Procedures for Student Organizations as enumerated in Manual 3200.
http://www.sdccd.edu/docs/policies/Student%20Services/BP%20320%20-01.pdf
INTEGRITY

Integrity may be defined as an uncompromising adherence to a code of moral, artistic or other personal/professional values. Integrity is also viewed as absolute sincerity, honesty, candor and the avoidance of deception (Webster’s 3rd New International Dictionary).

The faculty and staff of San Diego City College believe that integrity is one of the fundamental bases for the academic and professional nursing communities. Accordingly, the faculty’s goal is to assist all students in defining acceptable standards of professional behavior. Plagiarism is unacceptable. All APA papers will be submitted electronically to SafeAssign for identification of any plagiarism.
Definition of Plagiarism:

- Verbatim copying without proper acknowledgement;
- Paraphrasing without proper acknowledgement;
- Putting together a "patch-work" paper from diverse sources, without proper acknowledgement of those sources;
- Unacknowledged appropriation of information or of someone else's ideas;
- Copying another’s written assignment and submitting it as one’s own

Some other examples of unprofessional behavior include, **but are not limited to**:

Definition of Cheating:

- Getting examination or quiz questions from someone who has previously taken the examination or quiz;
- Copying from someone else’s examination or quiz paper or receiving answers from another student during an examination or quiz;
- Allowing someone to copy from an examination or quiz paper or giving answers to another student during an examination or quiz;
- Using notes, books, etc., during a closed book examination or quiz;
- Taking an examination or quiz for another student;
- Turning in a paper purchased from a commercial research firm;
- Turning in an assignment that was done entirely or in part by someone else;
- Doing a homework assignment for another student.

Definition of Breach of Professional Ethics (may include but is not limited to):

- Not reporting an incident involving a patient;
- Failing to provide information to a patient about treatments, medications or recommended health behaviors;
- Recording medications, treatments or observations as done when they were not;
- Falsifying any record.
- Discussing patients in public places or with anyone not directly involved in patient’s care;
- Eating food intended for or belonging to a patient;
- Breaking something that belongs to a patient and not reporting it;
- Taking hospital equipment;
- Taking medications from the hospital for personal use;
- Not questioning an order when in doubt.

Students will maintain confidentiality and integrity regarding examinations/diagnostic testing at all times. Sharing information related to any examinations or ATI diagnostic assessments is a violation of integrity and the Code of Conduct. Any violation of confidentiality may result in dismissal from the Nursing Education Program. Any student caught cheating on an examination will receive a grade of zero (0) for that examination. Dismissal from the program without possibility of readmission results in any violation of the Integrity and Professional Ethics Policy.
A general student complaint may be filed by a student who feels an action of a College staff member, office, or group violates existing College San Diego City College Academic Information and Regulations rules, policy, or procedures or other local, state, and federal laws. A complaint of gender discrimination or sexual assault or harassment is not included in this category; please see Title IX complaint below. The complaint procedures are formalized procedures to ensure timely resolution at the lowest possible level. The first step is the informal resolution stage, which involves the student who has a complaint and the faculty/staff member or specific group with whom the student has a complaint. The student must notify the faculty/staff person or representative of a group that he or she wishes to make an appointment for an informal meeting to review an action. In the absence of the instructor or staff person and after a good faith effort to make contact, the student may directly contact the instructional dean or appropriate administrator or submit their complaint online:

San Diego City, Mesa, and Miramar Colleges are committed to an educational environment that is free from interference and disruption, and that fosters equity and mutual respect. Students may file a complaint when they believe that a College faculty or staff member has violated the following Board Policies and Administrative Procedures:
1. Student Rights, Responsibilities, Campus Safety and Administrative Due Process: Policy 3100
2. Student Grievance: Procedure 3100.1
3. Student Discipline: Procedure 3100.2
4. Honest Academic Conduct: Procedure 3100.3
5. Academic Accommodations and Disability Discrimination for Students with Disabilities: Procedure 3105.1
6. Prohibition of Harassment: Policy 3430
7. Nondiscrimination: Policy 3410
8. Fraud/Whistle Blower: Policy 6125
9. Grade Challenge: Procedure 3001.2

Board Policies and Administrative Procedures are available to Individuals online at http://www.sdccd.edu/public/district/policies/. Most complaints, grievances or disciplinary matters should be resolved at the campus level. Individuals are strongly encouraged to make every attempt to resolve matters through the appropriate administrative processes. More information on the complaint processes can be found online at: https://studentweb.sdccd.edu/index.cfm?action=complaint&tab=1.
Students who have a complaint regarding access to, or quality of, their academic accommodations may contact the DSPS counselor. Students may submit a complaint online at https://studentweb.sdccd.edu/index.cfm?action=complaint&tab=1 or contact the campus 504 Officer. Students with disabilities who want to file a formal complaint under Section 504 of the 1973 Federal Rehabilitation Act and Americans with Disabilities Act (ADA) may do so online at: https://studentweb.sdccd.edu/index.cfm?action=complaint&tab=1 or contact:

Campus 504 Officer San Diego City College (B-201)
Nesha Savage wsavage@sdccd.edu (619) 388-3709
San Diego City, Mesa and Miramar Colleges are committed to providing an academic environment free of unlawful harassment and unlawful discrimination. Board Policy 3100 defines verbal, physical, visual or written, environmental and harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff, or faculty member, or student within the District.

You may view a full copy of the policy by accessing the following website: http://www.sdccd.edu/public/district/policies/. These procedures are used when a complaint concerns matters of discrimination or failure to comply with College policy or procedures or federal and/or state regulations including the Civil Rights Act; Executive Orders 11246 and 11375; the Vietnam Era Veterans Readjustment Act of 1974; the Age Discrimination and Employment Act of 1967; Section 504 of the 1973 Federal Rehabilitation Act and Americans with Disabilities Act (ADA); and the nondiscrimination laws of the State of California. Students who wish to file a complaint may do so online at: https://studentweb.sdccd.edu/index.cfm?action=complaint&tab=1 or contact your college Site Compliance Officer (SCO): San Diego City College (E-Building) Edwin Hiel ehiel@sdccd.edu (619) 388-3036
POLICY: The nursing education faculty of San Diego City College agrees with the California Board of Registered Nursing concerning students impaired by alcohol, drug abuse and emotional illness. The Board of Registered Nursing recognizes that:

a. these are diseases and should be treated as such;
b. personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in his/her care;
c. nursing students who develop these diseases can be helped to recover;
d. it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;

e. confidential handling of the diagnosis and treatment of these diseases is essential.

The nursing faculty encourages students to seek immediate help. We realize that such problems, if left unattended could prevent the student from satisfactorily completing course objectives and prevent licensure to practice nursing in the State of California. In addition, it shall be the policy of San Diego City College to prohibit the use of illicit drugs/substances by students in any District sponsored activity. These activities include use of classrooms, lounges, satellite units and facilities designated as clinical areas. Any infraction of this regulation by a student will be grounds for absolute dismissal from the Nursing Education Program.

Any behavior by a student that is indicative of possible abuse of drugs must be reported and recorded by faculty, promptly. Should a student report to a clinical facility "under the influence", such behavior should be considered as unsafe and grounds for immediate dismissal from the clinical area and the nursing program. (A family member or significant other may need to be called to remove this person from the area, or in extenuating circumstances, the student will be sent to a hospital emergency room). A continued pattern of unsafe behavior will be grounds for dismissal from the Nursing Education Program. For students identified as impaired, a statement must be submitted from an approved, recognized drug treatment program validating attendance and treatment. This statement must be submitted in writing to the Director of Nursing Education for clearance to reapply to the nursing program.

Final disposition and recommendation for dismissal or retention must be handled according to District Policy 3100, requiring a hearing initiated by the Dean of Student Affairs.
## Standards for Written Work

**Effective:** 05/01/2017  
**Reviewed:**  
**Revised:** 03/24/2017

Associate Dean, San Diego City College Nursing Education Program

**Policy:** It is expected that all submitted class assignments demonstrate college level grammar and correct spelling. Utilization of standardized term paper guidelines, according to the American Psychological Association format of Editorial Style (APA), is required for all written work.

**Procedure:**

1. Scholarly papers will follow APA guidelines and begin with a title page, name of student and San Diego City College.
2. Abstracts and reference pages are required for all research papers. The rubric will identify the need for an abstracts, headings, or reference pages in other assignments.
3. Soiled, blotted, torn or generally untidy papers are unacceptable and will be returned to the student ungraded. Resubmission will have a maximum grade of 75%.
4. Assigned written work will be due on the dates/hours specified by the instructor or designated teaching team. (Refer to guidelines within the course syllabus).
5. If a student is unable to come to class the day assignment is due, it is his/her responsibility to make other arrangements for submission of work.

## Late Papers and Late Assignments

**Effective:**  
**Reviewed:** 06/01/2017  
**Revised:**

Associate Dean, San Diego City College, Nursing Education Program

**Late Papers**

The penalty for late graded written assignments will be 5% per day.
San Diego City College
Nursing Education

Student Illness or Injury

Effective:  
Reviewed: 06/01/2017  
Revised:  

Associate Dean, San Diego City College, Nursing Education Program

Policy: For the protection of students, patients, clinical personnel and faculty, the following procedure must be adhered to:

Procedure:

1. Injury in the class, lab or clinical setting must be reported immediately to the nursing faculty so that necessary health care can be initiated with appropriate facility and college documentation. Visit the Nursing Education website for the District Forms when students are injured at: http://www.sdcity.edu/AcademicPrograms/ProgramsofInstruction/NursingEducation/StudentFacultyForms

2. Any student with a visible injury or illness involving a potential communicable disease will be required to furnish a clearance statement from the physician before returning to the class by the next day of attendance.
San Diego City College Nursing Education is committed to protecting the Health Information of every patient with whom a student comes in contact, as well as, the Education Information of every student. **Future employers** often review these network sites when considering potential candidates for employment. No privatization measure is perfect. Information can "live on" beyond its removal from the original website and continue to circulate in other venues. Administration may periodically search the internet for breaches in policy. Breach of this policy is in violation of the Code of Conduct and will be grounds for dismissal from the nursing program.

In the professional role as a care-giver, a **nursing student must not**:

Present the personal health information of any individual on ANY social site. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.

Post or discuss any clinical experience or information regarding experience with the clinical agency, its staff or its patients/patients families on any internet social media site.

Post or discuss any theory or ATI examination questions.

Present yourself as an official representative or spokesperson for the San Diego City College Nursing Department.

Utilize websites and/or applications in a manner that interferes with your clinical commitments.

Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, political views, ethnicity or sexual identity.

Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity.
POLICY:
A computer lab has been established in room V-315D for nursing students’ use. The nursing faculty encourages all students to take advantage of this lab to enhance their learning experiences.

The Student Services Committee has established the following rules for the computer lab:
This is a learning environment. Please be courteous and respectful so that every student working independently may concentrate and complete their task.

A. If you leave the computer for any reason you must log out.
B. When using audio materials, please use your own headphones.
C. Food and drinks are NOT ALLOWED in the lab.
D. Set cell phones to off or vibrate.
E. If you have a cell phone, take or make calls outside the room.
F. Do not reconfigure the hardware or software.
G. Software that does not belong to the Nursing Education Department is not allowed to run or be installed on these computers.
H. Software piracy is a federal offense.
I. If a printer is made available for student use it will be connected to one computer in lab. Students must bring paper and class must purchase ink cartridges for printer.
J. Students violating these rules will be asked to leave the lab. Continued misuse of the lab will result in suspension from further lab use.
POLICY: Regular attendance in the classroom and clinical area is necessary for students to meet the stated objectives of the program. Absences may make it impossible for a student to meet course objectives. Evaluation of theory absences will be based on the student’s ability to meet course objectives.

PROCEDURE:
1. Students must be on time for all classroom, laboratory and clinical activities. Students who are going to be late or absent from the classroom or clinical are to notify the Nursing Education office prior to 8:00 a.m. Students are expected to call (619) 388-3441 each day they are absent for class or clinical.

2. Students who are going to be late or absent from clinical activities are to notify the faculty/facility, prior to the time lab is scheduled to start, according to directions given by the clinical faculty.

3. A note signed by the student's physician releasing him/her for full duty, must be submitted to the instructor on the day of return from an absence due to illness of three or more consecutive days. This will be kept as part of the student's record.

4. A student must be on time for all clinical activities. A student who is late to the clinical area will be considered tardy. Three instances of tardiness during one course will be considered the equivalent of one day's absence.

5. The student who is late to clinical will be considered absent for the day and will be sent home, as excessive lateness is disruptive patient care.

6. Students who leave the clinical area early (less than one hour) will be considered tardy. Students who leave more than one hour early will be considered absent for the day.

7. Students are responsible for all make-up work due to absences from class and must make arrangements with the faculty for all work missed.

8. Full attendance in the clinical area is expected in order for objectives to be met and to provide adequate opportunities for evaluation. Repeated absences will in a clinical grade of "Unsatisfactory/Unsafe" for the course. Two (2) absences in theory and clinical is considered excessive in an 8 week course.

9. Repeated patterns of absences across courses will be reviewed by the Director of Nursing Education. Continued patterns of tardiness/absenteeism will result in dismissal from the nursing program.
POLICY: Students are expected to be present for all examinations.

PROCEDURE:
1. If a student is going to be late or absent from a scheduled exam, the nursing education department must be notified, prior to the scheduled exam time.

2. If a student misses an exam and has called in to report the absence, the student must take the exam on the first day back to campus. The maximum score attainable will be 75%.

3. If the student does not call in the absence, he/she will not be permitted to take the exam and achieve a zero for that exam. Circumstances causing absences will be evaluated on an individual basis.

4. If the student is more than 5 minutes late to the ATI testing session, the student will forfeit that opportunity to take the exam.

5. If the student is absent from the ATI testing session, and DOES NOT CALL the nursing office or proctor prior to the exam, the student will only be able to take the exam once at the scheduled retake time.
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<th>SAN DIEGO CITY COLLEGE</th>
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<tr>
<td>NURSING EDUCATION</td>
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<td>EXAM CONFIDENTIALITY</td>
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Associate Dean, San Diego City College, Nursing Education Program

Students will maintain confidentiality and integrity regarding examinations/diagnostic testing at all times.

Sharing information related to any examinations or ATI diagnostic assessments is a violation of integrity and the Code of Conduct.

Any violation of confidentiality may result in dismissal from the Nursing Education Program. Any student caught cheating on an examination will receive a grade of zero (0) for that examination.

Dismissal from the program without possibility of readmission results in any violation of the examination confidentiality.
**Policies and Procedures for Clinical Make-Up Assignments**

**SAN DIEGO CITY COLLEGE**  
**NURSING EDUCATION**  
**ABSENCES AND CLINICAL MAKE-UP ASSIGNMENTS**

Effective:  
Reviewed: 06/01/2017  
Revised:  

**Associate Dean, San Diego City College, Nursing Education Program**

**Policy:** Students who are absent from clinical will be required to make-up the absence.

**Procedure:**

1. **First Absence:** Submit written make-up assignment and do presentation.

2. **Second and all subsequent absences:** Clinical make-up day.

**Criteria for Make-Up Assignment**

1. Clinical instructor will assign the topic for research, related to the clinical objectives.
2. Student will research topic and write a paper of no less than three typewritten pages, using at least three sources; must include two current nursing journals & one textbook.
3. Written assignments must follow the standards for written work as outlined later in this Handbook.
4. Written assignments and oral presentations will be due two weeks after the clinical absence. The written assignment will be placed in the student's file.
5. Student will present topic in a clinical post-conference.
6. All make-up assignments must be completed prior to the final exam. If the make-as not been completed by the final exam, the student will receive an "Incomplete" for the course.

*Exceptions to this policy: make-up assignments cannot be used in Nursing Education 146 & 246; all clinical time missed in NE 146 & 246 must be made up, hour for hour.*
| SAN DIEGO CITY COLLEGE                  |
| NURSING EDUCATION                      |
| LEAVE OF ABSENCE                       |

| Effective:                             |
| Reviewed: 06/01/2017                   |
| Revised:                               |

Associate Dean, San Diego City College, Nursing Education Program

Students **in good standing** may request a temporary leave of absence, of no longer than one (1) week per year, from the nursing program for the following reasons: pregnancy, personal or family crisis, financial necessity, etc. Clinical make-up will be assigned at the discretion of each individual instructor or teaching team.

If more than one week of leave is needed, the student will be advised to withdraw from the nursing program and return at a later date to repeat the course(s), or complete the stipulated requirements.

Students who have an approved LOA are exempt from the 75% maximum attainable score on a missed examination.
Students with disabilities who may need academic accommodation are encouraged to discuss their authorized accommodation from Disability Support Programs and Services (DSPS) with the Course Coordinator early in the semester so that accommodations may be implemented as soon as possible. Three copies of the accommodation letter (Authorized Academic Accommodation) must be presented to the appropriate faculty each semester.

POLICY: The DSPS office and the Nursing Education Department have U-“knight” ed to offer test proctoring services that are conveniently located in the V-building. Please note that there are some limitations to this service, in that if you are utilizing accommodation in addition to extended time and distraction reduced setting, you may have to receive your proctoring services through the DSPS office to ensure that all accommodations can be provided. Please speak with your instructor and/or DSPS counselor to discuss any questions or concerns that you have regarding the test proctoring process and the nursing Education Department collaboration.

PROCEDURE:
1. The student will notify the Nursing Education Department course coordinator by email of their desire to utilize DSPS test proctoring services.
2. The Nursing Education Department will contact the DSPS office to schedule and coordinate proctoring coverage for the exam.
3. The DSPS office/Nursing Education Department will notify the student regarding the start time and location of the proctored exam.
4. The student must arrive on time and prepared to take the exam at the scheduled proctoring time.
5. Students are expected to meet the Course Clinical Objectives and adhere to the Clinical site Policies and Procedures.
6. If a student chooses to decline accommodations, the student must notify the Course Coordinator by email three days prior to the exam.
SAN DIEGO CITY COLLEGE  
NURSING EDUCATION  

NURSING STUDENT BILL OF RESPONSIBILITIES  

Effective:  
Reviewed: 06/01/2017  
Revised:  

Associate Dean, San Diego City College, Nursing Education Program

NURSING STUDENTS' BILL OF RESPONSIBILITIES

1. I have the responsibility to come to every class prepared to listen, participate and learn.

2. I have the responsibility to read the assigned textbooks carefully, noting important ideas and rephrasing concepts in my own words.

3. I have the responsibility to consult with other students, the instructor, a tutor and other resources whenever I need the extra help.

4. I have the responsibility to understand that the instructor is not principally responsible for making me understand, but that it is my job to study and to learn.

5. I have the responsibility of keeping an open mind and trying to comprehend what the instructor is trying to get across.

6. I have the responsibility to do assigned homework with proper attention and thought.

7. I have the responsibility to view my instructor as a partner in my education, not someone who is intent on causing me pain and frustration.

8. I have the responsibility to understand that I am not the only student in my class and that if I fall behind in class and all of my questions are not appropriately asked in the classroom setting, that I have the responsibility of going to my instructor's office for help.

9. I have the responsibility to act as a competent adult. I have the responsibility to be polite and honest with my instructor.

10. I have the responsibility of trying to integrate the present nursing content into all aspects of my professional life.

11. I have the responsibility to accept that my work will be evaluated in terms of what skills any student in the course is expected to mastery
POLICY: Standardized Assessments are used in the Nursing Program to assist students with the application of theoretical content to actual patient-care situations and to facilitate NCLEX-RN preparation.

1. Students must achieve a level II or above on proctored ATI Content Mastery assessments

2. Students who achieve a below passing score on the retake will receive an Incomplete grade for the course and must meet with their clinical instructor or course coordinator to set up a remediation plan.

3. Students who achieve a below passing score will have the opportunity to retake the ATI exam a second time.

4. All repeat testing must be accomplished by the stipulated date. Students must achieve a passing score to clear the Incomplete and obtain a passing grade for the course.
POLICY: Beginning in NE 142 students will participate in collaborative testing following exams (at the instructors’ discretion).

PROCEDURE:

1. Following the exam students will be placed in groups and given the opportunity to retake the exam as a group, discussing the questions to reach a consensus on the appropriate answer. Extra credit will be given for this process.

2. Extra credit points are awarded only at the end of the semester and only if the student achieves a score of 75% or higher on each exam, as well as cumulatively.

3. Points Earned: Collaborative Test Score 91%-100% 2 Extra Credit Points Collaborative Test Score 83%-90% 1 Extra Credit Point Collaborative Test Score <82% 0 Extra Credit Points
NURSING SKILLS VERIFICATION SIGN-OFF CHECKLIST AND PROCEDURES GUIDES
Foundations of Nursing and Medical Surgical Nursing I, II, III & IV include Nursing Skills that may be demonstrated and evaluated in the nursing skills laboratory. Verification Sign-Off Checklists and Procedure Guides are available for each of those skills. Students are encouraged to keep a copy of each Skills Verification Sign-Off Checklist for a portfolio available to employers. The Procedure Guides must be viewed as a basis for learning, students should follow hospital specific policies, procedures and protocols.

METHODS OF EVALUATION
1. Written examinations and quizzes on theory and laboratory sessions
2. Written assignments on theory and laboratory sessions
3. Laboratory evaluation of nursing skills
4. Clinical performance evaluation
5. ATI Diagnostic Assessments/Examinations

EXPECTED DEGREE OF PROFICIENCY
1. Students will be responsible for the content in all previous courses and modules and the application of this knowledge to the care of assigned patients.
2. Seventy-five percent (75%) average on written examinations.
3. Satisfactory laboratory and clinical performance as determined by specified guidelines and criteria.
4. Satisfactory achievement on written assignments as determined by guidelines.
5. Appropriate participation in small group sessions and clinical conferences.
MATHEMATICAL PROFICIENCY

Passing the Dosage Calculation Quiz is a pre-requisite for administering medications, a course requirement. Students identified as having difficulty with mathematical computations will be referred for remediation measures and will not be allowed to rotate off the unit in clinical. Dosage calculation is an essential function of the Registered Nurse to be able to calculate medications in a timely manner with 100% accuracy. Each student enrolled in the Nursing Program will be required to pass all Dosage Calculation Quizzes with 100% accuracy.

- All students currently enrolled in the Nursing Program will be required to pass a dosage calculation quiz in each clinical course, prior to administering medications.
- Students will be allowed a maximum of 3 quizzes to achieve 100%. If a student does not achieve 100% by the 3rd quiz, the student will receive a failing grade in the course and may not continue in the Nursing Program.
- Students who do not pass the dosage calculation quiz on the first attempt must meet with the course coordinator for a remediation plan, to include tutoring in the Math Center or additional resources.
- Students must remediate for one week prior to retaking the dosage calculation quiz (scheduled with course coordinator).
- The remediation content will be posted on blackboard and the student must bring the completed remediation materials on the scheduled retake date.
- Students who do not complete the remediation materials will not be allowed to retake the dosage calculation quiz.
- Students who do not achieve 100% on the dosage calculation quiz, and are therefore unable to administer medications, by the 4th week of the course, must withdraw and will receive a failing grade in the course.
SAN DIEGO CITY COLLEGE
NURSING EDUCATION

DOSAGE CALCULATION QUIZ FORMAT

- Each quiz will be 10 questions, fill in the blank, case scenario format and include rounding rule directions.
- Students are required to show their work.
- Questions will reflect dosage calculations based on the student’s level in the nursing program.
- Answers must include the correct unit of measure (example: mL/hr, mcg) or it will be incorrect.
- Dosage Calculations quizzes will be timed. The student will have 30 minutes to complete quiz.
- The student will be able to use a basic function calculator for the quiz. Cell phones, iPads, advanced calculators, etc. may not be used.
GRADING PRCTICES

Progression in the nursing program is contingent upon taking nursing courses in a specifically designated sequence and achieving a grade of "C" or better in each course.

The letter grade earned by the student will be based on written examinations and assignments covering both classroom and clinical content. Grades are computed using the weighted average of examinations and assignments found in the syllabus (see example below). A "Satisfactory" clinical evaluation for performance of clinical and laboratory experiences must be achieved in order to successfully pass the course. No actual letter grade for the clinical component is factored into the final course grade. An "Unsatisfactory/Unsafe" clinical evaluation will result in a course grade of "F", which prevents the student from progressing in the Nursing Education Program.

The grading scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 91%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 83%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 75%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 65%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
</tr>
</tbody>
</table>

Example of Weighted Average Computation

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>82%</td>
<td>25%</td>
</tr>
<tr>
<td>Exam II</td>
<td>72%</td>
<td>30%</td>
</tr>
<tr>
<td>Exam III</td>
<td>83%</td>
<td>35% = 90%</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Multiply each exam grade (in % form) by the % weight (in decimal form). Add products and divide by the total percent weight.

Sample Grades:

- Exam I: 80% X 0.25 = 20
- Exam II: 72% X 0.30 = 21.6
- Exam III: 83% X 0.35 = 29.05

Total: 70.65 / 0.9 divide by 90%

Equals: 78.5% weighted average of all 3 exam grades

*Unacceptable grades for progression in the Nursing Education Program. The usual rules of mathematical rounding will apply i.e., a score of 0.5 or above will be raised to the next higher grade level - (74.5 = 75%); a score of .4 or less will be recorded as the lesser grade level (74.4 = 74%).
EXAMINATION REVIEW

An exam review may be held following examinations, after all exams are completed. Faculty will be available at the review session to discuss the rationale for selected answers. You may retrieve the exam booklet from the faculty and compare your answers with the exam key. Exam booklet must be returned to the proctor prior to leaving the review room. All written materials must be returned to the proctor with your exam booklet.

AT NO TIME SHOULD AN EXAM BOOKLET OR ANY WRITTEN MATERIALS FROM THE EXAM LEAVE THE NURSING DEPARTMENT. FAILURE TO COMPLY WITH THIS RULE WILL RESULT IN A 10% PENALTY:

EXAMPLE:
Original Test Score: 80%
Penalty: - 10%
Revised Score: 70%

Individual or group time may be scheduled for students to review their examination booklets prior to final exams. Any additional access to test booklets will be by appointment only with the theory professor.
The San Diego City College Nursing Education Program utilizes evidence based practice when creating/revising policies and procedures. Students are active participants in the Program Review Process through attendance of Student Faculty Forums, Faculty Meetings, and completion of surveys.

Students are expected to complete the following Surveys upon request:

1. Course Evaluation
2.
3. Clinical Site Evaluation
4.
5. Instructor Evaluation
STUDENT DISMISSAL FROM THE NURSING PROGRAM

A student may be dismissed from the Nursing Program for the following reasons:
1. Achieving a course grade below "C" in any nursing course.
2. Achieving less than Level II on the retake of any ATI Diagnostic testing.
3. Receiving an "Unsatisfactory/Unsafe" clinical evaluation, which demonstrates unsafe practices in providing patient care or the inability to meet specific clinical objectives and expectations.
4. Accumulation of unexcused absences.
5. Use of illicit drugs/substances in any District sponsored activity.

A student who is dismissed from the Nursing Program for any reason must meet with the Director (or Assistant Director) for an exit interview. During the exit interview, a remediation/re-entry plan will be developed for the student if the student is eligible to return.

It is the responsibility of the student to officially withdraw from or drop all enrolled nursing courses. The only exception is NE 141, Pharmacology for Nursing Practice. Students will be permitted to complete this course, if enrolled.

The student is advised to review the Code of Student Conduct and Policy regarding reentry into Nursing Program. Students, who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade in the class.
POLICY:
If a student is dropped from the nursing program due to academic failure, the student may reenter the program **only once.** If a student exits the program due to personal reasons, and is in good academic standing (≥75% average, with satisfactory clinical evaluations), he/she can re-enter the program at the beginning of the course not completed at the time of exit. This will be considered a first admission for the purpose of this policy. A student who re-enters the program after a withdrawal for personal reasons and withdraws a second time will not be eligible for re-entry after the second withdrawal.

LIMITATIONS ON READMISSION
a) Repetition of a course and reentry into the nursing program is dependent on space availability.
b) Student must complete the Exit Interview process and any stipulations written on the Exit Interview Form
c) Application and requests for readmission must be made so that there is no less than a 6 month and no more than a one (1) year absence from the nursing program.
d) After (1) year absence the student must reapply for admission to the program from the beginning
e) A student dismissed as a result of unsafe/unacceptable clinical will not be eligible for readmission
f) Remediation requirements stipulated upon the Exit Interview will need to be completed by the student prior to being readmitted to the program. Remediation requirements may including but are not limited to: dosage calculation proficiency, ATI assignments, quiz and skills demonstration.
g) Students **will not be eligible** for readmission under the following circumstances:
   • Unsatisfactory/Unsafe Behaviors
   • Violation of Integrity
   • Violation of Code of Conduct
   • Unprofessional Behavior/ Uncivil Behavior, Unethical Behavior in clinical or classroom
   • Falsification of records
      • Academic records
      • Background checks
      • Patient records in the clinical setting
PROCEDURES FOR READMISSION:

1. An Exit Interview will be scheduled (5-7 days) post program dismissal with the Associate Dean of Nursing or the designee. The (5-7 days) time frame is a ‘cool-off’ time frame. Appointments are made through emailing: citycollegenursing@sdccd.edu

2. A Readmission Application form must be submitted by the student requesting re-entry. Additionally, the student will be required to submit a typed essay addressing the following points:
   - Reason for exit
   - Changes made to ensure success
   - Continued experience in health care field (volunteer or paid) if any
   - Enrollment in or completion of any college courses
   - Any other interventions the student has implemented to enhance success

The application form and the essay must be submitted together. The application and essay must be submitted by the middle of the semester prior to requesting program reentry. For example, if a student exits the program in the Fall semester, application for re-entry must be submitted by the middle of the summer semester.

According to college policy, students earning a course grade of "I" (Incomplete) must complete the work stipulated or the grade will revert to an "F." An Incomplete must be cleared prior to reentry consideration.

Students who are dropped from the first year of the nursing program and then complete a Vocational Nursing Program at another accredited institution may be considered for admission to the LVN-RN Step-Up Program if evidence of VN licensure has been documented and other entrance requirements have been met.
All students must achieve a LEVEL II Proficiency on the Proctored Exams in order to progress in the program.

**LEVEL 1**
A student meeting the criterion for Proficiency Level 1:
is expected to just meet NCLEX-RN® standards in this content area.
should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
should meet the absolute minimum expectations for performance in this content area.

**LEVEL 2**
A student meeting the criterion for Proficiency Level 2:
is expected to readily meet NCLEX-RN standards in this content area.
should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
should exceed minimum expectations for performance in this content area.

**LEVEL 3**
A student meeting the criterion for Proficiency Level 3:
is expected to exceed NCLEX-RN standards in this content area.
should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
should exceed most expectations for performance in this content area.

*Note that these definitions were based on expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN performance to performance on the Content Mastery Series, nor was any study conducted demonstrating a statistical relationship between Content Mastery Series performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.*
SAN DIEGO CITY COLLEGE
ALGORITHM FOR CONTENT MASTERY SERIES
ATI Comprehensive Assessment and Review Program Policy

**Week 2**
Student completes Practice Assessment Form A

**Week 3 Remediation**
Minimum ONE HOUR Focused Review
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points

**Week 4**
Student completes Practice Assessment Form B

**Week 5 Remediation**
Minimum ONE HOUR Focused Review

**Week 6**
Student takes Proctored Assessment (First Attempt)

- **Student achieves a score greater than or equal to proficiency level 3** on first attempt (4 points).
- **Week 7 Remediation**
  Minimum ONE HOUR Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

- **Student achieves a score greater than or equal to proficiency level 2** on first attempt (3 points).
- **Week 7 Remediation**
  Minimum TWO HOURS Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

- **Student achieves a score greater than or equal to proficiency level 1** on first attempt (1 point).
- **Week 7 Remediation**
  Minimum THREE HOURS Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

- **Student achieves a score less than proficiency level 1** on first attempt (0 points).
- **Week 7 Remediation**
  Minimum FOUR HOURS Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Week 8**
Student retakes Proctored Assessment

- **Student achieves a score greater than or equal to proficiency level 2**. Less than Level 2 results in course failure
<table>
<thead>
<tr>
<th>Week 1 (OB)</th>
<th>Week 2 (PEDS)</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Student completes Practice Assessment Form B</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4 (OB) Week 5 (PEDS) Remediation</strong></td>
<td></td>
</tr>
<tr>
<td>Minimum ONE HOUR Focused Review</td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**Week 6 (OB) Week 7 (PEDS)**
Student takes Proctored Assessment (First Attempt)

**Week 8 (OB) The Next Week (PEDS)**
Student retakes Proctored Assessment

| Student achieves a score greater than or equal to proficiency level 3 on first attempt (4 points). |
| **Week 7 (OB) Week 8 (PEDS) Remediation** |
| Minimum ONE HOUR Focused Review |
| For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points) |

| Student achieves a score greater than or equal to proficiency level 2 on first attempt (3 points). |
| **Week 7 (OB) Week 8 (PEDS) Remediation** |
| Minimum TWO HOURS Focused Review |
| For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points) |

| Student achieves a score greater than or equal to proficiency level 1 on first attempt (1 point). |
| **Week 7 (OB) Week 8 (PEDS) Remediation** |
| Minimum THREE HOURS Focused Review |
| For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points) |

| Student achieves a score less than proficiency level 1 on first attempt (0 points). |
| **Week 7 (OB) Week 8 (PEDS) Remediation** |
| Minimum FOUR HOURS Focused Review |
| For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points) |

**Student achieves a score greater than or equal to proficiency level 2. Less than Level 2 results in course failure**
**ALGORITHM FOR CONTENT MASTERY SERIES  Nursing Education 244B**

**Week 1 (Med/Surg) Week 2 (Comprehensive)**
Student completes Practice Assessment Form A

**Week 2 (Med/Surg) Week 3 (Comprehensive)**

Remediation - Minimum ONE HOUR Focused Review
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points

**Week 3 (Med/Surg) Week 4 (Comprehensive)**
Student completes Practice Assessment Form A

**Week 4 (Med/Surg) Week 5 (Comprehensive)**

**Week 6 (Med/Surg) Week 7 (Comprehensive)**
Student takes Proctored Assessment (First Attempt)

---

**Student achieves a score greater than or equal to proficiency level 3 on first attempt (4 points).**

**Week 7 (Med/Surg) Week 8 (Comprehensive)**
Remediation
Minimum ONE HOUR Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Student achieves a score greater than or equal to proficiency level 2 on first attempt (3 points).**

**Week 7 (Med/Surg) Week 8 (Comprehensive)**
Remediation
Minimum TWO HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Student achieves a score greater than or equal to proficiency level 1 on first attempt (1 point).**

**Week 7 (Med/Surg) Week 8 (Comprehensive)**
Remediation
Minimum THREE HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Student achieves a score less than proficiency level 1 on first attempt (0 points).**

**Week 7 (Med/Surg) Week 8 (Comprehensive)**
Remediation
Minimum FOUR HOURS Focused Review:
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

---

**Week 8 (Med/Surg) The Next Week (Comprehensive)**
Student retakes Proctored Assessment

**Student achieves a score greater than or equal to proficiency level 1.**
Less than Level 2 results in course failure
<table>
<thead>
<tr>
<th>Week 1 (Leadership)</th>
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</tr>
</tbody>
</table>

\begin{itemize}
  \item Student achieves a score greater than or equal to \textbf{proficiency level 3} on first attempt (4 points).
  \item \textbf{Week 7 (Leadership) Week 8 (Comprehensive)} \textit{Remediation} Minimum ONE HOUR Focused Review: For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)
\end{itemize}

\begin{itemize}
  \item Student achieves a score greater than or equal to \textbf{proficiency level 2} on first attempt (3 points).
  \item \textbf{Week 7 (Leadership) Week 8 (Comprehensive)} \textit{Remediation} Minimum TWO HOURS Focused Review: For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)
\end{itemize}

\begin{itemize}
  \item Student achieves a score greater than or equal to \textbf{proficiency level 1} on first attempt (1 point).
  \item \textbf{Week 7 (Leadership) Week 8 (Comprehensive)} \textit{Remediation} Minimum THREE HOURS Focused Review: For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)
\end{itemize}

\begin{itemize}
  \item Student achieves a score less than \textbf{proficiency level 1} on first attempt (0 points).
  \item \textbf{Week 7 (Leadership) Week 8 (Comprehensive)} \textit{Remediation} Minimum FOUR HOURS Focused Review: For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)
\end{itemize}

\begin{itemize}
  \item \textbf{Week 8 (Leadership) The Next Week (Comprehensive)} \textbf{Student retakes Proctored Assessment}
\end{itemize}

\begin{itemize}
  \item Student achieves a score greater than or equal to \textbf{proficiency level 1}. Less than Level 2 results in course failure
\end{itemize}
**Week 1 (Leadership)**  Week 2 (Comprehensive)  
Student completes Practice Assessment Form A

**Week 2 (Leadership)**  Week 3 (Comprehensive)  
Remediation - Minimum ONE HOUR Focused Review
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points

**Week 3 (Leadership)**  Week 4 (Comprehensive)  
Student completes Practice Assessment Form

**Week 4 (Leadership)**  Week 5 (Comprehensive)  

**Student achieves a** score greater than or equal to **proficiency level 3** on first attempt (4 points).

**Week 7 (Leadership)**  Week 8 (Comprehensive)  
Remediation
Minimum ONE HOUR Focused Review:  
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Week 6 (Leadership)**  Week 7 (Comprehensive)  
Student takes Proctored Assessment (First Attempt)

**Student achieves a** score greater than or equal to **proficiency level 2** on first attempt (3 points).

**Week 7 (Leadership)**  Week 8 (Comprehensive)  
Remediation
Minimum TWO HOURS Focused Review:  
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Student achieves a** score greater than or equal to **proficiency level 1** on first attempt (1 point).

**Week 7 (Leadership)**  Week 8 (Comprehensive)  
Remediation
Minimum THREE HOURS Focused Review:  
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Student achieves a** score **less than** proficiency level 1 on first attempt (0 points).

**Week 7 (Leadership)**  Week 8 (Comprehensive)  
Remediation
Minimum FOUR HOURS Focused Review:  
For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Week 8 (Leadership)**  The Next Week (Comprehensive)  
Student retakes Proctored Assessment

**Student achieves a** score greater than or equal to **proficiency level 2**.  
Less than Level 2 results in course failure
San Diego City College
Algorithm for ATI Comprehensive Predictor

**Week 2**
Student completes Practice Assessment Form A

**Week 3** Remediation
Minimum ONE HOUR Focused Review
For each topic missed, complete an active learning template and / or identify 3 critical points to remember
Completion of all four weeks earns student 4 points

**Week 4**
Student completes Practice Assessment Form B

**Week 5** Remediation
Minimum ONE HOUR Focused Review

**Week 6**
Student takes Proctored Assessment (First Attempt)

- **Student achieves a score greater than or equal to 72.7%** on first attempt (4 points).

  **Week 7** Remediation
  Minimum ONE HOUR Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

- **Student achieves a score greater than or equal to 70.7%** on first attempt (3 points).

  **Week 7** Remediation
  Minimum TWO HOURS Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

- **Student achieves a score greater than or equal 69.3%** on first attempt (1 point).

  **Week 7** Remediation
  Minimum THREE HOURS Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

- **Student achieves a score less than 69.3%** on first attempt (0 points).

  **Week 7** Remediation
  Minimum FOUR HOURS Focused Review:
  For each topic missed, complete an active learning template and / or identify 3 critical points to remember (2 points)

**Week 8**
Student retakes Proctored Assessment

- **Student achieves a score greater than or equal to 70%**
  Student receives earned course grade.

- **Student achieves a score below 70%**
  Student will be given an incomplete in the course and must complete Virtual ATI. Upon completion of Virtual ATI, student will be given earned course grade and transcripts will be released to BRN.
Clinical Information
Clinical Policies
Clinical Procedures
**SAN DIEGO CITY COLLEGE**
**NURSING EDUCATION**

**SAN DIEGO NURSING SERVICE-EDUCATION CONSORTIUM**
**BACKGROUND CHECK BACKGROUND SCREENING**

URINE DRUG SCREENING

Effective:  
Reviewed: 06/01/2017  
Revised:  

SDNSEC San Diego Nursing Service-Education Consortium  
Associate Dean, San Diego City College, Nursing Education Program

**POLICY:** The curriculum or program of study is approved by the California Board of Registered Nursing (BRN), which is under the jurisdiction of the Department of Consumer Affairs. The BRN is responsible for the control of nursing education programs and nursing practice within the state. The prior conviction of a misdemeanor or felony crime, or disciplinary action against an LVN/LPN license, may influence eligibility for licensure as a Registered Nurse. Applicants with such prior convictions are urged to meet with the Director of Nursing Education for confidential advisement or to contact the Board of Registered Nursing for more specific information (http://www.rn.ca.gov).  
Students must have clear criminal background checks and drug screens to participate in placement in clinical facilities. Students under 18 years of age are exempt from this requirement.

1. All participating schools and agencies agree to adhere to a standardized process for clinical instructor/student screening.
2. The background check is not a requirement for admission to a nursing program; however, the process will be completed after an invitation for admission is received.
3. Nursing clinical instructors/students must have clear criminal background checks to participate in placement(s) in clinical facilities.
4. Prior to clinical experience the school will verify that the following information is on file for the assigned clinical instructor/students. (see#5)
5. Background checks will minimally include the following:
   - Seven years residence/background history
   - Address verification
   - Sex offender database search
   - Two names (current legal and one other name)
   - Three counties
   - OIG search
   - Social Security Number verification
   - Search through applicable professional certification or licensing agency convictions if student currently holds a professional license or certification (e.g., respiratory therapist, C.N.A.)
   - Drug screen with urine sample
6. Clinical instructor/students will be unable to attend clinical facilities for appropriate reasons, including the following convictions:
   - Murder
   - Felony
Students must meet the requirements not limited to background checks conducted to ensure criminal backgrounds of students. If a student’s record is not clear, the individual may be unable to attend the clinical rotation. The clinical site will notify the campus of their denial of any students. (Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available).

Students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.

The initial background check satisfies this requirement during continuous matriculation thru the program; should the educational process be interrupted, a new background check will be required.

Upon receipt of a “positive” background check, the clinical site will make a final determination whether the student will be accepted into the facility.

If the clinical student’s record is not clear, the individual may be unable to attend the clinical rotation. The clinical site will notify the campus of their denial of any students. (Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available).

Students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.

Final placement status based on background check information is the clinical site’s determination.

American DataBank shall include in any document used to obtain information from clinical instructor/students for the purpose of conducting a background check, a waiver and release of liability wherein the student specifically agrees to allow school/American DataBank to share the results of the background check with the clinical sites to which student may apply or be assigned. The student shall further agree that such information may be used to deny the student from participating in clinical rotation.

Schools shall indemnify and hold healthcare facilities harmless from any and all actions or claims that may be asserted by clinical instructor/students arising out of healthcare facilities’ rejection of any clinical instructor/student from clinical rotation based on the results of a criminal background check or any claim that such a background check was conducted improperly. American DataBank shall be solely responsible for conducting background checks in accordance with applicable laws and regulations, including but not limited to California Civil Code Section 1786, et seq.

Students must meet all requirements established by each of the clinical agencies. These requirements are subject to change and may be revised while the student is enrolled in the nursing program. Clinical agencies currently mandate that students meet all health screening requirements and have no previous conviction of a felony or fraud to a government agency, patient abuse, felony of controlled substances, etc.

If a San Diego City College Nursing Student is denied access to a clinical site by the clinical agency, that student will be unable to continue in the program.
16. Upon completion the results will be delivered to the applicant by American DataBank.

17. Clinical instructor/students must provide information allowing American DataBank to conduct a background check and with authorization to share any positive or flag results on the background check with healthcare facilities to which students may apply or to which students may be assigned for clinical nursing courses or clinical rotation (the school’s clinical affiliates). American DataBank will conduct an internal review, verify clinical instructor/student information, and send any flagged or positive results to the clinical sites for review.

18. Upon receipt of a “positive” background check, the clinical site will make a final determination whether the clinical instructor/student will be accepted into the facility. The site will use the same guidelines used for the acceptance/rejection of an employment application in approving clinical instructor and student placement at their site.

19. If the clinical instructor/student’s record is not clear, the individual may be unable to attend the clinical rotation. The clinical site will notify the campus of their denial of any clinical instructor/students. (Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available).

20. If the clinical instructor/students record is not clear they will be responsible for obtaining documents and having the record corrected to clear it.

21. Clinical instructor/students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago. Final placement status based on background check information is the clinical site’s determination.

22. American DataBank shall include in any document used to obtain information from clinical instructor/students for the purpose of conducting a background check, a waiver and release of liability wherein the student specifically agrees to allow school/American DataBank to share the results of the background check with the clinical sites to which student may apply or be assigned. The student shall further agree that such information may be used to deny the student from participating in clinical rotation.

Students accepted into the San Diego City College Nursing Education Program will be required to successfully complete the clinical objectives of the courses held in clinical health care facilities. The clinical health care facilities require criminal background checks and urine drug screening, as a condition of placement.

Refusal to submit to a background check, urine drug screen at any time, or failure to meet clearance criteria established by the health care facility, may prevent placement in the Directed Clinical Practice/clinically-based course and thus, it may not be possible to remain in the program or successfully complete the program.

Health care facilities require adherence to strict standards of conduct. Facilities may refuse educational access to any person who does not adhere to the facility's standards of safety, health and ethical behavior. Violation of program policies regarding clinical or policies established by the SDNSEC will result in immediate dismissal from the program.
POLICY:
Students must discuss the accommodations they are requesting for their clinical placements with a DSPS counselor. DSPS will engage in the interactive process with the student to decide whether the student needs accommodations in the clinical placement. DSPS will communicate with the student and the clinical instructor to assist with implementation of the accommodations if needed.

PROCEDURE:
If DSPS has approved a proposed accommodation and the clinical placement cannot implement it, the Nursing Department 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
Clinical Agency Requirements

- Students must meet all requirements established by each of the clinical agencies. These requirements are subject to change and may be revised while the student is enrolled in the nursing program. Clinical agencies currently mandate that students meet all health screening requirements and have no previous conviction of a felony or fraud to a government agency, patient abuse, felony of controlled substances, etc.
- Clinical agencies conduct a variety of background checks on students including obtaining clearance from the Office of the Inspector General (dealing with Medicare/MediCal fraud and other aspects of the Department of Health and Human Services) and criminal background checks.
- If a San Diego City College Nursing Student is denied access to a clinical site by the clinical agency, that student will be unable to continue in the program.

Clinical rotations are mandatory student information is released to the clinical agency for background screening purposes.
STUDENT RESPONSIBILITIES RELATED TO CLINICAL EXPERIENCES

Each student will be responsible for reviewing all clinical objectives as presented in the course syllabus and the weekly learning modules. Each student is accountable for all previously introduced concepts and skills. The clinical evaluation is based on the continued application and integration of previously learned material within the current clinical learning experience.

The Nursing Program is a demanding commitment of time and energy. If it is absolutely necessary for the student to work during the program, the student is expected to arrange his/her working schedule so that no interference will occur with meeting his/her responsibilities with any facet of the nursing program. Work hours MUST NOT be scheduled immediately prior to attendance in the clinical area.

The clinical experience will begin and end at times specified in the class syllabus or clinical expectations handed out by each clinical instructor. Students must be on time for all clinical experiences and are expected to arrive at the assigned clinical unit at least 10 minutes before the clinical begins (i.e., at 6:20 a.m. for the 6:30 a.m. clinical).

Students are required to give the hospital and/or clinical instructor advance notice when they are going to be late or are unable to attend clinical for any reason. This should be done as soon as possible. In addition to leaving a message with the clinical instructor, the student is to notify the nursing education office on campus (388-3441).

Lunch and break times will be based on the following criteria: hospital policy, level of student and nature of the assignment. Break times will not be cumulative; students will not be permitted to leave the clinical site earlier than the stipulated schedule in lieu of taking a lunch break.

Pre-clinical preparation is expected. Students will be required to do pre-clinical research in the clinical area on their own time. Specific expectations for pre-clinical research and site specific time frames for pre-clinical research will be given to the student, by the clinical instructor, during each clinical orientation. Students must wear school uniform for pre-clinical research. Prior to performing pre-clinical research, students must make contact with the person in charge and identify themselves and their purpose for being on the unit. Students are not permitted to have any patient contact when performing pre-clinical research. Students may not be accompanied by anyone to the clinical unit.

A patient’s condition is not to be discussed with anyone not directly involved with their care. All
hospital information is confidential and students may access information only for educational purposes. Removing patient care plans or medication sheets, printing/photocopying documents from the patient’s chart, and/or care plan, or accessing non-assigned patients’ documents is not permitted. A hospital is legally responsible for patient information and this privacy must be protected. One should never make any statements or comments to a patient’s family, a police officer or the press.

**Review consequences of HIPAA violations in your online program.**


Students are expected to act as professionals with the utmost respect for patient confidentiality. This means that any discussion of patients in public places such as cafeterias and elevators is inappropriate. Discussion of patients with the student's family members must not occur.

Students will only be expected to perform care and skills for which they have been educationally prepared. It is the responsibility of the student to bring to the attention of the instructor and/or agency staff areas of care and skills for which they have not been formally prepared or previously supervised. **Direct patient care may only be provided when an instructor or designated preceptor is present in the clinical facility.**

Students may be assigned to care for patients with communicable diseases such as MRSA, AIDS, and Hepatitis. When immunization is possible, it may afford extra protection. Standard precautions will be taught and practiced.

Students who are judged by the instructor as unable to provide safe patient care because of illness or lack of clinical preparation will not be permitted to give care and may be asked to leave the clinical setting. Such action will constitute a clinical absence and must be made up.

If, at any time, in the judgment of the nursing instructor, a student's conduct displays a potential harm to the well being of patients, the student will be directed to leave the clinical area.

A student must inform the clinical instructor if he/she must leave the clinical agency prior to the scheduled time. Reporting off duty to both the instructor and primary nurse ensures continuity of Care and is required any time a student leaves the unit. At no time may a student leave the facility during assigned clinical hours for personal errands.

No personal messages or phone calls are to be received by students while in the clinical area. **Students may not carry cell phones onto any clinical unit.** If an emergency arises, messages should be left with the nursing education office and an attempt will be made to contact the student.

**WHEN TO CALL YOUR INSTRUCTOR:**

- Whenever there is a change in your patient’s condition.
- Whenever you do a procedure for the first time in the hospital—whether or not you were observed in the skills lab.
- Whenever you need to perform a procedure at a new clinical site or with a different instructor.
- When you are not perfectly clear on what to do or how to do it.
- When you are getting behind in your assignment and feel you will not finish on time.
- When you finish everything and have "nothing to do."
- If anything unsafe happens to your patient (i.e., a fall).
- If you are having difficulty with the nursing staff.
- If you injure yourself in any way (i.e., needle puncture, back strain).
**INFECTION CONTROL POLICY**

**Associate Dean, San Diego City College, Nursing Education Program**

**POLICY:** Medical history and examination cannot reliably identify all patients infected with viral or other blood-borne pathogens. Therefore, blood and body-fluid precautions should be consistently used for all patients. This approach is referred to as "universal blood and body-fluid precautions" or "standard precautions," and is recommended by the SDCC faculty in conjunction with the Centers for Disease Control (CDC).

**PROCEDURE:**

1. All health care students and faculty should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated.

2. Gloves should be worn when touching blood, blood products, mucous membranes and body fluids (urine, feces, saliva, wound drainage). For your convenience, it is recommended that you carry a pair of gloves in your uniform pocket at all times.

3. Gloves should be changed after contact with each patient. Gloves must be removed prior to exiting the room.

4. Hands should be washed prior to and immediately after every patient contact, even when gloves are worn. Hands or other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands must also be washed before and after practicing each procedure involving another person as a patient.

5. As there is increasing evidence from the CDC that artificial nails are more likely than natural nails to harbor pathogens that can lead to nosocomial infections, artificial nails and nail extenders may not be worn in the clinical area.

6. Masks and protective eyewear or face-shields must be worn during procedures that are likely to generate droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose and eyes. Students must carry goggles with them whenever in the clinical area.

7. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids. Contaminated gowns are to be discarded per hospital policy.

8. Disposable articles contaminated with blood, blood products, wound drainage or body secretions/excretions should be disposed of per hospital policy.
9. All health care students and faculty should take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures; when cleansing used instruments; during disposal of used needles; when handling sharp instruments after procedures.

10. To prevent needle-stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes or otherwise manipulated by hand.

11. After they are used, disposable syringes and needles, scalpels blades and other sharp items should be placed in puncture-resistant containers for disposal. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

12. Health-care students or faculty who have open lesions or weeping dermatitis may be required to utilize appropriate protective measures (such as double gloving) or, depending on the extent and location of lesions, refrain from all direct patient care and from handling equipment until the condition resolves.

13. Although saliva has not been implicated in HIV transmission, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouthpieces and ventilation devices available in patient care areas where the need for resuscitation is predictable.

14. Although pregnancy is not known to create a greater risk of contracting HIV infection, health-care providers who develop HIV infection during pregnancy may place the infant at risk of infection resulting from perinatal transmission. Additionally, several of the opportunistic diseases associated with HIV infection may be hazardous to the unborn fetus. For these reasons students and faculty who are pregnant should refrain from direct care of patients with known HIV infection.
Latex-sensitive students must have a letter from a physician documenting the latex sensitivity and the treatment that will be required in the event of an adverse reaction prior to engaging in any clinical or laboratory practicum in the first semester of the Nursing Program. The student must keep the emergency medications with them at all times when involved with school related functions or school related activities throughout the entire nursing program.

Latex-sensitive students will use only non-latex supplies. Latex free gloves must be provided by the student during the on-campus laboratory practicum. During clinical, students may use hospital latex-free gloves supplied by the hospital.
Each student will be responsible for reviewing all clinical objectives as presented in the course syllabus and the weekly learning modules. Each student is accountable for all previously introduced concepts and skills. The clinical evaluation is based on the continued application and integration of previously learned material within the current clinical learning experience.

Students will also be responsible for reviewing the criteria for determining the grades of Satisfactory, Needs Improvement and Unsatisfactory/Unsafe.

Clinical instructors will evaluate student progress in a variety of ways, such as: planned and incidental observation of patient assessment, problem identification, care plan development and implementation & evaluation of patient care, as outlined in the course clinical objectives and the weekly learning modules.

Each student will be responsible for submitting, to the clinical instructor, a weekly online journal entry. This will be used by the student and faculty as a communication tool to state objectives that have been met successfully, to explore feelings elicited from clinical assignments, and to seek assistance from the instructor when clinical objectives have not been met.

The instructor may initiate a Clinical Counseling Record at any time when an incident occurs in the clinical area, which demonstrates a potential safety hazard to the patient, a lack of preparedness on the part of the student or a specific learning difficulty/area of concern.

To achieve a grade of "Satisfactory" in the clinical component of the nursing course, the student must:

1. Achieve a passing grade or a satisfactory evaluation on all required written clinical assignments.
2. Satisfactorily meet designated clinical objectives and clinical expectations consistently throughout the course.
3. Regularly attend scheduled meetings of clinical rotations and on-campus laboratory sessions.
4. Satisfactorily complete and submit the weekly online journal entry.
5. Successfully pass a written dosage calculations proficiency quiz.
**SAN DIEGO CITY COLLEGE**
**NURSING EDUCATION**

**CLINICAL PERFORMANCE SCALE**

Effective:  
Reviewed: 06/01/2017  
Revised:  

| Associate Dean, San Diego City College, Nursing Education Program |

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### CLINICAL PERFORMANCE SCALE

#### SATISFACTORY

**A. Definition:**
Performs at expected level, or above, independently or with minimal faculty guidance and demonstrates consistent behaviors in meeting specified clinical objectives & clinical expectations.

**B. Expected Outcomes:**
Student progresses to the next level.

#### NEEDS IMPROVEMENT

**A. Definition:**
Performs at expected level with faculty guidance only. Student performance in the clinical area demonstrates weaknesses that have the potential for violations of safety, and/or inability to consistently meet specified clinical objectives and clinical expectations.

**B. Expected Outcomes:**
1. Student may receive a "Needs Improvement" evaluation at mid-rotation or end-rotation in any assigned clinical area (except NE 246).
   a. The student is notified in writing that performance is substandard as evidenced by the Clinical Counseling Record.
   b. Specific deficiencies are noted.
   c. A joint remediation plan is developed by the student and instructor.
   d. The contract is signed, which defines:
      1. Behavioral indicators for change.
      2. Target or due dates for reassessment.
   e. The Director of the Nursing Program shall be notified of the student's behaviors and shall receive copies of Clinical Counseling Record.
2. If the "Needs Improvement" rating is received at mid-rotation, the student must meet the requirements for minimum satisfactory performance by the end of the rotation. If the minimum standards are not met, a 3-way conference may be scheduled with the student, the instructor and the Director of Nursing Education. The student will receive an "Unsatisfactory/Unsafe" clinical evaluation and will not be allowed to progress in the nursing program.
3. If the "Needs Improvement" is received at the end of the rotation in any clinical course (except NE 246), the student will receive an Incomplete (I) in the course and a Learning Contract for remediation is developed by the student, current instructor and next clinical instructor. The specific "target" or due date will be determined by the group developing the contract (mid
rotation). If the "Needs Improvement" is not corrected by the target date, the student will receive an "Unsatisfactory/Unsafe" clinical evaluation in the previous course and will not be allowed to progress in the nursing program. The Incomplete will be changed to a grade of “D”.

4. A student earning a "Needs Improvement" in the same behavioral area(s) for two consecutive clinical rotations will receive an "Unsatisfactory/Unsafe" clinical evaluation and will not be allowed to progress in the nursing program.

5. A student earning a "Needs Improvement" will not be assigned to alternate learning activities, such as observational experiences, career/health fairs or nursing student association functions.

**UNSATISFACTORY/UNSAFE**

A. Definition:
Unable to perform at expected level even with faculty guidance. Student performance in the clinical area which demonstrates consistent patterns of behavior that are indicators of safety violations, either actual or potential, that do not improve with remediation, or behavior which reflects the student’s inability to meet the specified course objectives and clinical expectations.

B. A student may receive an "Unsatisfactory/Unsafe" evaluation at any time during the course of the clinical rotation.

C. A student receiving an "Unsatisfactory/Unsafe" clinical evaluation will not be allowed to progress in the Nursing Program.
### SAN DIEGO CITY COLLEGE
NURSING EDUCATION

### CRITERIA FOR UNSAFE CLINICAL PERFORMANCE

**Effecti**

Reviewed: 06/01/2017
Revised:

Associate Dean, San Diego City College, Nursing Education Program

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**CRITERIA FOR UNSAFE CLINICAL PERFORMANCE**

Unsafe clinical behavior may include, **but is not limited to**, the following.

<table>
<thead>
<tr>
<th>Safety (S)</th>
<th>Examples</th>
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<tbody>
<tr>
<td>A. Violates or threatens the physical safety of the patient.</td>
<td>Comes unprepared to clinical; injures a patient; fails to properly position patient; does not appropriately utilize side rails/restraints; functions under the influence of substances affecting performance.</td>
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<tr>
<td>B. Violates or threatens the psychosocial safety of the patient.</td>
<td>Repeatedly uses non-therapeutic techniques; attacks/degrades the individual's beliefs or values.</td>
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<tr>
<td>C. Violates or threatens the microbiological safety of the patient.</td>
<td>Fails to recognize and correct violations of medical asepsis/sterile technique; does not wash hands appropriately when caring for patients; does not maintain standard precautions.</td>
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<tr>
<td>D. Violates or threatens the chemical safety of the patient.</td>
<td>Violates any of the 5 rights of medication administration; fails to accurately prepare, calculate, and monitor IV infusions.</td>
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<tr>
<td>E. Violates or threatens the thermal safety of the patient.</td>
<td>Fails to observe safety precautions during $O_2$ therapy; injures patient with hot or cold applications.</td>
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<thead>
<tr>
<th>Nursing Process (NP)</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Inadequately and/or inaccurately:</td>
<td></td>
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<tr>
<td>A. assesses the patient.</td>
<td>Unable to identify basic human needs; fails to observe/report/chart critical patient data; uses poor judgment and/or makes decisions resulting in ineffective nursing care.</td>
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<tr>
<td>B. plans the care for the patient.</td>
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<tr>
<td>C. implements therapeutic interventions.</td>
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<tr>
<td>D. evaluates patient care.</td>
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<tr>
<th>Skills (SK)</th>
<th>Examples</th>
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</table>
A. Unable to perform expected clinical performance objectives and/or skills.

First semester student fails to obtain accurate vital signs; second semester student fails to maintain sterile technique; unable to verbalize key information previously covered in lab and/or class; third or fourth semester student unable to manage and/or prioritize multiple patient assignment.

<table>
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<tr>
<th>Decision Making (DM)</th>
<th>Examples</th>
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<tbody>
<tr>
<td>A. Assumes inappropriate independence in action or decisions.</td>
<td>Performs procedures not yet evaluated; fails to appropriately seek assistance.</td>
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<tr>
<td>B. Fails to recognize own limitations, incompetence and/or legal responsibilities.</td>
<td>Refuses to admit error; fails to complete assigned nursing responsibilities, cannot identify own legal responsibility in specific nursing situations.</td>
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<tr>
<th>Professional Accountability (PA)</th>
<th>Examples</th>
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<tbody>
<tr>
<td>A. Fails to accept ethical and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the ANA Code for Nurses, NSNA Code of Academic and Clinical Conduct, and the Nurse Practice Act.</td>
<td>Fails to conduct self in professional manner; falsifies records; does not follow school/hospital policies and procedures; participates in cheating and/or plagiarism.</td>
</tr>
<tr>
<td>B. Violates patient confidentiality</td>
<td>Removes printed patient data from the facility; shares patient information with individuals outside the health team.</td>
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The San Diego City College Department of Nursing Education utilizes various clinical simulation activities designed to replicate real-life experiences to enhance and support classroom and clinical learning. The simulation experiences create a learning environment in which students are able to analyze their actions, reflect on their skills and critique their clinical decision making. The active, collaborative learning during the simulation experience will enhance acquisition and retention of knowledge and skills.

The simulation experiences are designed to reflect the learning objectives outlined in the nursing curriculum and coordinate with content presented in classroom and clinical situations. Various simulation techniques are utilized, including simulated documentation, task trainers, mannequins, and standardized patient methodologies.

**Critical thinking** in nursing is an essential component of professional accountability and quality nursing care. The nursing faculty at San Diego City College has defined critical thinking as follows: A cognitive (way of thinking) and affective (utilizing the individual’s emotions or feelings) method of processing (collecting and deciphering information) that encompasses reflective reasoning (thoughtful decision-making) and problem solving. The Simulation experience is designed to assist students in the development and enhancement of critical thinking skills.

The ideal critical thinker is consistently questioning, well informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, cautious in making judgments, willing to reconsider, clear about issues, organized in complex situations, diligent in seeking relevant information and persistent in seeking results. It is these attributes that the Simulation experience seeks to strengthen.

The Simulation lab is a clinical experience, and all policies related to clinical attendance apply, including wearing the full uniform, with all equipment (stethoscope, watch, penlight and bandage scissors), timely arrival and completion of assigned activities. Students and Instructors are expected to honor the core values established for the profession of nursing by the National League for Nursing (NLN):

- **CARING**: promoting health, healing and hope in response to the human condition
- **INTEGRITY**: respecting the dignity and moral wholeness of every person without conditions or limitation;
- **DIVERSITY**: affirming the uniqueness of and differences among persons, ideas, values and ethnicities
- **EXCELLENCE**: creating and implementing transformative strategies with daring ingenuity
The Simulation Experience

The simulation experience is composed of 4 parts: preparation, implementation, debriefing and evaluation.

Preparation: Information required to prepare for the simulation is provided to students in advance of the assigned simulation experience. Such preparation includes, but is not limited to, research of disease processes and nursing interventions, pathophysiology, medications and treatments, development of care plans and review of technical skills. On the day of the simulation, students will have the opportunity to review preparation materials and will also be oriented to the functioning of the equipment to be used in the simulation.

Scenario Implementation: Students will be assigned roles appropriate to program level and content. The students will be supervised and guided by an instructor familiar with simulation implementation. Students will have the opportunity to interact with each other and a simulated patient, as well as with the instructor. The instructor will facilitate the simulation, control the mannequin, serve as a resource and may role-play various members of the health care team, including primary care provider, supervisor, etc.

Debriefing: At the completion of the simulation, students will be asked to reflect upon the experience. Debriefing discussions will focus on the following:
- **Reflection-in-Action**: engaging the student in reflection on actions during the simulation;
- **Reflection-on-Action**: looking back at the simulation and exploring actions taken and feelings related to those actions; and
- **Reflection-beyond-Action**: exploring “what if” situations and expanding knowledge beyond the limitations of the simulation into future clinical practice.

Evaluation: Students will be asked to complete evaluations of the simulation experience, including rating satisfaction with overall instructional strategies, effectiveness of debriefing, etc. Data from the evaluations will be utilized to improve the program on an ongoing basis. Student performance will be evaluated by the instructor and areas for improvement will be discussed with the student.

Quality and Safety Education in Nursing (QSEN)

The faculty of San Diego City College Department of Nursing Education believes in, and supports, the efforts of the Robert Wood Johnson Foundation to improve the quality of nursing care and nursing education. “The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.” ([www.QSEN.org](http://www.QSEN.org))

The faculty have developed simulation objectives and assessment instruments designed to assist the pre-licensure student in attaining the knowledge, skills and attitudes outlined in the selected QSEN competencies appropriate for the simulation environment. These competencies include:
- **Teamwork and Collaboration**
- **Evidence-based Practice (EBP)**
- **Quality Improvement (QI)**
- **Safety**
- **Informatics**
THE SIMULATION PROMISE
More than an alternative to clinical, the Simulation experience is designed to be an experience where students and instructor work together to ensure the success of all students in the group. The Simulation Lab is a place where students can hone their nursing skills in an environment of mutual support and respect. Mis-steps are not mistakes or errors, but a chance to learn and improve.

FULFILLING THE PROMISE

**Participate:** come to simulation prepared! The experience means so much more if you are ready to work!

**Exhibit Professionalism:** The Simulation lab is a clinical experience, and all policies related to clinical attendance apply.

**Ask Questions:** Use your critical thinking and be prepared to ask “Why?” many times!

**Seek Answers and Solve Problems:** Work together with students and instructor to develop solutions to patient care problems.

**Avoid Distractions:** Successful students are focused during learning experiences. Staying engaged is a key to a successful simulation experience. Please leave all cell phones and other electronic devices in the “OFF” position (not silent, but off) to help us create a learning environment dedicated to the task at hand.

There are simulation materials posted on the Blackboard site for your nursing class. Please familiarize yourself with those materials and bring materials to simulation as requested. Look for announcements on Blackboard to see what to bring.

**Working together, students and instructors can fulfill the promise of excellence in learning.**

<table>
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<tr>
<th><strong>Simulation Day Plan</strong></th>
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<td><strong>Time Frame</strong></td>
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</table>
| Hours 1 (8a-9a) | “Pre-Conference”  
  - Review objectives, plan for the day, prerequisite knowledge  
    - Cognitive  
    - Psychomotor |
| Hours 2-4 (9a-11a) | Review & Practice related assessments  
  - Perform and Document Assessment  
  - Identify normal & abnormal findings from assessment |
| Hours 4-6 (12a-3p) | Work through desired scenario  
  - Perform skills  
  - Document tasks |
| Hours 7-8 (3p-4p) | Debrief  
  - What went well  
  - What did not go well  
  - What would have worked better  
  - Comments from colleagues  
  Care Plans  
  Clean Up |

**Breaks** will be provided as appropriate throughout the day, including a lunch break.
POLICY: The NRSE 108, 121 and 206 lab is designed for students to do skills practice, computer work, group work, meeting with the tutor, and any class work or study time while on campus. You need to have 48 hours for the 16 weeks. These hours may **NOT** be during class or scheduled clinical time. NO DOUBLE DIPPING ALLOWED.

Faculty members assigned to the NE 108 or NE 206 Skills Lab courses will be available during posted hours to answer questions and assist with obtaining needed materials. If you are enrolled in NE 108 or 206, you will need to sign in and out via the attendance tracking system.

PROCEDURE: Directions for Signing In and Out of Lab

1. Turn the computer on and in CLASS mode.
2. Enter your student ID number when you BEGIN lab time.
3. Enter your student ID number when you are FINISHED with lab time.
4. The computer will show the current hours of lab time completed when the student first logs in. The completed hours will not show up for 24 hours after logging out. When logging in again the lab hours will have been updated and will be displayed.
5. If the student forgets to LOG IN or LOG OUT the computer will only give
   a. One (1) hour of lab time.
6. If the student wants hours and forgot to log in or out, they are responsible to complete the:

ATTENDANCE TRACKING SYSTEM BACK-UP FORM

The forms are located outside of Prof. Hales’ office or outside of the big window in the administrative office. Forms are returned to the Nursing Office.
The student is expected to maintain a professional appearance while in the clinical setting. Excesses in makeup, perfume/cologne or jewelry, hairstyles which compromise the sterile environment, and the wearing of ill-fitting uniforms, may make it difficult for the student to be regarded by others as a professional. Ultimately, the decision concerning a student's professional appearance will rest with the clinical instructor. Students must be in appropriate attire at all times including when they are in the facility doing pre-clinical research.

1. **Uniform**  
   School-specified clean uniform whenever student is in the clinical area, including preclinical research. Only plain white short sleeved T-shirts may be worn under uniform. **Undergarments must not be visible under uniforms. Uniforms must be washed after each wearing.** Uniforms may not be worn outside of school sanctioned clinical activities.

2. **Scents**  
   The use of perfumes, scented lotions, colognes or aftershave **is not allowed** due to possible patient sensitivity or allergy. Cigarette smoke/odor is not acceptable in the clinical area.

3. **Hair**  
   Hair color must fall within naturally occurring shades, be neat, clean and up off the collar or secured back. Facial hair must be clean and neatly trimmed.

4. **Nails**  
   Fingernails must be clean, neat and fingertip length only. Clear un-chipped polish may be worn. No artificial or acrylic nails or components thereof are permitted. (Refer to Infection Control Policy).

5. **Makeup**  
   May be worn in moderation.

6. **Jewelry**  
   Only wedding rings or plain, simple rings are permitted (maximum – one ring per hand).

7. **Piercing**  
   No piercing or jewelry/hardware may be evident except for one small stud earring in each ear.

8. **Tattoos**  
   All tattoos must be covered at all times.

9. **Patch**  
   The San Diego City College Nursing Student Patch must be affixed to the left upper sleeve of each uniform and lab coat
10. **ID Badge** The picture identification name badge must be worn and clearly visible during all clinical activities. Facilities will require students to be sent home if ID badge is not evident.

11. **Lab Coats** School-specified lab coat only (Dove); sweaters are not permitted in patient care areas.

12. **Shoes and Socks** Clean black leather oxfords or slip-on leather shoes with closed toes and heels. All-leather **black** athletic shoes are acceptable (brand name lettering must be in black only). Canvas tennis shoes are not acceptable. Socks must be black.

13. **Equipment** **Stethoscope with a diaphragm & bell, safety goggles, watch with a sweep second hand or digital second indicator, penlight, bandage scissors and ballpoint pen with black ink are required at all times in the clinical area.** Optional items include pocket organizer, hemostat, back support and calculator.

In addition to the dress code, it is expected that all students follow good personal hygiene habits, which include taking a daily bath or shower, the use of an effective deodorant, a daily change of undergarments and frequent oral hygiene.

Modifications of the Dress Code may be made for certain clinical rotations based on the policies of the facility utilized. Such changes will be described by your clinical instructor. **Adherence to the Dress Code is mandatory.** Students must leave the clinical site, if not appropriately attired or well-groomed, resulting in a clinical absence.

**Attire for On-campus Clinical Laboratory**
Because we are concerned about the safety and privacy of each of you as individuals, it is extremely important for you to be protectively and appropriately dressed during laboratory practice exercises.

During all on-campus clinical laboratory experiences students are required to wear full uniform, including name badges. Hair must be up and off the shoulders. Supportive undergarments are recommended for all laboratory activities. Inappropriate attire will preclude your participation in class activities. (This policy includes NE 108 and 206)

In addition, in order to meet specific learning objectives for certain courses, each student will be required to practice and demonstrate nursing skills with another student, serving both as the patient and then as the nurse. The practice of these skills may cause a slight degree of embarrassment for some students, since certain body parts may need to be exposed. Appropriate draping will be performed and individual’s privacy will be maintained.

**Note:** Students will be responsible for restoring the lab to its original state at the end of each day.
Student Nurses Association

Program Completion

Graduation/Pinning
One of the achievements of professional nursing after World War II was the completion of the plan for the reorganization of the structure of professional nursing, which resulted in two major national organizations. One organization of, by, and for professional nurses, to have full responsibility for those functions, which the members of any profession should perform for themselves, is the American Nurses' Association (ANA). The second organization, the National League for Nursing (NLN) brought together the National League for Nursing Education, the American Association of Collegiate Schools of Nursing and the National Organization for Public Health Nursing (Griffin & Griffin, History and Trends of Professional Nursing).

Through ANA, nurses work for the continuing improvement of professional practice, the economic and general welfare of nurses and the health needs of the American public. Nurses and friends of nursing of all races, creeds and national origins, act together to provide the people of their communities with the best possible nursing service and to assure quality nursing education according to NLN policies.

The student in nursing is encouraged to begin participating in professional organizations while yet a student. To enable the student to do this, the National Student Nurses' Association (NSNA) was formed. The NSNA was organized during the convention of the National League for Nursing in 1953, in Cleveland, Ohio.

The San Diego Student Nurses' Association is a regional branch of the California State Student Nurses' Association. Each registered nursing program in the region forms a separate local association.

The San Diego City College Associate Degree Nursing Program is expected to organize and form a local association at the beginning of each year. Membership dues are collected for the National SNA and the California Nursing Students’ Association (CNSA). Local dues are determined by the local membership and retained in the local organization's treasury.
ASSOCIATE DEGREE STUDENT NURSES’ ASSOCIATION OF SAN DIEGO CITY COLLEGE

PREAMBLE

Recognizing that nurses, as members of the health care team, are committed to improving health and rendering quality nursing care, students in a program of nursing education, which provides learning opportunities for competence in primary health care practice, must be prepared to accept and assume the responsibility for quality nursing care in the best interests of the patient. The Associate Degree Nursing Students of San Diego City College hereby organize themselves in conformity with the By-Laws, Rules and Regulations stated herein.
ASSOCIATE DEGREE STUDENT NURSES’ ASSOCIATION OF SAN DIEGO CITY COLLEGE

ARTICLE I
NAME

The name of this organization shall be the Associate Degree Student Nurses’ Association (ADSNA) of San Diego City College, a local association of the Student Nurses' Association of California.

ARTICLE II
PURPOSE

The Student Nurses’ Association of San Diego City College is organized for the following purposes:
1. To assist student nurses to unite together to advance the profession of nursing and to strengthen the efforts of each individual student in the pursuit of their goals.
2. To support and work with the local Coordinating Council of the Student Nurses' Association of California, and to be an active participant of the State Association at the personal discretion of each individual member.
3. To encourage participation in the activities of the National Student Nurses' Association.
4. To maintain self-government in accordance with the policy of San Diego City College.
5. To initiate interest and enthusiasm for membership in the American Nurses' Association, the professional organization for Registered Nurses.
6. To promote interest in the National League for Nursing.

ARTICLE III
MEMBERSHIP

Section 1. All students in the Nursing Education Program of San Diego City College shall be eligible for membership.

Section 2. Each member in good standing is automatically eligible to become a member of the Student Nurses' Association of California & the National Student Nurses' Association, Inc.
ASSOCIATE DEGREE STUDENT NURSES’ ASSOCIATION OF SAN DIEGO CITY COLLEGE

ARTICLE IV  DUTIES OF OFFICERS

Section 1. The officers of this association shall consist of one president (Year II), two vice-presidents (Year I & Year II), two treasurers (Year I & Year II), one secretary & one Associated Student Body (ASB) representative.

Section 2. A student shall be eligible for office if he or she holds an ASB card & has a grade point average of 2.0 or better.

Section 3. The officers shall be elected at the annual meeting to serve a one-year term.

Section 4. Officers shall perform the duties of their respective offices and agreed-upon duties as determined by the executive board.

Section 5. The President Shall:
   a) call and conduct all meetings of this association and of the executive board.
   b) perform all duties properly designated by the executive board.
   c) appoint or approve committees with the consent of the executive board.
   d) approve expenditures as submitted by the treasurers and authorized by the executive board.
   e) act as an official representative of the student body at various campus and community events as well as by serving on designated faculty committees (see Article XIV, section 1).
   f) be a member of CNSA.
   g) act as a liaison between the National, State, and Local Student Nurses’ Associations.
   h) attend association meetings. If unable to attend, the president will assign an alternate.

Section 6. The Vice-President (Year II) Shall:
   a) assume the responsibilities of the president during his/her absence, and succeed to the office of president, should it become vacant.
   b) chair the Activities Committee, which involves coordinating fund-raising and social events.
   c) bring concerns expressed by classmates to the executive board.

Section 7. The Vice-President (Year I) Shall:
   a) chair the Activities Committee, which involves coordinating fund-raising and social events.
   b) collect and maintain detailed minutes from each graduation committee meeting.
   c) bring concerns expressed by classmates to the executive board.
   d) serve on designated faculty committees (see Article XIV, section 1).

Section 8. The Secretary Shall:
   a) prepare and record the minutes of all meetings of this association and of the executive board.
   b) maintain a permanent record of all organization correspondence.
   c) notify members of the association of the time and place of all meetings.
d) conduct the general correspondence of the association, as requested by the president or the executive board.
e) maintain an accurate file of names, addresses and phone numbers of all student body members.
f) submit copies of minutes to the Director and faculty advisor.
g) post copies of minutes on selected student bulletin boards.
h) submit copies of all minutes and correspondence to Director of program following tenure.

Section 9. The Treasurers (Year I & II) Shall:

h) maintain a record of all funds of this association.
i) request monetary disbursements, with the approval of the president and as authorized by the executive board, according to the policy of the college.
j) maintain accurate entries of receipts and disbursements of the organizational funds.
k) maintain a permanent record of all paid dues, together with a register of all members in good standing.
l) report status of student body finances at each organizational meeting.

Section 10. The ASB Representative Shall:

a) act as a liaison between the Student Nurses’ Association and the Associated Study Body.
b) attend the Associated Student Body board meetings on campus. If unable to attend, the ASB representative will assign an alternate.

ARTICLE V EXECUTIVE BOARD

Section 1. The executive board shall consist of the student officers and the faculty advisors. Any member of this association, however, may attend executive board meetings.

Section 2. The executive board shall:

a) meet at such times as deemed necessary by the president or a majority of the board.
b) transact necessary business of this association between regular meetings and report such transactions at the next regular meeting of the association.
c) have the power to fill vacancies in any offices, except those of president and vice-president.

ARTICLE VI ELECTIONS

Section 1. Primary elections will be held during September-October with no fewer than one candidate per office.

Section 2. Candidates will submit written platforms of intentions to the Director of the Nursing Education Program for viewing by all student body members.

Section 3. The Director of the program must give final approval of the slate of candidates.
Section 4. Nominations will be made directly from the floor - time and place to be scheduled so that all members have an opportunity to vote; votes will be cast by written ballot.

Section 5. Election results will be decided by a simple majority if two or more candidates are running for an office and 51% majority if one person is running for an office. In the case of a tie or less than 51% of the vote attained, re-voting will occur.

Section 6. Terms of office shall commence directly after results of elections.

Section 7. In case of vacancy of president, vice-president shall assume office. In case of vacancy of vice-president, a special election meeting shall be scheduled.

ARTICLE VII
VOTING POWER AND QUORUM

Section 1. Each member shall have one vote.

Section 2. A quorum at general meetings shall consist of a simple majority (51%) of the members present at any regular or special meeting.

Section 3. A quorum of the executive board shall be a simple majority.

ARTICLE VIII
MEETINGS

Section 1. Meetings of this association shall be held once a month and at such other times as determined by the executive board members. Notice of regular meetings shall be posted or announced.

Section 2. This local is entitled to one voting delegate and alternate to the annual convention of CNSA, as stated in House of Delegates, By-Laws.

ARTICLE IX
COMMITTEE ACTIVITIES

Section 1. The Activities Committee, chaired by the vice-president, shall plan educational and social events for this association.

Section 2. The By-Laws Committee, chaired by the parliamentarian, shall receive all proposed amendments to the By-Laws of this association, and shall submit proposed amendments to the executive board before being presented to the membership.

Section 3. Membership on all committees shall be comprised of students in good standing in the A.D.S.N.A.

Section 4. Standing committees shall meet as necessary at a time and place designated by the respective chairperson. Reports are to be given to the executive board and then to all association members.
Section 5. Any standing committee shall be formed when a request is made to the executive board stating the objectives and goals of the Committee. Final approval by the executive board shall be required.

ARTICLE X
DUES

Section 1. The annual dues shall be three dollars ($3.00) per member per month, for the academic year, September to June, payable monthly or in a lump-sum amount. Amount of annual dues shall be re-evaluated with each revision of By-Laws. Any member who does not pay dues is required to pay for any student expenses for which funds of this association are appropriated.

ARTICLE XI
AMENDMENTS

Section 1. These By-Laws may be amended at a regular meeting by a two-thirds vote of the members present, provided the amendment has been posted for ten (10) days prior to designated meeting.

ARTICLE XII
CONSULTANT

Section 1. This local shall have two advisors who are faculty members of the Associate Degree Nursing Program.

Section 2. The advisors shall counsel as the need arises.

ARTICLE XIII
PARLIAMENTARIAN/PARLIAMENTARY AUTHORITY

Section 1. A parliamentarian shall be appointed by the executive board.

Section 2. The parliamentarian shall be chairperson of the By-Laws committee.

Section 3. The parliamentarian shall attend meetings of the executive board, but without vote.

Section 4. The rules contained in Roberts' Rules of Order, shall govern the association in all cases to which they are applicable and to which they are not inconsistent with these By-Laws.

ARTICLE XIV
REPRESENTATION ON FACULTY COMMITTEES

Section 1. The president and an alternate class representative from each year of the Associate Degree Nursing Program will participate on the following faculty committees:
   a. department
   b. curriculum
   c. student services
Section 2. Students will be notified in writing of the scheduled committee meetings and agenda.

Section 3. Student Committee Representatives will have input pertaining to:

a. program philosophy and objectives
b. curriculum and instruction
c. policies and procedures

ARTICLE XV
REVISION OF ARTICLES OF TRADITION

Section 1. The pin, designated as representative of S.D.C.C. School of Nursing, shall be reviewed for revision, if indicated. A liaison committee composed of faculty and students shall coordinate said review, if said review is deemed appropriate. Final approval of revision rests with faculty members and director.

Section 2. The uniform designated as representative of S.D.C.C. School of Nursing, shall be reviewed for revision if indicated. A liaison committee composed of faculty and students shall coordinate said review, if said review is deemed appropriate. Final approval of revision rests with faculty members and director.

ARTICLE XVI
FISCAL YEAR

Section 1. The fiscal year of this association shall be the academic year.

ARTICLE XVII
ASSOCIATED STUDENT BODY FUNDS

Section 1. Monies will be assigned to the singular registered nursing program, recognized as the Associate Degree Student Nurses’ Association of SDCC, to be distributed to and by the organization, as it deems necessary.

PLEASE NOTE: Yearly activation of this organization must occur in order to access and store student-generated funds (See faculty advisor or program director for details).

Please refer to San Diego Community College District Policy 3200: Student Organizations, for additional clarification on Student organizations.

http://www.sdcity.edu/CampusLife/StudentClubs
http://www.sdcity.edu/About/OfficesAndAdministration/StudentAffairsOffice.aspx
PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:
1. Advocate for the rights of all patients.
3. Take appropriate action to ensure the safety of patients, self and others.
4. Provide care for the patient in a timely, compassionate and professional manner.
5. Communicate patient care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of patient care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the patient, self or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper
authorizations are obtained from patients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

The California Board of Registered Nursing protects the public by screening applicants for licensure in order to identify potentially unsafe practitioners. Statutory authority for denial of licensure is set out in Business and Professions Code, Sections: 480-487, 496, 810, 820-828, 2750-2765, and 2795-2797. [http://www.rn.ca.gov/pdfs/enforcement/discguide.pdf](http://www.rn.ca.gov/pdfs/enforcement/discguide.pdf)

The law provides for denial of licensure for crimes or acts, which are substantially related to nursing qualifications, functions or duties. A crime or act meets this criterion if, to a substantial degree, it evidences present or potential unfitness to perform nursing functions in a manner consistent with the public health, safety or welfare (California Administrative Code, Section 1444).

The Board may deny licensure on the basis of:
- Conviction of a crime substantially related to the practice of nursing.
- Any act involving dishonesty, fraud or deceit with intent to substantially benefit self or another or to substantially injure another.
- Any act which is grounds for revocation of a license.
- Making a false statement on the license application.
- Breach of examination security.

Convictions
The Board considers most convictions involving sex crimes, drug crimes and crimes of violence to be substantially related to nursing practice. Board regulations list examples of such crimes or acts to include, but not be limited to:
- Conviction of child abuse.
- Violation of the Nurse Practice Act.
- Conviction as a mentally disordered sex offender.
- Crime or act involving narcotics, dangerous drugs or dangerous devices.
- Conviction of assault and/or battery.

Rehabilitation
If the Board determines that an act or crime is substantially related to the practice of nursing, then it is the responsibility of the applicant to present sufficient evidence of rehabilitation.

When considering a denial of license, the Board takes into account the following criteria to evaluate the rehabilitation of the applicant (California Administrative Code, Section 1445).
1. Nature and severity of the acts or crimes
2. Additional subsequent acts
3. Recency of acts or crimes
4. Compliance with terms of parole, probation, restitution or other sanctions
5. Evidence of rehabilitation submitted by applicant
It should be noted that the Board applies the same denial criteria for applications for interim permits and temporary licenses as it uses for permanent licensure.

In summary, the Board of Registered Nursing screens applications fairly but cautiously, applying the preceding criteria. Schools of nursing are encouraged when counseling prospective nursing students to make them aware that there could be potential licensure problems due to serious acts or convictions as described above. In this manner, students have the opportunity to explore other career options prior to investing substantial time in a nursing program if it appears that a prior serious act or conviction may jeopardize licensure due to its substantial relationship to the practice of nursing.
Students are responsible for completing the General Education requirements for the Associate Degree prior to taking the National Licensure Examination (NCLEX-RN).

It is imperative that each student plan their educational program to complete these courses in a timely manner. Students completing the nursing education program without completing degree requirements will be limited in their ability to transfer to baccalaureate institutions or practice nursing in other states.

**PETITION FOR GRADUATION:**
Students are responsible for filing a Petition for Evaluation & Graduation consideration with the Evaluation's Office by the end of the first year of the program for generic students and at the onset of the Fall semester for LVN-RN Advanced Placement Students. Failure to petition for graduation will delay the student’s Approval for Candidacy for NCLEX.
SAN DIEGO CITY COLLEGE
NURSING EDUCATION

GRADUATION/COMPLETION CEREMONY

Effective:
Reviewed:
Revised:

Associate Dean, San Diego City College, Nursing Education Program

GRADUATION/COMPLETION CEREMONY

A completion ceremony may be conducted at the end of the second year of the nursing program, indicating that each student has met the necessary program requirements. At this time, students will receive the designated school pin, which they have previously purchased.

The completion ceremony will be held on campus and all students are expected to attend. Families and friends of the graduates are invited as well.

The students, with the assistance of the Director and the faculty advisors, will work together to plan and organize this celebration. A standard protocol must be followed. The Director of Nursing Education must approve all details and final arrangements pertaining to the completion ceremony.

In addition, students completing the ADN program will graduate, as a group, at the San Diego City College Graduation Ceremony. Students will wear white caps and gowns to differentiate them from other degree candidates. Students are to purchase caps and gowns from the bookstore for a nominal fee.

NURSING PLEDGE

In the full knowledge of the responsibilities I am undertaking, I promise to care for my patients with all the knowledge, skills and understanding I possess, with compassion and respect for the inherent dignity, worth and uniqueness of every individual, sparing no effort to conserve meaningful life, to alleviate suffering, and to promote health.

I will respect, at all times, the dignity and religious beliefs of the patients under my care and hold in professional confidence all personal information entrusted to me. I will refrain from any action, which might endanger the quality of life or health.

I will endeavor to keep my professional knowledge and skill at the highest level and to give my support and cooperation to all members of the health team.

With full awareness of my qualifications and limitations, I will do my utmost to maximize the potential of the nursing profession and to uphold and advance its standards.

Adapted from Ruby L. Wilson, EdD, RN, Professor of Nursing, Dean Emerita, School of Nursing, Assistant to the Chancellor of Health Affairs, Duke University Medical Center, Durham, NC.
The completion ceremony represents the culmination of an educational program that prepares individuals to enter the profession of nursing. **All** students who have satisfactorily met the curricular requirements are required to participate in this significant event. It is at this time that students will receive the designated school pin as a symbol of their accomplishment (Please note that pins are purchased by individual students or encumbered by organization dues).

The Pinning Ceremony will be held on the campus of San Diego City College. Arrangements must be made at least six months in advance to reserve the venue for rehearsal use and the event itself (Please check with the Student Services Committee for specific details). Months in advance, contact must be made regarding any services being used for any needed equipment and set up of same.

**Items required:**
- Flags (California & USA)
- Chairs for students & speakers
- Podium with microphone
- Additional microphones
- Table for nurses' pins and Table Cloth

A graduation committee may be formed under the direction of the Vice-President, according to ADSNA By-laws, to work on additional details pertaining to the ceremony, such as:
- Flowers and decorations
- Music (singer, accompanist, songs)
- Ordering & display of pins
- Invitations/announcements*
- Program/program covers
- Photographer
- Slide presentation
- Speakers
- Cards of acknowledgement/thank you
- Reception

Invitations are to be supplied to the Nursing Department Secretary for distribution to various campus administrators and community representatives.

**Please note:** The words "Licensed", "Registered Nurse", or "RN" may not be printed on the program or any distributed announcements/invitations. Copies of programs, invitations and announcements from previous completion ceremonies are available from the Director.

**Reminder:** All details of the program, including selection of speakers, announcements, invitations, etc., are to be approved by the Director, Nursing Education. Printed materials must be proofread by the respective faculty advisor(s) and program director.
Pinning Ceremony Program

The printed formal program will include, but is not limited to, the following components:
1. Processional
2. Pledge of Allegiance
3. Welcome
4. Introductions
5. Speakers
6. Pinning of students*
7. Presentation of Class
8. Recessional

The Director or Director's designee will perform the actual pinning. Students who choose not to purchase a PIN must bring in a facsimile to be used. Pins must be approved by the director.

In addition, a variety of musical selections may be incorporated within the body of the ceremony. These selections are to be decided by a class vote with input from the faculty advisor and Director. The class is to vote on an overall "theme" for the completion ceremony, which represents the message that they want to impart, as they move on in their professional careers.

If slides are to be used during the ceremony, they must be previewed by the faculty advisor and the Director, well in advance; and, if approved, are to be coordinated with audio-visual technician.

Attire

Students are required to wear the designated school uniform without the student patch.
ATI COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM

What is ATI?
Assessment Technologies Institute (ATI) offers an assessment driven review program designed to enhance student academic and NCLEX-RN success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking and learning styles, online tutorials, online practice assessments and proctored assessments over the major content areas in nursing. ATI information and orientation resources can be accessed from the ATI student home page.

It is highly recommended that students spend time navigating through these orientation materials.

COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM (CARP)

The CARP is designed to assist students on the licensure exam and enhance overall academic success while enrolled in the Nursing Education Program. Used as a comprehensive program, and combined with the content of the Nursing Education Program, the CARP can assist students prepare for course exams more efficiently, as well as increase confidence and familiarity with content that reflects the NCLEX exam.

Modular Study
ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work. These modules may be assigned by instructors during the course and/or as part of active learning/remediation following assessments.

Tutorials
ATI offers unique Tutorials that teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary and a Critical Thinking Guide.

Assessments
Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that are scheduled during the nursing courses. The Comprehensive Predictor is a comprehensive assessment tool that is predictive for passing the NCLEX-RN. Scores are reported for content, nursing process, critical thinking, therapeutic interventions, communication skills and cognitive level.

Active Learning/Remediation
Active Learning/Remediation is a process of reviewing content in an area that was not learned or fully understood as demonstrated by performance on an assessment. Active Learning/Remediation is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s individual performance profile will contain a listing of the topics to review. The student can remediate using the Focused Review which contains links to ATI review modules, media clips and active learning templates.

Instructors have online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students must provide documentation that the
The complete package of student assessment and review materials includes:

I. Entrance
   Test of Essential Academic Skills (TEAS) Self-Assessment Inventory
   Critical Thinking Entrance/Exit Assessment
   Quest for Academic Success

II. Content Mastery Series
    Assessment and review are designed in accordance with the NCLEX-RN test blueprint and cover the following nursing specialty areas:
   - **Fundamentals of Nursing** - Includes foundations of practice, health care continuum, holistic healing, nursing process, growth and development, helping relationships, basic communication, teaching and learning, leadership, management and change, health assessment, basic nursing skills, perioperative nursing care, supporting sensoriperceptual functioning and basic comfort care needs. (NE 142)
   - **Maternal/Newborn Nursing Care** - Includes content on women's health care, physiologic changes and potential complications during pregnancy, labor, delivery and the postpartum period. Newborn care and potential health care problems are included. Cultural considerations, pharmacology and nutrition are integrated into this lifespan approach test. (NE 146)
   - **Nursing Care of Children** - Covers topics related to the growth and development of children, common health disorders, socio-cultural and emotional issues, communication and therapeutic modalities. (NE 146)
   - **Mental Health Nursing Care** - Contains content related to mental health disorders, therapeutic milieu, special populations and stress/crisis management. (NE 242)
   - **Medical/Surgical Nursing Care** - Covers the major physiologic systems, as well as fluid and electrolyte, acid-base balance and pharmacological considerations. (NE 244)
   - **Nutritional Care** – Covers nutritional concepts and dietary management for specific health care problems. (NE 144)
   - **Pharmacology for Nursing Practice** - Covers basic pharmacological principles and management of health care disorders with medications. Some components of the test include dosage and fluid calculations, drug relationship indications and interactions and safety with medication administration. (NE 240)
   - **Nursing Leadership** - Assesses the student's knowledge regarding the nurse's role in leadership and management within the multidisciplinary team. Included are items related to safety, decision-making, supervision, planning, counseling, delegation and identification of client needs. (NE 246)
## RN Comprehensive Predictor® 2016 Probability of Passing Expectancy Table

RN COMPREHENSIVE PREDICTOR 2016 INDIVIDUAL SCORE PREDICTED PROBABILITY OF PASSING THE NCLEX-RN®

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Appendix C

NURSING PROCESS / CARE PLANNING
GUIDE TO EXPECTATIONS AND REQUIREMENTS

Definition: The Nursing Process is a systematic, rational method of planning and providing nursing care. Its goal is to identify a patient’s health care status, actual or potential health problem, to establish plans to meet unmet needs, and to implement specific nursing interventions to meet those unmet needs. It provides a framework within which nurses use their knowledge and skills of Human Response to express caring.

Faculty expectations in red

Assessment – Collection, validation, organization and recording of patient data

- Gather information, collect data systematically - HX, PE, Diagnostics. 
  Include all Basic Needs on Assessment tool
- Organize and Record –
  o Subjective - what the patient says (SYMPTOMS) and
  o Objective - what you see - clear, factual, no interpretation needed (lab, diagnostic data), uses accepted standard (SIGNS).
  Should see S & S of whatever nursing diagnosis used
- Validate the data - compare subjective & objective, clarify ambiguous or vague statements, double check extremely abnormal data, determine presence of factors that may interfere with accurate measurement

Diagnosis - a clinical judgment about an individual, family or community response to actual or potential health problem / life process for which the nurse can prescribe primary interventions for treatment or prevention.

- Cluster, analyze and interpret data,
- Draw conclusions, identify problems/patient needs and prioritize them.
- Identify Risks and strengths - resources, abilities to cope.
- Must use PES format, Problem, Etiology, Signs and Symptoms. Required
- Format: Problem r/t: __AEB: __Required

Planning / Outcomes – Setting priorities, establishing outcomes and selecting nursing interventions to develop a nursing care plan.

- Set priorities - what is important to you and to the patient? -- safety, physiologic needs usually 1st.
- Establish patient outcomes - what you hope to achieve with the patient -- must be mutual, measurable, observable, behavioral, realistic and have a time frame. Should be reduction or alleviation of problem.
- Format: The patient will: __achievement__ AEB: __observable evidence of outcome__ by: __time frame__ Required
- Select Nursing Interventions - specific activities the nurse plans & implements to help patient achieve expected outcomes.
- Must be: individualized and specific for patient, realistic, based on scientific principles, nursing knowledge, experience, within established standards of care.
- Should define what is to be done, when, how often, duration, sequence of performance. Teach, support, comfort, respect patient and encourage patient to participate.
- Format: The nurse will: __define specific action__ Required
- Develop plan of Care - write it down in usable terms
Implementation – The nurse completes actions necessary for outcome achievement.

- Interventions are Independent – the nurse prescribes, performs, supports, counsels, teaches, monitors – includes health promotion, prevention, physical care
  2 of 3 Required
- Collaborative Interventions – actions carried out in collaboration with other health team members – MD, PT, SW … 1 of 3 required
- Dependent Interventions are prescribed by MD, performed by nurse.
- Record interventions carried out & patient response to them

Evaluation - deliberate, systematic process in which nurse determines patient’s progress toward outcome achievement & effectiveness of NCP.

- Identify expected outcomes to evaluate,
- Collect data related to outcomes,
- Compare data with expectations,
- Judge whether outcome achieved,
  Require Met, Partially Met and Unmet, Must say HOW outcome met
- Draw conclusions about interventions,
- Review & modify plan of care.
- If Unmet or Partially Met, must indicate HOW care plan will be modified
- Did patient meet outcome? Did the interventions work? Do you need to start over?
Appendix D

Patch Instructions

Before you apply your patch:

- To set the colors of the patch:
  - Soak patch for 2 hours in a bowl of \( \frac{1}{4} \) cup vinegar and \( \frac{1}{4} \) cup warm water
  - Let dry
    This should set the colors of your patch so it will be safe to wash with the uniform. When washing any garment with a patch, use only non-chlorine bleach.

Patch Application: There are 3 methods for attaching your new patch:

- To sew:
  - By machine, use a large basting stitch (6-8 stitches per inch); Stitch around outer edge.
  - By hand, stitch over outer edge of patch with a whip stitch.
  - Many dry cleaners also do applications of this kind.

- To “Tack-It”
  - Using a temporary bond glue allows you to remove your patch for garment washing.
    We have discovered a product called “Arleene’s Tack-it”. This can be purchased at many craft stores or WalMart stores.
    - Follow direction on bottle:
      - Apply a thin coat to back of patch, making sure to spread evenly and over entire patch. Let dry 24 hours.
      - Remove patch before washing garment.
      - When patch loses “tackiness” (after 6-8 wearings) reapply Tack-it.

- To Iron on: (This method applies to most Dove patches. However, if your patch does not have a shiny white backing, it cannot be ironed on).
  - Center patch over area to be ironed.
  - Pass a hot iron over the patch two or three times until the entire patch has been covered.
  - This should adhere the patch to your uniform, however, a few stitches around the edges will help keep it securely in place through repeated washings.
  - An ironed-on patch may be removed by reheating the patch with a hot iron
REQUEST FOR A LETTER OF REFERENCE / RECOMMENDATION

Date of Request ___________________ Instructor ____________________

Student Name ___________________ Telephone ______________________

Student Address ____________________________

Date letter needed ______________________
Letter to be mailed ______ Picked up from Office ______ Mailed to facility ______

Please list the semester, year and course in which you completed the class with the above instructor
Theory ____________________________________________________________
Clinical __________________________________________________________

Please provide the following information concerning the letter and the person to whom the letter is to be addressed
Name ________________________________ Title ____________________________
Facility ____________________________________________________________
Address __________________________________________________________

Purpose of the letter (employment, scholarship, etc) ____________________________
Specific information that needs to be included in the body of the letter
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Please be certain that you personally contact the instructor prior to submitting this form for completion.
Signature of Student Requesting ________________________________

Date __________________________

Appendix E
Appendix

Challenging the CNA Test
Information for students that have completed Fundamentals of Nursing
Or
Military Medical Experience with a DD214

Below is a copy of the back of the California Department of Public Health (CDPH) document: 283B, to be completed by the applicant. The highlighted area refers to the equivalency documentation that must be sent with the 283B form. The bolded is what the applicant has to do. More information can be found at: http://regionaltestingcenter.org/. This web site has a skills testing guide, practice tests and the necessary forms (283B and livescan forms). They are also a good resource if you need to call.

The CDPH website link is http://www.cdph.ca.gov/certlic/occupations/Pages/AidesAndTechs.aspx. This website is more difficult to navigate but has additional information.

ATCS is the California Department of Public Health Aide and Technician Certification Section – where nurse assistant and home health aide certification is processed.

Copy from back of 283B form:

C. EQUIVALENCY-TRAINED NURSE ASSISTANT APPLICANTS

If the applicant is presently in (or completed) a Registered Nurse, Licensed Vocational Nurse or Licensed Psychiatric Technician program or has medical training in military services; or has received the above license(s) from a foreign country or U.S. state, the applicant will not have to take further training and may qualify to take the competency evaluation.

Submit the following to ATCS:

- An official, sealed transcript of training (students can substitute the transcript with a sealed letter on official school letterhead listing equivalent training in at least “fundamentals of nursing”). The letter must include the completion date(s) of training).

If discharged from the military, a copy of the DD-214 can substitute for the original transcript; and

- Proof of work providing nursing services, for compensation in the last two (2) years (not required for nursing students or if the college degree was received in the last two (2) years); and

- A copy of the completed Request for Live Scan Services (BCIA 8016) form; and

- This completed application form.

If eligible, ATCS will send information regarding taking the competency evaluation. Provided the above has been submitted to ATCS by the applicant or training program, the nurse assistant may work with proof of successful completion of the competency evaluation while the criminal review is in progress.